THE GUIDEBOOK
FOR STUDENTS IN THE PROGRAMS IN HEALTH EDUCATION 
AND COMMUNITY HEALTH EDUCATION

PROGRAM OF STUDY GUIDES FOR THE 
M.A., M.S., AND ED.D. DEGREES
# THE GUIDEBOOK
## FOR STUDENTS IN THE PROGRAMS IN HEALTH EDUCATION

## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION: THE PURPOSE</td>
<td>2</td>
</tr>
<tr>
<td>IMPORTANT BACKGROUND INFORMATION: OUR GUIDING PHILOSOPHY</td>
<td>3</td>
</tr>
<tr>
<td>IMPORTANT GUIDELINES AND INFORMATION FOR THE M.A. DEGREE PROGRAM IN HEALTH EDUCATION</td>
<td>6</td>
</tr>
<tr>
<td>M.A. PROGRAM OF STUDY GUIDE</td>
<td>7</td>
</tr>
<tr>
<td>M.A. DEGREE COURSE REQUIREMENTS</td>
<td>10</td>
</tr>
<tr>
<td>M.A. PROGRAM GUIDELINES</td>
<td>12</td>
</tr>
<tr>
<td>Additional Information for M.A. Students</td>
<td>13</td>
</tr>
<tr>
<td>WORKSHEET FOR MEETING THE M.A. DEGREE REQUIREMENTS</td>
<td>16</td>
</tr>
<tr>
<td>THE M.A. PROGRAM MID-POINT EVALUATION FORM</td>
<td>17</td>
</tr>
<tr>
<td>M.A. PROGRAM: Advisor's Assessment of the Quality of the M.A. Capstone Project For Research, Scholarship and Inquiry</td>
<td>18</td>
</tr>
<tr>
<td>IMPORTANT GUIDELINES AND INFORMATION FOR THE M.S. DEGREE PROGRAM IN COMMUNITY HEALTH EDUCATION</td>
<td>19</td>
</tr>
<tr>
<td>M.S. PROGRAM OF STUDY GUIDE</td>
<td>20</td>
</tr>
<tr>
<td>M.S. DEGREE COURSE REQUIREMENTS</td>
<td>22</td>
</tr>
<tr>
<td>IMPORTANT CAPSTONE PORTFOLIO GUIDELINES</td>
<td>26</td>
</tr>
<tr>
<td>M.S. PROGRAM GUIDELINES</td>
<td>27</td>
</tr>
<tr>
<td>Additional Information for M.S. Students</td>
<td>28</td>
</tr>
<tr>
<td>WORKSHEET FOR MEETING THE M.S. 42 POINT DEGREE REQUIREMENTS</td>
<td>31</td>
</tr>
<tr>
<td>THE M.S. PROGRAM MID-POINT EVALUATION FORM</td>
<td>32</td>
</tr>
<tr>
<td>M.S. PROGRAM: Advisor's Assessment of the Quality of the M.S. Culminating Project For Research, Scholarship and Inquiry</td>
<td>33</td>
</tr>
<tr>
<td>Culminating Project for Research, Scholarship &amp; Inquiry Scoring Rubric</td>
<td>34</td>
</tr>
<tr>
<td>IMPORTANT GUIDELINES AND INFORMATION FOR THE Ed.D. DEGREE PROGRAM IN HEALTH EDUCATION</td>
<td>36</td>
</tr>
<tr>
<td>Ed.D. PROGRAM OF STUDY GUIDE</td>
<td>37</td>
</tr>
<tr>
<td>Ed.D. DEGREE COURSE REQUIREMENTS</td>
<td>38</td>
</tr>
<tr>
<td>Ed.D. PROGRAM GUIDELINES</td>
<td>42</td>
</tr>
<tr>
<td>Additional Information for Ed.D. Students</td>
<td>43</td>
</tr>
<tr>
<td>WORKSHEET FOR MEETING THE Ed.D. DEGREE REQUIREMENTS</td>
<td>48</td>
</tr>
<tr>
<td>THE Ed.D. PROGRAM PROGRESS EVALUATION FORM</td>
<td>50</td>
</tr>
<tr>
<td>CONCLUSION</td>
<td>51</td>
</tr>
</tbody>
</table>

© 2017 Programs in Health Education and Community Education
INTRODUCTION: THE PURPOSE

Dear Students:

The purpose of this booklet is to provide you with ease of access to important information that you need in order to successfully navigate the Programs in Health Education and Community Health Education in the Department of Health and Behavior Studies, Teachers College, Columbia University. The booklet provides an overview of our Program Philosophy, specifically our Program’s mission, values and goals.

Also, this resource includes the Program of Study of Guides for the M.A., M.S. and Ed.D. degree programs, in addition to worksheets for use in keeping track of your coursework taken each semester, as well as important forms.

Enjoy your educational journey and this guidance for success!

Sincerely,

Barbara C. Wallace, Ph.D.
Director of the Programs in Health Education and Community Health Education
IMPORTANT BACKGROUND INFORMATION: OUR GUIDING PHILOSOPHY–THE PROGRAM MISSION, VISION, GUIDING VALUES AND GOALS
OUR GUIDING PHILOSOPHY

Mission and Vision of Our Programs

- **Mission.** The mission of the Programs in Health Education and Community Health Education is to address the health of the public through the preparation of specialists in health education who focus on the community as the setting for analysis, assessment, program planning, intervention, evaluation, and research.

- This mission includes promoting health, preventing disease, and advancing health equity, while training exceptional leaders for the delivery of significant contributions to diverse regional, national, and international communities through teaching, research and service.

- Varied structures, institutions, organizations, and agencies in the community setting—including schools, hospitals, clinics, work-sties, and non-profits—are engaged in collaborative relationships for purposes of fulfilling the mission.

- **Vision.** The vision of the Programs in Health Education and Community Health Education is to create a world-class learning environment that attracts, retains, and graduates leaders who share with faculty a deep commitment to health promotion, disease prevention, and health equity for diverse regional, national and international communities; and, work collaboratively with both faculty and community members through educational, service, and research endeavors, in order to advance and disseminate the behavioral and social science serving as the foundation for effective community health education.

Guiding Values for Our Programs

- **Guiding Values.** The Programs in Health Education and Community Health Education value the following:
  - **Excellence.** In order to magnify excellence as a program, we value the importance of attracting and retaining graduate students who have demonstrated the capacity and/or potential for leadership, achieving at the highest levels academically, and successfully working collaboratively with program peers, faculty, other professionals, and community representatives.
  
- **Well-Rounded Preparation.** In order to ensure that our graduate students have received well-rounded preparation for professional careers as health education specialists in varied community settings, we value the process of mentoring graduate students toward realization of their highest academic and professional potential through actively engaging students in instructional, colloquia, internship, practicum, service, and research endeavors.
  
- **Establishing the Evidence Base.** We see great merit in training the next generation of professionals so they are capable of advancing and disseminating the behavioral and social science that establishes health education as evidence-based, doing so by ensuring involvement in relevant programs of research. At the same time, faculty embrace broad definitions of what constitutes evidence and supports adapting evidence-based approaches so they are linguistically and culturally appropriate, being tailored for specific populations and individual clients.

- **Diversity, Health Equity and Multicultural Competence.** We value training that prepares professionals to function in diverse regional, national, and international communities, while advancing health equity, necessitating grounding in multicultural competency principles and practices that guide professional conduct as a health education specialist (i.e., working collaboratively with communities so they actively determine their own health, advancing the right to equity in health, ensuring empowerment,
advocating for equal access to opportunities that support health, delivering education and interventions so they reflect cultural appropriateness, and co-producing knowledge with community members’ input to ensure research designs are culturally appropriate and produce findings of cultural relevance).

**Goals for Our Programs**

- **Goals.** Specific goals guide the Programs in Health Education and Community Health Education, covering education, service and research, as described below.

  - **Educational Goals**
    One of the three fundamental purposes of the Program is to deliver education that provides a firm foundation rooted in knowledge of the behavioral and social science principles that guide effective community-based education—including methods of analysis, assessment, program planning, evaluation, and research. We provide classroom instruction, advanced seminar, colloquia and statistical laboratory instruction that ensure training in core competencies essential for addressing public health through community health education that effectively promotes health, prevents disease, and advances health equity.

    **The Program’s educational goals are:**
    1. Prepare competent community health practitioners equipped with foundational knowledge and practical skills in core public and community health areas.
    2. Provide students with an intellectually stimulating learning environment.
    3. Provide students with adequate support to complete their studies in a timely fashion.

  - **Research Goals**
    The second fundamental purpose of the Program is to advance and disseminate the evidence-base for the behavioral and social science serving as the foundation for the community health education that effectively addresses the health of the public in diverse regional, national, and international communities. We foster exposure to rich and varied programs of research that emphasize establishing the evidence base for community health education practices, using multiple types of evidence and varied research designs (e.g. efficacy, effectiveness, epidemiological, public health, ethnographic, naturalistic, case-studies, process-outcome studies, meta-analyses).

    **The Program’s research goals are:**
    4. Advance and disseminate evidence-based research that addresses public health in diverse regional, national, and international communities.
    5. Engage students in the advancement and dissemination of evidence-based research that addresses public health in diverse regional, national, and international communities.

  - **Service Goals**
    In addition, the Program provides opportunities for engagement in internship, practice, and service activities that reflect collaboration with varied institutions, organizations, and agencies in the community setting—including schools, hospitals, clinics, work-sites, and non-profits—thereby providing a firm grounding in the practical application of knowledge in the real-world, as well as reinforcing and extending the knowledge base gained through education. We promote the sharing of expertise, learning, and working collaboratively with program peers, faculty, other professionals, community stakeholders, and community members—whether via service on advisory boards, institutional committees, advocacy groups, trans-disciplinary groups, or other organizational groups.

    **The Program’s service goals are:**
    6. Engage in collaborative work with varied institutions, organizations and agencies to promote public health.
7. Provide continuing education and workforce development opportunities to a national and global audience of public and community health practitioners.

- **Diversity Goals**
  Finally, our Program seeks to recruit and retain a diverse student body, faculty and staff as the multicultural setting for accomplishing educational goals—ensuring the representation of racial/ethnic minorities and other under-represented groups such as immigrants and people with disabilities. Students have the option of engaging in a confidential disclosure of their disability status to our Office of Access and Services for Students with Disabilities. We provide an education that prepares students for engagement with diverse populations in regional, national, and international communities. The education we provide also prepares students to engage in health equity research aimed at reducing and eliminating health disparities and addressing the most vulnerable populations.

   **The Program’s diversity goals are:**
   8. Recruit and retain a diverse student body, faculty and staff as a multicultural setting for accomplishing educational goals.
   9. Prepare students for engagement with diverse populations in regional, national, and international communities.
   10. Engage in health equity research aimed at reducing and eliminating health disparities and addressing the most vulnerable populations.
IMPORTANT GUIDELINES AND INFORMATION FOR THE M.A. DEGREE PROGRAM IN HEALTH EDUCATION
M.A. PROGRAM OF STUDY GUIDE

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Degree of Master of Arts in Health Education
Program in Health Education
Department of Health and Behavior Studies

M.A. Program of Study Guide

(Major Code: HLTH)

Mission of the M.A. Program

The program of study leading to the degree of Master of Arts (M.A.) in Health Education is a 32 credit program of study designed for those who wish to develop the skills necessary to plan and implement health education programs for a variety of populations and in a range of practice settings. Successful completion of the program provides students with comprehensive understanding of the theory and practice of health education and health promotion. Students develop the critical thinking skills that are necessary to apply the principles of behavioral and social sciences that are the foundation of health education and health promotion to program development and implementation.

The program of study enables students to prepare for professional practice as a health education specialist in community, hospital, higher education, government agency, or other workplace settings. The M.A. degree may serve as an entry-level professional credential for a career in health education, or may serve to prepare qualified students to go on for more advanced professional study in health education or other health-related fields.

Completion of the degree program currently makes graduates eligible to qualify for certification as a Certified Health Education Specialist (CHES) through the National Commission for Health Education Credentialing, Inc. The credit hours available through this degree program may also be utilized to make one eligible to sit for the examination for the Master Certified Health Education Specialist (MCHES)—also available through the National Commission for Health Education Credentialing, Inc. ¹

¹This degree program does not lead to certification and licensure in the special area of health in the State of New York; however, in-service teachers with provisional teacher certification who complete the degree program may be eligible to pursue teacher certification in health through alternative programs or by petition. Please consult the Teachers College Office of Teacher Education for further information.
M.A. Admission Requirements

Admission to the M.A. degree program offered by the Program in Health Education is based upon several criteria. These include adequacy and relevance of preparation at the undergraduate level, relevance of prior professional experience and related activities, and potential to benefit from additional preparation in health education. In general, applicants who present strong academic preparation at the undergraduate level in the behavioral and social sciences, education, nursing, public health, social work, or allied health professions are given priority consideration for admission to the program.

M.A. Degree Requirements

The M.A. degree in Health Education requires satisfactory completion of a program of study that includes a minimum of 32 points of course work. No transfer credit is granted for work completed at other institutions. Major courses (21 points) provide a firm foundation in Health Education. There are also 6 points of courses addressing Broad and Basic Areas of Professional Practice; the purpose is to broaden the student’s background in education. These courses must be taken outside of the Program in Health Education, Department of Health and Behavior Studies. One course is taken within the domain of Research, Scholarship and Inquiry for 3 points; the selected course may cover research methods, evaluation, measurement, or statistics. There is also a Capstone Project for Research, Scholarship and Inquiry (2 points); the goal is to provide the opportunity for students to work closely with their advisor and to integrate what they have learned through a final culminating Capstone Project. The Capstone Project for Research, Scholarship and Inquiry may involve any of the following: completion of a major research paper; development of a curriculum potentially implemented and evaluated in a school or other setting; participation in a practice setting via an internship where students work with a population specific to that setting (e.g. schools and children, hospitals and chronically ill adults, community-based organization and community members, or workplaces and well adults interested in prevention or health promotion). Students’ research, scholarship and inquiry may include engagement in any aspect of program planning, development, implementation, and evaluation.

The Required Course Progression

More specifically, the M.A. degree in Health Education requires satisfactory completion of a required course progression that includes a minimum of 32 points of course work. Programs of study typically exceed the minimum requirement of 32 points, as students may seek to meet their individual needs by taking additional electives or research courses, for example. Students must receive advisement from their advisor before registering for classes each semester in order to ensure the proper selection of courses. The selection of courses is guided by the individual needs of the student, and is not limited to those courses listed, below.
M.A. DEGREE COURSE REQUIREMENTS

1. MAJOR (21 Points)
   
a. Required Core Courses (18 Points)

   HBSS4100 Behavioral and Social Science Foundations of Health Education  3
   HBSS4102 Principles of Epidemiology in Health Promotion  3
   HBSS4118 Principles of Health-Related Behavioral & Social Change:
       Initiation to Maintenance  3
   HBSS5110 Determinants of Health Behavior  3
   HBSS5111 Planning Health Education Programs  3
   HBSS5112 Social Marketing and Health Communications  3

   b. Elective Courses (3 points)

   (Select 1 course for 3 points from among the options listed below. There is variability with
   regard to the courses actually being offered within an academic year.)

   HBSS4001 Health Provider Communications and Health Promotion  3
   HBSS4110 Health Promotion for Children and Adolescents  3
   HBSS4111 Addictions and Dependencies  3
   HBSS4112 Social Policy and Prevention  3
   HBSS4113 Human Sexuality Education  3
   HBSS4114 Competency with Multicultural Populations: Research & Practice  3
   HBSS4116 Health Education for Teachers  3
   HBSS4117 AIDS Education  3
   HBSS4120 Topics in Health Education (See the Topic covered)  3
   HBSS4121 Death Education  3
   HBSS4122 Women's Health  3
   HBSS4123 Violence and Its Prevention  3
   HBSS5113 Community Health Analysis  3
   HBSS5408 Practicum in Individual Health Advisement  3
   HBSS5410 Practicum in Health Education  1-6
   HBSS5800 Health Disparities Research Conference  1
   HBSS6100 Program Evaluation  3
   HBSS6145 Health Psychology  3
   HBSS6500 Grant Writing  3

2. BROAD AND BASIC AREAS OF PROFESSIONAL SCHOLARSHIP AND
   PRACTICE (6 Points)

      should take one course approved by their advisor in learning theory, human development, or
      counseling pertaining to a population group of interest, such as the child, adolescent, adult, or
      older adult.
      
      - Recommended courses include, but are not limited to those offered by the
        Departments of:
        
        - Organization & Leadership (e.g. Program in Adult Learning and Leadership)
- Counseling & Clinical Psychology (e.g. Program in Counseling Psychology)
- Human Development (e.g. Developmental Psychology Programs)

b. Communications, Computing and Instructional Technology and Media (Required 3 Points) Students should take one course approved by their advisor in communications, computing or instructional technology and media.
  - Recommended courses include, but are not limited to those offered by the Department of:
    - Mathematics, Science & Technology (e.g. Programs in: Communication, Computing, and Technology in Education; or Computing in Education; or Instructional Technology and Media)

c. Note on Options: Depending upon an individual student’s needs, the student’s advisor may approve a course selection from another Department.
  - Potential Departments include:
    - Education Policy & Social Analysis
    - International & Transcultural Studies

3. RESEARCH, SCHOLARSHIP AND INQUIRY (3 points)
   a. One required course in research methods, evaluation, measurement, or statistics.
      - The recommended course is listed below, while another course may be approved by the student’s advisor if deemed an acceptable substitution:

      HBSS 5040 Research Methods in Health and Behavior Studies I 3
      HBSS 4160 Introduction to Biostatistics for Community Health Educators 3

4. CAPSTONE PROJECT FOR RESEARCH, SCHOLARSHIP AND INQUIRY (2 points)
   a. One required course for 2 points that permits close supervision by the student’s advisor of the Capstone Project for Research, Scholarship and Inquiry.
      - The recommended courses to be taken for 2 points include:

      HBSS 4901 Research and Independent Study in Health Education 2
      (up to 4 points is possible)
      HBSS 5410 Practicum in Health Education 2
      (up to 6 points is possible)
M.A. PROGRAM GUIDELINES

Statement of Satisfactory Academic Progress

Students in the program must maintain a minimum grade-point average (GPA) of 3.0 while at Teachers College and must achieve at least a B grade in all of the required core courses. Students who do not achieve at least a B grade in a required course will be required to repeat the course.

Description of How the Program Monitors Student Progress

Students accepted into the program are informed during orientation and at their initial advisement session with a faculty advisor at entry into the program that the student is responsible for scheduling a formal review of their progress with their academic advisor. This formal review of their progress occurs when the student has completed the first half of the minimum number of points for the degree (typically 14-16 points). Faculty advisors review the student’s program of study and academic progress and sign off on a form (The M.A. Program Mid-Point Evaluation) that is entered into the student’s file.

The program faculty teaching courses analyze the results of their individual course assessments on a course-by-course basis. Similarly, the Advisor’s Assessment of the Quality of the M.A. Capstone Project for Research, Scholarship and Inquiry is completed by the individual student faculty advisor. Faculty of the program meet once annually to formally review and discuss program requirements, as well as the curriculum and any feedback from advisors and instructional faculty who are participating in the instructional program and advising students. These discussions are conducted so as to arrive at consensus about changes, improvement, or refinements that are necessary to make in both program requirements and curriculum in order to meet program goals and to be responsive to changes in the needs of professional preparation in the field of health education.

This process, together with ongoing consideration of profession-and practice-wide changes in the domains of core competency for health education (such as those recommended by the Galway Consensus Conference and professional Societies), has informed a number of curriculum changes in the M.A. degree program. Recently, the outcomes of these faculty reviews and discussions have included a number of improvements implemented within the program: adding a Fall Colloquia series (i.e. 8 sessions on Wednesdays) to support the orientation of students to graduate study; increasing the number and scope of required core courses; articulating core competencies to be achieved via course participation; revising course titles to better reflect new content and attention to diversity issues and cultural competency goals; updating and clarifying the out-of-program (i.e., broad and basic) course requirements; improving the quality of instruction and scope of technology utilized (i.e. video integrated with PowerPoint as in the Tegrity Lecture Capture system) for use in courses, while also seeking to enhance online courses and distance learning; increasing the number of courses offered online and hybrid courses (both in-person and online sections); and, the use of group advising to foster a greater sense of cohesion among cohorts of newly admitted students, as well as other group activities to foster professional identity development.
Additional Information for M.A. Students

Services for Students with Disabilities

The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities for information about registration (324 Thorndike Hall). Services are available only to students who are registered and submit appropriate documentation.

Activating the Columbia University ID (UNI)

Teachers College students have the responsibility for activating the Columbia University Network ID (UNI), which includes a free Columbia email account. As official communications from the college – e.g., information on graduation, announcements of closing due to severe storm, flu epidemic, transportation disruption, etc., - will be sent to the students’ Columbia email account, students are responsible for reading their email there, or for utilizing the mail forwarding option to forward mail to their Columbia account to an email address which they will monitor.

Statement on Academic Conduct

A Teachers College student is expected to refrain from any conduct, including cheating, plagiarizing, or purchasing documents submitted for academic evaluation, that calls into question his/her academic and/or professional probity. Decisions regarding academic evaluation in all aspects of students’ work at the college, including course work, certification examinations, clinical or field experiences, and preparation of dissertations, are within the sole jurisdiction of the faculty concerned, including as appropriate, the department or program staff members. Disciplinary actions (e.g., reprimand, suspension, or dismissal) in cases of academic misconduct can be imposed by the Vice Provost or the Committee on Student Conduct.

Resolution of Student Academic Program Concerns

Any student who has a concern regarding an academic matter may seek assistance. The procedure for resolving academic program concerns (see note of grade correction process below) begins with either the faculty member (if the concern is related to a course) or the student’s advisor. If the student is not satisfied with the response or resolution achieved at this first level, or if speaking with the faculty member presents a conflict of interest for the student, the student should proceed to speak with the Program Director in the area in which the academic concern resides. If the student is still not satisfied with the response or resolution achieved through the Program Director, the student should proceed to speak with the Chair of the academic department in which the academic concern resides. If the student is still not satisfied with the response or resolution achieved through the Department Chair, or if speaking with the Department Chair presents a conflict of interest for the student, the next step is to contact the Office of the Vice Provost. At any stage of the process, students are welcome to seek the advice and guidance of the Ombudsman, who is charged with attempting to informally resolve student dissatisfaction of an academic nature on a completely confidential basis.
Grades

Grades in Teachers College are recorded as evaluative, pass/fail, or attendance. All grading symbols used are listed below, as approved by the Faculty on April 27, 1984. Students electing to be graded on a basis other than the ones announced by the course instructor must request the option and obtain the instructor's written approval no later than the close of the third class meeting. An application for grading options is obtainable from the Office of the Registrar and needs to be filed in the Registrar's Office no later than the close of the third class meeting. Once the option has been approved and filed with the Registrar, it is not subject to change.

All grades noted in this section are final and may not be changed. Grades must be submitted by the instructor of record.

Grades are defined as follows:

A+ Rare performance. Reserved for highly exceptional, rare achievement.
A Excellent. Outstanding achievement.
A- Excellent work, but not quite outstanding.
B+ Very good. Solid achievement expected of most graduate students.
B Good. Acceptable achievement.
B- Acceptable achievement, but below what is generally expected of graduate students.
C+ Fair achievement, above minimally acceptable level.
C Fair achievement, but only minimally acceptable.

C - VERY LOW PERFORMANCE The records of students receiving such grades are subject to review. The result of this review could be denial of permission to register for further study at Teachers College. No more than 3 points of C- may be credited toward any degree or diploma. Students completing requirements for more than one degree or diploma may count 3 points of C- toward only one such award. A student who accumulates 8 points or more in C- or lower grades will not be permitted to continue study at the College and will not be awarded a degree or diploma.

F FAILURE The records of students receiving such grades are subject to review. The result of this review could be denial of permission to register for further study at Teachers College. A course usually may not be repeated unless it is a required course. When the course is required, the student will reregister and obtain a satisfactory grade. The previous grade remains on the transcript.

P PASSED Some courses are graded only on a pass/fail basis for the instances in which greater evaluation specificity is neither required nor desirable and is used to indicate passing performances when only dichotomous evaluation is used. At no time will the transcript carry any other grade nor will supplementary statements be issued. Application for the Pass/Fail option is to be made before the close of the first class session with the approval of the course instructor. Applications are available in the Office of the Registrar, 150 Horace Mann. Once the option is approved, it may not be changed.
WD WITHDRAWN  Withdrawal occurring subsequent to the close of the change-of-program period during the term. See section on withdrawal from courses.

YC YEAR COURSE  The symbol "YC" is assigned for the first half of a year course (courses with a "z" suffix). At the end of the second half, the grade is entered on the transcript denoting the instructor's evaluation.

* MISSING GRADE  Final grade has not been assigned by the course instructor.

IN INCOMPLETE. The grade of incomplete is to be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade.

If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Director about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.

GRADE CORRECTION PROCEDURE. The instructor for a course has the responsibility for setting the requirements for a course and making an evaluation of students’ work. Once a grade has been given, the instructor is not free to change the grade unless the instructor indicates to the Registrar that an error was made in the original grade transmitted. If a student believes that an error has been made, he/she must take the initiative in bringing about the necessary correction prior to the conclusion of the semester immediately following the semester in which the course was taken. The normal procedure for effecting a correction would be through direct discussion between the student and the instructor. If the student is not satisfied with the response or resolution, the student should proceed to speak with the Chair of the academic department in which the academic concern resides. If the student is still not satisfied with the response or resolution achieved through the Department Chair, or if speaking with the Department Chair presents a conflict of interest for the student, the next step is to contact the Office of the Vice Provost. At any stage of the process, students are welcome to seek the advice and guidance of the Ombudsman, who is charged with attempting to informally resolve student dissatisfaction of an academic nature on a completely confidential basis.
# WORKSHEET FOR MEETING THE M.A. DEGREE REQUIREMENTS

## COURSES TO BE TAKEN

<table>
<thead>
<tr>
<th>COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HBSS4100 Behavioral and Social Science Foundations of Health Education</td>
</tr>
<tr>
<td>HBSS4102 Principles of Epidemiology in Health Promotion</td>
</tr>
<tr>
<td>HBSS4118 Principles of Health-Related Behavioral &amp; Social Change: Initiation to Maintenance</td>
</tr>
<tr>
<td>HBSS5110 Determinants of Health Behavior</td>
</tr>
<tr>
<td>HBSS5111 Planning Health Education Programs</td>
</tr>
<tr>
<td>HBSS5112 Social Marketing and Health Communications</td>
</tr>
</tbody>
</table>

### REQUIRED CORE COURSES (18 Points)

- **HBSS4100 Behavioral and Social Science Foundations of Health Education**
  - Semester: 3
- **HBSS4102 Principles of Epidemiology in Health Promotion**
  - Semester: 3
- **HBSS4118 Principles of Health-Related Behavioral & Social Change: Initiation to Maintenance**
  - Semester: 3
- **HBSS5110 Determinants of Health Behavior**
  - Semester: 3
- **HBSS5111 Planning Health Education Programs**
  - Semester: 3
- **HBSS5112 Social Marketing and Health Communications**
  - Semester: 3

### ELECTIVE COURSES (3 points)

Select 1 course for 3 points from among the options listed in the M.A. Program of Study Guide within the Guidebook, or from the list of HBSS course options for a semester.

- **Your HBSS Elective Selection** = __________________________

### BROAD AND BASIC AREAS OF PROFESSIONAL SCHOLARSHIP AND PRACTICE (6 Points)


See recommendations in the M.A. Program of Study Guide, and the available options for a semester.

- **Your Selection** = __________________________

#### b. Communications, Computing and Instructional Technology and Media (Required 3 Points)

See recommendations in the M.A. Program of Study Guide, and the available options for a semester.

- **Your Selection** = __________________________

### RESEARCH, SCHOLARSHIP AND INQUIRY (3 points)

Select 1 of the following:

- **HBSS 5040 Research Methods in Health and Behavior Studies I**
  - Semester: 3
- **HBSS 4160 Introduction to Biostatistics for Community Health Educators**
  - Semester: 3

### CAPSTONE PROJECT FOR RESEARCH, SCHOLARSHIP AND INQUIRY (2 points)

Take one required course for 2 points that permits close supervision by the student’s advisor of the Capstone Project for Research, Scholarship and Inquiry. Select 1 of the following:

- **HBSS 4901 Research and Independent Study in Health Education**
  - Semester: 2
- **HBSS 5410 Practicum in Health Education**
  - Semester: 2

**MINIMUM REQUIRED TOTAL = 32**

**Note:** Each and every semester, please record courses taken, and always bring this Worksheet to advisement sessions before you register.

_The Program in Health Education MA Degree Worksheet—Revised: 8/2017_
THE M.A. PROGRAM MID-POINT EVALUATION FORM

Please take this sheet or a copy of this sheet to a meeting that you, as the student, should arrange with your advisor, or the Program Director, Professor Barbara Wallace. The advisor/Program Director has the option of completing an electronic version of this form. This form facilitates a formal review of your progress with your advisor when you have completed the first half of the minimum number of points for the degree (e.g. 15-18 points for the 32 point M.A. Degree). Your faculty advisor/Program Director will review your program of study and academic progress and sign off on this form. Thus, please also bring a print-out of your courses taken to date and grades received to this meeting.

The M.S. Program Mid-Point Evaluation

Name of Student_________________________________________________

Semester Began M.A. Program_____________________________________

Points Taken to Date________________________

   Explain as needed:________________________________________________

   __________________________________________________________________

Name of Advisor/Program Director___________________________________________

Date of Mid-Point Evaluation Review________________

   Explain as needed:_____________________________________________________

   __________________________________________________________________

Given your review of the courses taken by the student and the grades received, as well as any explanations provided by the student, please describe the nature of the student’s progress:

   __________________________________________________________________

   __________________________________________________________________

Please provide an overall rating of their progress in the program to date:

1___Very Poor   2___Poor   3___Fair   4___Good   5___Excellent

Please explain your rating and any recommended action steps (use back of sheet as needed):

   __________________________________________________________________

   __________________________________________________________________

Signature of Advisor/Program Director ______________________ Date__________

A copy of this form is available from Ms. Evelyn Quinones. The student or advisor should submit this form to Ms. Evelyn Quinones upon completion.

The Program in Health Education—Revised: 8/2017
THE M.A. PROGRAM:
Advisor’s Assessment of the Quality of the M.A. Capstone Project for Research, Scholarship and Inquiry

Please take this sheet or a copy of this sheet to a meeting that you, as the student, should arrange with your advisor, or the Program Director, Professor Barbara Wallace. The advisor/Program Director has the option of completing an electronic version of this form. This form facilitates a formal review of your Capstone Project for Research, Scholarship and Inquiry.

Name of Student_________________________________________________

Semester Capstone Completed______________________________

Title of Capstone Project for Research, Scholarship and Inquiry
______________________________________________________________________________
______________________________________________________________________________

Describe the Nature or Type of Project
______________________________________________________________________________
______________________________________________________________________________

Given your assessment findings, please provide an overall rating of the quality of the Capstone Project for Research, Scholarship and Inquiry, below:

0___Very Poor       1___Poor       2___Fair       3___Good       4___Very Good
5___Excellent

Given your assessment findings, please provide any additional comments about the Capstone Project for Research, Scholarship and Inquiry, below:

Name of Advisor/Program Director___________________________________________

Date of Capstone Review_____________________

A copy of this form is available from Ms. Evelyn Quinones. The student or advisor should submit this form to Ms. Evelyn Quinones upon completion.

The Program in Health Education—Revised: 8/2017
IMPORTANT GUIDELINES AND INFORMATION FOR THE M.S. DEGREE PROGRAM IN COMMUNITY HEALTH EDUCATION
Phasing Out of the 60 Point M.S. Degree

The program in Health Education is no longer accepting applications for the 60 point Master of Science (M.S.) in Health Education. Those students already enrolled in this degree program will be able to continue their planned program of study. The students already enrolled in this degree program will follow the 60 Point M.S. Program of Study Guide (available from the Program Secretary, Ms. Evelyn Quinones).

THE 42 POINT M.S. PROGRAM IN COMMUNITY HEALTH EDUCATION

The 42 Point M.S. Program in Community Health Education

There are new developments as of the Fall semester 2012. Specifically, the Program in Health Education officially received approval from the Teachers College, Columbia University Faculty Executive Committee (i.e., Academic Program Sub-Committee) and the New York State Department of Education to offer a 42 point Master of Science (M.S.) Program in Community Health Education. This involves a change in title and change in curriculum from the long-standing 60 point M.S. in health education. The 42 point M.S. Program in Community Health Education is designed to meet requirements of the Council on Education for the Public Health (CEPH).
Mission of the 42 Point M.S. Program in Community Health Education

This mission now guides all of our programs. Specifically, the mission of the 42 points M.S. Program in Community Health Education is to address the health of the public through the preparation of specialists in health education who focus on the community as the setting for analysis, assessment, program planning, intervention, evaluation, and research. This mission includes promoting health, preventing disease, and advancing health equity, while training exceptional leaders for the delivery of significant contributions to diverse regional, national, and international communities through teaching, research and service. Varied structures, institutions, organizations, and agencies in the community setting—including schools, hospitals, clinics, work-sties, and non-profits—are engaged in collaborative relationships for purposes of fulfilling the mission.

The vision of the Program in Community Health Education is to create a world-class learning environment that attracts, retains, and graduates leaders who share with faculty a deep commitment to health promotion, disease prevention, and health equity for diverse regional, national and international communities; and, work collaboratively with both faculty and community members through educational, service, and research endeavors, in order to advance and disseminate the behavioral and social science serving as the foundation for effective community health education.

We also value and emphasize the acquisition of cultural competence with multicultural populations, as well as a focus on health disparity reduction and elimination. Our collective work advances and disseminates the behavioral and social science serving as the foundation for effective community health education.

Community health education graduates will be prepared to work in a variety of settings such as government agencies, hospitals, schools, universities, foundations, and organizations devoted to preventing disease and injury, improving health, and enhancing quality of life. Graduates may work with a variety of audiences and play a variety of roles, including: assessing community health education needs; planning, implementing, and evaluating evidence-based programs; developing health education curricula, social marketing campaigns, and communication materials; working directly with individuals, small groups, and communities to help them make informed decisions about health and increase their ability to act on those decisions; writing grant proposals to obtain funding to support community-based initiatives; providing technical assistance to solve urgent community health needs; and advocating to policy-makers and other key stakeholders to promote broader social changes that improve health and prevent disease. Graduates will pursue a wide variety of careers in a multitude of settings, with many of them working in and with communities to address health disparities. Given the diversity of career possibilities, the emphasis of this academic program is to help students acquire and practice community health education skills that are applicable across a range of settings and roles. Building upon these generic competencies, students can select content areas, populations of interest, or professional roles to begin to develop a greater level of specialization.

Completion of the degree program makes graduates eligible to qualify for certification as a Certified Health Education Specialist through the National Commission for Health Education Credentialing, Inc. The credit hours available through this degree program may also be utilized to make one eligible to sit for the examination for the Master Certified Health Education Specialist (MCHES)—also available through the National Commission for Health Education Credentialing, Inc.

M.S. Admission Requirements

Admission to the M.S. degree program offered by the Program in Community Health Education is based upon several criteria. These include: adequacy and relevance of preparation at the undergraduate level, as reflected in a high GPA (B or better); relevance of prior professional experience and related activities, providing a sound foundation for studying more advanced principles
guiding behavioral and social change conducive to health; and, articulate in a personal statement their potential to benefit from additional preparation in community health education. Thus, applicants who present strong academic preparation at the undergraduate level in the behavioral and social sciences, education, nursing, public health, social work, or allied health professions are given priority consideration for admission to the program. Further, there must be a commitment to and evidence of being capable of pursuing the completion the 42 point curriculum, given the length of time required to complete this curriculum (e.g. an average of two years, including taking summer courses). There must also be evidence of the applicant possessing the willingness and ability to engage in a second year Fall fieldwork/internship—as an intensive 180 hour supervised experience. The applicant should also be perceived as capable of engaging in the Culminating Project for Research, Scholarship and Inquiry that is slated for the final semester, as a major independent study project necessitating discipline and focus. Finally, the applicant should be perceived as possessing the intellectual rigor and organizational skills essential to creating and submitting a Capstone Portfolio that includes the corpus of their graduate work in the program, including a thoughtful introduction and conclusion with synthesis of what was learned—as a requirement for graduation. Submitting GRE scores is optional, while international students must submit a satisfactory TOEFL score.

**M.S. DEGREE COURSE REQUIREMENTS**

The Progression of Courses and Requirements (#1 - #16) for the 42 Point M.S. Degree

**I-PUBLIC HEALTH CORE KNOWLEDGE (21 Points)**

**Public Health Knowledge - Basic Foundation Courses**

a. Social and Behavioral Sciences - I

#1-HBSS4100 Behavioral and Social Science Foundations of Health Education 3

b. Epidemiology - Research Competency I

#2-HBSS4102 Principles of Epidemiology in Health Promotion 3

c. Social and Behavioral Sciences - II

#3-HBSS4118 Principles of Health-Related Behavioral & Social Change: Initiation to Maintenance 3

d. Biostatistics - Research Competency II

#4-HBSS4160 Introduction to Biostatistics for Community Health Educators 3

e. Environmental Health Sciences - Systems I

#5-HBSS4161 Environmental Health 3

f. Health Service Administration -Systems II

#6-HBSS4162 Health Services Administration 3

**Public Health Knowledge - Advanced Foundation Course**

g. Program Evaluation - Research Competency III

#7-HBSS 6100 Program Evaluation 3

**II-COMMUNITY HEALTH CORE KNOWLEDGE (9 Points)**

**Community Health Education Preparation – Basic Fundamentals Course**
III-BROAD AND BASIC AREAS OF PROFESSIONAL SCHOLARSHIP AND PRACTICE (6 Points)

Students should take two courses approved by their advisor, while selecting courses offered by another department (i.e. Non-HBSS) at the college.

#11-Any Non-HBSS Course (Out of Department/Program) 3
#12-Any Non-HBSS Course (Out of Department/Program) 3

IV- ELECTIVE COURSE (3 Points)

#13- One HBSS Elective Course: Select 1 from the List of Options** 3

(**Select 1 course for 3 points from among the options listed below. There is variability with regard to the courses actually being offered within an academic year.)

LIST OF ELECTIVE HBSS COURSES

- HBSS4001 Health Provider Communications and Health Promotion 3
- HBSS4110 Health Promotion for Children and Adolescents 3
- HBSS4111 Addictions and Dependencies 3
- HBSS4112 Social Policy and Prevention 3
- HBSS4113 Human Sexuality Education 3
- HBSS4116 Health Education for Teachers 3
- HBSS4117 AIDS Education 3
- HBSS4121 Death Education 3
- HBSS4122 Women's Health 3
- HBSS4123 Violence and Its Prevention 3
- HBSS5110 Determinants of Health 3
- HBSS5113 Community Health Analysis 3
- HBSS6145 Health Psychology 3
- HBSS6500 Grant Writing 3
- HBSS5800 Health Disparities Research Conference 3

V-PRACTICAL SKILLS [FIELDWORK] (3 Points)

See the Fieldwork/Internship Guidebooks for the 42 Point M.S. Degree in Community Health Education for complete guidelines.

Community Health Education Fieldwork/Internship

#14-HBSS 5410 – Practicum in Health Education 3

Requires classroom attendance & a 180 hour fieldwork placement.

As with all courses, the practicum culminates in the submission of a Course Competency Evaluation Project. Students must complete a faculty approved Course Competency Evaluation Projects for each practicum completed at an approved Internship Site (e.g. a site may permit evaluation research, whether including assessment, a qualitative research report, quantitative data collection and analysis, etc...). Course Competency Evaluation Project topics within the
Practicum are determined in close consultation with the course professor.

VI-CULMINATING PROJECT FOR RESEARCH, SCHOLARSHIP AND INQUIRY (0 Points)

The Culminating Project for Research Scholarship and Inquiry

#15 - NOT A COURSE - Culminating Project for Research, Scholarship and Inquiry (0 points)

Slated for the last semester of participation in the 42 point M.S. Program in Community Health Education, students will complete a Culminating Project for Research Scholarship and Inquiry (0 points). This involves an opportunity for students to work closely with their advisor and to integrate what they have learned throughout the program.

Expectations for Students Completing the Culminating Project for Research Scholarship and Inquiry. Students are expected to meet with their advisor and receive approval, in advance, for various types of projects, including any of the following:

- **major research paper**
  - For example, a paper developed as a potential journal article for submission for publication
  - For example, a paper that builds further on their Course Competency Evaluation Project from their Fieldwork/internship.

- **community health education curriculum**
  - For example, a curriculum developed, implemented, and evaluated in a school or other setting—whether written or incorporating digital multimedia technology

- **health promotion, disease prevention, or health education program**
  - For example, a program tailored for a population in a community-based organization, worksite, hospital, clinic, or other setting

- **research project**
  - For example, a project that includes the analysis and discussion of community health data

- **grant application**
  - For example, a grant to support a community health research project

- **an approved alternative**
  - Approved by the student’s advisor

VII-CAPSTONE PORTFOLIO (0 Points)

The Capstone Portfolio

#16 – NOT A COURSE – Submission of Capstone Portfolio as a requirement for graduation (0 points)

As the very last requirement for the 42 point MS Program in Community Health Education, students must compile and submit a Capstone Portfolio (0 points) in order to be eligible for graduation.

Expectations for Students Completing the Capstone Portfolio. Students are to create a digital compilation of the following materials:

- **Capstone Portfolio Introduction** (1-2 pages) that provides an overview of the materials in the portfolio, being placed at the beginning of their digital portfolio
- all of the student’s Course Competency Evaluation Projects associated with every HBSS course they have taken during their 42 point degree program
  - this excludes their out-of-program coursework
• all of the student’s Course Competency Evaluation Project Scoring Rubrics completed by faculty to evaluate/grade each of their Course Competency Evaluation Projects
• a copy of their Culminating Project for Research Scholarship and Inquiry
• a copy of their Advisor’s Evaluation of the Culminating Project for Research Scholarship and Inquiry
• Capstone Portfolio Conclusion (3-4 pages) that summarizes and synthesizes their materials, including an analysis of what they feel they have personally accomplished through their degree studies
• Resume of the student updated to the month before graduation

Students should place all materials in sequential order from the first to last semester.

It is recommended that students work closely with their advisor to ensure that they have followed all of the above instructions for compiling their Capstone Portfolio for submission. Submission of the Capstone Portfolio is required for eligibility for graduation.

Notes:
• Regarding the link between the Culminating Project for Research Scholarship and Inquiry and the Capstone Portfolio, the former is to be included in the latter along with the other materials listed above.

• Every HBSS course has a Course Competency Evaluation Project (e.g., a Final Course Paper). With regard to every HBSS course, the associated Course Competency Evaluation Project reflects how the student accomplished the core competencies associated with that course (e.g. core competencies associated with: Behavioral and Social Sciences; Health Needs Assessment; Planning and Administration; System and Critical Thinking; Statistics and Research Design; Law and Ethics; Professional Identity; Communication Skills; Collaboration and Leadership; Health Inequities; Advocacy).

• The Course Competency Evaluation Projects are graded through faculty use of a Course Competency Evaluation Project Scoring Rubric that explains how students’ Capstone Projects were evaluated for that particular course, given the Program Core Competencies for achievement via that course. Whether created for the evaluation of a major final research paper, or final examination, or other final assignment, the Course Competency Evaluation Project Scoring Rubric is a digital word document that faculty complete and give to students as a means for transmitting and explaining the Grading/Scoring of the Course Competency Evaluation Project. By way of an illustration of how a Course Competency Evaluation Project Scoring Rubric will work, faculty will have to indicate, for example, how Part I of a final examination/paper addressed a particular Program Core Competency, while Part II of a final examination/paper addressed another Program Core Competency. Faculty might score a student’s final examination/paper as follows: achieved 80% or a grade of B- in meeting a Program Core Competency for Part I of the final exam/paper, and achieved 85% or a grade of B in meeting another Program Core Competency for Part II of the final exam/paper.

• Once students receive a Course Competency Evaluation Project Scoring Rubric explaining their grade, students will keep this digital document in association with the careful storage (e.g. attached to an e-mail) of their Course Competency Evaluation Project for that course, and keep it in a digital Capstone Portfolio that they are responsible for accumulating (e.g. a series of files attached to an e-mail that is repeatedly updated). Every student pursuing the 42 credit M.S. in
Community Health Education will accumulate such a Capstone Portfolio, containing a record of all of their Course Competency Evaluation Projects and the associated Course Competency Evaluation Project Scoring Rubrics. The student is responsible for maintaining the digital file that is their Capstone Portfolio. The formal submission of the Capstone Portfolio (e.g. the e-mail containing all of the aforementioned files, and a CD) is a requirement for being eligible for the M.S. degree.

- The Capstone Portfolio will be subject to review by the following: the faculty of the Program in Health Education; the Health Education Program Joint Committee on Growth, Quality and Development (HEPJ-GQD)—created to review the materials relevant to the application for accreditation. Of note, the HEPJ-GQD provides feedback to the program, while meeting once per year to review the goals and objectives of the new 42 credit M.S. in Community Health Education. The HEPJ-GQD works to ensure that the program activities are still an accurate reflection of the community health education program’s goals and objectives.

**IMPORTANT CAPSTONE PORTFOLIO GUIDELINES**

The Capstone Portfolio must be submitted as a PDF document attached to an e-mail that is sent to the Program Director, Professor Barbara Wallace, at bcw3@tc.columbia.edu by April 1 of the Spring semester—with clearly labeled placeholders in the document for where there will be eventual inclusion of their final Spring grades and Course Competency Evaluation Projects. Feedback will be provided by the Program Director if there are any needed changes. The final completed Capstone Portfolio must be submitted to the Program Director by the Friday before graduation (e.g. May 13, 14). Failure to comply will mean being barred from participation in graduation; and, a formal hold will be executed from the Office of the Registrar so that there is no receipt of the degree until the Program Director requests removal of the hold: i.e., upon submission of the final Capstone Portfolio.

**Ensuring Adequate Progress on the Capstone Portfolio: Mid-Program Review.** In addition, students must meet with the Chair of the Capstone Portfolio Mid-Program Review Committee, Professor Sonali Rajan, when they have completed 18 points in the program. Before the meeting, students are to submit their current draft version of their Capstone Portfolio as an email attachment to Professor Rajan (sr2345@tc.columbia.edu) based on their first 18 points of coursework. Students will then meet with Professor Rajan and receive feedback and guidance on their progress by mid-program completion.
M.S. PROGRAM GUIDELINES

Statement of Satisfactory Academic Progress

Students in the program must maintain a minimum grade-point average (GPA) of 3.0 while at Teachers College and must achieve at least a B grade in all of the required core courses. Students who do not achieve at least a B grade in a required course will be required to repeat the course.

Description of How the Program Monitors Student Progress

Students accepted into the program are informed during orientation and at their initial advisement session with a faculty advisor at entry into the program that the student is responsible for scheduling a formal review of their progress with their academic advisor. This formal review of their progress occurs when the student has completed the first half of the minimum number of points for the degree (typically 14-16 points). Faculty advisors review the student’s program of study and academic progress and sign off on a form (The M.S. Program Mid-Point Evaluation) that is entered into the student’s file.

The program faculty teaching courses analyze the results of their individual course assessments on a course-by-course basis. Similarly, the Advisor’s Assessment of the Quality of the M.S. Culminating Project for Research Scholarship and Inquiry is completed by the individual student’s faculty advisor. Faculty of the program meet once annually to formally review and discuss program requirements, as well as the curriculum and any feedback from advisors and instructional faculty who are participating in the instructional program and advising students. These discussions are conducted so as to arrive at consensus about changes, improvement, or refinements that are necessary to make in both program requirements and curriculum in order to meet program goals and to be responsive to changes in the needs of professional preparation in the field of health education.

This process, together with ongoing consideration of profession-and practice-wide changes in the domains of core competency for health education (such as those recommended by the Galway Consensus Conference and professional Societies), has informed a number of curriculum changes in the M.S. degree program. Recently, the outcomes of these faculty reviews and discussions have included a number of improvements implemented within the program: adding a Fall Colloquia series (i.e. 8 sessions on Wednesdays) to support the orientation of students to graduate study; increasing the number and scope of required core courses; articulating core competencies to be achieved via course participation; revising course titles to better reflect new content and attention to diversity issues and cultural competency goals; updating and clarifying the out-of-program (i.e., broad and basic) course requirements; improving the quality of instruction and scope of technology utilized (i.e. video integrated with PowerPoint as in the Tegrity Lecture Capture system) for use in courses, while also seeking to enhance online courses and distance learning; increasing the number of courses offered online and hybrid courses (both in-person and online sections); and, the use of group advising to foster a greater sense of cohesion among cohorts of newly admitted students, as well as other group activities to foster professional identity development.
Additional Information for M.S. Students

Services for Students with Disabilities

The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities for information about registration (166 Thorndike Hall). Services are available only to students who are registered and submit appropriate documentation.

Activating the Columbia University ID (UNI)

Teachers College students have the responsibility for activating the Columbia University Network ID (UNI), which includes a free Columbia email account. As official communications from the college – e.g., information on graduation, announcements of closing due to severe storm, flu epidemic, transportation disruption, etc., - will be sent to the students’ Columbia email account, students are responsible for reading their email there, or for utilizing the mail forwarding option to forward mail to their Columbia account to an email address which they will monitor.

Statement on Academic Conduct

A Teachers College student is expected to refrain from any conduct, including cheating, plagiarizing, or purchasing documents submitted for academic evaluation, that calls into question his/her academic and/or professional probity. Decisions regarding academic evaluation in all aspects of students’ work at the college, including course work, certification examinations, clinical or field experiences, and preparation of dissertations, are within the sole jurisdiction of the faculty concerned, including as appropriate, the department or program staff members. Disciplinary actions (e.g., reprimand, suspension, or dismissal) in cases of academic misconduct can be imposed by the Vice Provost or the Committee on Student Conduct.

Resolution of Student Academic Program Concerns

Any student who has a concern regarding an academic matter may seek assistance. The procedure for resolving academic program concerns (see note of grade correction process below) begins with either the faculty member (if the concern is related to a course) or the student’s advisor. If the student is not satisfied with the response or resolution achieved at this first level, or if speaking with the faculty member presents a conflict of interest for the student, the student should proceed to speak with the Program Director in the area in which the academic concern resides. If the student is not satisfied with the response or resolution achieved through the Program Director the student should proceed to speak with the Chair of the academic department in which the academic concern resides. If the student is still not satisfied with the response or resolution achieved through the Department Chair, or if speaking with the Department Chair presents a conflict of interest for the student, the next step is to contact the Office of the Vice Provost. At any stage of the process, students are welcome to seek the advice and guidance of the Ombudsman, who is charged with attempting to informally resolve student dissatisfaction of an academic nature on a completely confidential basis.
Grades

Grades in Teachers College are recorded as evaluative, pass/fail, or attendance. All grading symbols used are listed below, as approved by the Faculty on April 27, 1984. Students electing to be graded on a basis other than the ones announced by the course instructor must request the option and obtain the instructor's written approval no later than the close of the third class meeting. An application for grading options is obtainable from the Office of the Registrar and needs to be filed in the Registrar's Office no later than the close of the third class meeting. Once the option has been approved and filed with the Registrar, it is not subject to change.

All grades noted in this section are final and may not be changed. Grades must be submitted by the instructor of record.

Grades are defined as follows:

A+ Rare performance. Reserved for highly exceptional, rare achievement.
A Excellent. Outstanding achievement.
A- Excellent work, but not quite outstanding.
B+ Very good. Solid achievement expected of most graduate students.
B Good. Acceptable achievement.
B- Acceptable achievement, but below what is generally expected of graduate students.
C+ Fair achievement, above minimally acceptable level.
C Fair achievement, but only minimally acceptable.
C - VERY LOW PERFORMANCE The records of students receiving such grades are subject to review. The result of this review could be denial of permission to register for further study at Teachers College. No more than 3 points of C- may be credited toward any degree or diploma. Students completing requirements for more than one degree or diploma may count 3 points of C- toward only one such award. A student who accumulates 8 points or more in C- or lower grades will not be permitted to continue study at the College and will not be awarded a degree or diploma.

F FAILURE The records of students receiving such grades are subject to review. The result of this review could be denial of permission to register for further study at Teachers College. A course usually may not be repeated unless it is a required course. When the course is required, the student will reregister and obtain a satisfactory grade. The previous grade remains on the transcript.

P PASSED Some courses are graded only on a pass/fail basis for the instances in which greater evaluation specificity is neither required nor desirable and is used to indicate passing performances when only dichotomous evaluation is used. At no time will the transcript carry any other grade nor will supplementary statements be issued. Application for the Pass/Fail option is to be made before the close of the first class session with the approval of the course instructor. Applications are available in the Office of the Registrar, 150 Horace Mann. Once the option is approved, it may not be changed.
WD WITHDRAWN Withdrawal occurring subsequent to the close of the change-of-program period during the term. See section on withdrawal from courses.

YC YEAR COURSE The symbol "YC" is assigned for the first half of a year course (courses with a "z" suffix). At the end of the second half, the grade is entered on the transcript denoting the instructor's evaluation.

* MISSING GRADE Final grade has not been assigned by the course instructor.

IN INCOMPLETE. The grade of incomplete is to be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade.

If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Director about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.

GRADE CORRECTION PROCEDURE. The instructor for a course has the responsibility for setting the requirements for a course and making an evaluation of students’ work. Once a grade has been given, the instructor is not free to change the grade unless the instructor indicates to the Registrar that an error was made in the original grade transmitted. If a student believes that an error has been made, he/she must take the initiative in bringing about the necessary correction prior to the conclusion of the semester immediately following the semester in which the course was taken. The normal procedure for effecting a correction would be through direct discussion between the student and the instructor. If the student is not satisfied with the response or resolution, the student should proceed to speak with the Chair of the academic department in which the academic concern resides. If the student is still not satisfied with the response or resolution achieved through the Department Chair, or if speaking with the Department Chair presents a conflict of interest for the student, the next step is to contact the Office of the Vice Provost. At any stage of the process, students are welcome to seek the advice and guidance of the Ombudsman, who is charged with attempting to informally resolve student dissatisfaction of an academic nature on a completely confidential basis.
# TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Degree of Master of Science in Community Health Education
Program in Health Education, Department of Health and Behavior Studies

**WORKSHEET FOR MEETING THE M.S. 42 POINT DEGREE REQUIREMENTS**

<table>
<thead>
<tr>
<th>COURSES TO BE TAKEN</th>
<th>POINTS</th>
<th>RECORD SEMESTER TAKEN BELOW:</th>
</tr>
</thead>
</table>

1. **PUBLIC HEALTH CORE KNOWLEDGE (21 Points)**
   - Social and Behavioral Sciences - I
     - HBSS4100 Behavioral and Social Science Foundations of Health Education 3
   - Epidemiology - Research Competency I
     - HBSS4102 Principles of Epidemiology in Health Promotion 3
   - Social and Behavioral Sciences - II
     - HBSS4118 Principles of Health-Related Behavioral & Social Change: Initiation to Maintenance 3
   - Biostatistics - Research Competency II
     - HBSS 4160 Introduction to Biostatistics for Community Health Educators 3
   - Environmental Health Sciences - Systems I
     - HBSS 4160 Environmental Health 3
   - Health Service Administration - Systems II
     - HBSS 4162 Health Services Administration 3
   - Program Evaluation - Research Competency III
     - HBSS 6100 – Program Evaluation 3

2. **COMMUNITY HEALTH CORE KNOWLEDGE (9 Points)**
   - HBSS4114 Competency with Multicultural Populations: Research & Practice 3
   - HBSS5111 Planning Health Education Programs 3
   - HBSS5112 Social Marketing and Health Communications 3

3. **PRACTICAL SKILLS (3 Points)** See details in the *Fieldwork/Internship Guidebook*
   - HBSS 5410 – Practicum in Health Education 3

   - Any Non-HBSS & Out of Department Course within TC, CU = __________ 3
   - Any Non-HBSS & Out of Department Course within TC, CU = __________ 3

5. **ELECTIVE COURSE (3 Points)** Select 1 course for 3 points from among the options listed in the M.S. Program of Study Guide, or from the list of HBSS course options for a semester.
   - Your HBSS Elective Selection = __________________ 3

6. **CULMINATING PROJECT FOR RESEARCH, SCHOLARSHIP AND INQUIRY (0 Points)** See explanations of the options in the M.S. Program of Study Guide (e.g., Major Research Paper, Community Health Education Curriculum, etc) to found within the *Guidebook.*

**MINIMUM REQUIRED TOTAL = 42**

The Program in Health Education 42 Credit MS Degree Worksheet—Revised 8/2017
THE M.S. PROGRAM MID-POINT EVALUATION FORM

Please take this sheet or a copy of this sheet to a meeting that you, as the student, should arrange with your advisor. The advisor has the option of completing an electronic version of this form. This form facilitates a formal review of your progress with your advisor when you have completed the first half of the minimum number of points for the degree (e.g., 21 points for the 42 point M.S. Degree). Your faculty advisor will review your program of study and academic progress and sign off on this form. Thus, please also bring a print-out of your courses taken to date and grades received to this meeting.

The M.S. Program Mid-Point Evaluation

Name of Student_________________________________________________

Semester Began M.S. Program_____________________________________

Points Taken to Date______________________________________________

   Explain as needed:_______________________________________________

______________________________________________________________________________

Name of Advisor_________________________________________________

Date of Mid-Point Evaluation Review__________________________

   Explain as needed:_______________________________________________

______________________________________________________________________________

Given your review of the courses taken by the student and the grades received, as well as any explanations provided by the student, please describe the nature of the student’s progress:

______________________________________________________________________________

______________________________________________________________________________

Please provide an overall rating of their progress in the program to date:
1___ Very Poor   2___ Poor   3___ Fair   4___ Good   5___ Excellent

Please explain your rating and any recommended action steps (use back of sheet as needed):

______________________________________________________________________________

______________________________________________________________________________

Signature of Advisor_______________________________________________Date_________

A copy of this form is available from Ms. Evelyn Quinones. The student or advisor should submit this form to Ms. Evelyn Quinones upon completion.
THE M.S. PROGRAM:
Advisor’s Assessment of the Quality of the M.S. Culminating Project for Research Scholarship and Inquiry

Please see the rubric on the next page that facilitates a formal review of your Culminating Project for Research, Scholarship and Inquiry. Students must place a copy in their Capstone Portfolio.
CULMINATING PROJECT FOR RESEARCH, SCHOLARSHIP & INQUIRY

SCORING RUBRIC

Student’s Name____________________________   Semester_________

Pre-approval Process: Students are expected to meet with their advisor and receive approval, in advance, for various types of projects _____YES – was approved in advance, in a timely manner to support completion of high quality work _____NO – was not approved in advance, in a timely manner

Input: Were there sufficient meetings or drafts reviewed with the student to allow for sufficient Advisor input/mentoring: _____YES _____NO. Please explain:

Indicate Type of Project (___X__), below:

_____major research paper (For example, a paper developed as a potential journal article for submission for publication. For example, a paper that builds further on their Course Competency Evaluation Project from their Fieldwork/internship).

_____community health education curriculum (For example, a curriculum developed, implemented, and evaluated in a school or other setting—whether written or incorporating digital multimedia technology)

_____health promotion, disease prevention, or health education program (For example, a program tailored for a population in a community-based organization, worksite, hospital, clinic, or other setting)

_____research project (For example, a project that includes the analysis and discussion of community health data)

_____grant application (For example, a grant to support a community health research project)

_____an approved alternative (Approved by the student’s advisor) – Please describe:

Rate the Project in Light of Core Competencies: Providing ratings and your Advisor Evaluation Commentary, below, on a scale of 1=very poor, 2=poor, 3=fair, 4=good, 5=very good, 6= excellent, for reflecting knowledge and competency in the application of:

I _____public health core knowledge provided via our program curriculum
__ 1=very poor __2=poor __3=fair __4=good __5=very good __6= excellent
Advisor’s Evaluation Commentary:

II _____ community health core knowledge provided via our program curriculum
__ 1=very poor __2=poor __3=fair __4=good __5=very good __6= excellent
Advisor’s Evaluation Commentary:

III _____ assessment procedures
__ 1=very poor __2=poor __3=fair __4=good __5=very good __6= excellent
Advisor’s Evaluation Commentary:

IV _____ practical skills provided via our program curriculum
__ 1=very poor __2=poor __3=fair __4=good __5=very good __6= excellent
Advisor’s Evaluation Commentary:
SCORING RUBRIC CONTINUED

V______ evidence-based research, models and interventions
   __ 1=very poor __2=poor __3=fair __4=good __5=very good __6= excellent
Advisors Evaluation Commentary:

VI____ principles of behavioral and social change
   __ 1=very poor __2=poor __3=fair __4=good __5=very good __6= excellent
Advisors Evaluation Commentary:

VII____ appropriate research and evaluation methods
   __ 1=very poor __2=poor __3=fair __4=good __5=very good __6= excellent
Advisors Evaluation Commentary:

VIII____ collaboration, advocacy and policy development skills in work with community representatives
   __ 1=very poor __2=poor __3=fair __4=good __5=very good __6= excellent
Advisors Evaluation Commentary:

Rate the Project Overall:
   __ 1=very poor __2=poor __3=fair __4=good __5=very good __6= excellent
Advisors Evaluation Commentary:

Provide Additional Feedback to Further Student’s Development
   __ 1=very poor __2=poor __3=fair __4=good __5=very good __6= excellent
Advisors Evaluation Commentary:

The Program in Community Health Education—Revised: 8/2017
IMPORTANT GUIDELINES AND INFORMATION FOR THE Ed.D. DEGREE PROGRAM IN HEALTH EDUCATION
Mission of the Ed.D. Program

The degree of *Doctor of Education (Ed.D.) in Health Education* at Teachers College emphasizes broad preparation for advanced professional responsibilities through a program based upon extensive study in a specialized branch of the field of education or in an area of instruction. The program of study and research leading to the Ed.D. degree in Health Education is designed to prepare graduates who will assume positions of leadership as program development and evaluation specialists in health education in various educational, governmental, and human-service delivery settings.

The program emphasizes the development of advanced competencies in: (1) assessing the cultural, psychological, social, economic, and political determinants of health and health-related behaviors; (2) developing and implementing educational and other interventions based on ecologic models of health behavior and behavioral change that are appropriate to the various educational practice settings (the community, hospitals, schools, and workplace) and which have the potential to result in voluntary health-related behavioral and social change among individuals, groups, and populations, and their communities; and (3) conducting program evaluation and applied research in health education and health promotion.

Admission Requirements

Admission to the doctoral program in Health Education is limited, being based upon several criteria. These criteria include the following: adequacy and relevance of preparation at the undergraduate levels and in any prior graduate study; relevance of prior professional experience and
related activities; and, potential for contributing significantly to professional practice and research in health education or closely related fields. In general, applicants who present strong backgrounds or academic preparation in the behavioral and social sciences, education, nursing, public health, social work, or allied health professions are given priority consideration for admission to the program.

**Degree Requirements**

The minimum College requirements for the Ed.D. degree include satisfactory completion of a program of 90 points of course work beyond the baccalaureate degree (at least 45 points of which must be taken through Teachers College registration). A maximum of 45 semester hours of graduate transfer credit may be granted for work completed at other recognized institutions to satisfy the minimum College point requirement; only coursework where the grade of B or better was obtained can be considered for transfer. Candidates for the Ed.D. degree also are expected to demonstrate satisfactory performance on a departmental *Certification Examination* and to prepare and defend an acceptable dissertation project. In addition to the College requirements, all candidates for the Ed.D. degree in Health Education must have fulfilled the equivalent of the requirements for the *Master of Arts (M.A.)* degree in health education. For those students entering the program with only a baccalaureate degree, the M.A. degree must be completed first.

**Ed.D. DEGREE COURSE REQUIREMENTS**

**The Required Course Progression**

The program of study for the Ed.D. degree in Health Education includes required introductory core courses, required advanced courses, elective courses, broad and basic courses to enhance preparation for professional scholarship and practice, as well as research courses. The exact program and sequence of study is determined by the previous academic preparation, professional experience, and professional career objectives of the student. The selection of courses that fulfill an area requirement in the program of study listed below is guided by individual needs of the student; selections are not limited to those courses that are listed. A student who presents evidence of proficiency in required courses or in an area of course work required for the program may, at the discretion of the major advisor and upon approval of the Program Director, select and substitute courses; these substitutions may represent more advanced study in the area in which the student has demonstrated competence, or represent additional preparation in areas in which the student’s preparation is less extensive.

1. **MAJOR (48 Points)**

   a. **Introductory Core Courses (Required 15 Points)**

   HBSS4100 Behavioral and Social Science Foundations of Health Education 3
   HBSS4102 Principles of Epidemiology in Health Promotion 3
   HBSS4118 Principles of Health-Related Behavioral and Social Change: Initiation to Maintenance 3
   HBSS4114 Competency with Multicultural Populations: Research & Practice 3
   HBSS4160 Introduction to Biostatistics for Community Health Educators 3
b. Advanced Core Courses (Required 15 Points)

HBSS5110 Determinants of Health Behavior 3
HBSS5111 Planning Health Education Programs 3
HBSS5112 Social Marketing and Health Communications 3
HBSS6100 Program Evaluation 3
HBSS6145 Health Psychology 3

c. Elective Courses (18 Points), to be selected from among:
(There is variability with regard to the courses actually being offered within an academic year.)

HBSS4001 Health Provider Communications and Health Promotion 3
HBSS4110 Health Promotion for Children and Adolescents 3
HBSS4111 Addictions and Dependencies 3
HBSS4112 Social Policy and Prevention 3
HBSS4113 Human Sexuality Education 3
HBSS4116 Health Education for Teachers 3
HBSS4117 AIDS Education 3
HBSS4120 Topics in Health Education (See the Topic covered) 3
HBSS4121 Death Education 3
HBSS4122 Women's Health 3
HBSS4123 Violence and Its Prevention 3
HBSS5113 Community Health Analysis 3
HBSS5408 Practicum in Individual Health Advisement 3
HBSS5410 Practicum in Health Education 1-6
HBSS5800 Health Disparities Research Conference 1
HBSS6500 Grant Writing 3
HBSS6901 Research and independent study in health education 1-4

2. BROAD AND BASIC AREAS OF PROFESSIONAL SCHOLARSHIP AND PRACTICE  (9 Points)

a. Nature of Education, Persons, and Learning Processes (Required 6 points) Students should take two courses approved by their advisor that are out of the department, such as courses in learning theory, human development, or counseling pertaining to a population group of interest (e.g. child, adolescent, adult, or older adult).

- Recommended courses include, but are not limited to those offered by the Departments of:
  - Organization & Leadership (e.g. Program in Adult Learning and Leadership)
  - Counseling & Clinical Psychology (e.g. Program in Counseling Psychology)
  - Human Development (e.g. Developmental Psychology Programs)

b. Communications, Computing and Instructional Technology and Media (Required 3 points) Students should take one course approved by their advisor that is out of the department, such as a course in communications, computing or instructional technology and media.

- Recommended courses include, but are not limited to those offered by the Department of:
  - Mathematics, Science & Technology (e.g. Programs in: Communication, Computing, and Technology in Education; or Computing in Education; or Instructional Technology and Media)
c. **Note on Options**: Depending upon an individual student’s needs, the student’s advisor may approve a course selection from another Department.

   - **Potential Departments include:**
     - Education Policy & Social Analysis
     - International & Transcultural Studies

3. **RESEARCH, SCHOLARSHIP AND INQUIRY: METHODS OF EVALUATION, STATISTICS, DISSERTATION PREPARATION (23 Points)**

   a. **General Research Methods (Required 6 points)**
      Students should take two courses selected in consultation with their advisor.
      
      *Recommended courses include, but are not limited to:*
      - HBSS5040 Research Methods in Health and Behavior Studies I 3
      - HUD4120 Methods of Empirical Research 3
      - MSTU5020 Methods of Social Research 3
      - ORLJ4009 Understanding Behavioral Research 3
      - ORLJ5040 Research Methods in Social Psychology I 3
      - ORLJ5041 Research Methods in Social Psychology II 3

   b. **Measurement and Evaluation (Required 3 points)**
      Students should take courses selected in consultation with their advisor.
      
      *Recommended courses include, but are not limited to:*
      - HUDM4050 Introduction to Measurement 3
      - HUDM5055-5056 Evaluation of Institutions, Programs, and Curricula 3
      - ORL5522 Evaluation Methods I 3
      - ORL5523 Evaluation Methods II--Seminar 3
      - ORL5524 Instrument Design and Validation--Seminar 3

   c. **Statistics (Required 6 Points)**
      Students should take courses selected in consultation with their advisor.
      
      *Recommended courses include, but are not limited to:*
      - HUDM4122 Probability and Statistical Inference 3
      - HUDM5122 Applied Regression Analysis 3
      - HUDM5123 Linear Models and Experimental Design 3
      - HUDM6026 Statistical Treatment of Mass Data 3

   d. **Research Seminar and Preparation of the Dissertation (5 Points)**
      - HBSS 6510 Research Seminar in Health Education 3
      - HBSS 7501 Dissertation Seminar in Health Education 2
      - HBSS 8900 Dissertation Advisement in Health Education 0

   e. **Preparation for the Oral Defense of the Dissertation (Required 3 points)**
      - HBSS 6520 Advanced Seminar for Doctoral Dissertation Data Analysis – 3

4. **ELECTIVE COURSES, ADDITIONAL RESEARCH, OR INDEPENDENT STUDY  (10 Points)**

   Elective courses or additional research and independent study enable the student to develop a specialization in an area of interest pertaining to a practice setting and the
populations specific to that setting (e.g., schools and children, hospitals and chronically ill adults, or workplaces and well adults), or may be used to develop additional preparation in a related professional area or one of the behavioral or social sciences underlying the practice of health education. Course work or other learning experiences are selected by the student in consultation with the major academic advisor, and may be taken in other departments of Teachers College or in other divisions of Columbia University with permission of the academic advisor.

*Recommended courses include, but are not limited to:*

**HBSS6901 Research and independent study in health education**

1-4

---

**Note on Total Points/Credits for the Ed.D. Degree: Variability**

There may be variability in the total number of points/credits accumulated in each of the requisite categories shown above: i.e., 1) Major; 2) Broad and Basic Areas of Professional Scholarship and Practice; 3) Research, Scholarship and Inquiry: Methods of Evaluation, Statistics, Dissertation Preparation; and 4) Elective Courses, Additional Research, or Independent Study. This variability in points/credits in each of the requisite categories usually becomes apparent when the student and their advisor review and approve the student’s **Statement of Total Program**, including approving any variability in the number of points/credits taken. The **Statement of Total Program** is completed before the student takes the last 20 credits in the program and the **Certification Examination**. At the time of completion, the **Statement of Total Program** will list all courses already taken at Teachers College, any credits transferred (up to 45 credits), and all courses to be taken (projecting into the future and up to the last semester of matriculation). Some must accumulate 90 points as the required minimum for the Ed.D. degree. Also, while the present document has listed (above) 48 points for the Major, on the **Statement of Total Program** this number may vary (e.g. 50 credits) for Major, as well as for the other areas; as just one example, a student might accumulate 18, 22, 26 or more points for the category Research, Scholarship and Inquiry: Methods of Evaluation, Statistics, Dissertation Preparation. Thus, please consider the points indicated on the prior pages as a guide, given this variability.

**Additional Requirements**

In addition to the above minimum program requirements, students enrolled in the Program in Health Education are expected to fulfill requirements and achieve goals that transcend the completion of the requisite course work and other formal requirements for a degree. Although these additional requirements are difficult to define precisely, and the extent to which a student has fulfilled them equally difficult to evaluate, they are nevertheless recognized as being important in enabling the student to grow and develop both intellectually and professionally during the period of graduate study and afterward. These additional requirements include but are not limited to:

- Demonstrating a willingness to attend and become actively involved in the breadth of program-level, departmental, college, and university functions (e.g. conferences, colloquia, etc…) which facilitate interaction with faculty and other students, and which have the potential to enrich the student’s intellectual and professional growth;

- Developing the capacity to undertake the complex and challenging tasks associated with graduate study and other related learning experiences in such a manner that demonstrates the student’s intellectual discipline, including integrity, creativity, and innovativeness, as well as the student’s...
abilities to conceptualize at a high level, think critically, communicate effectively both orally and in writing, and provide leadership;

- Demonstrating ability to appreciate, relate to, and communicate with ethnically, racially, and linguistically diverse individuals and groups of people who possess different personal, social, and cultural histories than one’s own;

- Developing a strong sense of professional identity and commitment to professional affairs in or related to health education which are demonstrated through active membership in appropriate national, regional, or local professional organizations, and through participation in such activities as attending a professional meeting, presenting an abstract or a paper at professional meeting, or serving on a professional committee.

Program faculty periodically monitor the progress of doctoral students throughout the program of study (e.g., read more below about the Ed.D. Program Progress Evaluation). Students whose progress toward completion of the degree program is determined by the faculty to be insufficient may be asked to terminate their studies.

**Ed.D. PROGRAM GUIDELINES**

**Statement of Satisfactory Academic Progress**

Students in the program must maintain a minimum grade-point average (GPA) of 3.0 while at Teachers College and must achieve at least a B grade in all of the required core courses. Students who do not achieve at least a B grade in a required core course will be required to repeat the course.

Students who do not pass the Certification Examination in their first attempt meet with the Program Director to review test performance. Those who do not pass on the second attempt are not allowed to continue the program.

Reviews of student enrollment are done on a periodic basis. Students not enrolling for dissertation hours or not progressing in dissertation completion after allowances for extraordinary circumstances are not allowed to continue the program.

The program faculty who are teaching courses analyze the results of their individual course assessments on a course-by-course basis. Faculty of the program meet once annually to formally review and discuss program requirements, as well as the curriculum and any feedback from advisors and instructional faculty who are participating in the instructional program and advising students. In addition, progress of students with respect to dissertation proposals and dissertation completions and graduations is also reviewed. These discussions are conducted so as to arrive at consensus about changes or refinements that may be necessary in both program requirements and curriculum in order to meet goals and to be responsive to changes in the needs of professional preparation in the field of health education.

This process, together with ongoing consideration of profession-and practice-wide changes in
the domains of core competency for health education (such as those recommended by the Galway Consensus Conference and professional societies), has informed a number of curriculum changes in the Ed.D. degree program. Recently, the outcomes of these faculty reviews and discussions have included a number of improvements implemented within the program: adding a Fall Colloquia series (i.e. 8 sessions on Wednesdays) to support the orientation of students to graduate study; increasing the number and scope of required core courses; articulating core competencies to be achieved via course participation; revising course titles to better reflect new content and attention to diversity issues and cultural competency goals; updating and clarifying the out-of-program (i.e., broad and basic) course requirements; improving the quality of instruction and scope of technology utilized (i.e. video integrated with PowerPoint as in the Tegrity Lecture Capture system) for use in courses, while also seeking to enhance online courses and distance learning; increasing the number of courses offered online and hybrid courses (both in-person and online sections); and, the use of group advising to foster a greater sense of cohesion among cohorts of newly admitted students, as well as other group activities to foster professional identity development.

**Description of How the Program Monitors Student Progress**

Students accepted into the program are informed during their initial advisement session with a faculty advisor at entry into the program that the student is responsible for scheduling a formal review of their progress with their academic advisor when they have completed the first third of points to be taken at Teachers College (typically 14-16 points). Faculty advisors review the student’s program of study and academic progress and sign off on a form that is entered into the student’s file (i.e. *The Ed.D. Program Progress Evaluation*).

In addition, students complete with their advisors the *Statement of Total Program*, listing courses to be taken and plans to meet other non-course requirements. This document is carefully reviewed by the student’s advisor. Upon approval, the document is submitted to the Office of Doctoral Studies—meeting the requirement that it is submitted prior to the student taking the Certification Examination, and before the student takes the last 20 credits in the program; these are key requirements for certification as a doctoral student. A student does not achieve the status of being a certified doctoral student until satisfactory completion of the Certification Examination.

Other indicators of student progress are successful completion of the dissertation proposal and dissertation. These tasks are monitored by the individual student’s dissertation sponsor and other dissertation committee members. It should be noted that the academic advisor and dissertation sponsor may not be the same faculty member.

**Additional Information for Ed.D. Students**

**Services for Students with Disabilities**

The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities for information about registration (324 Thorndike Hall). Services are available only to students who
are registered and submit appropriate documentation.

**Activating the Columbia University ID (UNI)**

Teachers College students have the responsibility for activating the Columbia University Network ID (UNI), which includes a free Columbia email account. As official communications from the college – e.g., information on graduation, announcements of closing due to severe storm, flu epidemic, transportation disruption, etc., - will be sent to the students’ Columbia email account, students are responsible for reading their email there, or for utilizing the mail forwarding option to forward mail to their Columbia account to an email address which they will monitor.

**Statement on Academic Conduct**

A Teachers College student is expected to refrain from any conduct, including cheating, plagiarizing, or purchasing documents submitted for academic evaluation, that calls into question his/her academic and/or professional probity. Decisions regarding academic evaluation in all aspects of students’ work at the college, including course work, the *Certification Examination*, clinical or field experiences, and preparation of dissertations, are within the sole jurisdiction of the faculty concerned, including as appropriate, the department or program staff members. Disciplinary actions (e.g., reprimand, suspension, or dismissal) in cases of academic misconduct can be imposed by the Vice Provost or the Committee on Student Conduct.

**Resolution of Student Academic Program Concerns**

Any student who has a concern regarding an academic matter may seek assistance. The procedure for resolving academic program concerns (see note of grade correction process below) begins with either the faculty member (if the concern is related to a course) or the student’s advisor. If the student is not satisfied with the response or resolution achieved at this first level, or if speaking with the faculty member presents a conflict of interest for the student, the student should proceed to speak with the Program Director in the area in which the academic concern resides. If the student is not satisfied with the response or resolution achieved through the Program Director the student should proceed to speak with the Chair of the academic department in which the academic concern resides. If the student is still not satisfied with the response or resolution achieved through the Department Chair, or if speaking with the Department Chair presents a conflict of interest for the student, the next step is to contact the Office of the Vice Provost. At any stage of the process, students are welcome to seek the advice and guidance of the Ombudsman, who is charged with attempting to informally resolve student dissatisfaction of an academic nature on a completely confidential basis.

**Grades**

Grades in Teachers College are recorded as evaluative, pass/fail, or attendance. All grading symbols used are listed below, as approved by the Faculty on April 27, 1984. Students electing to be graded on a basis other than the ones announced by the course instructor must request the option and obtain the instructor's written approval no later than the close of the third class meeting. An application for grading options is obtainable from the Office of the Registrar and needs to be filed in the Registrar's Office no later than the close of the third class meeting. Once the option has been approved and filed with the Registrar, it is not subject to change.
All grades noted in this section are final and may not be changed. Grades must be submitted by the instructor of record.

Grades are defined as follows:

A+ Rare performance. Reserved for highly exceptional, rare achievement.
A Excellent. Outstanding achievement.
A- Excellent work, but not quite outstanding.
B+ Very good. Solid achievement expected of most graduate students.
B Good. Acceptable achievement.
B- Acceptable achievement, but below what is generally expected of graduate students.
C+ Fair achievement, above minimally acceptable level.
C Fair achievement, but only minimally acceptable.

C - VERY LOW PERFORMANCE The records of students receiving such grades are subject to review. The result of this review could be denial of permission to register for further study at Teachers College. No more than 3 points of C- may be credited toward any degree or diploma. Students completing requirements for more than one degree or diploma may count 3 points of C- toward only one such award. A student who accumulates 8 points or more in C- or lower grades will not be permitted to continue study at the College and will not be awarded a degree or diploma.

F FAILURE The records of students receiving such grades are subject to review. The result of this review could be denial of permission to register for further study at Teachers College. A course usually may not be repeated unless it is a required course. When the course is required, the student will reregister and obtain a satisfactory grade. The previous grade remains on the transcript.

P PASSED Some courses are graded only on a pass/fail basis for the instances in which greater evaluation specificity is neither required nor desirable and is used to indicate passing performances when only dichotomous evaluation is used. At no time will the transcript carry any other grade nor will supplementary statements be issued. Application for the Pass/Fail option is to be made before the close of the first class session with the approval of the course instructor. Applications are available in the Office of the Registrar, 150 Horace Mann. Once the option is approved, it may not be changed.

DP DOCTORAL PASS CREDIT The grade of DP may be assigned only to a certified doctoral candidate in a Teachers College course, having successfully completed all requirements prescribed by the instructor. The candidate must request DP credit before two-thirds of the class sessions have met. Eligibility is determined upon presentation of the doctoral identification card, and a record of the request for a DP grade is made by completing a form obtainable from the Office of the Registrar. DP credit is available to doctoral students only in terms subsequent to the terms in which the student is certified. DP credit may not be used toward M.A. or M.S. degree requirements. A maximum of 6 points of DP credit may be used toward Ed.M. degree requirements.
**WD WITHDRAWN**  Withdrawal occurring subsequent to the close of the change-of-program period during the term. See section on withdrawal from courses.

**YC YEAR COURSE**  The symbol "YC" is assigned for the first half of a year course (courses with a "z" suffix). At the end of the second half, the grade is entered on the transcript denoting the instructor's evaluation.

**R ATTENDANCE CREDIT.** Students desiring R credit for any course must request permission, in writing, to the instructor, before two-thirds of the class sessions have met. The instructor may approve or deny the request. If approval is granted, the instructor may stipulate requirements to be met in addition to regular attendance. Forms are available in the Office of the Registrar to be used for obtaining approval. The applicability of R credit in meeting degree program requirements is noted as follows: For Master of Arts and Master of Science degrees, no R credit is permissible. For Master of Education degree programs, a maximum of 6 semester hours of attendance credit is acceptable in meeting the point requirement but may not be used to satisfy the three-course out-of-department requirement. For doctoral programs, a maximum of nine semester hours of attendance credit is permitted toward the minimum point requirement for the degree, provided they are not used to fulfill the minimum distribution requirements.

*MISSING GRADE*  Final grade has not been assigned by the course instructor.

**IN INCOMPLETE.** The grade of incomplete is to be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade.

If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Director about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the Certification Examination.

**GRADE CORRECTION PROCEDURE.** The instructor for a course has the responsibility for setting the requirements for a course and making an evaluation of students’ work. Once a grade has been given, the instructor is not free to change the grade unless the instructor indicates to the Registrar that an error was made in the original grade transmitted. If a student believes that an error has been made, he/she must take the initiative in bringing about the necessary correction prior to the conclusion of the semester immediately following the semester in which the course was taken. The normal procedure for effecting a correction would be through direct discussion between the student
and the instructor. If the student is not satisfied with the response or resolution, the student should proceed to speak with the Chair of the academic department in which the academic concern resides. If the student is still not satisfied with the response or resolution achieved through the Department Chair, or if speaking with the Department Chair presents a conflict of interest for the student, the next step is to contact the Office of the Vice Provost. At any stage of the process, students are welcome to seek the advice and guidance of the Ombudsman, who is charged with attempting to informally resolve student dissatisfaction of an academic nature on a completely confidential basis.
## COURSES TO BE TAKEN

<table>
<thead>
<tr>
<th>COURSE</th>
<th>POINTS</th>
<th>SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. MAJOR (48 points)</strong> (Note: May vary from 48 points. See Guidebook for details)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>a. Required Core Courses (Required 15 Points)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HBSS4100 Behavioral and Social Science Foundations of Health Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HBSS4102 Principles of Epidemiology in Health Promotion</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HBSS4118 Principles of Health-Related Behavioral &amp; Social Change:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiation to Maintenance</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HBSS4114 Competency with Multicultural Populations: Research &amp; Practice</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HBSS4140 Introduction to Biostatistics for Community Health Educators</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>b. Advanced Core Courses (Required 15 Points)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HBSS5110 Determinants of Health Behavior</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HBSS5111 Planning Health Education Programs</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HBSS5112 Social Marketing and Health Communications</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HBSS6100 Program Evaluation</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HBSS6145 Health Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>b. Elective Courses (18 points)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 6 courses for 18 points from among the options listed in the Ed.D. Program of Study Guide in the Guidebook, or select from the list of HBSS course options for a semester. Approved transfer courses from a prior masters level graduate program with grade of “B” or better may also go here.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your HBSS Elective Selection =</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Your HBSS Elective Selection =</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Your HBSS Elective Selection =</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Your HBSS Elective Selection =</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Your HBSS Elective Selection =</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Your HBSS Elective Selection =</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>2. BROAD AND BASIC AREAS OF PROFESSIONAL SCHOLARSHIP AND PRACTICE (9 Points)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>See recommendations in the Guidebook, and the available options for a semester. Some approved transfer courses from prior masters level graduate program with grade of “B” or better may go here.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any Non-HBSS &amp; Out of Department Course within TC, CU = __________</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Any Non-HBSS &amp; Out of Department Course within TC, CU = __________</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>b. Communications, Computing and Instructional Technology and Media (Required 3 Points)</strong> See recommendations in the Guidebook, and available options for a semester.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any Non-HBSS &amp; Out of Department Course within TC, CU = __________</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>3. RESEARCH, SCHOLARSHIP AND INQUIRY: METHODS OF EVALUATION, STATISTICS, DISSERTATION PREPARATION (23 Points)</strong> (Note: May vary from 23 points, and be as low as 17, or also higher. See Guidebook for details)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>a. General Research Methods (Required 6 points)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Select 2 of the following:
___ (X) for this selection HBSS 5040 Research Methods in Health and Behavior Studies I 3
___ (X) for this selection HUD4120 Methods of Empirical Research 3
___ (X) for this selection MSTU5020 Methods of Social Research 3
___ (X) for this selection ORLJ4009 Understanding Behavioral Research 3
___ (X) for this selection ORLJ5040 Research Methods in Social Psychology I 3
___ (X) for this selection ORLJ5041 Research Methods in Social Psychology II 3
___ (X) for another course approved by your advisor=______________________ 3

b. Measurement and Evaluation (Required 3 points)
Select 2 of the following:
___ (X) for this selection HUDM4050 Introduction to Measurement 3
___ (X) for this selection HUDM5055-5056 Evaluation of Institutions, Programs, and Curricula 3
___ (X) for this selection ORL5522 Evaluation Methods I 3
___ (X) for this selection ORL5523 Evaluation Methods II--Seminar 3
___ (X) for this selection ORL5524 Instrument Design and Validation--Seminar 3
___ (X) for another course approved by your advisor=______________________ 3

c. Statistics (Required 6 Points)
Select 2 of the following:
___ (X) for this selection HUDM4122 Probability and Statistical Inference 3
___ (X) for this selection HUDM5122 Applied Regression Analysis 3
___ (X) for this selection HUDM5123 Linear Models and Experimental Design 3
___ (X) for this selection HUDM6026 Statistical Treatment of Mass Data 3
___ (X) for another course approved by your advisor=______________________ 3

d. Research Seminar and Preparation of the Dissertation (5 Points)
HBSS 6510 Research Seminar in Health Education 3
HBSS 7501 Dissertation Seminar in Health Education 2
HBSS 8900 Dissertation Advisement in Health Education 0

e. Preparation for the Oral Defense of the Dissertation (Required 3 points)
HBSS 6520 Advanced Seminar for Doctoral Dissertation Data Analysis 3

4. ELECTIVE COURSES, ADDITIONAL RESEARCH, OR INDEPENDENT STUDY (10 Points)
Recommended courses include, but are not limited to:
___ (X) for this selection HBSS6901 Research and independent study in health education (1-4 points) ___ 3
___ (X) for another course approved by your advisor=______________________ 3
___ (X) for another course approved by your advisor=______________________ 3

MINIMUM REQUIRED TOTAL = 90

NOTE: A student can apply above any approved coursework from the potential 45 credits of transfer points available from prior graduate courses taken elsewhere (grade of B or better). Students should complete the Ed.D. Program Plan with their advisor to ensure proper application of transfer credits/points. A student can also exceed the minimum of 90 credits. Each and every semester, please record courses taken, and always bring this Worksheet to advisement sessions before you register.

The Program in Health Education Ed.D. Degree Worksheet--Revised: 8/2017
THE ED.D. PROGRAM PROGRESS EVALUATION FORM

Students are responsible for scheduling a formal review of their progress with their academic advisor or Program Director Professor Barbara Wallace, when they have completed the first third of points to be taken at Teachers College (typically 14-16 points). Faculty advisors/Program Director review the student’s program of study and academic progress and sign off on this form—The Ed.D. Program Progress Evaluation; this form is then entered into the student’s file by Ms. Evelyn Quinones, Program Secretary.

Please take this sheet to a meeting that you, as the student, should arrange with your advisor/Program Director The advisor/Program Director has the option of completing an electronic version of this form. This form facilitates a formal review of your progress with your advisor/Program Director. Your faculty advisor/Program Director will review your program of study and academic progress and sign off on this form. Thus, please also bring a print-out of your courses taken to date and grades received to this meeting.

The Ed.D. Program Progress Evaluation Form

Name of Student_________________________________________________

Semester Began Ed.D. Program______________________________________

Points Taken to Date________________________

   Explain as needed:_________________________________________________

______________________________________________________________________________

Name of Advisor/Program Director_____________________________________

Date of Evaluation Review_____________

   Explain as needed:_________________________________________________

______________________________________________________________________________

Given your review of the courses taken by the student and the grades received, as well as any explanations provided by the student, please describe the nature of the student’s progress:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Please provide an overall rating of their progress in the program to date:

1___Very Poor    2___Poor    3___Fair    4___Good    5___Excellent

Please explain your rating and any recommended action steps (use back of sheet as needed):

______________________________________________________________________________

Signature of Advisor/Program Director_________________Date__________

A copy of this form is available from Ms. Evelyn Quinones. The student or advisor should submit this form to Ms. Evelyn Quinones upon completion.

The Program in Health Education Ed.D. Degree--Revised: 8/2017
CONCLUSION

This resource has provided you with our Program Philosophy, as well as the Program of Study Guides for the M.A., M.S. and Ed.D. degree programs.

As a vital tool for your self-monitoring of your degree progress, in addition this booklet provided you with worksheets for use in keeping track of your course work taken each semester, as well as important forms. **The most important thing to please, please remember is that you MUST receive advisement BEFORE you register for courses each and every semester! This is vital to ensure that you meet all requirements, and enjoy graduating in a timely manner.**

Often, advisors are upon to e-mail dialogue, as well as telephone calls, so that even if you are extremely busy and cannot make it in for a face-to-face appointment you still receive vital direction. And, in the event your advisor is not available, please contact me as the Director of Programs. I look forward to the opportunity to be of service, while assisting you in having an outstanding educational experience.

Enjoy!

Barbara C. Wallace, Ph.D.
Director, Programs in Health Education and Community Health Education
Program in Community Health Education Fieldwork Coordinator
Professor of Health Education, Clinical Psychologist
Director, Research Group on Disparities in Health
Director of Health Equity, Center for Health Equity and Urban Science Education (CHEUSE)
Department of Health and Behavior Studies, Teachers College, Columbia University
Box 114, 525 West 120th Street New York, New York 10027
267-269-7411 (cell, direct); 212-678-6607 (message w/secetary) bcw3@tc.columbia.ed
The purpose of this booklet is to provide you with ease of access to important information that you need in order to successfully navigate the Programs in Health Education and Community Health Education in the Department of Health and Behavior Studies, Teachers College, Columbia University.

This resource includes the Program of Study of Guides for the M.A., M.S. and Ed.D. degree programs, in addition to worksheets for use in keeping track of your coursework taken each semester, as well as important forms.

The most important thing to remember is that you MUST receive advisement BEFORE you register for courses each and every semester! This is vital to ensure that you meet all requirements, and enjoy graduating in a timely manner.