



DOCTOR OF EDUCATION IN HEALTH EDUCATION WITH A SPECIALIZATION IN HEALTH PROMOTION

The Doctor of Education (Ed.D.) is a professional degree designed to emphasize preparation for the highest levels of practice in health education. It should prepare health education practitioners for leadership roles in educational institutions, community health care settings, business and industry, government agencies, and voluntary health agencies. The program emphasizes health promotion with a behavioral health foundation. Health promotion is any combination of health education and related organizational, economic, or political interventions designed to facilitate behavioral or environmental changes conducive to health. Health promotion practice involves the modification of individual, organizational and community factors associated with health problems. Research and practice in health promotion may occur in a variety of settings (e.g., school, community, worksite, health care) and focus on young children, adolescents, adults, and/or senior adults. Organizational and community contexts for health behavior are also important topics for health education research. A diverse faculty, coupled with research and clinical opportunities within and outside the university, provide an excellent milieu for professional development.

Admission Requirements

In addition to meeting the Graduate School requirements, the applicant must submit a letter of application to the health education faculty to include a statement of career goals and research interests. Three letters of recommendation from former professors are required, and when possible, a personal interview is recommended.

Final acceptance and continuation in the program are contingent upon sponsorship by a member of the health education faculty who will serve as the student's adviser. The admission of a student into the program and the selection of an adviser is by mutual agreement and is formalized in the letter of acceptance.

The prerequisites for the doctoral program in health promotion are the completion of a master's degree or the equivalent and the completion of a minimum of three hours of course work from each of the following areas: biological sciences, behavioral sciences, theory and methods of health education and/or health promotion, and statistics.

Courses completed at another college or university may be used to satisfy part or all of the prerequisites, provided such courses were completed prior to beginning graduate study at the University of Texas at Austin. Such courses may not be used to fulfill requirements for a graduate degree at the University. Individuals admitted without these prerequisite courses must fulfill this requirement in their first year by taking the appropriate courses in residence or by advanced standing examination at the University of Texas at Austin. It is the policy of the Graduate Studies Committee that all courses taken within this department to fulfill prerequisite requirements be taken on a letter grade basis.

Establishment of Program of Study

Students are expected to complete the core course requirements during the first year of study if possible. The health education faculty will review the student's prior course work and research experience, and in conjunction with the student, establish a program of study including course work within and outside of the department. Under the leadership of the student's adviser, the health education faculty will monitor the student's progress. Toward the end of the first year of doctoral study, the program of study will have been submitted to the Graduate Studies Committee for approval.

Student Evaluation

Students must make satisfactory progress and will be evaluated for satisfactory progress each year, especially regarding incompletes in course work, GPA, and research involvement.

1. Incompletes. Graduate students are expected to complete courses within the time framework of the semester. In unusual cases where this semester framework is not in the best interest of the student, the professor may report the symbol X (incomplete) in place of a grade. The student must then complete the course requirements and the instructor must report a final grade by the end of the grade reporting period in the student's next long-session semester of enrollment. If this deadline is not met, the symbol X is converted to the symbol I (permanent incomplete). The symbol I cannot be converted to a grade. The GSC considers two or more grades of incomplete including permanent incompletes as unsatisfactory progress. (TAs, GRAs, etc., may acquire no more than two grades of X; or one grade of X and one I. They cannot have two or more grades of I.)

2. GPA. The student is expected to maintain the minimum GPA of 3.0 required by the Graduate School. This GPA pertains to course work within the major department, to course work outside of the department, and also to the overall combined GPA.

3. Research Involvement. It is the responsibility of the student to meet with the academic adviser to be certain that all research expectations are made clear. Students who are not actively involved in research will be considered as not making satisfactory progress. In addition, students must present empirical

research at a local, state, or national conference prior to taking the comprehensive examination.

Program Requirements

Students are required to demonstrate basic competence in health promotion. This competency can be demonstrated by obtaining an average grade of B or higher in all course work, successful completion of the doctoral comprehensive examination, and successful completion of the dissertation.

Course requirements are indicated subsequently.

* EdD required coursework – see page 7

* EdD – Sample Curriculum (first two years) – see page 8

Note that upon approval of the health education faculty, courses from other institutions may satisfy some of the course requirements indicated below.

Admission to Candidacy

Successful candidates are advanced to doctoral candidacy after completion of the following:

1. The student has passed the comprehensive examination. The examination consists of both written and oral sections. The written section will include a general component dealing with health education and a specialized component emphasizing the student's minor area of concentration. The written section of the examination must be successfully completed prior to the oral section. The oral section is scheduled one week after the written examination. The written and oral sections of the comprehensive examination, if not successfully completed, may be repeated only once.

2. Upon successful completion of the comprehensive examination, the student can be advanced to candidacy. The student and the supervising professor should recommend to the graduate adviser the names of the five faculty whom they would like to have appointed to the dissertation committee. The student should contact the graduate secretary for assistance in completing the necessary paper work for advancement to candidacy. Only after the student has been advanced to candidacy and has the approval of the supervising professor, will the student be permitted to register for dissertation hours.

Dissertation

Under the supervision of the Supervising Professor and the Dissertation Committee, the student will prepare a written dissertation proposal and make an oral presentation of it to the Dissertation Committee and other interested

persons. Interested students, faculty and especially GSC members are encouraged to attend the proposal presentation; however a quorum of the GSC is not required. At least one week prior to the scheduled presentation, the student is required (1) to send a copy of the proposal announcement to each GSC member along with an attached four to five page summary of the proposal; (2) to post notices of the proposal presentation, and (3) to submit two copies of the complete dissertation proposal to the Graduate Adviser's Office. The proposal will include an appropriate literature survey, extensive methodology, and preliminary results. The proposal should be presented in the first year following advancement to doctoral candidacy.

The dissertation is required of all candidates and must be an original contribution to scholarship based on an investigation of problems associated with professional practice in health. Examples include policy analysis, the development or evaluation of an educational program, application of a theoretical model to a particular problem, or a survey of professional opinions or practice related to an important health issue or problem. Conduct and writing of the dissertation will be supervised by the Dissertation Committee, which is appointed by the Graduate Dean and will include the supervising professor and at least two other members from the health education faculty. At least one member must be from outside the Graduate Studies Committee. It is recommended that a community practitioner with a doctoral degree be appointed as a sixth-committee member.

Once the Dissertation Committee is appointed, the Graduate Studies Committee requires the committee to meet at least once a semester to review the student's progress. Following the meeting, a progress report must be filed with the graduate adviser. It is the responsibility of the supervising professor to ensure that these requirements are fulfilled.

Final Oral Examination

The candidate must present a formal seminar on the dissertation research as a part of the final oral examination. All interested faculty members and graduate students will be encouraged to attend the formal seminar and to ask questions about the candidate's research. Evaluation of the candidate's performance will be decided by members of the Dissertation Committee. It is the responsibility of the student and supervising professor to schedule the formal seminar through the Office of the Graduate Adviser.

Time Limits

All course work to be included in the program of study must at the time of admission to candidacy have been taken within the previous six years. Once advanced to candidacy, the doctoral program must be reviewed by the Graduate Studies Committee if the degree has not been completed within three years from the date of admission to candidacy. At this time, the Graduate Studies Committee may recommend additional course work, further

examinations, or termination of candidacy. The program is also subject to review by the Graduate Dean.

Proposed Program Schedule

1. The sequencing of course offerings favors admission in the Fall semester.
2. Prerequisites, if any, should be completed in the first year of study.
3. Toward the end of the first year of doctoral study, the program of study should be established and should be presented to the Graduate Studies Committee for approval by the end of the second year.
4. By the end of the second year of post master's study, organized course work in the program of study should be near completion, and the comprehensive examination should be taken.
5. Following successful completion of the comprehensive examination, the student may be advanced to candidacy.
6. In the year following the successful completion of the comprehensive examination, the dissertation proposal should have been defined and presented to the Graduate Studies Committee.

Suggested Electives in Health Education/Kinesiology

HED	386	Research Methods: Proposal Writing
HED	395	Health Promotion/Disease Prevention: An Epidemiological Approach
HED	395	Worksite Health Promotion
HED	395	Child and Adolescent Health Psychology
HED	395	Mind/Body Health
HED	395	Risk and Resilience in Children and Adolescents
HED	396T	Directed Research
KIN	395	Exercise and Preventive Medicine
KIN	395	Evaluation/Regulation of Body Composition
KIN	395	Physical Dimensions of Aging
KIN	395	Exercise Psychology
KIN	395	Facility Management

Suggested Supporting Work Outside the Department (Consult with Adviser for Other Classes)

EDC	385G	Consultation Skills
EDP	380	Learning: Systems and Issues
EDP	380G	Psychology of Human Learning
EDP	381M	Self-Esteem and Social Competence
EDP	382K	Correlation and Regression
EDP	385	The Individual Through the Life Cycle

N 397M Qualitative Research in Nursing
SW 390R Introduction to Gerontology
SW 390R Psychological and Social Aspects of Health and Disease

1. Required Core Courses (15 hours)

HED 395 Intervention Mapping: Health Promotion Program Development**

HED 395 Theories of Health Behavior**

HED 386 Research Methods: Applied Research Techniques**

HED 196 Doctoral Seminar*

*Student must enroll each Spring in HED 196 and attend a bi-monthly research seminar throughout the Fall and Spring semesters for three consecutive years.

**These courses should be taken during the first year in the program.

2. Required Applied Research (10 hours)

EDP 380P Measurement and Evaluation

EDP 482K Experimental Design and Statistical Inference

EDP 380P Evaluation Models and Techniques

3. Concentration - In addition to the Core Courses and Applied Research Courses (27 hours)

Fifteen hours of organized courses within the Department and 12 hours of organized courses outside of the Department are required. Within these hours, a 12-hour block of courses must constitute a minor area. Students should consult with their advisor in the selection of elective courses.

4. Student Internship (3 to 6 hours)

Each student is required to complete an internship which normally is in an operational setting that is distinct from previous or concurrent work experience.

5. Student Dissertation (18 hours)

Depending upon the student's interests and background, the program of study must include an applied research experience culminating in 18 hours of dissertation (HED 999rw).

Sample EdD Curriculum: First Two Years

Year 1

Fall:

- 1) HED 395: Theories of Health Behavior
- 2) HED 386: Research Methods – Applied Research Methods
- 3) **EITHER** HED 370K: Introduction to Health Promotion (ONLY for students who do not have an advisor-approved HED prerequisite) **OR** a required Applied Research EDP Class

Spring:

- 1) Elective Course
- 2) Elective Course
- 3) Required Applied Research EDP class
- 4) HED 196: Graduate Seminar

Year 2

Fall:

- 1) Required Applied Research EDP class
- 2) HED 395: Health Promotion and Program Planning: Intervention Mapping
- 3) Elective Course

Spring:

- 1) Elective or Internship
- 2) Required Applied Research EDP class or elective
- 3) Elective course
- 4) HED 196: Graduate Seminar