



Doctor of Philosophy (Ph.D.) Program  
Educational Studies in Diverse Populations

University of Alabama at Birmingham (UAB)



POLICY HANDBOOK FOR STUDENTS

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This is the handbook for students admitted to the Ph.D. program in Educational Studies in Diverse Populations. For complete requirements for the Doctor of Philosophy degree, students must consult with their program advisor, the UAB Graduate School Catalog which has the Graduate Student Handbook, and the UAB Graduate School Policies and Procedures. These documents can be found on the Graduate School webpage: <http://www.uab.edu/graduate/>.

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## **PURPOSE OF THE Ph.D. PROGRAM**

The primary objective of the Ph.D. program in Educational Studies in Diverse Populations (ESDP) is to prepare professionals for conducting research and leading innovation that will enhance educational and life outcomes for diverse populations. Many factors negatively impact the emotional, intellectual, cognitive, and physical wellness of students in P-12 and higher education/postsecondary settings, particularly those from underserved populations. This would include those who represent cultural or linguistic minorities, those with exceptionalities (gifted and disabled), those from economically challenged backgrounds (especially high-poverty), those impacted by gender biases, and those with other relevant learning or behavioral differences.

The ESDP program investigates socio-cultural, historical, political, economic, and health disparities that are specific to educational institutions. It also examines the social and philosophical underpinnings of present educational policy and practice that influence the education of diverse populations within specific communities and in the context of the global community. Inquiry into the former should prove useful to professionals working within educational institutions at the P-12 and post-secondary levels, those working with transition programs related to the academic success of diverse student populations in universities, community colleges, and occupational programs, and also those who work in nonprofit organizations that have missions related to educating diverse populations.

## **UNIVERSITY OF ALABAMA AT BIRMINGHAM**

Since becoming established as an autonomous campus in 1969, UAB has risen to become one of the leading public institutions of higher education in the country. The university is among 51 public and private universities (and the only Alabama university) classified by the Carnegie Foundation for both “very high research activity” and “community engagement.” The *Academic Ranking of World Universities* ranks UAB in the top 200, and *The Princeton Review* ranks UAB 5<sup>th</sup> nationally for diversity.

UAB is a state-of-the-art, 21st century campus with a close-knit, traditional environment comprising 90+ city blocks. Nestled in the serene foothills of the Appalachian Mountains, UAB channels all the energy and opportunity of a cosmopolitan city. The campus is bustling with an array of student organizations and activity, while Birmingham offers a wealth of internships and co-ops, outdoor pursuits and a thriving arts and culture scene. Birmingham is major metropolitan city of some 1.2 million that has evolved into a thriving nexus of medicine, banking, business, and groundbreaking research and development.

## **SCHOOL OF EDUCATION**

The School of Education (SOE) serves more than 1,800 students annually. Its programs have been designed to support and fulfill the University’s mission to discover, teach, and apply knowledge. The SOE’s vision, mission, values and themes are as follows:

### **VISION**

Transforming lives to optimize human potential.

## MISSION

To create knowledge and support professionals to serve in a diverse world.

## VALUES

To actualize the SOE mission, SOE faculty and staff follow these values:

**Respectful**—We treat faculty, staff, students, administrators, external collaborators, and others with respect in all interactions.

**Responsive**—We address the needs of all of our constituent groups in an appropriate and timely manner.

**Innovative**—We develop new and effective approaches to addressing critical challenges.

## THEMES

To this end, SOE programs are committed to the following four themes:

- **Learner-centered:** Programs within the School of Education focus on preparing students who can support the development of students from early childhood through high school as well as adult learners.
- **Developmental:** Programs within the School of Education support the professional growth and differentiation of teachers, counselors, and administrators as they progress from novice to expert in knowledge, skills, and dispositions.
- **Inquiry-focused:** Programs within the School of Education consider inquiry and active reflection to be critical processes in the development of all learners including students, candidates, and faculty.
- **Standards-based:** Programs within the School of Education are based on professional standards and prepare students to base their professional practice on standards as well.

## CONCEPTUAL OVERVIEW OF THE Ph.D. PROGRAM

The EDSP doctoral program has a research sequence, core classes focusing on diversity issues, and a choice among three content-specific concentrations. These concentrations aim to maximize flexibility for our doctoral students to conduct research that will be most beneficial to them professionally and to their respective communities and constituencies. These environments would be the P-12 schools, universities, community colleges, occupational programs, and nonprofits. The three concentrations are:

- The **Metropolitan Education Studies** concentration seeks to prepare professionals to address issues of diversity within a context specific to large metropolitan areas. This would encompass urban, suburban, and exurban educational institutions, settings, and populations, and involve the study of social theory and public policy as related to these contexts. Of specific interest will be the significance of the city of Birmingham, the state of Alabama, and the geographic region of the U.S. South as historical and contemporary places for examining diversity in education.
- The **Pedagogical Studies for Diverse Populations** concentration seeks to prepare professionals to address the effects of diversity within populations that have specific needs, e.g., English language learners, students with exceptionalities (gifted and disabled), cultural differences, etc. This will address issues concerning diversity that

affect policy and practice in matters of curriculum development and instructional delivery, i.e., teaching and learning within diverse populations, both child and adult.

- The **Health Disparities within Diverse Populations** concentration seeks to prepare professionals to address the key health disparities in education concerning race, ethnicity, language, socioeconomic status, and gender and sexual orientation, and linguistic identity. Specifically, this would incorporate cultural, psychological, behavioral, social, and environmental influences that impact health and education. Additionally, it will involve the study of social theory and current trends, and integrate community-based research practices to reduce health and education gaps among children and adults.

This doctoral program is especially suited to preparing graduates with the research acumen needed to move easily into higher educational/postsecondary settings, P-12 administration at all levels (local, state, and national), leadership roles within school based settings, and non-academic positions within nonprofit organizations, specifically those with a research component. It is expected that graduates will continue to conduct and utilize research related to their chosen professions, whether in practitioner or research-specific roles, and contribute to the overall research base in their areas of expertise. Courses and experiences are designed for the student to become confident and competent not only in reading and applying research, but also in designing and implementing research studies that guide the field.

***International Opportunities:*** Given the international backgrounds of many faculty members, opportunities will exist for students and alumni to research, teach, and serve in international contexts.

***Urban Opportunities:*** Collaborative opportunities with the SOE's ***Center for Urban Education*** allows Ph.D. students to focus scholarship activities on issues related to "quality education for socially and economically disenfranchised groups residing in urban areas".

## STEPS FOR COMPLETION OF THE Ph.D. DEGREE

Below is the usual sequence of steps for the Doctor of Philosophy degree which should be completed in fewer than six years. This includes preliminary qualifying examination, comprehensive examination, thesis, dissertation, and practicum or internship, of which several may carry credit hours included in the Course of Study below.

### ***Phase I: Admission, ESDP Core, and Preliminary Qualification***

1. Degree-seeking application must be submitted to UAB's Graduate School for admission to the ESDP doctoral program and to one of its three concentrations. Students must have unconditional admission to the Graduate School and to the ESDP doctoral program as recommended by the Doctoral Committee and approved by the Program Director.
2. Students will be assigned to a concentration advisor based on student interests.
3. **Preliminary Qualification:** After a cohort has completed the core courses (and perhaps some of the research courses), the core faculty will convene. Faculty members from the student's concentration will also be invited to this meeting. At this meeting, faculty will

discuss each student's performance and viability and will determine that student's admission to concentration.

4. **Admission to Concentration:** Upon passing preliminary qualification, students will work with an advisor within their chosen concentration and determine the required coursework that will make up the program of study for the concentration portion of their degree. The program of study must be approved by the designated Advisor and Program Director, must be consistent with established program requirements and, after approval, must be filed in the student's folder and the SOE Dean's office on the form prescribed for that purpose. After initial acceptance of the program of study, any changes in course work to be taken by the student must be recommended and approved by the Advisor and Program Director and filed in the departmental office.
5. Students will complete necessary prerequisite courses and experiences as recommended by the doctoral committee and approved by the Program Director.
6. Students will be reviewed annually by their advisor. Students not making satisfactory progress will be identified and will meet with their Advisor and Program Director within three months to determine a course of study or terminate the student's enrollment in the program.

### ***Phase II: Doctoral Committee and Comprehensive Examination***

7. **Doctoral Committee:** The student should initiate the process of forming a committee by downloading the appropriate form from the Graduate School website and filling out and circulating the appropriate materials (<http://www.uab.edu/graduate/online-forms> - look for the "Graduate Study Committee letter"). Any changes to the graduate study committee should be made by filling out the "Change of Graduate Study Committee" form and submitting the document to the Graduate School. Prior to admission to candidacy work, students must collaborate with faculty in the formation of their Doctoral Committee. Committees will consist of at least five members who must hold graduate faculty status. The Chairperson must be a full member of the Graduate Faculty (<http://main.uab.edu/Sites/gradschool/faculty/graduatefaculty/>). At least two of the committee members must be from concentration area Faculty. A third committee member can be from the student's concentration or from one of the other two concentrations. The fourth committee member should be from another program within the SOE. And, the remaining committee member must be from outside the student's graduate specialization (see UAB Graduate School Policy and Procedures Section 10, Policy #3). This committee determines the stages of progress toward the degree (doctoral plan of study), the dissertation proposal, and finally the written dissertation and defense. Once comprised, the committee will be recommended to the Program Director and Graduate School Dean for approval.
8. **Comprehensive Examination:** Students in all concentrations must pass a comprehensive examination during their final semester of taking concentration or research courses. Faculty from the student's Doctoral Committee will predetermine the format for the comprehensive exam. This can range from a sit-down exam over 3 days on site in the SOE to 3 questions for answering as essays off campus over 10 days. Adjustments to the type and format of this comprehensive exam can be determined one year prior to any such change. There are three potential outcomes on the Comprehensive Examination
  1. *Pass*, following the guidelines set by the Advisor and concentration faculty.

2. *Pass with Remediation*, following the guidelines set by the Advisor and concentration faculty. If, after the examination, any remediation is recommended, the student will work with his or her Doctoral Committee Chairperson to plan the steps to be taken. These could include additional coursework, reading, tutoring, or a combination of these. The student should complete remediation and/or rewrite the examination within the next two semesters. The Doctoral Committee Chairperson and Committee members will read the re-written examination(s). The students may be asked to answer any concerns orally in a meeting with the Committee. The student will be notified of the results within a month of the completion of the re-writing. The Program Director will be notified in writing when remediation is completed.
3. *Fail*, following the guidelines set by the Advisor and concentration faculty. Students who fail will be advised by the Doctoral Committee to complete a plan of remediation within the time agreed on by the student and Committee, and they will re-write the comprehensive examination. If the student fails a second time, another opportunity is not available. If the student passes with remediation, one more opportunity is available (See policy above concerning “Pass with remediation”).

### ***Phase III: Dissertation Candidacy, Dissertation Proposal, and Dissertation Work***

9. **Dissertation Candidacy:** Upon passing the comprehensive examination, students proceed into the dissertation candidacy stage of their program. They must be enrolled each fall and spring semester after passing the comprehensive exam and until successfully defending their dissertation.
10. **Dissertation Proposal:** Before admission to candidacy and under the direction of their Doctoral Committee Chairperson (with appropriate assistance from the Committee members), doctoral students will develop and present a formal dissertation proposal to their Committee. This proposal is a roadmap for the dissertation. It will present a clear statement of the topic or the problem to be investigated, justification for the research including a review of relevant literature, a description of the research methodology to be deployed including how data will be collected and what instruments might be used, description of and justification for procedures to be used in analyzing and presenting the data, and limitations of the study. This is outlined below.

This proposal represents a blueprint for the dissertation. It will include the following elements:

1. A clear statement of the topic or the problem to be investigated.
2. A justification for the research including:
  - a. Hypotheses, if any, to be examined and/or tested.
  - b. The significance of the study.
  - c. A review of relevant literature.
  - d. The anticipated outcomes and/or the contributions to professional knowledge that will result from the study.
3. A description of the method to be employed in the study including:
  - a. Method to be used to collect data.
  - b. Description of and justification for any instruments to be employed in the study.

- c. Description of and justification for procedures to be used in analyzing and presenting the data.
- d. Limitations of the study.

When ready, the student will present the proposal to his/her Doctoral Committee. The committee will take one of the following actions:

- a. Accept the proposal without changes.
- b. Approve the proposal with specific revisions. These revisions will be overseen by the Committee Chairperson. When they have been completed. Committee members will receive a revised proposal for their approval and signature.
- c. Non-approval of the proposal. In this case the student must repeat the process.

The student, with approval of the Doctoral Committee Chairperson, arranges the Committee meeting for the formal approval of the proposal. It must be signed by all members of the Committee, the Doctoral Program Director, and then approved and signed by the Graduate Dean. Any variation from the proposed research must have prior approval of Committee members. Once UAB's Institutional Review Board has given full stamped approval of the proposed research, the doctoral student may apply via The Graduate School for Graduate Candidacy. Upon admission to Graduate Candidacy the student may begin work toward completing the dissertation.

11. **Dates and Timelines:** After the proposal has been approved, students must meet Graduate School dates and timelines for admission to candidacy, successful defense of the dissertation, and graduation. Since these dates change each year with the corresponding academic calendar, it is the responsibility of the student to review these timelines and work with the doctoral committee so that anticipated graduation dates are met. The following link should be checked frequently:  
<http://www.uab.edu/graduate/graduate-school-quicklinks/deadline-dates>
12. **Dissertation Work:** Students must enroll for at least six semester hours of dissertation work for two consecutive semesters. Working under the supervision of the Doctoral Committee Chair, the student works on her/his dissertation, prepares the dissertation, and submits chapters, once completed, to the Committee. The committee members will make suggestions concerning possible changes. Once the entire dissertation is completed in accordance with Theses and Dissertation: A Guide to Preparation (available from the Graduate School), the Committee Chairperson will arrange for the formal oral defense. The student must submit the completed dissertation to each Doctoral Committee member at least two weeks before the oral defense. This defense will be open to faculty and students, and it must follow guidelines.
13. Following a successful defense, the student will secure signatures from Doctoral Committee Chair and members, Program Director, and SOE Dean. The awarding of a degree is recommended by the Dean of the SOE to be approved by the Graduate School Dean, who is the final arbiter in the process.

### ***Additional Requirements/Information***

#### **Benchmark Requirements**



Doctoral students are encouraged to satisfy annual and capstone benchmarks in order to best prepare themselves for future employment opportunities. These benchmarks are as follows.

- End of first year of fulltime study and/or end of 18 hours of program:  
Student should submit a poster session proposal for a regional, national, or international conference. This poster should reflect research conducted during the first 18 hours of the program.
- End of second year of fulltime study and/or end of 36 hours of program:  
Student should submit an article and also a presentation proposal for a state or regional conference (not poster).
- End of third year of fulltime study and/or End of Program (54 hours of program)  
Student should submit an article or a presentation proposal for a national or international conference (not poster).  
Student should prepare a dissertation that has the potential for writing three articles for publication.

### **Time Limitation**

1. Course credits must be validated by special examination after a lapse of five years and may not be validated after seven years.
2. The minimum period in which the doctoral degree can be earned is three academic years of full-time graduate study above the Master's degree or the equivalent in part-time work.
3. Students must complete their program within seven years from the date of admission to the doctoral program unless an exception is granted by the Program Director and Dean of the Graduate School at the request of the student and with approval of the faculty Advisor.

### **Key Assessments**

To meet SOE requirements, all students (including those in a PhD program) must produce key assessment artifacts in selected program courses and post them onto TaskStream. Through these key assessment artifacts, students will demonstrate competency in national standards.

### **Participation in Professional Organizations**

Each emphasis area corresponds to professional organizations that promote this area. Students should seek advice from faculty members in that area regarding the organizations that offer the best opportunities for professional growth.

### **COURSE OF STUDY. 60-90 Credit Hours**

There are four key parts of the ESDP doctoral program.

#### **1. ESDP Core. 12 Credits**

The core consists of four courses: an introductory course to the program plus one course in each of the three concentrations. These courses will acquaint students with how diversity can be

conceived and studied. The core is taken as a cohort, and courses are taught by full time faculty from the three concentrations. These courses are as follows:

- EDF 755 Educational Studies in Diverse Populations: Theories of Inquiry: 3 credit hours
- EDC 750 Critical Pedagogical Studies in Diverse Populations: 3 credits
- EDF 765 Metropolitan Education Studies Proseminar : 3 credits
- CHHS 742 Health Disparities in Diverse Populations: 3 credits

## **2. *Research Sequence and Prerequisite Courses. 12-19 credits***

The background experiences of ESDP doctoral students will probably vary significantly. Consequently, the program requires certain prerequisite courses before a student can proceed with doctoral level work. If students have successfully completed prerequisite coursework and some concentration coursework during a previous graduate degree, their committee may allow them to complete this Ph.D. program with a minimum of 60 hours of graduate work. Prerequisites are often taken at the bachelors, masters, or Education Specialist (Ed.S.) degree levels. If a Ph.D. applicant has not taken all of the prerequisite courses, then they can be admitted into the Ph.D. program on condition that they complete the majority of their prerequisite coursework prior to enrolling in more advanced coursework. The required research sequence is as follows.

Research Courses (to be taken with or after core courses)

- EPR 609 Statistical Methods and Research in Education (prerequisites: EPR 594 Introduction to Educational Research Design; EPR 607 Microcomputer Applications to Statistical Analysis/608 Statistical Methods and Action Research, or equivalents): 3-10 credits
- EPR 710 Computer Applications and Advanced Statistical Methods and/or EPR 792 Mixed Methods Approaches to Educational Research: 3 credits
- EPR 596 Introduction to Qualitative Methods in Educational Research (prerequisite EPR 594: Introduction to Educational Research Design; not required if equivalent course previously taken), or another Advisor approved research course: 3 credits
- EPR 696 Qualitative Research: Inquiry and Analysis: (prerequisites EPR 594 Introduction to Educational Research Design, EPR 596 Introduction to Qualitative Methods in Educational Research): 3 credits

## **3. *Ph.D. Concentration Coursework. 12-36 Credits***

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

- Pedagogical Studies
- Metropolitan Education Studies
- Health Disparities

Individual student-appropriate coursework will be selected in Early Childhood and Elementary Education, Secondary Education, Reading, Health Education, Kinesiology, Special Education, English as a Second Language, Educational Foundations, Counselor Education, and Educational Psychology and Research

Upon receiving approval from their Advisors in a given concentration, students may take up to 12 credits in interdisciplinary courses in related fields, e.g., sociology, anthropology, history, English, philosophy, cultural studies, women's studies, American studies, African American studies, etc. Examples are provided in the appendix section called Sample Courses.

### **Specialization Areas**

Courses in specialization areas may focus on more advanced knowledge and skills for developing the ability to engage in research and scholarship as well as in a wider array of professional activities. These will be determined and managed by concentration Advisors and the Program Director.

### **Using Prior Coursework to meet Ph.D. Requirements**

Prior coursework is often used toward meeting the requirements of the prerequisite coursework. Up to 12 credits of course work that have not been applied toward meeting the requirements for an earned degree taken at UAB or other institutions may be used to satisfy these course credit requirements upon approval of the Advisor, graduate Program Director and the Graduate School Dean. Note that the Graduate School requires only 30 semester credit hours for a master's degree. Any credit hours earned at UAB beyond 30 semester credit hours may be applied toward a doctoral degree at UAB and/or for meeting concentration requirements. For instance, a student matriculating into this Ph.D. program who already had an Ed.S. degree may be able to take fewer courses toward their concentration.

The research requirement at UAB includes at least two semesters in candidacy (12+ dissertation hours) and 12 hours of appropriate research-based coursework. Courses which have been previously applied toward meeting the requirements of another degree are not eligible to satisfy the research credit requirement.

#### ***4. Dissertation. 24 Credits***

Approval of the dissertation proposal and admission to candidacy must be recommended by the student's Advisor and approved by the Program Director, and the Graduate School Dean.

- Dissertation Seminar: 3 credit hours
- Dissertation Research – (Prerequisite: Admission to candidacy.) 12 credit hours. Note: one semester with at least 6 credit hours is required
- 9 credits of directed dissertation research or additional research courses specific to intended dissertation

### **EXCEPTIONS TO POLICIES IN THESE GUIDELINES**

Any exception to the policies and requirements stated in these guidelines must be recommended by the faculty Advisor, with a supporting statement giving the reasons for the exception, and must be approved by the Doctoral Program Director and the Dean of the School of Education.

### Appendix 1 - Typical sample curriculum for ESDP doctoral students

	<i>Semester</i>	<b>Part-Time: 2 courses per term</b>	<b>Full-Time: 3 or 4 courses per term</b>
<i>1<sup>st</sup></i>  <i>Y E A R</i>	<i>Fall</i>	EDF 755 EDC 750	EDF 755 and EDC 750 1 <sup>st</sup> Research course [and perhaps also 2 <sup>nd</sup> Research course]
	<i>Spring</i>	EDF 765 CHHS 742	EDF 765 and CHHS 742 3 <sup>rd</sup> and/or 4 <sup>th</sup> Research courses
	<i>Summer</i>	Admission to Concentration 1 <sup>st</sup> and 2 <sup>nd</sup> Research Course	Admission to Concentration 3 <sup>rd</sup> and/or 4 <sup>th</sup> Research course OR 2 courses in Concentration
<i>2<sup>nd</sup></i>  <i>Y E A R</i>	<i>Fall</i>	3 <sup>rd</sup> and 4 <sup>th</sup> Research Course	3 to 4 courses in Concentration
	<i>Spring</i>	2 courses in Concentration	3 to 4 courses in Concentration
	<i>Summer</i>	2 courses in Concentration	3 courses in Concentration AND the Comprehensive Exam
<i>3<sup>rd</sup></i>  <i>Y E A R</i>	<i>Fall</i>	Two courses in Concentration	Advance to Candidacy Dissertation Seminar (3 credits) Dissertation Research (6 credits)
	<i>Spring</i>	Two courses in Concentration	Dissertation Research (at least 6 credits with 9 credits of qualifying research courses) and Dissertation Defense
	<i>Summer</i>	2 courses in Concentration AND Comprehensive Exam	
<i>4<sup>th</sup></i>  <i>Year</i>	<i>Fall</i>	Advance to Candidacy Dissertation Seminar (3 credits)	
	<i>Spring</i>	Dissertation Research (6 credits)	
<i>5<sup>th</sup></i>  <i>Year</i>	<i>Fall</i>	Dissertation Research (3 credits with at least 9 credits of qualifying research courses previously taken)	
	<i>Spring</i>	Dissertation Research (3 credits) Dissertation Defense	

*NOTE: Graduate students who are not native speakers of English must also take academic English language development courses until reaching the levels of oral and writing assessments required by UAB's Graduate School.*

*\* See Appendices for sample courses.*

**Appendix 2 - Sample Courses in Metropolitan Education Studies Concentration  
(12-36 credits)**

EDF 600/700 Urban Education  
 EDF 602/702 Critical Social Issues in American Education  
 EDF 604/704 Social Philosophies and Education  
 EDF 605 Educational Foundations and Urban Life  
 EDF 606/706 Social Movements in Education  
 EDF 608/711 Theories of Learning  
 EDF 616/716 Comparative Education  
 EDF 620/720 Culture and American Education: Race Class and Gender  
 EDF 691/750 Special Problems in the Foundations of Education (recommended)  
 EDF 697/797 Individual Readings in Foundations of Education/Independent Studies  
 (recommended)  
 EDF 698/798 Individual Research in Foundations of Education (recommended)

Up to 12 credits in courses within the other two concentrations, e.g.,  
 EDC 713 Educational Issues and Human Diversity  
 EDC 732 Culturally & Linguistically Relevant Instruction  
 ECG 628 Social and Cultural Diversity

Up to 12 credits in courses taught outside of the SOE, e.g.,  
 ANTH 615 Ethnographic Field Methods  
 ANTH 641 Anthropology of Human Rights  
 HY 601 Historiography  
 HY 632 Seminar in U.S. Urban History  
 MPA 675 Equity and Diversity in Public Policy  
 SOC 716 Social Stratification  
 SOC 755 Race and Ethnic Relations

**Appendix 3 - Sample Courses in Pedagogical Studies Concentration  
(12-36 credits)**

EDC 750 Introduction to Pedagogical Studies, 1 credit (REQUIRED)  
 EDC 760 Doctoral Seminar in Pedagogical Studies, 3-6 credits (REQUIRED)  
 EDC 790 Directed Readings in Research, 3-6 credits (RECOMMENDED)  
 ECE 730 Doctoral Seminar I: Issues in Development Theory  
 ECE 731 Doctoral Seminar II: Children and Society  
 ECE 732 History of Early Childhood Education  
 ECE 735 Meaning and Development of Play  
 ECE 737 Parent Child and School Interface  
 ECE 738 The Consultation Process and the Young Child  
 ECE 748 Research in Infancy  
 ECE 749 Advanced Early Childhood Curriculum  
 ECE 750 Literacy Before School  
 ECE 751 School and Literacy Instruction  
 ECE 752 Theory/Res Literacy Dev Instr  
 ECE 760 Current Issues in Education  
 ECE 774 Advanced Seminar in Language Development  
 ECE 792 Directed Readings in Research  
 ECT 720 Universal Design for Learning  
 EDC 706 Dynamics of Educational Change  
 EDC 707 Introduction to Teacher Leadership  
 EDC 711 Analysis and Evaluation of Teaching  
 EDC 712 Seminar in Curriculum and Instruction  
 EDC 713 Educational Issues and Human Diversity  
 EDC 720 Problems and Issues in Education  
 EDC 731 Curricular Design and Implementation  
 EDC 732 Culturally & Linguistically Relevant Instruction  
 EDR 701 Advanced Diagnosis and Remediation of Reading  
 EDR 702 Reading: Theoretical Foundations  
 EDR 703 Advanced Research in Reading  
 EDR 704 Field Experience in Reading  
 EDR 705 Reading Instruction Seminar  
 EDR 706 Research in Reading  
 EHS 710 Creative Teaching in Secondary School  
 EHS 720 Individual Research in Education  
 EPR 700 Data-based Decision Making  
 ECE 630 Cognitive Curriculum ECE  
 ECE 631 Program for Young Children  
 ECE 632 Young Children and Their Literature  
 ECE 633 Social Development of the Young Atypical Child  
 EDC 651 Innovative Practices in Curriculum  
 EDC 655 Curriculum Principles and Practices  
 EDR 640 Reading Improvement Workshop  
 EDR 654 Assessment, Evaluation, and Correction Reading Diff.

EDR 655 Reading Assessment and Evaluation  
 EDR 656 Reading Strategies for Students with Reading Diff.  
 EDR 659 Research and Problems in Reading  
 EDR 692 Internship in Supervision of Reading  
 EEC 625 Critical Pedagogy in P-6 Education  
 EEC 670 Studying the Child in School  
 EEC 673 Teaching in a Multicultural Society  
 EEC 692 Curriculum Projects  
 EEC 695 Practicum Supervision in EEC  
 EESL 612 Curriculum, Programs, & Policies  
 EESL 613 Teaching ESL in a Multicultural Society  
 EESL 617 Teaching English in a Global Context  
 EESL 620 Special Topics  
 EESL 627 Teaching Adult Language Learners  
 EESL 637 Methods Teaching English as an International Language  
 EESL 647 Instruction and Assessment: Reading/Writing  
 EESL 657 Instruction and Assessment: Listening/Speaking  
 EESL 660 Research in ESL  
 EESL 677 Field Studies  
 EHS 651 Innovative Practices in Teaching in Secondary School  
 EHS 653 Current Issues in Secondary Education  
 EHS 681 Special Topics in Education  
 ECY 689 Advanced Topics in Special Education  
 ECY 661 Nature and Needs of Visual Impairments  
 ECY 635 Foundations of Early Childhood Special Education  
 ECT 625 Positive Behavioral Supports  
 ECT 700 Autism Spectrum Disorders: Intro  
 ECT 626 Assistive and Instructional Technology  
 ECT 627 Collaborative Process  
 ECT 628 Legal Issues and Trends

Up to 12 credits in courses within the other two concentrations, e.g.,  
 EDF 600 Urban Education [700 cross-listing request is pending.]  
 EDF 620/720 Culture and American Education: Race Class and Gender

Up to 12 credits in courses taught outside of the SOE, e.g.,  
 ANTH 615 Ethnographic Field Methods  
 MPA 675 Equity and Diversity in Public Policy  
 SOC 716 Social Stratification  
 SOC 755 Race and Ethnic Relations

**Appendix 4 - Sample Courses in Health Disparities Concentration  
(12-36 credits)**

HE 610 Foundations of HE  
 HE 621 Health Communication  
 HE 631 Planning & Implementing HE Programs  
 HE 632 Administration of Health Ed Programs  
 HE 640 Content Issues  
 HE 641 Content Issues II  
 HE 642 Health Behavior & Hlth Ed  
 HE 689 Methods & Materials for Planning He Programs  
 HE 691 Special Topics in HE  
 HE 692 Supervised Research in HE  
 HE 693 Advanced Field Ex in HE  
 HE 697 Evaluation of HE Programs  
 HE 699 Thesis Research HE 700 HE Seminar  
 HE 702 Supervised Res in HE  
 HE 705 Advanced Theoretical & Scientific Basis of Health  
 HE 710 Planning & Admin of HE & HP Programs  
 HE 720 Eval of HE/HP Programs  
 KIN 637. Physiology of Exercise I  
 KIN 638. Physiology of Exercise II  
 KIN 694. Special Projects in Kinesiology  
 KIN 697. Advanced Field Experience in Kinesiology

Up to 12 credits in courses within the other two concentrations, e.g.,  
 EDC 713 Educational Issues and Human Diversity  
 EDC 732 Culturally & Linguistically Relevant Instruction  
 ECG 628 Social and Cultural Diversity

Up to 12 credits in courses taught outside of the SOE, e.g.,  
 HB 635. Communities, Families, and Health  
 SOC 731. Health Disparities among Children and Adolescents  
 SOC 755. Race/Ethnicity and Health  
 SOC 756. Gender and Health  
 SOC 775. Place and Health  
 SOC 786. Health Disparities



## Appendix 5 - Admission Process (there are two parts)

### 1. Initial application to the Graduate School

1. Transcript evaluation, writing evaluation, and Doctoral Program Admissions Committee review of application
2. Graduate School Application Process Checklist -
  - Complete and submit online degree-seeking application for admission to the Graduate School
  - Submit professional resume/CV and statement of research interests and professional goals
  - Pay application fee online with credit card or debit card (mailing a check will severely delay the application process)
    - Domestic: fee for Ph.D. is waived
    - International: please check graduate school website for current fee
  - Ask the individuals from whom you request references to respond online to the form that they will receive via email from the Graduate School (NOTE: This form is sent automatically to your references by UAB as soon as you click submit on your degree-seeking application).
  - Request transcripts from all prior institutions to be sent to UAB including institutions where you might have taken only one course (information on how to do this is provided in Apply Yourself). The preferred email addresses for electronic submission of transcripts are as follows: [SOEtranscripts@uab.edu](mailto:SOEtranscripts@uab.edu) and [gradschool@uab.edu](mailto:gradschool@uab.edu). If you have international transcripts, you should send a copy and then bring the original transcript with you.
  - Submit official GRE or MAT test score.
  - Submit official TOEFL or IELTS test score (for international applicants only) NOTE: International applicants must also meet all requirements stipulated at <https://www.uab.edu/students/international> . This includes a mailing your Financial Affidavit of Support

### 2. Admission to the Doctoral Program

Once the Graduate School application process is complete, the Doctoral Program Admissions Committee will review the graduate school application packet. The admission decision will take into account prior educational background and experience of the applicant. Applicants will be informed of

- any prerequisite course work to complete before entry to the program and/or
- additional coursework to complete while in the program

Applicants may be asked to identify and submit additional documentation (course syllabi) to substantiate course credit toward prerequisite courses as well as concentration requirements that may have been met through prior graduate studies.

The following indicators are considered by the Doctoral Program Admissions Committee when determining program admission.

- Previous graduate degrees (minimum of master's in related field)
- Professional experience – preferred at least 3 years (applicants for the Pedagogical Studies concentration must have appropriate previous teaching experience)
- Professional resume/CV
- Writing assessment, statement of research interests, and professional goals essay
- MAT or GRE scores:
  - Miller Analogies Test (MAT): Score at 50<sup>th</sup> percentile or higher
  - Graduate Record Exam (GRE): Score at 50<sup>th</sup> percentile or higher
- GPA (3.25 on previous graduate work)
- Recommendations/letters of reference
- Presentations at state, regional, and national conferences
- Publications
- Professional involvement
- Interview with faculty

The decision to admit students to the ESDP Doctoral Program is made on recommendation from the Doctoral Program Admissions Committee. By taking this step, the Committee indicates its confidence in the ability and preparation of the students to complete the requirements for the degree.