Program Description

The program of study leading to the degree of Master of Science (M.S.) in Diabetes Education and Management is designed for clinically prepared individuals who wish to develop the knowledge and skills necessary to meet the increased demand for comprehensive, evidence-based, safe, and effective diabetes care for the 25.8 million Americans who currently have diabetes and the estimated 44 million Americans expected to have the diagnosis of diabetes by 2034. Thus, the program of study enables students to prepare, through the selection of courses in required areas and through elective course work, for advanced clinical practice in diabetes education and management in a variety of health care settings. The M.S. degree 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 prepares graduates for certification as a Certified Diabetes Educator (CDE) through the National Certification Board for Diabetes Educators (NCBDE) or as a Board-Certified Advanced Diabetes Manager (BC-ADM) through the American Association of Diabetes Educators.

Admission Requirements

Admission to the M.S. degree program in Diabetes Education and Management is based upon several criteria. These include a Bachelor’s degree in a relevant field from a regionally accredited higher education institution; preparation in one of the areas eligible to take the Certified Diabetes Educator certification examination; and academic qualifications consistent with graduate school, including undergraduate and/or graduate GPA of at least 3.0 on a 4.0 scale. If an applicant’s native language is not English, or if an applicant received his/her baccalaureate degree from an institution where English is not the official language of instruction, he/she must submit official scores from an accepted English proficiency exam. This requirement is in effect regardless of where the applicant received a prior graduate degree (if any). Admission to the Diabetes Education and Management Masters degree program is also based upon adequacy and relevance of academic preparation; evidence of registration, licensure, or certification in one of the fields mentioned above; relevance of prior professional experience and related activities; and potential to benefit from additional professional preparation in diabetes education and management. Writing is an integral part of any graduate program, especially one that is solely online. Admission to and success in the DEDM program are contingent upon evidence of advanced writing skills.
Degree Requirements

The Master of Science in Diabetes Education and Management is a fully online program that requires satisfactory completion of 36 course points and a Masters Integrative Project. The program may be pursued full-time or part-time, but part-time students are encouraged to take at least 6 credits per semester to ensure timely completion of the program.

Program Requirements

The program of study for the M.S. degree in Diabetes Education and Management includes required and elective courses in several areas. Diabetes core courses make up 16 course points toward the program requirement. In addition, HBSS 5040 Research Methods in Health and Behavior Studies I and HBSS 5110 Determinants of Health Behavior are required courses that contribute 6 course points. At least 3 points must be taken in a course that fulfills the Multicultural Requirement, and elective courses make up the remaining 11 points. Elective courses are chosen from those offered throughout Teachers College. Students who wish to take a course outside of Teachers College must meet with their advisor prior to registration.

Diabetes Core Courses 16 credits (required)

HBSD 4110 Behavioral Change Strategies for Diabetes Prevention and Control (3 credits)

HBSD 4120 Pathophysiology of Diabetes and its Complications (3 credits; pre-requisite for HBSD 4130 and HBSD 4140)

HBSD 4130 Assessment of the Person with Diabetes (3 credits; must have taken HBSD 4120 to enroll; pre-requisite for HBSD 4140)

HBSD 4140 Preventive & Therapeutic Interventions in Diabetes Management (4 credits; must have taken HBSD 4120 and HBSD 4130 to enroll)

HBSD 4150 Diabetes Self-Management Education (DSME) Programs: Development, Implementation & Evaluation (3 credits)

Additional Required Courses 6 credits

HBSS 5040 Research Methods in Health and Behavior Studies I (3 credits)

HBSS 5110 Determinants of Health Behavior (3 credits)

Multicultural Requirement 3 credits (choose at least one)

HBSS 4114 Competency for Multi-cultural Populations (3 credits)

HBSS 4141 Health and Illness in Cross-Cultural Perspective (3 credits)
**Electives 11 credits** (other courses at TC or Columbia University need to be cleared with the student’s advisor)

At least one from the following:

- BBSR 5095 Exercise and Health (3 credits)
- HBSS 4001 Health Provider Communications (3 credits)
- HBSS 4118 Principles of Health-related Behavior and Social Change: Initiation to Maintenance (3 credits)
- HBSS 5116 Social Relations, Emotions, and Health (3 credits)
- HBSV 4000 Introduction to Nutrition: Facts, Fallacies and Trends (3 credits)

At least one from the following:

- HUDK 4023 Developmental Psychology: Adolescence (2 or 3 credits)
- HUDK 4029 Cognition and Learning (3 credits)
- ORLD 4050 Introduction to Adult and Continuing Education (3 credits)
- ORLD 4051 How Adults Learn (3 credits)
- ORLD 4827 Fostering Transformative Learning (2 or 3 credits)

**Additional Requirements**

In addition to the above minimum program requirements, students enrolled in the Program in Diabetes Education and Management are expected to fulfill requirements and achieve goals that transcend the completion of the requisite course work and other formal requirements for the Master of Science degree. Although they do not count for credit, these additional requirements 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:

- Keeping an academic portfolio utilizing Mahara through Teachers College. At least one assignment in each of the required courses will be designated as a portfolio assignment. Students are also encouraged to contribute additional assignments or completed work to their individual portfolio.
- Contributing to the Program Wiki. Students will contribute their work to the wiki, as invited to do so by program faculty.
- 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. These skills are demonstrated through contributions to weekly discussions in the core program courses.

- 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. These skills are demonstrated through formal study (Multicultural Requirement), as well as integrated content/discussion throughout the core program courses.

- Developing a strong sense of professional identity and commitment to professional affairs in or related to diabetes 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, submitting a paper for publication, or serving on a professional committee. These skills are evaluated informally through discussion and ongoing program assessment.

**Integrative Project**

All students in the DEDM program are required to complete an Integrative Project, which addresses some aspect of diabetes education/management and demonstrates integration of content learned throughout the program. The Integrative Project will become part of the student’s portfolio. In addition, the Integrative Project may become part of the Program Wiki.

The Integrative Project can be an educational tool (print, live, or web-based) for patients or clinicians, a literature review, a research study proposal, an article or educational piece prepared for publication, or something else that the student would like to pursue. All project ideas must be approved by the student’s advisor.

In addition to completing the Integrative Project itself, all students will prepare an APA-formatted, written report that explains steps taken, findings, and observations. Projects started or completed in the workplace (as part of a paid assignment) will not be accepted as Integrative Projects; however, the Integrative Project may be used in the workplace after it has been completed as a program requirement.

**Equipment Required**

Students in the DEDM program are required to have continuous access to a computer and the Internet. The program is fully online and asynchronous. As such, there are no in-person requirements; however, from time to time there are live, web-based meetings, workshops, and/or assignments. A web camera is required in order to attend web conferences and to complete certain assignments. All students must have continuous access to the Internet and to Microsoft Word and PowerPoint, regardless of the type of computer used. All written assignments in the required courses are submitted in Word documents and several assignments are PowerPoint presentations. Students are expected to have a back-up plan for computer and/or Internet access in the event of an outage or other problem.
Activating the Columbia University Network ID (UNI)

Teachers College students have the responsibility for activating the Columbia University Network ID (UNI), which includes a free TC gmail account. All official communications from the college and the program – e.g., information on courses, program announcements, library, graduation, etc. – will be sent to the student’s TC gmail account. Students are responsible for either reading email there, or, for utilizing the mail forwarding option to forward mail from their TC account to an email address they will monitor frequently.

Additional Information

Transfer of Credits

Teachers College does not generally accept transfer credits for programs less than 60 credits. Occasionally a student can petition for a lesser amount of credits, based on having taken a previous graduate course that is the same or equivalent to a course that is required by their program. The M.S. in Diabetes Education and Management Program does not accept transfer credits. Because this program is the first of its kind in the nation, it is unlikely that other graduate courses will be the same or equivalent to courses in the program. In the event that this does occur, however, the Program Coordinator will take it into consideration.

Testing out of Multicultural Component

Some students in the program are currently working in a multicultural setting, or have considerable experience working with different cultures. The MS in Diabetes Education and Management program does not have a process for “testing out” of the multicultural component. All students in the program are expected to take at least 3 credits in a course that focuses on multicultural content.

Taking Courses on a Pass/Fail basis

Students enrolled in the Diabetes Education and Management Program have the option to take up to two elective courses on a Pass/Fail basis, once they have completed at least two semesters of courses (for a grade) in the program. This includes at least two core diabetes courses.

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 (www.tc.edu/oasid/; oasid@tc.columbia.edu). Services are available only to students who are registered and submit appropriate documentation.

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. Student papers are randomly run through a
plagiarism checker. 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 Coordinator in the area in which the academic concern resides. If the student is not satisfied with the response or resolution achieved through the Program Coordinator, 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 College Ombuds, who is charged with attempting to informally resolve student dissatisfaction of an academic nature on a completely confidential basis. Names and contact information for these resource people are as follows:

Program Coordinator: Jane K. Dickinson, RN, PhD, CDE
dickinson@tc.columbia.edu
646-389-6242

Health & Behavior Studies Department Chair: Stephen T. Peverly, PhD
stp4@columbia.edu
212-678-3084

Associate Vice Provost Katie Embree
embree@tc.columbia.edu
212-678-3991

College Ombuds Erwin Flaxman, PhD
flaxman@tc.edu
212-678-4169

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.

Students in the Diabetes Education and Management program are expected to maintain at least a B average throughout the duration of the program. Students who fall below this average will be placed on probation. Students will not be allowed to graduate from the program with less than a B average.
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 (www.tc.edu/registrar; registrar@tc.columbia.edu). 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.

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

IN- Incomplete

The grade of Incomplete is to be assigned only for reasons satisfactory to the instructor, the instructor deems that a satisfactory percentage of the coursework has been completed yet 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 Coordinator 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 redress cannot be attained through such discussions, the student may next appeal to the department chairperson of the department offering the course. If resolution cannot be attained through appeal, the student may next appeal to the Dean. In situations where the student feels that such an appeal process might not be in the student’s interest, counsel and assistance can be sought from the Office of the College Ombudsman and the Office of the Vice Provost.

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