Dear Potential Applicant:

Please consider applying to the Program in Health Education—within the same Department of Health and Behavior Studies. You may enjoy our rolling admissions policy, and consider submitting an application at any point during the year. Our applicants enjoy this rare opportunity to be considered for admission on a rolling basis, maximizing the convenience of applying to our Program.

There are many reasons to consider joining the Program in Health Education. Please read this booklet and consider the exciting educational opportunities we are offering through the Program in Health Education.

PLAN A VISIT TO THE PROGRAM IN HEALTH EDUCATION: INTERVIEW, ATTEND A CLASS

As Program Coordinator, I welcome in-person meetings, particularly on the days of the week when we also have courses you can join for a sample class session. Such visits will allow you to get a sense of the high quality of education being offered in our program (e.g. Tuesday, Wednesday and Thursday 5:10 – 6:50 and 7:20 – 9:00 p.m). To arrange such a visit, please call me on my cell phone at any time (267-269-7411) or e-mail me at Wallace@tc.edu.

LEARN MORE ABOUT WHAT WE DO: WATCH VIDEOS OF THE 5TH ANNUAL HEALTH DISPARITIES CONFERENCE AT TEACHERS COLLEGE, COLUMBIA UNIVERSITY FOR THE PROGRAMS IN HEALTH EDUCATION & COMMUNITY HEALTH EDUCATION DEPARTMENT OF HEALTH & BEHAVIOR STUDIES

BY Barbara C. Wallace, Ph.D., Director of Programs

A BOOKLET PROVIDING COMPREHENSIVE INFORMATION FOR PROSPECTIVE MA, MS & EDD APPLICANTS

Our Programs Feature:

GREAT FACULTY + GREAT STUDENTS + GREAT DIVERSITY + GREAT COURSES + GREAT CONVENIENCE

→ GREAT CAREER OPPORTUNITIES

* MOST CLASSES AVAILABLE ONLINE & OFFERED 2 TIMES PER YEAR
PROSPECTUS

FOR THE PROGRAMS IN HEALTH EDUCATION & COMMUNITY HEALTH EDUCATION

DEPARTMENT OF HEALTH & BEHAVIOR STUDIES
Teachers College, Columbia University
By Barbara C. Wallace, Ph.D., Director of Programs

A BOOKLET PROVIDING COMPREHENSIVE INFORMATION FOR PROSPECTIVE MA, MS & EDD APPLICANTS

© 2017

WE FEATURE:
GREAT FACULTY + GREAT STUDENTS + GREAT DIVERSITY + GREAT COURSES + GREAT CONVENIENCE*
→ GREAT CAREER OPPORTUNITIES

* MOST CLASSES AVAILABLE ONLINE & OFFERED 2 TIMES PER YEAR
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>An Invitation to Join Our Programs from the Director of Programs:</td>
<td>4</td>
</tr>
<tr>
<td>Professor Barbara Wallace</td>
<td></td>
</tr>
<tr>
<td>Why Take the Next Step? Why Apply?</td>
<td>6</td>
</tr>
<tr>
<td>What are the Degrees Available Through Our Programs?</td>
<td>6</td>
</tr>
<tr>
<td>Why Matriculate at Teachers College, Columbia University within Our</td>
<td>6</td>
</tr>
<tr>
<td>Programs in Health Education and/or Community Health Education?</td>
<td></td>
</tr>
<tr>
<td>Our Guiding Philosophy</td>
<td>8</td>
</tr>
<tr>
<td>What are the Mission and Vision of Our Programs in Health Education and</td>
<td>8</td>
</tr>
<tr>
<td>Community Health Education?</td>
<td></td>
</tr>
<tr>
<td>What are the Guiding Values of the Programs in Health Education and</td>
<td>8</td>
</tr>
<tr>
<td>Community Health Education?</td>
<td></td>
</tr>
<tr>
<td>What are the 10 Goals of the Programs in Health Education and Community</td>
<td>9</td>
</tr>
<tr>
<td>Health Education?</td>
<td></td>
</tr>
<tr>
<td>How Do the Programs in Health Education and Community Health Education</td>
<td>11</td>
</tr>
<tr>
<td>Provide an Intellectually Stimulating/Supportive Setting?</td>
<td></td>
</tr>
<tr>
<td>Our Great Diversity</td>
<td>12</td>
</tr>
<tr>
<td>How Are We Ensuring the Success of our Diversity Goals?</td>
<td>12</td>
</tr>
<tr>
<td>Our Diversity Plan</td>
<td>12</td>
</tr>
<tr>
<td>The Core of the Diversity Plan: The Three Diversity Goals, Measurable</td>
<td>13</td>
</tr>
<tr>
<td>Objectives and Monitoring Steps</td>
<td></td>
</tr>
<tr>
<td>Ensuring an Environment and Climate Supportive of Diversity Via Clearly</td>
<td></td>
</tr>
<tr>
<td>Articulated Policies</td>
<td>16</td>
</tr>
<tr>
<td>Evidence of our Commitment to Diversity: Diverse Faculty, Staff, Students</td>
<td>17</td>
</tr>
<tr>
<td>Diversity Across the Curriculum</td>
<td>19</td>
</tr>
<tr>
<td>Diversity Exposure Via Practicum Experiences: Students’ Fieldwork/Internships</td>
<td>20</td>
</tr>
<tr>
<td>Ensuring the Success of Our Diverse Student Body: Measures to Ensure Students’ Satisfactory Academic Progress</td>
<td>23</td>
</tr>
<tr>
<td>Graduation/Employment Success for Our Diverse Student Body</td>
<td>25</td>
</tr>
<tr>
<td>High Ratings of Our Diverse Graduates as Employees by Supervisors</td>
<td>25</td>
</tr>
<tr>
<td>Implications for the Overall Programs in Health Education and Community</td>
<td>28</td>
</tr>
<tr>
<td>Health Education</td>
<td></td>
</tr>
<tr>
<td>Conclusion: Implications of the Diversity Plan</td>
<td>28</td>
</tr>
<tr>
<td>Our Great Track Record</td>
<td>29</td>
</tr>
<tr>
<td>What are Reasons to Pursue the M.A. or Ed.D. from the Program in Health Education, or the M.S. from the Program in Community Health Education?</td>
<td>29</td>
</tr>
<tr>
<td>What are M.A. Graduates in Health Education Prepared to Do?</td>
<td>29</td>
</tr>
<tr>
<td>What are M.S. Graduates in Community Health Education Prepared to Do?</td>
<td>29</td>
</tr>
<tr>
<td>What are Ed.D. Graduates in Health Education Prepared to Do?</td>
<td>30</td>
</tr>
<tr>
<td>More Specifically, Why Pursue the Doctorate in Health Education?</td>
<td>30</td>
</tr>
<tr>
<td>Our Great Students Past &amp; Present</td>
<td>31</td>
</tr>
<tr>
<td>Who Are the Exceptional National Leaders in Government and Corporate Service from Our Programs?</td>
<td>31</td>
</tr>
<tr>
<td>Who Are Just Some of the Department Chairs in Academia Across the Nation from Our Programs?</td>
<td>33</td>
</tr>
<tr>
<td>Who Are Some of the Other Leaders in Academia and Public Health from Our Programs?</td>
<td>39</td>
</tr>
<tr>
<td>More Specifically, What Have Our M.A. Students Accomplished? What Can You Do With The M.A. Degree?</td>
<td>46</td>
</tr>
</tbody>
</table>
Specifically, What Have Our M.S. Students Accomplished? What Can You Do With
The M.S. Degree? 49

**Great Career Opportunities** 54
What Will You Be Able to Do as a Health Educator or Community Health Educator? 54
What Kind of Employment Opportunities Can You Expect as a Health Educator? 55
Why Pursue a Master’s Degree to Prepare for Work as a Health Educator? 55
Why Pursue a Doctorate to Prepare for Work as a Health Educator? 56
How Do the Salaries for Health Educators Compare to Other Professions? 56

**Great Courses + Great Convenience** 57
Just How Convenient is it to Pursue a Graduate Degree in Health Education (M.A., Ed.D.) or Community Health Education (M.S.)? 57
How Long Does it Take to Complete a Master’s Degree? 58
How Long Does it Take to Complete a Doctorate? 58
What are the Courses within the 32 Point M.A. Program in Health Education, Including the Sequence of 11 Requirements? 59
MA DEGREE COURSES 59
What are the Courses within the 42 Point M.S. Program in Community Health Education, Including the Sequence of 16 Requirements? 60
MS DEGREE COURSES 60
What are the Courses within the 90 Point Ed.D. in Health Education? 62
EDD DEGREE COURSES 62
What are the Advantages of Pursuing the 90 Point Ed.D. in Health Education? You Can Transfer In Up to 45 Points! 65
What about the Online Master’s Degree Program in Diabetes Education and Management --Launched as the First Such Program in the U.S? Enjoy Those Courses, too! 65

**Great Faculty** 66
What are the Backgrounds, Areas of Expertise, and Courses Taught by the Core Program Faculty?
Director of Programs 66
Barbara C. Wallace, Ph.D. 66
John P. Allegrante, Ph.D. 71
Charles E. Basch, Ph.D. 75
Sonali Rajan, Ed.D. 79
What are the Backgrounds, Areas of Expertise, and Courses Taught by the Core Lecturer and Adjunct Faculty within Our Programs?
Ray Marks, Ed.D. 82
Robert E. Fullilove, Ed.D. 85
Katherine Robert, Ed.D., MPH, MCHES 88
Michael Carrera, Ed.D. 90
Karen Baldwin, CNM, NP, Ed.D., FACNM 91
Nicole Harris-Hollingsworth, Ed.D., M.A., MCHES 92
Who Maintains the Records of the Programs in Health Education and Community Health Education? Evelyn Quinones 93

**Conclusion: What We Feature** 94
AN INVITATION TO JOIN OUR PROGRAMS FROM
THE PROGRAM DIRECTOR: PROFESSOR BARBARA WALLACE

Dear Prospective Applicant:

The purpose of this Prospectus booklet is to share information about a competitive and compelling graduate level educational opportunity within one of the premier graduate schools of education in the United States: Teachers College, Columbia University in New York City. Please consider applying to our Programs in Health Education (MA, Ed.D.) and Community Health Education (MS) within the Department of Health and Behavior Studies. There are many reasons to join us. **We feature great faculty + great students + great diversity + great courses + great convenience which lead to great career opportunities!** Most courses are offered 2 times per year, 81% of our 32 credit M.A. courses are available online, over half (56%) of our 42 credit M.S. courses are available online, and 70% of the Required Core and Advanced Core courses for the 90 credit Ed.D. are online. Further, many courses are hybrid, meaning you can attend the in-person class or the online section—including when needed (e.g. extreme weather). The M.A. can be completed in one full year, and the M.S. in 2 full years (i.e. including a summer). Students can transfer up to 45 credits (grade of B or better) for the 90 credit Ed.D. So, if you have an MPH, MS, Ed.M., MPA, MBA, or MA, you will find our Ed.D. to be the ideal next step! **Further, we offer ROLLING ADMISSIONS—and consider applications year-round, including rapid decisions—within a month of your application being complete!** Please read this Prospectus booklet and consider the exciting opportunities we are offering through our Programs in Health Education and Community Health Education.

VISIT US: INTERVIEW, ATTEND A CLASS, TALK TO STUDENTS

As Director of the Programs in Health Education and Community Health education, I welcome in-person meetings, particularly on the days of the week when you could also experience a sample class session. Such visits will allow you to get a sense of the high quality of education being offered through our programs (e.g. Monday, Tuesday, Wednesday and Thursday 5:10 – 6:50 and 7:20 – 9:00 p.m.). During the Fall semester we welcome you to attend any of the (free) sessions within the Colloquia – being open to the public. These events also permit opportunities to meet and network with our graduate students, allowing them to share their educational experiences. To arrange a visit, please call me on my cell phone at any time (267-269-7411) or e-mail bcw3@tc.columbia.edu.
LEARN MORE ABOUT WHAT WE DO: WATCH ONLINE CONFERENCE VIDEOS

Learn more about what we do by watching online videos. Specifically, we recommend that you view videos from the 2013, 2014 or 2015 Annual Health Disparities Conference at Teachers College, Columbia University—and join the thousands of viewers who have enjoyed this resource over the past decade (i.e. first conference in 2006). This annual national conference was discontinued by the Provost in September 2015, but the YouTube videos continue to provide a dynamic showcase for our Programs, and the videos afford a unique opportunity to hear some of our faculty present on their research and scholarship. For example, in March 2013, Dr. Barbara Wallace, as the Founding Conference Director, delivered the Conference Opening Address on the conference theme: Culturally Appropriate Research, Practice, and Policy Approaches to Health Disparities within a Stress and Coping Bio-Psycho-Social-Environmental-Cultural Framework. Also, in March 2013, another one of our Program in Health Education faculty members, Dr. Charles Basch, a national expert on the link between learning and health, and the March Hoe Professor of Health and Education, delivered a major Keynote Address on Reducing Educationally Relevant Health Disparities: Strategies to Close the Educational Achievement Gap for Urban Youth and a National Research and Policy Agenda. In addition, one of the consistently top-rated professors across Teachers College, our Adjunct Professor, Dr. Robert Fullilove—and Associate Dean for Community and Minority Affairs, Professor of Clinical Sociomedical Sciences, Columbia University Mailman School of Public Health—delivered a major Keynote Address in March 2014 on Urban Community Research: HIV/AIDS, Incarceration, Sexual Concurrency, the Built Environment, and Implications for Public Health Policy and Practice. Learn about us by watching these conference videos:

- March 2013, 5th Annual Health Disparities Conference at Teachers College, Columbia University:
  http://www.youtube.com/playlist?list=PLuFs4Fyk-v0Bp7bme97Xj7VlvwEaKjnDL

- March 2014, 6th Annual Health Disparities Conference at Teachers College, Columbia University:
  https://www.youtube.com/playlist?list=PLuFs4Fyk-v0Bp7bme97Xj7VlvwEaKjnDL

- March 2015, 7th Annual Health Disparities Conference at Teachers College, Columbia University (renamed the Health Equity and Social Justice Conference)
  https://www.youtube.com/playlist?list=PLuFs4Fyk-v0CZkkypHKcHLVFTaliXpEQv

Make sure you click on the 2014 CHEUSE: Health Disparities Research Update to hear the best talk ever on health disparities by Dr. David R. Williams of Harvard University! Share with others! And, similarly, hear Michelle Alexander’s outstanding keynote at the 2015 conference.

Please know that I sincerely look forward to hearing from you and sharing all I can about our programs to assist you in making a decision with regard to your graduate education. There are great things happening within our programs:

GREAT STUDENTS + GREAT COURSES + GREAT CONVENIENCE + GREAT FACULTY + GREAT DIVERSITY ⇒ AS PREPARATION FOR GREAT CAREER OPPORTUNITIES!

Read this Prospectus and learn why there is good reason to take the next step and join us! Apply online, today!

Sincerely,
Barbara C. Wallace, Ph.D.
Director, Programs in Health Education and Community Health Education
WHY TAKE THE NEXT STEP?  
WHY APPLY?

What Are The Degrees Available Through Our Programs?

- The Program in Health Education offers degrees, as follows: the 32 point M.A. in Health Education and 90 point Ed.D. in Health Education.
- The Program in Community Health Education offers the 42 point M.S. in Community Health Education.

The details for each degree program follow on subsequent pages of this booklet.

Why Matriculate at Teachers College, Columbia University within Our Programs in Health Education and/or Community Health Education?

- Teachers College, Columbia University is the oldest and largest graduate school of education in the United States with expertise spanning education, health, psychology, leadership and policy—while consistently enjoying a top ranking in the nation.
- The Programs in Health Education and Community Health Education focus on the provision of public and community health education, while pioneering the twenty-first century evidence-based approaches to urban youth, their families, and communities—including shaping those systems and policies that determine the delivery of services to address health disparities, prevent disease, and promote health; yet, we also prepare leaders who apply this expertise globally.
- As experts in the delivery of educational preparation and training rooted in the social and behavioral sciences, the faculty of the Programs in Health Education and Community Health Education are experts with vast experience training generations of local, national, and global leaders in: governmental, public and community health organizations; research institutions and centers; academia; school systems; hospital and health care service delivery systems; and, policy institutes.
- The Programs in Health Education and Community Health Education specialize in preparing the leaders needed to address contemporary health care challenges, health disparities, and epidemics (e.g. obesity, diabetes, bullying/violence, HIV/IDS, and other sexually transmitted diseases, etc…), as well as the links between health and academic achievement.
- The majority of our advanced graduate seminars feature intimate learning environments characterized by small class sizes, while a program highlight is the ease of access to our engaging faculty, as well as a high level of support in ensuring successful and timely ("on-time") degree completion.
- Our programs feature faculty with an impressive record of securing grant funding, publishing the leading scholarship in our fields, driving major developments in our fields, making unusual and outstanding contributions as leaders in our fields, and in providing regional, national and global leadership.
OUR GUIDING PHILOSOPHY

What are the Mission and Vision of Our Programs in Health Education and Community Health Education?

- **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.

What are the Guiding Values of the Programs in Health Education and Community Health Education?

- **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).

**What are the 10 Goals of the Programs in Health Education and Community Health Education?**

- **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.

How Do the Programs in Health Education and Community Health Education Provide an Intellectually Stimulating/Supportive Setting?

To provide an intellectually stimulating and supportive environment through special Fall colloquia and an annual Spring conference:

1) The Fall 8 Session Colloquia Series—for all students, faculty, as well as members of the larger college and surrounding community on topics, for example, ranging from professional identity development, coping with stress, to diversity training. Please attend! No fee! Open to the public for community work-force development! Led by Professor Barbara Wallace, e-mail bcw3@tc.columbia.edu in September for the schedule of dates for the following 8 topics that provide vital orientation for all incoming students, create a vibrant learning community for all enrolled students, while appealing to a broader community:

- 1) Professional Identity Development: What to Expect in Graduate School and What is Expected of You
- 2) Coping with Stress: Adaptive Versus Maladaptive Coping Strategies for Use in Graduate School/Life
- 3) Learning to Write with Clarity and Power: APA Guidelines, the Keyhole Paper Writing Method, Avoiding Plagiarism, and Getting Credit for Your Ideas
- 4) Making a Research Project Manageable and Enjoyable: Obtaining Institutional Review Board Approval and Implications for Selecting Research Projects
- 5) Conducting Internet and E-Health Research Using E-mail Messages/Text Messages/Twitter/Facebook: Examples
- 6) Advocacy, Vulnerable Populations, Health Disparities and the Goal of Equity in Health for All: Understanding Behavioral, Cultural, and Social Factors
- 7) Diversity Training for All: Acquiring Multicultural Competence Part I
- 8) Diversity Training for All: Acquiring Multicultural Competence Part II

Other program faculty provide various colloquia on varied topics. These vary from semester to semester. We also encourage students to take leadership in planning special seminars and workshops that provide work-force development for community members, while enriching the learning experience of students in our program—as well as the larger college community.
OUR GREAT DIVERSITY

How Are We Ensuring the Success of Our Diversity Goals?

OUR DIVERSITY PLAN

Introduction to the Diversity Plan

This Diversity Plan is consistent with the goals of the college, as succinctly articulated, below: *Teachers College, Columbia University strives to establish an institution that actively attracts, supports, and retains diverse students, faculty, and staff, demonstrated through its commitment to social justice, its respectful and vibrant community, and its encouragement and support of each individual in the achievement of his or her full potential.*

The MS Program in Community Health Education incorporated great attention to issues of diversity, health equity, and multicultural competence from inception and official launch in Fall 2012. The importance and centrality of these issues likely played a positive role in the approval process—such that by Fall 2012 the new MS program was quickly approved by the faculty of the Department of Health and Behavior Studies, the Faculty Executive Committee (FEC) and its Academic Program Subcommittee (APS), as well as by the New York State Department of Education.

A Diversity Plan that Impacts the Overall Programs in Health Education & Community Health Education

Of note, the MS Program in Community Health Education was designed in light of standards and requirements for accreditation put forth by the Council on Education for the Public Health (CEPH)—including the need to clearly articulate a Diversity Plan. However, the vast majority of the MS curriculum is shared in common with the MA and EdD Programs in Health Education, while students from all three degree programs (i.e. MS, MA, EdD) enjoy the same curriculum, courses, and classrooms. The result has been refinement and systematic improvement in the Programs in Health Education and Community Health Education, overall—that has been driven by the new MS Program in Community Health Education. With regard to the need for a Diversity Plan in order for the MS Program in Community Health Education to meet CEPH requirements, here too, the MS program is driving improvements that will impact both the MA and EdD degree programs. Thus, this Diversity Plan may be considered a guiding document for the entire entity known as the Programs in Health Education and Community Health Education, encompassing the MS, MA and EdD degree programs.

This Diversity Plan has implications for achieving excellence in the MS, MA and EdD degree programs. Further, contemporary and projected demographics for the region and nation necessitate attention to issues of diversity; and the reality of global telecommunications and travel creating an international community also necessitates a training mission that prepares students to be leaders with regard to issues of diversity, health equity, and multicultural competence.
Further, consider excerpts from our Diversity Plan.

**The Core of the Diversity Plan: The Three Diversity Goals, Measurable Objectives and Monitoring Steps**

The core of the Diversity Plan for The MS Program in Community Health Education rests upon the Following:

*1-Recruit and Retain a Diverse Student Body, Faculty and Staff as the Ideal Multicultural Educational Setting*

**Diversity Goal # 1:** Recruit and retain a diverse student body, faculty, and staff as a multicultural setting for accomplishing educational goals.

**Diversity Objective 1-1:** At least 30% of the admitted students will come from the traditionally under-represented groups based on race or ethnicity; and we will also categorize students by and collect data regarding gender, immigrant status, and disability status (if disclosed).

**Monitoring Steps for Quality Assurance in Achieving Diversity Goal 1-1:**

- The Program Director will collect student demographics on an annual basis for each incoming class, including the use of data from the Registrar’s Office (Banner) to ensure student diversity.
- The Program Faculty, MS Student Committee, and the Community Health Education Program Joint Advisory Committee on Growth, Quality, and Development (Joint Committee) will engage in an annual review of student demographic data, making appropriate recommendations for student diversity.

**Diversity Objective 1-2:** The diversity of the faculty, defined in terms of race or ethnicity and gender, will be equal or better as compared to the College-wide faculty.

**Monitoring Steps for Quality Assurance in Achieving Diversity Goal 1-2:**

- The Program Director will collect data on faculty demographics on an annual basis, including data available via Human Resources (Banner).
- **Ensuring Adherence to Diverse Faculty Policy:** It is the policy of the program to include in advertisements for employment opportunities (i.e. core faculty, adjunct faculty) that Teachers College is an equal opportunity employer, and that the college is committed to providing expanding employment opportunities to persons of color, women, and persons with disabilities. Further, new core faculty are matched to a senior tenured faculty mentor to provide support toward the goal of retention; and, the Program Director and Department Chair review the curriculum vitae of junior faculty annually to ensure success in retention, meaning promotion and tenure.
The Program Faculty, MS Student Committee, and the Community Health Education Program Joint Advisory Committee on Growth, Quality, and Development (Joint Committee) will engage in an annual review of faculty demographic data, making appropriate recommendations for faculty and staff diversity.

**Diversity Objective 1-3**: The diversity of the staff, defined in terms of race or ethnicity and gender, will be equal or better as compared to the College-wide staff.

**Monitoring Steps for Quality Assurance in Achieving Diversity Goal # 1c—**

- The Program Director will conduct an annual confidential supervisor evaluation of the program’s 1 Secretary, including providing individualized feedback to the staff member, and taking steps to support retention of this Latina female. The achievement of satisfactory or above performance evaluations will support retention of our diverse staff.
- The Program Director will encourage the 1 secretary to promote diversity in her hiring of 1 work study student per year.

**Ensuring Adherence to Diverse Staff Policy**: It is the policy of the program to include in advertisements for employment opportunities for staff that Teachers College is an equal opportunity employer, and that the college is committed to providing expanding employment opportunities to persons of color, women, and persons with disabilities. We create a climate and setting supportive of diversity to retain diverse staff.

- The Program Director will encourage the 1 secretary to promote diversity in her hiring of 1 work study student per year.

**Diversity Objective 1-4**: 80% of students completing the Program Exit Survey will perceive faculty and staff as displaying respect and support for all types of diversity.

**Monitoring Steps for Quality Assurance in Achieving Diversity Goal # 1d—**

- The Program Director will collect and analyze data each summer following graduation, as new cohorts complete the Exit Student Survey post-graduation.
- The Program Faculty, MS Student Committee, and the Community Health Education Program Joint Advisory Committee on Growth, Quality, and Development (Joint Committee) will engage in an annual review of the Exit Student Survey data, making appropriate recommendations with regard to student perceptions of the program climate with regard to issues of respect and support for all types of diversity.

*2-Develop, Review and Maintain Curricula to Build Competency in Diversity/Cultural Appropriateness*

**Diversity Goal # 2**: Prepare students for engagement with diverse populations in regional, national, and international communities.
Diversity Goal 2-1: 90% of the required courses will include information on research or practice with diverse populations in regional, national and international communities through case examples, course readings, or class assignments.

Monitoring Steps for Quality Assurance in Achieving Diversity Goal # 2a—
- The Program Director will review faculty course syllabi annually to ensure adequate coverage, providing individualized feedback and edits to syllabi, as needed
- Program faculty will discuss coverage of diversity issues in faculty meetings that include representatives from the MS Student Committee, in order to attain student perspectives.

Diversity Goal 2-2: At least 2 sessions of the Fall 8-Session Colloquia Series each year will be devoted to diversity issues.
- The Program Director or other convener of the colloquia series will ensure adequate coverage of diversity issues via 2 of 8 sessions focused on this topic.

Diversity Goal 2-3: 100% of students' practicum experiences via the supervised Fieldwork/Internship will provide experience with diverse or vulnerable populations.

Monitoring Steps for Quality Assurance in Achieving Diversity Goal # 2c—
- The Program Director or other convener of the course HBSS 5410 Practicum in Health Education will ensure that selected fieldwork sites all include experience with diverse or vulnerable populations (e.g. urban minority, disabilities) where there are potential issues of health disparities, health equity, and a need for training in multicultural competence and advocacy.
- The Program Director or other convener of the course HBSS 5410 Practicum in Health Education will ensure that class discussion and supervision guides students in practically applying knowledge gained in the course HBSS4114 Competence with Multicultural Populations in their real world fieldwork/practicum (180 hours), so they build competence in diversity and engage in cultural considerations during their fieldwork.
- The Program Director or other convener of the course HBSS 5410 Practicum in Health Education will ensure that weekly supervision (via the course) of the actual fieldwork experience pays close attention to the process by which students are building competence in actually working with diverse populations, while nurturing and supporting growth in this area. This task includes ensuring that interventions deployed by students within their fieldwork include cultural considerations.

3-Focus on Health Equity Research to Reduce and Eliminate Health Disparities and Addressing the Most Vulnerable Populations

Diversity Goal #3: Engage in health equity research aimed at reducing and eliminating health disparities and addressing the most vulnerable populations.

Diversity Goal # 3-1: 100% of the core faculty will focus their research agenda on health equity, health disparities, or the most vulnerable populations.
Monitoring Steps for Quality Assurance in Achieving Diversity Goal # 3a—

- The Program Director will review faculty Curriculum Vitae annually to ensure adequate coverage.
- Program faculty will discuss their research at the Fall Orientation Meeting to welcome new students—ensuring students are aware of their research focus as it includes health equity, health disparities, or the most vulnerable populations.
- The Program Director will update regularly (e.g. every 2-3 years) the Recruitment Booklet, allowing current and prospective students to be well-informed regarding faculty research as it includes a focus on health equity, health disparities, or the most vulnerable populations.
  - The Recruitment Booklet will be reviewed annually by the Program Faculty, MS Student Committee, and the Community Health Education Program Joint Advisory Committee on Growth, Quality, and Development (Joint Committee), making appropriate recommendations; in particular, the Joint Committee will provide feedback, guidance, and recommendations with regard to the extent to which faculty are keeping pace with developments in the field.

Diversity Goal # 3-2: At least 50% of students will focus their research projects on health equity, health disparities, or the most vulnerable populations.

Monitoring Steps for Quality Assurance in Achieving Diversity Goal # 3b—

- The Program Director will review graduating students’ Course Competency Evaluation Projects, and Culminating Projects for Research, Scholarship and Inquiry within their Capstone Portfolios, in order to discern achievement of this goal and provide direction and suggestions to faculty advisors.
- Program faculty will discuss their research at the Fall Orientation Meeting to welcome new students—ensuring students are aware of their research focus as it includes health equity, health disparities, or the most vulnerable populations. The goal is to inspire students to value and embrace a similar focus in their MS degree studies.
- Sample Capstone Portfolios of the prior May’s graduating cohort will be reviewed annually by the Program Faculty, MS Student Committee, and the Community Health Education Program Joint Advisory Committee on Growth, Quality, and Development (Joint Committee), making appropriate recommendations for inspiring and motivating students to focus in research health equity, health disparities, or the most vulnerable populations; and the Joint Committee will make recommendations with regard to the extent to which our students are keeping pace with developments in the field.
Ensuring an Environment and Climate Supportive of Diversity Via Clearly Articulated Policies

The program’s Diversity Plan partly relies on existing college-wide polices to ensure a climate free of harassment and discrimination, while the program is deeply committed to maintaining and using these policies so our diverse student body feels supported. More specifically, Teachers College has an Office of the Vice President for Diversity and Community to address issues concerning community, diversity, civility, equity, and anti-discrimination—whether concerns of faculty, staff, students, or alumni. “These concerns may overlap with equity, anti-discrimination, retaliation and due process concerns, sexual assault and other gender-based misconduct concerns. The philosophy is to encourage the College community to listen, learn, educate, and work together in positive ways. At the same time, the Office focuses on systemic issues by addressing policy and procedural concerns”(para 1; http://www.tc.columbia.edu/diversity/about-our-office/). As per the Office of the Vice President for Diversity and Community, the college acknowledges and enforces the numerous policies. For example, there are policies to ensure a climate free of harassment and discrimination and that values contributions of all forms of diversity:

- **Non-discrimination policy** ([http://www.tc.columbia.edu/policylibrary/Non%20Discrimination](http://www.tc.columbia.edu/policylibrary/Non%20Discrimination))
- **Gender-Based Misconduct Policy and Procedures for Students** ([https://sexualrespect.columbia.edu/files/sri/content/gbmpolicyandproceduresforstudents2016-09-01.pdf](https://sexualrespect.columbia.edu/files/sri/content/gbmpolicyandproceduresforstudents2016-09-01.pdf))
- **Columbia University Student Policies on Discrimination and Harassment** ([http://eoaa.columbia.edu/student-policies](http://eoaa.columbia.edu/student-policies))
- **Sexual Harassment/Assault & Title IX Coordinators** ([http://www.tc.columbia.edu/diversity/civility-policies--resources/right-column/civility-policies/sexual-harassmentassault--title-ix-coordinators/](http://www.tc.columbia.edu/diversity/civility-policies--resources/right-column/civility-policies/sexual-harassmentassault--title-ix-coordinators/))

This Diversity Plan depends upon our program and the overall college acknowledging and enforcing the above policies. Hence, these policies are featured within this Diversity Plan—appearing in both this Prospectus (2017) and Guidebook for Students (2017). It is the policy of the President of Teachers College to ensure a climate for working and learning in a diverse setting. For example, the President supports The Office of the Vice President for Diversity and Community also works to ensure that civility prevails and there is a climate and community to ensure a favorable setting for working and learning in a diverse setting. Also, Teachers College has a Committee for Community & Diversity (CCD) with representatives from all college groups (faculty, professional staff, union, students, Office of Access & Services for individuals with Disabilities), which advises the President on and promotes and engages all constituents in college-wide diversity, community-building and civility projects and concerns. The program benefits from the college-wide policy and entities that ensure a climate for working and learning in a diverse setting.
Evidence of our Commitment to Diversity: Diverse Faculty, Staff, Students

Diverse Faculty

Our core faculty is composed of 1 African American female, 1 East Asian Indian female, and 2 White males—or, is 50% minority and 50% female; whereas, for academic year 2014-2015 the Teachers College faculty (N=156 full-time), overall, was 24% minority (n=37) and 57% female (n=89). If we include our MS program Adjunct faculty—1 of whom was hired specifically for the MS degree program, there is 1 White female and 1 African American female; hence, 50% (3 of 6) minority, and, 66.6% (4 of 6) female. Thus, our program compares favorably in terms of minority diversity among the faculty when compared to the college as a whole.

Furthermore, there is even greater diversity if we include our combined MS, MA and EdD Adjunct faculty (N=7) in these considerations, as follows: 2 African American males; 1 White male; 3 White females; 1 African American female—for a total of 11 faculty, including the core faculty (1 African American female, 1 East Asian Indian female, and 2 White males). Thus, across all of our combined programs, our diversity is as follows: 45% (5 of 11) minority; and, 55% (6 of 11) female.

Diverse Staff

The program also enjoys diversity in the position of Program Secretary. Our main support staff is composed of 1 Latina.

Diverse Students

The diversity of our students compares favorably to Teacher College as a whole where for academic year 2014-2015 of 5,122 enrolled student body (N=5,122; 70% master’s degree, 26% doctoral) there were 12% African American, 12% Latino, 14% Asian American, and 20% international. Within the MS program our success in recruiting a diverse student body is reflected in the following MS cohorts to date: Cohort 1 (2012-2013) 43% minority (3 of 7) and 43% under-represented (3 of 7) [immigrant/int'l or disabled]; Cohort 2 (2013-2014) 80% minority (4 of 5) and 20% under-represented (1 of 5) [disabled]; Cohort 3 (2014-2015) 75% minority (3 of 4) and 50% under-represented (2 of 4) [immigrant/int'l]; Cohort 4 (2015-2016) 75% minority (3 of 4) and 25% under-represented (1 of 4) [immigrant/int'l]; and, Cohort 5 (2016-2017) 72.7% minority (8 of 11) and 9% under-represented (1 of 11) [immigrant/int'l]. Plans include continuing the present policies in light of this success.

The Program Director and faculty regularly evaluate the effectiveness of the policies for recruiting, admitting, retaining and graduating diverse cohorts of students. This occurs via faculty meetings and the annual meeting with the Joint Committee, which include the MS Student Committee representatives. Data of the kind fully summarized in the table, below, has been presented at these meetings by the Program Director and discussed, resulting in favorable evaluations of the policies. Thus, current policies are continuing, given ongoing favorable evaluations on their effectiveness. This effectiveness is reflected in the Table 1, below.
<table>
<thead>
<tr>
<th>MS COHORTS</th>
<th>COHORT 1 Admitted Academic Year 2012-2013</th>
<th>COHORT 2 Admitted Academic Year 2013-2014</th>
<th>COHORT 3 Admitted Academic Year 2014-2015</th>
<th>COHORT 4 Admitted Academic Year 2015-2016</th>
<th>COHORT 5 Admitted Academic Year 2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL N=31</td>
<td>N=7</td>
<td>N=5</td>
<td>N=4</td>
<td>N=4</td>
<td>N=11</td>
</tr>
<tr>
<td>Gender</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
</tr>
<tr>
<td>Male</td>
<td>0/7 0%</td>
<td>0/5 0%</td>
<td>2/4 50%</td>
<td>2/4 50%</td>
<td>0/11 0%</td>
</tr>
<tr>
<td>Female</td>
<td>7/7 100%</td>
<td>5/5 100%</td>
<td>2/4 50%</td>
<td>2/4 50%</td>
<td>11/11 100%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>2/7 29%</td>
<td>2/5 20%</td>
<td>1/4 25%</td>
<td>1/4 25%</td>
<td>3/11 27.3%</td>
</tr>
<tr>
<td>Race</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
</tr>
<tr>
<td>White</td>
<td>4/7 57%</td>
<td>1/5 20%</td>
<td>1/4 25%</td>
<td>1/4 25%</td>
<td>3/11 27.3%</td>
</tr>
<tr>
<td>Black/Afr-Am</td>
<td>1/7 14.3%</td>
<td>2/5 40%</td>
<td>2/4 50%</td>
<td>1/4 25%</td>
<td>4/11 36.4%</td>
</tr>
<tr>
<td>American Ind./Alaska Native</td>
<td>0/7 0%</td>
<td>0/5 0%</td>
<td>0/4 0%</td>
<td>0/4 0%</td>
<td>0/11 0%</td>
</tr>
<tr>
<td>Asian</td>
<td>0/7 0%</td>
<td>0/5 0%</td>
<td>0/4 0%</td>
<td>1/4 25%</td>
<td>1/11 9%</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pac. Islander</td>
<td>0/7 0%</td>
<td>0/5 0%</td>
<td>0/4 0%</td>
<td>0/4 0%</td>
<td>0/11 0%</td>
</tr>
<tr>
<td>TOTAL UNDER-REPRESENTED MINORITIES</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
</tr>
<tr>
<td></td>
<td>3/7 43%</td>
<td>4/5 80%</td>
<td>3/4 75%</td>
<td>3/4 75%</td>
<td>8/11 72.7%</td>
</tr>
<tr>
<td>Disability</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
</tr>
<tr>
<td></td>
<td>2/7 29%</td>
<td>1/5 20%</td>
<td>0/4 0%</td>
<td>0/4 0%</td>
<td>0/11 0%</td>
</tr>
<tr>
<td>Immigrant/Int'l</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
</tr>
<tr>
<td></td>
<td>1/7 14.3%</td>
<td>0/5 0%</td>
<td>2/4 50%</td>
<td>1/4 25%</td>
<td>1/11 9%</td>
</tr>
<tr>
<td>TOTAL OTHER UNDER-REPRESENTED GROUPS</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
</tr>
<tr>
<td></td>
<td>3/7 43%</td>
<td>1/5 20%</td>
<td>2/4 50%</td>
<td>1/4 25%</td>
<td>1/11 9%</td>
</tr>
<tr>
<td>Retention - No Transfer to MA</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
</tr>
<tr>
<td></td>
<td>5/7 71%</td>
<td>5/5 100%</td>
<td>4/4 100%</td>
<td>3/4 75%</td>
<td>-</td>
</tr>
<tr>
<td>Graduated of Retained</td>
<td>N=5 %</td>
<td>N=5 %</td>
<td>N=4 %</td>
<td>N=3 %</td>
<td>N %</td>
</tr>
<tr>
<td></td>
<td>5/5 100%</td>
<td>3/5 in '15; 2 in pipeline for '17</td>
<td>3/4 in '16; 1 in pipeline</td>
<td>3 in pipeline; 2 for '17</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Beyond the MS Program in Community Health Education, there has also been tremendous diversity in the MA and EdD Program in Health Education. In this regard, there is data made available by the Program and the Office of Accreditation and Assessment in a report prepared in advance of the 2015 Middle States Site Visit: i.e. the *Health Education and Community Health Education Program Self-Study Report* by Wallace and Gribovskaya (March 2015). According to this report, data based on the Fall 2013 admitted students showed that Black and Hispanic students made up 37% of the MA students (versus 17% for all of the college's master's programs), and 45% of the MS students (versus 15% in all such programs across the college). As explained in this report, "The Program believes that its focus on diversity and health equity (promoted through the Annual Health Disparities Conference) attracts students who are diverse and/or committed to diversity and health equity." Even as the Provost discontinued the Annual Health Disparities Conference in the Fall of 2015, the Program remains committed to maintaining their program's diversity.

Regarding diversity for our EdD students, this same report (Wallace & Gribovskaya, March 2015) showed that for Fall 2013 admitted students, 14% were Hispanics, 29% Black, and 14% Asian. This exceeded the statistics for the overall college for Fall 2013 admitted students, which showed 10% were Hispanics, 18% were Black, and 11% were Asians; or our program had 37% White EdD students while there were 58% White EdD students for the college as a whole.

Among the available data, there is also that presented by Professor Barbara Wallace on her own EdD/doctoral cohorts. This data indicates that from 2003 to 2017 Professor Wallace sponsored 108 diverse doctoral students; i.e., African Americans, Hispanics, Africans, and Asians, including those who are also immigrants/international, and LGBTQ self-identified. Thus, Professor Wallace is known for utilizing her Research Group on Disparities in Health—launched in 2003, and renamed the Research Group on Equity in Health in October 2015—to create a pipeline to rectify the national shortage of diverse doctorates in the nation by supporting access to graduate education for diverse students. Thus, the MS and MA students who share the classroom with EdD students often find the proportion of diverse students in their courses to be above and beyond that which is reflected in other programs and departments across Teachers College.

One point to be made is that students in the MS degree program—or within the MA or EdD degree programs—not only experience great diversity within their own class degree cohorts, but also experience yet even greater diversity in those classrooms shared with MS, MA and EdD students. This follows from the tremendous overlap in the required courses for the MS, MA, and EdD degrees. In sum, our students experience much greater diversity within our MS, MA and EdD degree programs than across Teachers College.

**Diversity Across the Curriculum**

We expose students to diversity across the curriculum, including a focus on not only issues of diversity, but also health equity and multicultural competence. Consider the coverage of diversity across the curriculum, as follows:
Consider how 91%, or 10 of 11 of our required courses for the MS degree cover diversity, while the majority of these courses are also required for the MA or EdD degree:

1-HBSS4100 Behavioral & Social Science Foundations of Health Education—covers: 
*Health Inequities; culture; social determinants*

2-HBSS4102 Principles of Epidemiology—covers: *Via Examples, vulnerable & diverse populations*

3-HBSS4114 Competency with Multicultural Populations: Research & Practice—
covers: 
*Health Disparities; global inequities; cultural humility, competence, vulnerable populations*

4-HBSS4118 Principles of Health Related Behavioral & Social Change: Initiation to Maintenance—covers: *Cross-Cultural Applications; Diverse Populations*

5-HBSS4161 Environmental Health—covers: *Via Examples, vulnerable & diverse populations*

6-HBSS4162 Health Services Administration—covers: *Cultural factors; health disparities/inequities*

7-HBSS5111 Planning Health Ed Programs—covers: *Cultural Sensitivity*

8-HBSS5112 Social Marketing—covers: *Via Examples, vulnerable & diverse populations*

9-HBSS5410 Practicum in Health Education—covers: *Advocacy for Vulnerable Populations; All fieldwork placements are with urban minority vulnerable populations*

10-HBSS6100 Program Evaluation—covers: *Via Examples, vulnerable & diverse populations*

Thus, our curriculum provides extensive exposure to issues of diversity, health equity, multicultural competence and the issues facing urban, minority and varied vulnerable populations.

**Diversity Exposure Via Practicum Experiences: Students’ Fieldwork/Internships**

We expose students to diversity via their practicum experiences, including via formally arranged fieldwork/internships for our MS degree students. Our MA and EdD students enjoy access to similar experiences, yet a sample of our MS degree students’ experiences is revealing, as follows:

- *Experience with Diverse Population of: urban Black, Hispanic, and immigrant school children and their parents, teachers and principals*
Scope of Work: After-School Training Pilot and NYC Excellence in School Wellness Award Outreach with the East and Central Harlem District Public Health Office Fall 2013, including making presentations to principals and teachers, conducting research, and making presentations at community health fairs

Location: East and Central Harlem District Public Health Office, NY, NY

Experience with Diverse Population of: Hispanics and immigrants in need of health insurance; and Black, Hispanic, and immigrant MSM in need of HIV/AIDS services

Scope of Work: Training in implementation of the Affordable Care Act, outreach to Hispanic immigrants, and additional focus on HIV/AIDS prevention, intervention and treatment for MSM of color

Location: US Department of Health and Human Services, Region II, NY, NY

Experience with Diverse Population of: LGBTQ students, diverse students, and their teachers

Scope of Work: Designing and disseminating online sexual health education curriculum materials for educators to improve health outcomes for diverse youth

Location: Sexuality Information and Education Council of the United States (SIECUS), NY, NY

Experience with Diverse Population of: urban Black, Hispanic, and immigrant adolescents, and LGBTQ youth

Scope of Work: Assisting with the Mount Sinai Adolescent Health Center’s Sinai Peers Encouraging Empowerment through Knowledge (S.P.E.E.K.) Peer Education Program, including conducting workshops and designing materials

Location: Mount Sinai Adolescent Health Center, Mount Sinai Hospital, NY, NY

Experience with Diverse Population of: urban Black, Hispanic, and immigrants adults and their health educator providers

Scope of Work: Assisting with an employee quality assurance time-lapse research study where an assessment tool was created and data collected across 6 sites and analyzed; experience conducting the work of a health educator at a clinic; addressing cultural and linguistic competency issues and development of new materials in Spanish; patient education on Ebola in response to the public health crisis; and, working with diabetics and creating a self-management program for adults living with diabetes

Location: Montefiore Medical Center, Office of Community and Population Health, Bronx, NY

Experience with Diverse Population of: urban Black, Hispanic, and immigrant school children and their parents

Scope of Work: Designing curriculum, preparing presentations, conducting workshops with parents; working with schools—toward improving child nutrition and reducing health risks of obesity and diabetes

Location: The Institute of Family Health, Bronx Health REACH (Racial and Ethnic Approaches to Community Health), NY, NY

Experience with Diverse Population of: urban Black, Hispanic, and Immigrant school children, and their principals and teachers

Scope of Work: Assisting in implementing an after-school training pilot and working with East and Central Harlem schools via outreach to principals and teachers so they would start wellness councils in their schools and pursue the NYC Excellence in School Wellness Award

Location: East and Central Harlem District Public Health Office, NY, NY

Experience with Diverse Population of: vulnerable disabled patients with a rare chronic disease

Scope of Work: Assisting in improving compliance with medical protocol, including use of motivational interviewing, and working to improve the research protocol making a new experimental medication available

Location: Columbia University Medical Center, NY, NY

Experience with Diverse Population of: urban minority Black, Hispanic, immigrant and other adults at risk for diabetes or living with prediabetes

Scope of Work: Designing and implementing a diabetes-prevention and diabetes self-
management program, including the use of motivational interviewing to enhance program entrance, behavior change, and weight loss

- **Experience with Diverse Population of: HIV positive older adults (i.e., urban Black low-SES; suburban White high-SES) and their providers**
  - Scope of Work: Assessment of knowledge, attitudes and behavior of providers regarding osteoporosis screening, a brief motivational interviewing intervention tailored for HIV positive older adults, advocacy for the HIV/AIDS population in light of social determinants impacting osteoporosis screening, and professional development via HIV-related conference attendance
  - Location: John Hopkins University, Baltimore, MD

- **Experience with the Diverse Population of: urban Black, Hispanic, and immigrant preschool children and their parents in Harlem**
  - Scope of Work: Shadowing staff conducting assessments and in Therapeutic Pre-School Program classrooms, learning culturally competence care and interaction with children and parents, assisting in organizing and ensuring completion of students’ IEP assessments; developing and implementing a child-centered art workshop focused on teaching My Plate healthy eating; raising community awareness about child development and mental health treatment via development of flyers/bulletin
  - Location: Emma L. Bowen Community Service Center, NY, NY

- **Experience with the Diverse Population of: urban Black, Hispanic, and immigrant high school students; and the LGBTQ population**
  - Scope of Work: Within a Public Health Training Program, engaged in conducting assessments, providing STD/HIV education, and facilitating STD/HIV screening of diverse high school students; screening the LGBTQ population for STDs/HIV via a clinic mobile van; and preparing and delivering a formal professional presentation on STDs for the Step-Up School STD Screening Program
  - Location: New York City Department of Health and Mental Hygiene, Public Health Training Program, Department of Health in the Bureau of Sexually Transmitted Disease Control (BSTDC), Queens, NY

- **Experience with the Diverse Population of: urban Black, Hispanic, and immigrant school children, their parents, and teachers**
  - Scope of Work: Within the Healthy and Ready to Learn (HRL) Initiative of the Children’s Health Fund, working to develop, implement and evaluate the pilot with 3 elementary schools (1 in Harlem, 2 in South Bronx) which addresses health barriers (uncontrolled asthma, vision loss, hearing loss, dental pain, social stress, behavioral problems, hunger, fatigue) to learning—including policies, protocols, monitoring, and evaluation standards; also, assisting in creating and facilitating health education workshops for teachers and parents, as well as assisting in organizing school-wide health screenings.
  - Location: Healthy and Ready to Learn Initiative, Children’s Health Fund, NY, NY

- **Experience with the Diverse Population of: principals serving urban Black, Hispanic, and immigrant school children**
  - Scope of Work: Through the New York City Department of Health and Center for Health Equity contributed to developing, implementing and evaluating numerous projects (e.g. surveying school principals) with a special focus on establishing School Wellness Councils; and, helped establish a fresh fruit and vegetable project that provided free access to community members, including mapping community kitchens for community members to learn how to prepare dishes using fresh fruits and vegetables.
  - Location: New York City Department of Health and Mental Hygiene, Center for Health Equity, NY, NY

- **Experience with the Diverse Population of: urban Black, Hispanic and immigrant school students in grades 7-12 aspiring to enter the medical profession/health careers**
  - Scope of Work: The design and implementation of a developmentally appropriate pipeline into health careers curriculum and personal wellness curriculum for students in grades 7-12—with
a focus on youth decision-making processes consistent with good health
  o Location: Lang Youth Medical Program, New York-Presbyterian Hospital, NY, NY

- **Experience with the Diverse Population of: urban Black, Hispanic and immigrant youth**
  o Scope of Work: Working on the implementation of a youth countermarketing and school
    nutrition policy project, including adapting and implementing a youth countermarketing
    campaign for use with youth in the Bronx, and working with youth in conducting a community
    needs assessment regarding the food and beverage environment around their schools and
    developing strategies to limit the marketing of unhealthy foods and beverages, and to increase
    the supply and demand for healthier food; and, collaborating with the Bronx Healthy Beverage
    Zone subcommittee of the Initiative for Healthy Eating and Active living—again, adapting
    materials for promotion in schools
  o Location: The Institute of Family Health, Bronx Health REACH (Racial and Ethnic Approaches
    to Community Health), Creating Healthy Schools & Communities Program, NY, NY

- **Experience with the Diverse Population of: urban Latino and immigrant transgender youth
  and adults, LGBTQ population, people living with/at risk for HIV/AIDS—and their services
  providers**
  o Scope of Work: Creation of a gender identity and sexuality curriculum for service providers;
    provision of capacity building assistance (CBA)/technical assistance to a transgender-serving
    community-based organization (CBO), including intensive grant writing training so the CBO
    can submit a grant to sustain the CBO; and, after a topic is selected in conjunction with the
    health policy, research, and evaluation departments of the Latino Commission on AIDS, going
    on to develop a policy brief based on a literature review with recommendations—so the
    Commission can provide the document to their wide audience.
  o Location: Latino Commission on AIDS, NY, NY

Our program has the advantage of being located in New York City where virtually every
experience means contact with diverse, vulnerable, multicultural populations, including those
disproportionately impacted by health disparities—as shown via the above listing of our MS
students' formal Fieldwork/Internships.

**Ensuring the Success of Our Diverse Student Body: Measures to Ensure Students’ Satisfactory Academic Progress**

The program has numerous procedures and measures in place to ensure the success of our
diverse student body in the MS degree program, including how these may extend to the MA
and EdD degree students, as follows:

**Monitoring Grades for Satisfactory Academic Progress:** Faculty regularly alert the
Program Director to any student in our programs (MS, MA, EdD) who are not performing at
the grade level of B, falling below that level—so that measures can be undertaken (i.e.
Program Director reaching out to the student, recommending tutoring, seeking disability
assessment for formal status, or providing social support, referral for counseling, etc...).
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. For
the cohort of MS students thus far, only in 2 instances did students receive a singular grade
of B—while with many grades of A, this did not compromise their GPA.

**The MS Program Mid-Point Evaluation Form:** This form facilitates a formal review of
individual student progress with their advisor when they 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). The
faculty advisor will review the student’s program of study and academic progress, and rates them as follows:

Please provide an overall rating of their progress in the program to date:
1___Very Poor   2___Poor   3___Fair   4___Good   5___Excellent

The faculty advisor must sign off on this form, submitting it to the Program Secretary for filing, and informing the Program Director directly of any student making fair, poor, or very poor progress. The Program Director will then reach out to the student so that measures can be undertaken (i.e. social support, counseling, recommending tutoring, seeking disability assessment for formal status, etc…).

Monitoring & Evaluation Via the Course Competency Evaluation Project Scoring Rubric (CCEP-SR). Every HBSS course has a Course Competency Evaluation Project (CCEP) (e.g., a Final Course Paper) that provides an opportunity for students to demonstrate the degree to which they have achieved the courses’ 1-2 program core competences (PCCs). The professor makes this determination by grading/scoring the individual student’s CCEP using the Course Competency Evaluation Project Scoring Rubric (CCEP-SR). At the end of each semester, the course professor is to send a summary of that data to the Program Director. The Program Director uses this summary data from the CCEP-SRs for each course, which shows the extent to which program students are achieving each courses 1-2 PCCs, as a vital monitoring process.

Monitoring & Evaluation Via Review of the Capstone Portfolio. The Program Director also reviews the form, Advisor’s Evaluation of the Culminating Project for Research Scholarship and Inquiry—The Culminating Project Scoring Rubric, where advisors rate the Culminating Project on a scale of 1 (very poor) to 6 (excellent) for various dimensions, and provide final evaluative commentary. The Program Director collects this data to evaluate the extent to which students are achieving the goals of the Culminating Project for showing development of skills and integration of knowledge.

Monitoring & Evaluation Via Review of the Capstone Portfolio. The Program Director also engages in a three step review of the Capstone Portfolio across 1-3 months in the MS student’s final semester before graduation. This process entails an evaluation of the corpus of a student’s work, including via use of the Capstone Portfolio Evaluation Form: Director’s Clearance for Graduation. Of note, the Capstone Portfolio contains all of the student’s Course Competency Evaluation Projects (CCEPs), and all of the corresponding faculty completed Course Competency Evaluation Project Scoring Rubrics (CCEP-SRs) explaining their score: i.e. extent to which they achieved the course’s 1-2 program core competencies. Thus, the Program Director’s review of the Capstone Portfolio permits monitoring of students for achieving the program’s 11 core competencies, as a whole.

Monitoring & Evaluation Via Wider Review of the Capstone Portfolio: Further, monitoring involves the Capstone Portfolio being subject to review by the following: the faculty of the Program in Health Education; and, the Health Education Program Joint Committee on Growth, Quality and Development (HEPJC-GQD) as a vital quality assurance step. To date, feedback has been positive.
Graduation/Employment Success for Our Diverse Student Body

Our data show a very high graduation rate, as well as a very high employment rate, as shown in the table, below. For example, we send out the MS Students Post-Graduation Employment Survey via e-mail to obtain data on job placement. Results show our graduates of the MS program to date achieving very high employment rates; and, where students are not employed, they are engaging in ongoing graduate education on the doctoral level. The results of our survey in September 2016 indicated the following:

Data on Graduation Rates and Employment Rates for MS Students

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Students Graduated</th>
<th>Graduation Rate</th>
<th>Employment Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013 Cohort 1 – N=5</td>
<td>5 of 5</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>100% (N=5) response rate to survey</td>
<td>100% (N=5) employed (1 also pursuing Doctorate)</td>
<td></td>
</tr>
<tr>
<td>2013-2014 Cohort 2 - N=3</td>
<td>3 of 5</td>
<td>60%</td>
<td>66.6%</td>
</tr>
<tr>
<td></td>
<td>100% (N=3) response rate to survey</td>
<td>66.6% (N=2) employed</td>
<td>33.3% (N=1) in continuing education (i.e., Medical School)</td>
</tr>
<tr>
<td>2014-2015 Cohort 3 – N=3</td>
<td>3 of 4</td>
<td>75%</td>
<td>66.6%</td>
</tr>
<tr>
<td></td>
<td>100% (N=3) response rate to survey</td>
<td>66.6% (N=2) employed</td>
<td>33.3% (N=1) volunteer research intern/anticipating hire</td>
</tr>
</tbody>
</table>

High Ratings of Our Diverse Graduates as Employees by Supervisors

Also, our data from the September 2016 MS Students’ Employer Evaluation Survey for the 7 employed graduates (i.e. 7 of 11 meeting the criteria of having one year since graduation) show 100% (n=7) are receiving overall ratings of excellent as employees for their work performance. Further, 100% (n=7) of supervisors have rated the extent to which the MS degree education has prepared our graduates to function in their current work role as excellent. Considering that the coursework and preparation of MS students overlaps with that in the MA and EdD program, this data suggests we are providing excellent preparation for our diverse students to perform at an excellent level in work settings. Consider sample supervisor comments as follows:

- “One of the strengths lies in the application of community health theories as it pertains to behavior change and social determinants of health...She’s thoughtful, caring and forward thinking”
- W “brings a substantial amount of knowledge and skill set... through her education and work background. She is a fast learner and does not require constant supervision or
direction after the initial instruction is provided. She takes pride in her work and strives to improve her work performance. She understands the various phases of the job and is able to offer suggestions based on her expertise, which is extremely valued...She encourages the team to improve... She continues to be an amazing asset to the team...”

- X is “very well prepared for her assignment. Her technical knowledge is strong and she possesses strong teamwork and interpersonal skills. Although she is beginning her career, I anticipate her being able to provide leadership in the field in a short time...”

- Y “has become an essential component to programmatic development and success. I am able to provide her with a concept and she brings the complete program to completion. Her coworkers love to work with her because she is so enthusiastic that she infects all that come in to contact with her. I know that she is slated for more challenging work in her future as she has great potential. She has been the most successful employee in a role that I have ever hired in my 11 years as a manager. No deficits, fast learner.”

- Z “performs well in her communication, and in providing patient education.” Z “is very competent...”

Thus, our students have emerged as well-prepared and competent to perform in the work setting, achieving the highest levels of excellence when supervisors are surveyed.

Exit Survey Data of Our MS Graduates: Our Quality Assurance Work to Continue to Improve

The MS Program also has allowed us to launch an evaluation of the educational experience that we provide to students. We have successfully conducted an Exit Survey with our diverse graduates to date (N=11—from the first graduating cohorts: May 2014=3, May 2015=5, May 2016=3). Exit Survey data (aggregate for all graduates) analyzed in September 2016 was revealing for how the MS program is achieving high quality, even though based on a very small sample of our graduates to date, as follows.

An Overall High Rating of the MS Program

- Some 11 of 11 graduates (for a 100% response rate) evaluated the overall MS program—when taking everything into consideration—as excellent (36.36%, n=4), very good (36.36%, n=4), and good (27.27%, n=3).

- Some 11 of 11 graduates (for a 100% response rate) would recommend the MS program to other prospective students

- Some 10 of 11 graduates (for a 90% response rate to the survey, with survey N=10) evaluated the program for their receiving adequate support to complete their studies in a timely fashion, considering receipt of faculty advisement and mentoring, as follows: 90% (n=9) yes, and 10% (n=1) no.

- Some 10 of 11 graduates (for a 90% response rate to the survey, with survey N=10) evaluated the faculty for role modeling adequate respect and acceptance for all types of diversity in regional, national and international communities (e.g. cultural, racial/ ethnic, religious, gender, sexual orientation, people with disabilities, and other types of diversity) as follows: 60% (n=6) above adequate, and 40% (n=4) adequate.
Evidence of Quality Preparation for Competence to Function in the Field and Employment

- Some 11 of 11 graduates (for a 100% response rate) rated their preparation for employment as excellent (45.45%, n=5), very good (36.36%, n=4), and good (18.18%, n=2).
- Some 11 of 11 graduates (for a 100% response rate) rated the overall MS program with regard to their feeling competence to function as a community health educator as excellent (36.36%, n=4), very good (36.36%, n=4), and good (27.27%, n=3).

Evidence of Quality Coursework and Faculty

- Some 11 of 11 graduates (for a 100% response rate) rated evaluated the overall MS Program in Community Health Education with regard to courses as excellent (27.27%, n=3), very good (54.55%, n=6), and good (18.18%, n=2).
- Some 11 of 11 graduates (for a 100% response rate) rated evaluated the overall MS Program in Community Health Education with regard to faculty as excellent (54.55%, n=6), very good (27.27%, n=4), and good (18.18%, n=2).
- Some 10 of 11 graduates (for a 90% response rate to the survey, with survey N=10) indicated—regarding whether the course work facilitated their achieving the Program’s Core Competencies by the end of their degree program—that the coursework preparation was above adequate (40%, n=4) or adequate (60%, n=6).

Achieving Competence in Research

- Some 10 of 11 graduates (for a 90% response rate) rated their understanding of and skill in research design and methods upon completion of the program as adequate (50%, n=5) or above adequate (30%, n=3), as well as somewhat adequate (20%, n=2).
- They rated their knowledge of ethics in research, the protection of human subjects, and confidentiality as adequate (60%, n=5) and above adequate (40%, n=4)—while all students had to complete CITI training and submit their Certificate for passing as a requirement for HBSS6100 Program Evaluation.
- They rated their knowledge of research and practice issues with diverse populations (n=10) as above adequate (80%, n=8) or adequate (20%, n=2).

Achieving Competence in Service

- Some 10 of 11 graduates (for a 90% response rate to the survey, with survey N=10) rated their achievement of practical competencies via their practicum course and fieldwork/internship as above adequate (50%, n=5) or adequate (50%, n=5).
- Some 60% (n=6) had engaged in volunteer service opportunities during the period of their MS degree studies.
- Regarding engagement in any volunteer activities, advocacy activities, or other activities (i.e. work, etc....) where you also participated in the transfer of knowledge, or transfer of evidence-based findings—meaning dissemination of information to policymakers, community stakeholders, community members, the media, or other advocates, some 90% (n=9) indicated “yes” that they had.
Competence Via the Culminating Project for Research, Scholarship and Inquiry

- 100% (n=11) had completed the Culminating Project with the following ratings of their experiences with engagement in the Culminating Project: 54.55% (n=6) excellent, 36.35% (n=4) very good, and 9.09% (n=1) good.

Competence Via the Capstone Portfolio

- Some 11 of 11 graduates (for a 100% response rate) indicated that 100% completed the Capstone Portfolio, while ratings of experience with the Capstone Portfolio were: excellent - 18.8% (n=2), very good – 54.55% (n=6), and fair 27.27% (n=3).
- Comments explaining such varied ratings were as follows:
  - The portfolio was interesting. It allowed us to see how we have grown as students and professionals throughout the program. It really tied all of the work we did during our time at TC and is a wonderful resource for future use
  - Very time consuming but it helped me realize how much great work I did in the span of 2 years!!
  - I was not a fan of putting a bunch of PDF files together

Implications for the Overall Programs in Health Education and Community Health Education

This essentially small pilot study data with our 11 MS graduates to date is just suggestive, but begins to provide a positive portrait of what is being accomplished via our faculty, Program Core Competencies, program coursework, and diverse student body. Most importantly, all of these elements are present across the MS, MA and EdD programs, suggesting the positive high quality outcomes found via the September 2016 analysis of the MS students’ Exit Survey data likely extends to many elements of the MA and EdD program. Further, the Exit Survey data, including qualitative data, may be used to further improve and refine not only the MS program, but also the MA and EdD programs. In this manner, the faculty is committed to ongoing quality assurance and evaluation to improve the educational training experience of our diverse student body.

Conclusion: Implications of the Diversity Plan

The process of seeking CEPH (the Council on Education for the Public Health) accreditation for the MS Program in Community Health Education, which was launched in Fall 2012, has positively impacted the entire Programs in Health Education (i.e. MA, EdD) and Community Health Education. This Diversity Plan is consistent with that positive impact, detailing how the Diversity Goals, related targets, and steps to ensure our success are working well. The result of our Diversity Plan is that our programs are on the cutting edge, helping to address the national shortage of diverse graduate-level trained professionals. Further, our MS degree program serves as a powerful pipeline into employment, as well as ongoing graduate education.
OUR GREAT TRACK RECORD

What are Reasons to Pursue the M.A. or Ed.D. from the Program in Health Education, or the M.S. from the Program in Community Health Education?

- Outstanding faculty with national and global reputations for excellence in their research, scholarship, and contributions to the field
- Learn with professors bringing expertise in mentoring students through to successful and timely completion of their degrees
- Enjoy a diverse learning environment with peers from around the nation and globe within a top graduate school in the nation, while receiving an education that emphasizes training in multicultural competence

What are M.A. Graduates in Health Education Prepared to Do?

- This program of study is 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. Many of our outstanding M.A. graduates successfully enter our Ed.D. degree program. 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.

What are M.S. Graduates in Community Health Education Prepared to Do?

- 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.

What are Ed.D. Graduates in Health Education Prepared to Do?

- 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.

More Specifically, Why Pursue the Doctorate in Health Education?

- We have an excellent track record of educating exceptional leaders
  - We have educated generations of Deans, Department Chairs, and Professors responsible for the successful proliferation of Departments of Health Education, Public Health, and Health Sciences, etc.—doing so for universities across the United States and globally
  - Our graduates have provided leadership at the highest levels in agencies and organizations such as the Centers for Disease Control and Prevention, the World Health Organization, the National Academy of Sciences, and within major Medical Centers across the country
  - Graduates of our program have gone on to provide leadership as Research Scientists, Principal Investigators, and Administrators within the National Institutes of Health, while also being recipients of major NIH and other grant funding in academic and community settings
  - We have prepared our students so they compete successfully for prestigious post-doctoral fellowships, including Fulbrights, and go on to engage in noteworthy national and global service in the health professions
  - We offer the ideal program structure for busy working professionals who need to attend school part-time, while providing a nurturing and supportive learning environment for all students—including younger full-time students, or those seeking full-time study
  - Our program structure is also designed to meet the needs of the urban or suburban working professional who can opt to attend evening classes (i.e. from 5:10 p.m. to 6:50 p.m., or from 7:20 p.m. to 9:00 p.m.), or take courses online, or watch the (Tegrity Lecture Capture) video of the
hybrid class (both in-person and online class sections) they missed (i.e. because of contemporary realities such as extreme weather, etc…)

- We meet the needs of professionals who already obtained a master’s degree (e.g. MPH, MA, MS, etc..) and benefit from our ability to accept up to 45 transfer points/credits for courses for which the grade of B or higher was obtained—while they seek additional doctoral level preparation on a part-time basis for their career advancement.

GREAT STUDENTS PAST & PRESENT

What Have Our M.A., M.S, and Ed.D. Graduates Accomplished?

Our graduates are national leaders in many different areas. We are supplying outstanding leadership for the national and global communities, as shown in this section.

Who Are the Exceptional National Leaders in Government and Corporate Service from Our Programs?

- **Ed.D. Degree in Health Education: Howell Weschler, Ed.D., MPH**

LEADER IN GOVERNMENT AND NATIONAL HEALTH RESEARCH, PRACTICE & POLICY - Howell Weschler, Ed.D., MPH earned his MPH from Columbia University, and then completed his doctorate in health education from Teachers College, Columbia University, while working closely with Professor Charles Basch. This included serving for six years as the Project Director on the Washington Heights-Inwood Healthy Heart Program in New York City. He was inspired to enter the field of public health during service as a Peace Corps Volunteer in Zaire. Shown at right being congratulated by President Bill Clinton, Dr. Wechsler is currently Chief Executive Officer (CEO) of the Alliance for a Healthier Generation—an organization founded by the American Heart Association and the Clinton Foundation in response to the rising rates of obesity among children across the past three decades. Dr. Weschler was the ideal candidate for CEO, given he is a national expert on childhood obesity and prior Director of the Division of Adolescent and School Health (DASH) within the Centers for Disease Control and Prevention (CDC). At the CDC he supervised DASH’s three main surveillance systems—the Youth Risk Behavior System, School Health Policies and Programs Study, and School Health Profiles. His 18 years at the CDC included serving as the Chief of the Research Application Branch in DASH, while functioning as the division's obesity prevention specialist. Dr. Wechsler was the lead author of the CDC’s “Guidelines for School Health Programs to Promote...
Lifelong Healthy Eating,” and also led the development of the “School Health Index: A Self-Assessment and Planning Guide. Teachers College, Columbia University bestowed upon Dr. Weschler the high honor of being selected as the academic year 2012-2013 Tisch scholar—including delivering the Annual Tisch lecture, “Taking Action Now to Address the Missing Link in School Reform” (i.e. a focus on health). Meanwhile, his national recognition includes: the William A. Howe Award in 2012, the highest honor from the American School Health Association; the Milton J.E. Senn Award in 2006 from the American Academy of Pediatrics for achievement in the field of school health; the William G. Anderson Award in 2005 from the American Alliance for Health, Physical Education, Recreation, and Dance in recognition of meritorious service to the profession of health education, physical education, recreation, and dance; and the Secretary’s Award for Innovations in Health from the U.S. Secretary of Health and Human Services in 1991.

LEADER IN NATIONAL PUBLIC HEALTH ADMINISTRATION AND CANCER RESEARCH

Ed.D. in Health Education: Brenda A. Adjei, EdD, MPA

Brenda A. Adjei, Ed.D. M.P.A. is a Public Health Advisory and Program Director in the National Cancer Institute, Center to Reduce Cancer Health Disparities’ (CRCHD) Integrated Networks Program. While at Teachers College Columbia University, Dr. Adjei worked closely with Professor Barbara Wallace and completed her dissertation on the topic of socio-cognitive and emotional factors related to prostate cancer screening in African American, European American and African Caribbean men. Prior to her appointment at CRCHD, Dr. Adjei was the Associate Director of Research and Administration at Long Island University’s Intercultural Institute on Human Development and Aging in Brooklyn, NY; and Program Administrator for the LIU/Columbia University CRCHD-funded Comprehensive Partnership to Reduce Cancer Health Disparities. In this capacity, she managed projects, while having research, administrative, outreach and training responsibilities. During her tenure at Long Island University, Dr. Adjei nurtured her research interests, which include behavioral oncology, community-based participatory research, as well as the evaluation, dissemination, and implementation of effective cancer prevention, control, education and outreach interventions across diverse populations and settings. Dr. Adjei's research involvement within the Partnership included serving as Co-Principal Investigator on projects addressing: genetic testing participation among minority women; empowerment and training of hair stylists as advocates of colorectal health; and examining socio-cognitive and emotional factors related to cancer screening in ethnically diverse populations. These projects all involved establishing collaborative relationships with faculty and staff at Columbia and Long Island Universities, as well as cultivating partnerships in the community. These relationships also enabled her work as Co-Lead for the Partnership's Planning and Evolution Core and Community Outreach Program, as she developed training experiences for students ad junior faculty in cancer disparities research. Dr. Adjei has made over 20 cancer disparities related presentations related to this work at scientific conferences such as the Society for Public Health
In 2010, Dr. Adjei received a National Cancer Institute funded Mentored Career Development Award, which allowed her to investigate barriers to translating effective colorectal cancer behavioral interventions into community practice. However, Dr. Adjei declined the award and joined the Center to Reduce Cancer Health Disparities in 2010, as the Disparities Lead of the NCI Community Cancer Centers Program (NCCCP) where she provided technical expertise and guided programmatic efforts to plan and develop research initiatives that address health care disparities and the health care needs of the underserved. She made several presentations to this network of 30 community cancer centers, participated in leading scientific sessions at its annual meetings, and provided featured talks by world renowned cancer disparities researchers to address knowledge gaps for engaging diverse populations in cancer care, enhancing the research capacity of the network, and fostering collaborative research addressing cancer disparities over the cancer continuum. Dr. Adjei has made several presentations related to the disparities efforts of the NCCCP at scientific venues such as the American College of Healthcare Executives, the National Institute for Minority Health and Health Disparities Summit, and as Keynote for the 2012 Michigan Cancer Consortium Meeting.

In 2013, Dr. Adjei was appointed as the Director of NCI’s National Outreach Network (NON). Comprised of Community Health Educators (CHEs) within NCI funded cancer disparities outreach and research programs, this network of over 50 CHEs seeks to build and sustain a platform for education, outreach and research dissemination, particularly in diverse racial, ethnic, and underserved populations. Dr. Adjei provides guidance and technical assistance related to the network activities. This includes ensuring the integration of community health education into the research programs, community activities, and in NCI research priorities. This work also includes the development of culturally tailored cancer education materials and outreach strategies designed to reach at risk communities and reduce cancer disparities.

Who Are Just Some of the Department Chairs in Academia Across the Nation from Our Programs?

- **Ed.D. in Health Education: Lesley L. Rennis, Ed.D., MPH**

**LEADER AS DEPARTMENT CHAIR AND IN STRESS MANAGEMENT**

Dr. Lesley Rennis serves as the Chair of the Department of Health Education, Borough of Manhattan Community College, The City University of New York. Dr. Rennis also teaches courses in community health education, stress management and alternative therapies. Further, Dr. Rennis is a certified group fitness and instructor and wellness coach. Dr. Rennis earned her B.S. in Microbiology from Michigan State University, her MPH from Columbia University Mailman School of Public Health and her EdD
from Teachers College, Columbia University. She had the pleasure of receiving close mentoring throughout her doctoral degree training from Dr. Robert E. Fullilove, Dr. Mindy Thompson Fullilove, and Dr. Barbara Wallace. Dr. Rennis completed her postdoctoral research at Columbia University New York State Psychiatric Institute. After completing her postdoctoral fellowship she served as Vice President of Health and Social Services at Abyssinian Development Corporation. During this time, she also taught at: Columbia University Mailman School of Public Health; Teachers College, Columbia University; and the College of Mount Saint Vincent. In 2008, Dr. Rennis returned full-time to the classroom as an Associate Professor of Health Education for the Borough of Manhattan Community College, City University of New York. While also serving as Department Chair, she pursues research in the use of mindfulness techniques to enhance classroom teaching and learning, the use of complementary and alternative therapies, and the development of health professions career paths.

M.S. and Ed.D. in Health Education: Nicholas Grosskopf, Ed.D., M.S.

LEADER AS DEPUTY DEPARTMENT CHAIR & IN HEALTH DISPARITIES

Dr. Nicholas Grosskopf is Associate Professor of Health and Physical Education at York College, City University of New York. He currently serves as Deputy Chair of the Department of Health and Physical Education and Gerontological Studies. He also serves as Co-Director of the Collaborative Research Group on Health Policy & Promotion at York College/CUNY. In the past he has worked with the Center for HIV Educational Studies & Training, the Bureau of HIV/AIDS at the NYC Department of Health & Mental Hygiene, and the NYC Department of Education. He holds a joint appointment in the Doctor of Public Health (DPH) program at the CUNY Graduate School of Public Health. His scholarly interests include the intersection of health and technology, health equity and health policy implications for sexual minorities as well as human participant research ethics as he serves as Chair of CUNY University-Integrated Institutional Review Board (UI-IRB) #4. He is Co-Director of the Collaborative Research Group on Health Policy & Promotion + the UrbanHealth Lab at YC.

He received his EdD from Teachers College, Columbia University in 2008, while enjoying the status as a Fellow of the Research Group on Disparities in Health. He also received his MS degree from Teachers College, Columbia University in 2007, and his MS degree from New York University in Human Sexuality, Marriage and Family Life Education in 2004. Dr. Grosskopf has extensive experience working in community health settings, specializing in HIV prevention and education with urban youth and lesbian, gay, bisexual, and transgender (LGBT) health.

Dr. Grosskopf has extensive experience working in community health, specializing in HIV prevention and education with urban youth, and in lesbian, gay, bisexual, and transgender (LGBT) health; In addition, Dr. Grosskopf periodically serves as a reviewer for many sexual health journals such as Journal of Homosexuality, Journal of Sexual Medicine and Archives of Sexual Behavior. He holds a
joint appointment in the Doctor of Public Health (DPH) program (Community, Society & Health Track) at the CUNY Graduate Center.

Of note, Dr. Grosskopf is a very popular and highly rated professor. Students at York College have described him as follows: “This professor is awesome.” “This is one of the best Professors in the Health Department.” “He is the best Professor!” “He is so nice, considerate…” “He has inspired me to make a difference in the field of public health.” Dr. Grosskopf regularly presented at the Annual Health Disparities Conference at Teachers College, while setting records for bringing the largest number of his undergraduate students with him. He has been dedicated to nurturing a pipeline from undergraduate to graduate studies to health education for his students, while one of his students graduated from the MS degree program in health education in 2016.

- **M.S. and Ed.D. in Health Education: Donna T. Bacon, Ed.D., LCSW, MS, CT, MCHES**

**LEADER AS DEPARTMENT CHAIR AND IN HEALTH DISPARITIES**

Dr. Donna T. Bacon is a tenured Professor at Nassau Community College in the Health Education department where she teaches courses on Human Sexuality and Death Education. She was recently unanimously voted Chairperson of the department securing her place as the first female, youngest and only African American ever to hold the position. She is the founding Executive Director of Mid-Nassau Lend a Helping Hand, which is an organization she founded to provide emergency financial services to women undergoing recent breast cancer surgery, chemotherapy and/or radiation treatment. She founded the organization as a direct result of the challenges she personally experienced dealing with the financial strain following from a breast cancer diagnosis and her recovery, particularly at 33 years of age.

Dr. Bacon orchestrated the First Annual Breast Cancer Walk and Expo at Nassau Community College, which raises awareness and provides an annual platform to educate the young adults on campus about their bodies--while encouraging breast health strategies and breast cancer awareness, the annual event impacts a 23,000 member campus community. Dr. Bacon has created, designed and facilitates two life skills mentoring programs SASH (Student Advocates for Sexual Health) and is the co-creator of Red Shoes (Redefining, Envisioning & Developing Sheroes to Health and Overall Emotional Satisfaction). In an innovative fashion, these programs empower young men and women and professional women to live their best lives, physically, sexually, spiritually and emotionally. In 2014, Dr. Bacon was awarded a $300,000 grant from the Department of Justice, Office of Violence against Women to create and initiate prevention education programs on the NCC campus to reduce the occurrence of intimate partner violence, sexual assault, and stalking. In response to her work on the campus as Executive Director of all Violence Prevention Programs, she has been appointed Chief Investigative Officer on the NCC campus by the college President, in order to train and assist in consistent and proper investigation and adjudication of incidents of sexual misconduct within the NCC community. In 2013, Dr. Donna Bacon was vetted and selected to participate in a rigorous two year
elite Leadership Academy, The Energeia Partnership, which is dedicated to identifying and addressing the serious, complex and multi-dimensional issues challenging the Long Island region. The goal of this academy is to recruit proven ethical leaders in the private, public and not-for-profit sectors of Long Island; and, to furnish them with the information, network and support necessary for corrective action—namely to serve as change agents, while imagining new possibilities for the Long Island community region.

Dr. Bacon’s dedication to closing the gap in healthcare disparities extends internationally with her mission work in Pretoria and Soweto, South Africa. In this manner, within South Africa, she annually volunteers, working directly with women that are pregnant and HIV positive. She also trains outreach workers in various communities and treatment facilities.

Regarding her extensive educational background, Dr. Donna Bacon is a Licensed Clinical Social Worker (LCSW) and Certified Thantologist (CT). She earned a Master of Social Work degree from Adelphi University. Thereafter, she also earned Master of Science and Doctor of Education degrees in Health and Human Behavior Studies from Teachers College, Columbia University. Her dissertation, completed in 2007 and earned while undergoing chemotherapy, was a social marketing campaign that utilized technology (i.e. series of videos on the major forms of birth control and sexually transmitted diseases featuring Dr. Bacon providing education) and an original website she created to disseminate health information in a creative way to African American women. The website – www.DIVAhealth.org, has been the springboard for online research and similar website innovations among the Research Group on Disparities in Health (RGDH) at Teachers College Columbia University; the website has expanded since 2007 to support numerous additional website portals and related doctoral dissertation for fellows of the RGDH. Collectively, the numerous portals on the site and studies hosted on it have made a major contribution to the study of African American women, while seeking to empower women through provision of comprehensive health education on numerous topics. Regarding awards, Dr. Bacon received a Nassau County Citation for her work with women and minorities on Long Island. She received a Health Care Hero: i.e., the Health Care Professional award from Long Island Business News and North Fork Bank. She was also the first recipient of the Columbia University Teachers College Lorna Macintyre Award. Dr. Bacon is currently an Executive Board member for Planned Parenthood of Nassau County, She also serves as a Board Member for the Long Island Council on Alcohol and Drug Dependency. Dr. Bacon has presented for multiple local and national organizations, being invited to speak at numerous conferences. She has worked with underserved populations for over 20 years. In addition to her full time teaching schedule at NCC, in recent years she has served as an Adjunct Professor at Long Island University CW Post, Alfred University, Adelphi University, and SUNY Old Westbury.

Dr. Bacon has volunteered for numerous organizations, and is a consultant on a diverse range of topics—including sexual health, HIV/AIDS, death/dying/bereavement, parenting skills, motivation/empowerment, as well as various health issues. Donna has dedicated her life to the education, empowerment and health promotion of underserved individuals and communities.
M.S. and Ed.D. in Health Education: Ranelle Brew, Ed.D., MS, CHES

LEADER AS DEPARTMENT CHAIR AND DIRECTOR OF A PIPELINE PROGRAM INTO HEALTH CAREERS

Ranelle Brew, Ed.D., MS, CHES is Chair of the Department of Public Health and Director of the Master of Public Health Program at Grand Valley State University in Grand Rapids, Michigan. While at Teachers College, Columbia University, Dr. Brew worked closely with Professor Barbara Wallace and completed her dissertation on the topic of adolescent asthma health education in New York public schools. This research project involved a collaboration with New York Presbyterian Hospital and Columbia University. Dr. Brew's current research includes her role as Director of the sHaPe summer health professions camp. Here, Dr. Brew provides leadership via sHaPe for a community partnership between Grand Valley University and the Grand Rapids School system, while involving local 8th and 9th graders in a summer program that seeks to increase the representation of minorities in the health professions in West Michigan, while also serving as a pipeline into college. In addition, her research includes health literacy. She is also interested in global healthcare partnerships, and her global work has included travel to Ghana, West Africa, Beijing, China, Tacloban City, Philippines, Nairobi, Kenya, and Manenberg, South Africa—while also supervising travel abroad study programs for her students. Most recently, Dr. Brew has provided leadership for a sustainable international health care service-learning program that provide graduate students in the MPH program with global learning experiences in public health. Her teaching focuses on Public Health Promotion, while her additional area of expertise is online teaching. In this regard, Dr. Brew is a leader at her university, having trained other faculty in using online technology, while designing curriculum to guide faculty in this process. Her publications include those targeting diverse audiences—ranging from those in the medical profession to children, given her children's book, Healthy Days. Further, Dr. Brew’s background includes 20 years of practice in a variety of health care settings, as well as within the public school system and in geriatric settings.

Dr. Brew was a regular presenter at the Annual Meeting of the American Public Health Association (APHA) where she tends to cross paths with her former dissertation sponsor, Professor Barbara Wallace. For example, Dr. Brew’s 2013 APHA paper presentation was entitled, “Inspiring Adolescents toward Careers in Health Professions: A Community and University Intervention.” Through this talk, Dr. Brew disseminated information about her work as Director of the sHaPe summer health professions camp; specifically, she reported longitudinal data from four years of camp outcomes with the minority students from the local Grand Rapids School system that have participated in this model pipeline program into college and the health professions.
LEADER AS DEPARTMENT CHAIR AND IN GLOBAL HEALTH

Dr. William Kernan is an Associate Professor and Chairperson of the Department of Public Health at William Patterson University, New Jersey.

After pursuing his doctorate in health education, Dr. Kernan returned to share his expertise in teaching cross-cultural competence to our graduate students, while also serving on doctoral dissertation committees. His background includes an MS in health education from Teachers College, Columbia University, as well as an MPA in Public Health Administration from Marist College, New York.

In addition to serving as Department Chair, at William Patterson, he has taught a range of courses, as follows: Public Health Practice, Health Research Methods I, Health Research Methods II, Global Health Issues, Cultural Dimensions of Health, Food and Community, Disparities in Health, Stress Management, Introduction to Public Health, Methods of Health Education, Program Planning, Internship. Dr. Kernan brings a rich and varied background to his teaching, given his experiences both globally and within the United States, including: Research Director and Data Team Chair, United for Prevention in Passaic County; Child Survival Officer/United States Peace Corps Volunteer, Chintche Rural Hospital, Chintche, Malawi, East Africa; Micronutrient Deficiency Malnutrition Trainer, United States Peace Corps, Lilongwe, Malawi, East Africa; Nutrition Monitoring Specialist, United Nations World Food Programme, N’Zerekore, Guinea, West Africa; Community Food Systems Coordinator, Global Outreach, Mexico City, Mexico; Lecturer in Global Health and Micronutrient Malnutrition, New International School of Thailand (NIST), Bangkok, Thailand; Director, Center for Student Wellness, Columbia University Medical Center, New York, NY; and, Director of Health Education, Vassar College, Poughkeepsie, NY.

More recently, his research projects have included: outcomes of community-based substance abuse prevention programs; data usage among community-based substance abuse prevention workers; and, food insecurity among college students; and, cross-cultural issues and implications for school nurses. To his credit, Dr. Kernan has accumulated numerous peer-reviewed publications, as well as grant funding for his research projects.

Dr. Kernan has drawn upon his knowledge of the excellence of training provided to doctoral students at Teachers College, and drawn from this pool in recruiting both Adjunct and Professors on tenure track lines to join his Department. The result is both his outstanding leadership and outstanding faculty for his Department of Public Health at William Patterson University.
Who Are Some of the Other Leaders in Academia and Public Health from our Programs?

- **Ed.D. Degree in Health Education: Jose Eduardo Nanín, EdD, MCHES**

**LEADER IN ACADEMIA AND HEALTH DISPARITIES –**

Jose Eduardo Nanín, EdD, MCHES, CSE-AASECT (Certified Sexuality Educator) is currently on faculty at the City University of New York, serving as a tenured Full Professor of Community Health in the Department of Health, Physical Education, and Recreation at Kingsborough Community College; and in the School of Public Health’s doctoral program. He is Co-Director of the Community Health Program, as well as Co-Coordinator of the Kingsborough Community College (KCC) Safe Zone. From 2001 through 2012, Dr. Nanín was on faculty at Teachers College as Adjunct Assistant/Associate Professor of Health Education, teaching courses and mentoring students on their doctoral dissertation research studies. Dr. Nanín’s research interests include investigating behavioral and contextual factors affecting the biopsychosocial health of gay/bisexual men and assessing sexual protective and risk behaviors as well as psychological resilience among men of color who have sex with men and other sub-communities of gay and bisexual men. He has been lead investigator or co-investigator on several federally-funded HIV prevention and treatment studies, most notably as Principal Investigator on a CDC-funded study exploring the content and contexts of HIV prevention communication among Black men who have sex with men and members of their social networks. He has been trained in motivational interviewing (MI) and MI supervision by the originators of these techniques, Drs. Miller, Rollnick, and Moyers. Because of this expertise, he also served as co-investigator on two federally-funded studies focusing on the use of motivational interviewing as an intervention to reduce sexual and drug-related risk behaviors among young men who have sex with men and transgender women.

Dr. Nanín has a wealth of experience in HIV prevention education and research, having worked at Gay Men’s Health Crisis, the Hunter College Center on AIDS, Drugs, and Community Health, the HIV Training Institute of the NYC Department of Health and Mental Hygiene, and the Center for HIV Education Studies and Training at Hunter College (CHEST). Dr. Nanín is a long-time activist for lesbian, gay, bisexual, transgender, and queer (LGBTQ) rights and currently serves as Co-Coordinator of the Safe Zone program at Kingsborough Community College to increase the visibility of LGBTQ issues on campus and across CUNY. His current passion is developing programs for mentoring students from community college through doctoral studies in public health and sexuality studies, especially students of color and immigrant backgrounds. Thus, he is actively mentoring the next generation of culturally-sensitive public health educators, researchers, service providers, and administrators. He believes that producing more public health experts from communities affected by various health disparities (e.g., obesity, diabetes, heart disease, HIV/AIDS, among others) is vital in effectively reducing these disparities more rapidly.
Dr. Naa-Solo Tettey is an Assistant Professor of Public Health at William Paterson University. She is the creator of the HeartSmarts faith-based cardiovascular health education curriculum and program. She is also a member of the Research Group on Disparities in Health (RGDH) at Teachers College, Columbia University. Dr. Tettey has worked for over 10 years within the field of public health. She started as a counselor at the New York Obesity and Nutrition Center at St. Luke’s Hospital. She then transitioned into public health research and worked at Yale University on various obesity prevention initiatives including the New York City Calorie Posting campaign. From there, through her role as coordinator of cardiovascular health education at the Ronald O. Perelman Heart Institute of New York Presbyterian Hospital/Weill Cornell Medical Center, she went on to develop various faith-based health education initiatives, including the HeartSmarts program.

Dr. Tettey completed her Bachelor of Science degree in psychology from Northeastern University where she was a Reggie Lewis Memorial Scholar. She also holds a Master of Arts degree in psychology and education from Teachers College, Columbia University, a Master of Public Health degree from the University of Connecticut, and an MBA in health care administration from the State University of New York. In 2010, Dr. Tettey completed a doctorate in health and behavior studies with a concentration in health education from Teachers College, Columbia University. Her dissertation research was a forerunner for internet based research and has since been cited by many others conducting research in this area, as well as served as a guide for other doctoral students.

Dr. Tettey is an expert in the area of faith-based health education initiatives. Her faith-based cardiovascular health education program HeartSmarts, aims to provide much needed education regarding cardiovascular health in a format that is culturally relevant and appropriate. Due to its effectiveness in improving health outcomes and increasing awareness regarding heart disease, the HeartSmarts program has been recognized as a model faith-based health program by The New York Daily News, The New York Times, The New York Post, and DNA Info. As a result of this work Dr. Tettey was awarded the Outstanding Innovations in Community and Health Education Award at the 2013 Health Disparities Conference. Dr. Tettey is a Master Certified Health Education Specialist (MCHES), Certified in Public Health (CPH), and an ACSM Certified Wellness Coach. She was selected as a Diversity Fellow by the State University of New York and Minority Scholar by Teachers College, Columbia University. She lectures nationally on health disparities, cardiovascular health, and culturally tailored wellness programs.
M.S. and Ed.D. in Health Education: Angela Campbell, MS, Ed.D.

LEADER AS DIRECTOR OF A PIPELINE PROGRAM INTO STEM CAREERS – Angela Campbell, MS, Ed.D. is Founder and Executive Director of Academic Pathways, a 501 (c) (3) in New Rochelle, New York. Founded in 2001, Academic Pathways has served over 850 students from grades K-12. Dr. Campbell has pioneered an academic supplementary educational program that provides academic tutoring, mentoring, college preparation, PSAT, SAT, ACT, and Regents test preparation. Dr. Campbell exposes her youth to the SAT and ACT tests in middle school, while using her Goldquest supplementary education teaching model. Her program also enhances the civic engagement of youth in organizations such as the NAACP, while also fostering their pursuit of health. Her program is as an academic coaching program and collaboration with academic, community-based, and faith-based organizations in New Rochelle—being guided by the motto: “It is easier to educate and connect with a child than repair an adult. Turn your diamond in the rough into an honor student.” Her work is within the tradition of ensuring youth access to educational equity—which enhances achievement of health equity. She specializes in nurturing the pipeline of diverse youth into STEM careers (science, technology, engineering and mathematics). Nurturing youth from grades K-12, the Academic Pathways pipeline has resulted in 98% of program participants entering 4 year colleges and 92% graduating on time, while her students have received over $4 million dollars in merit scholarships to pursue undergraduate studies. Although her program attracts diverse youth and parents, she has maintained a commitment to low income, single parent, African American and Latino youth—often prioritizing their involvement over payment of program fees. Dr. Campbell’s approach is unusual for she also actively engages parents in academic coaching that seeks to enhance the connection between parents and the public school system. For example, in recent years she expanded her work by developing a STEM camp that had components for both youth and parents. For this new effort, Dr. Campbell received the 2013 New Rochelle Community Campership STEM Camp Award, as well as a 2012 New Rochelle School District STEM Camp Award. Other awards include the Women of Excellence Award for Community Leadership in New Rochelle, and the New Rochelle Branch of the NAACP Member of the Year Award—to name just a few.

M.S. and Ed.D. in Health Education: Betty Perez-Rivera, MS, EdD, MCHES

LEADER IN COMMUNITY HEALTH - Betty Perez-Rivera, M.S., EdD, MCHES is the Founding President and CEO of the Institute of Education for the Care of Chronic Diseases (IECCD). The Institute was founded in 2011, providing health education to children, adults, and health care professionals. Dr. Perez-Rivera is a member of the Health Advisory Committee for a New York State Assemblyman and a Board Member with Get Healthy Harlem. Dr. Perez-Rivera was the visionary behind the design and programming of the East Harlem Asthma Center of Excellence (EHACE), a Mayor Bloomberg and Manhattan Borough President Scott Stringer special initiative. She served as Director of the Center and a
member of the Borough President’s - Go Green East Harlem Steering Committee and the Health Food and Public Health Subcommittee. During her tenure with EHACE, Dr. Perez-Rivera served more than 5,000 East Harlem children and families. She created the professional continuing education Chronic Disease Forum providing special topic presentations for Certified and Masters Certified Health Education Specialists. She also created the first Smoke-Free Block (East 110 Street) in collaboration with local vendors and businesses. Prior to this position, Dr. Perez-Rivera was the Program Director of the Childhood Asthma Initiative – Children’s Health Fund serving over 3000 underserved housed and homeless children during her 4-year tenure with the organization. Dr. Perez-Rivera earned a Master of Science Degree in Allied Health and Management from Hunter College Graduate School for Health Sciences. She also earned Master of Science and Doctor of Education degrees in Health Education from Teachers College, Columbia University. Dr. Perez-Rivera was the first pre-doctoral fellow to graduate through the Research Group on Disparities in Health (RGDH) at Teachers College, doing so in 2003—followed by her participation as a post-doctoral fellow of the RGDH. In 2012, she was awarded the Distinguished Alumni-Early Career award at Teachers College for her significant contributions to the field of health and behavior. She was also recognized as a distinguished member of the Delta Omega Honorary Society in Public Health. Dr. Perez-Rivera has presented at multiple local, national and international conferences and has a number of publications on various health topics. She is a Masters level, Certified Health Education Specialist with over 20 years of combined experience in health, education, and management. Dr. Perez-Rivera has served as Adjunct Assistant Professor at the Borough of Manhattan Community College and has lectured at New York University, Pace University and Teachers College, Columbia University.

- M.S. and Ed.D. in Health Education: Erik Santacruz, Ed.D., M.S.

LEADER IN LGBT HEALTH DISPARITIES – WHILE PURSUING ANOTHER DOCTORATE –

Erik Santacruz, Ed.D., M.S. graduated in May 2014 with his doctorate in Health Education, having first completed his MS degree. During his doctoral studies, Erik worked closely with Professor Sonali Rajan while collaborating with a group of faculty and students from across departments at Teachers College to enhance the pedagogical preparation of doctoral students. He also served as Graduate Student Coordinator for the Annual Health Disparities Conference at Teachers College Columbia University, while enjoying membership in the Research Group on Disparities in Health, the Coalition of Latino/a Scholars, Students in Health, and Queer TC.

Prior to coming to Teachers College, Columbia University, Erik graduated from the University of California at Berkeley with high honors, while majoring in sociology; prior to that he was an honor student at Santa Ana College. Erik brought to his graduate studies deep sensitivities cultivated as the son of a single parent, immigrant Mexican mother. He also had a long history of work as a committed community-based volunteer worker and advocate for some of the most oppressed
and marginalized populations, as follows: in AmeriCorps and the Orangewood Children’s Foundation—where he helped queer youth transition from state custody into emancipation; he initiated fund-raising activities to assist foster children infected with AIDS in the Bongo Skosy Shelter in Cape Town, South Africa through the Steps of Hope Project and Santa Ana College’s Service Learning Center; he provided sexual health education to youth of color at alternative high schools and juvenile detention centers; he distributed HIV/AIDS awareness pamphlets in the queer neighborhood of West Hollywood along with colleagues who utilized the innovation of personal storytelling to engage youth; and, at the East Bay AIDS Center in Oakland, CA, he was trained and served as an HIV/AIDS youth peer-educator, providing empathy and education.

Of note, it was also as a trained peer educator in California that Erik first discovered his interest and skill for counseling others—gaining valuable experience. Thus, it was no surprise that while at Teachers College Erik took numerous courses in the Department of Clinical and Counseling Psychology—nearly the equivalent of another master’s degree. To fulfill his dream of being a health educator and clinical psychologist, Dr. Erik Santacruz began work on his doctorate in clinical psychology in September 2014 at the Center for Professional Psychology at the George Washington University in Washington, D.C.. Suggesting his early career success as a national leader, he is already a co-editor of a 2018 volume published by Praeger entitled, LGBT Mental Health: Advances and Emerging Edges.

➢ **Ed.D. in Health Education: Dena N. Simmons, Ed.D., MS**

**RESEARCHER, GLOBAL LEADER, AND OUTSTANDING YEAR 2014**

**DOCTORAL GRADUATE –**

Dena Simmons, Ed.D., M.S. received her Doctorate in Health Education in May 2014. Prior to coming to Teachers College, Columbia University, Dena graduated Summa Cum Laude in 2008 from Pace University with an MS in Childhood Education. She graduated Magna Cum Laude from Middlebury College in Vermont.

Not surprisingly, Dr. Simmons was selected as the Outstanding Year 2014 Doctoral Graduate of the Program in Health Education, Teachers College, Columbia University; she was honored for her brilliance, compassion, commitment, professionalism and global service to the health education profession. Reflecting her first career as a middle school teacher in her native Bronx, New York, Dr. Simmons’ doctoral dissertation research focused on the topic of teacher preparedness to handle bullying situations in the middle school setting. She was delighted to complete her doctoral dissertation with the sponsorship of Professor Charles Basch—a fellow Bronx native. Also, reflecting her regional, national and global impact,

Dr. Simmons has an impressive record of early career accomplishments, including invited talks, teaching on the graduate level, leading workshops, and publications, as well as the following: 2013 Phillips Exeter Academy Dissertation Fellow; April 2013 TEDx talk; September 2012 TEDx talk; 2012 profile and in-depth interview focusing on her teaching and research in the AOL/PBS project called
MAKERS: Women Who Make America; 2010 Education Pioneer Fellow; 2010 Paul and Daisy Soros Fellow; 2009 profile focusing on her teaching and activism in a Beacon Press Book, Do It Anyway: The New Generation of Activists; 2007 collaborator with the Directorate of Gender Affairs in Antigua, working to provide better health services for Dominican sex workers; 2006-2005 Fulbright Fellow studying the collaboration between schools and health agencies to prevent teen pregnancy in the Dominican Republic; and, a 2004 Harry S. Truman Scholar.

The accomplishments of Dr. Simmons provided inspiration for the launching of the Health Education Hall of Fame in 2014. Thus, the photo and profile of Dr. Dena Simmons graces the hallway of Thorndike Hall at Teachers College, Columbia University so as to inspire others. Finally, suggestive of the great things Dr. Dena Simmons is as yet destined to accomplish in life, she is now the Associate Director of RULER (i.e. an approach to social and emotional learning) at the Yale Center for Emotional Intelligence.

- **Ed.D. in Health Education: Noreen Myers-Wright, EdD, CHES, RDH**

**HEALTH EDUCATOR AND DENTAL PROFESSIONAL: OUTSTANDING YEAR 2015 DOCTORAL GRADUATE**

Dr. Noreen Myers-Wright is a health educator and dental hygienist who serves as program director for oral health at the College of Dental Medicine for Project STAY, a comprehensive medical care organization for young adults at risk for and living with HIV. She also holds a position as Program Coordinator, Department of Health Policy & Management, Mailman School of Public Health. Her work includes program development for the integration of oral health in health promotion information for populations living with diabetes. Her doctoral dissertation research examined the perceived barriers and facilitators to oral health care for young adults living with HIV. Dr. Myers-Wright has extensive experience in clinical dental hygiene and training dental and medical professionals in her own areas of expertise: i.e., brief tobacco cessation counseling, oral health education for older adults in long-term care nursing facilities, and oral health and nutrition for young adults living with HIV. Dr. Myers-Wright has been a board member of the Dental Hygienists’ Association of the State of New York since 2012, and serves on the New York City Department of Health & Mental Hygiene’s Oral Health Task force, while also sharing her expertise to develop an oral health education and disease prevention program for use in New York City school based health centers.

- **Ed.D. in Health Education:**
  - Alexandra DeSorbo-Quinn, EdD, MPH

**HEALTH LEADER: OUTSTANDING YEAR 2016 DOCTORAL GRADUATE**

Dr. Alexandra DeSorbo-Quinn is the Executive Director of Pilot Light, a Chicago-based nonprofit organization that partners teachers and chefs to educate children about food and making healthier choices through...
everyday classroom subjects like math, science, and social studies. She is responsible for leading
development of Pilot Light’s vision and strategic goals. Alex began her career at Harlem Hospital in
New York City, where she was engaged in public health education for urban, underserved
communities.

Recognizing the power of the creative arts to reach people, she began to develop and implement
public health programming that harnessed music to facilitate healthy behavior change among
communities. Alex went on to help found Hip Hop Public Health, a New York City-based nonprofit that
uses hip hop music and multimedia focused on health to educate and engage children and their
families, and is currently a member of the Board of Directors.

She has also served as a member of the faculty at Columbia University’s Neurological Institute, where
she managed two federally-funded community-based studies. In 2014, she was recognized by the
Society for Public Health Education as one of 30 Under 30 in Health Education and in 2015 she
received the Society’s Oberteuffer Scholarship, which recognizes a doctoral student in health
education whose work promises to advance the health of children and youth.

Alex is a graduate of Bryn Mawr. Adding to her MPH with a concentration in epidemiology from
Columbia University’s Mailman School of Public Health, she earned her doctorate in health education
from Teachers College, Columbia University in May 2016. Her outstanding dissertation research
developed and validated stroke literacy and action measures for pre-adolescent children.

➢ Ed.D. in Health Education: Laura A. Guerra, EdD, MS, MGM

SCHOOL HEALTH LEADER: OUTSTANDING YEAR 2017

DOCTORAL GRADUATE

Dr. Laura A Guerra, received her Doctorate in Health Education from Teachers College, Columbia University in May 2017. Her doctoral
dissertation examined whether school- and state-level factors are associated
with improved implementation of mental health policies and practices at
secondary schools across the United States. Dr. Guerra’s primary research
interest focuses on assessing the impact of school and state-level policies
and practices on children’s health. She received her B.A. from the University
at Buffalo, her M.G.M. from the Thunderbird School of Global Management,
her M.S. in Applied Statistics and her M.S. in Nutrition from Teachers
College, Columbia University. Dr. Guerra has been consulting with Interactive
Health, LLC since 2015, where she is part of a team of consultants who design and implement
formative and summative evaluations for schools, non-profits and community grantees. In this role,
Dr. Guerra collaborates with community coalitions, school district administrators, principals, mental
health professionals and other community organizations to support grants. Dr. Guerra is also an
Instructor at Lehman College where she teaches Biostatistics in the Department of Health Sciences.
In the fall of 2017 she will be returning to Teachers College as an Assistant Adjunct Professor in the
Health Education program. Prior to returning to graduate school, Dr. Guerra worked extensively in
both the financial services and advertising industries.
Ed.D. in Health Education: Ian Levy, EdD, Ed.M.

**SCHOOL HEALTH & COUNSELING LEADER: OUTSTANDING YEAR 2017 DOCTORAL GRADUATE**

Dr. Ian P. Levy is a Hip Hop Artist, School Counselor, and an Adjunct Professor at New York University’s graduate training program in school counseling. Ian works at a High School in the South Bronx where he deploys an innovative approach to school counseling - Hip Hop and Spoken Word Therapy (HHSWT). HHSWT facilitates the delivery of mental health services to students in schools, and was evaluated within his doctoral dissertation. Of note, it was during his masters training in Psychological Counseling here at Teachers College that Ian began developing and codifying his innovative approach, culminating in his first publication: Levy, I. P. (2012). Hip hop and spoken word therapy with urban youth. *Journal of Poetry Therapy*, 25, 219–224.

Several publications have followed, providing further basis for Ian’s numerous presentations at academic conferences across the country. In 2016, Ian was named the New York State School Counselor of the Year by the New York State School Counselors Association. He has used well his EdD in Counseling from Teachers College that Ian began developing and codifying his innovative approach, culminating in his first publication: Levy, I. P. (2012). Hip hop and spoken word therapy with urban youth. *Journal of Poetry Therapy*, 25, 219–224. Several publications have followed, providing further basis for Ian’s numerous presentations at academic conferences across the country. In 2016, Ian was named the New York State School Counselor of the Year by the New York State School Counselors Association. He has used well his EdD in Counseling from Teachers College, in building his career and achieving this pinnacle of success. Also in 2016, Ian's work using hip hop therapy as a school counseling framework was featured in the *New York Times, XXL Magazine, Complex Magazine*, as well on television via Fox 5 NY and News 12 in the Bronx. Ian was awarded his doctorate in health education May 2017.

More Specifically, What Have Our M.A. Students Accomplished? What Can You Do With The M.A. Degree?

- **M.A. in Health Education: Nixon Arazu-Melendez, M.A.**

**How Has Nixon Benefitted From Our M.A. Degree Training? Employment at the Centers for Disease Control and Prevention as a Health Scientist/ORISE**

Nixon Arauz-Melendez, M.A. was able to complete his M.A. degree in one academic year—plus part of the summer, doing so following his graduation from Cornell University. First, post-MA, Nixon gained employment as the Business Operations Analyst for an agency that provides skilled nursing and home health care services to medically fragile children in New York City. Nixon’s responsibilities included research, operations, and marketing. His research responsibilities encompassed: conducting legislative research; developing policy fact sheets; tracking federal legislation; providing staff with support in research and analysis of various topics; assisting in the
preparation of agency publications; helping to plan agency events; preparing information materials for patients and caregivers on various diseases and medications; and analyzing data to direct business development. Further, in terms of operations, his responsibilities included the following: participating in the creation, development and rollout of new systems and work practices in the organization in order for the company to successfully manage a growing referral base; assisting in the implementation of a new software system across the company, including working with software engineers and assisting staff with issues that may arise; assisting in the investigation of patient complaints/incidents; and, reviewing existing company policies and procedures, and updating them as necessary. Finally, with regard to marketing, Nixon was responsible for: helping in the development of a new brand to build on the existing services the organization offers—including: helping to create the brand design and website design; developing creative marketing ideas to share with the team; investigating new opportunities for promotional events, the use of social media, and online advertising venues; creating tracking tools for measuring the success of marketing promotions; and, engaging in research on marketing trends in the home health care industry.

However, it was not long before Nixon landed his dream job at the Centers for Disease Control and Prevention, where he now works as a Health Scientist and is an ORISE Fellow. Nixon provides critical support to enhance and expand STD prevention services to adolescents and young adults, focusing on Hispanic/Latino populations. He also coordinates health promotions and partnership development.

Nixon has indicated that “In my last semester at Teachers College, Columbia University I received an A in all of my courses and one A+. I am highly satisfied with the education I received at Teachers College, Columbia University. The M.A. degree program in health education provided me with a clear vision of the things I want to do in the long term.”

➤ **M.A. in Health Education: Samantha Manelis Murray, M.A.**

**How Has Samantha Benefitted From Our M.A. Degree Training? Employment Teaching High School Sciences!**

Samantha Manelis Murray, M.A. is an Instructor of Sciences at Red Bank Regional High School in New Jersey. Samantha shares the following: “My graduate years at Teachers College were two of the best while I worked to earn my Masters of Arts in health education. My focus was in women’s and children’s health, a passion I discovered in my sociology classes at TC. My graduate thesis project allowed me to explore the connection between health and education in conjunction with sociology as I developed an undergraduate course in health and society along with statistics on levels of education received among different social classes. During this time, I volunteered at several locations including an HIV/AIDS clinic, Planned Parenthood, and a long-term substitute teaching position. Currently, I work at a regional high school where I teach Biology, Environmental Science, and advanced Anatomy and Physiology. I spend every day living my passion and sharing my love for education and people with my students.”
How Has Theresa Benefitted From Our M.A. Degree Training? Employment in Health Care Settings – From NIH to Rural Clinics in Asian and Africa!

Theresa Castillo, M.A. obtained her MA degree in health education and used that foundation to travel around the world—providing global leadership in delivering community-based health education in diverse indigenous communities. According to Theresa, “TC provided me with the foundation essential for translating health research into practical application. The Master’s degree paved my way to work in multiple health care settings, ranging from the National Institutes of Health to rural health clinics in Asia and Sub-Saharan Africa.”

Why Did Theresa Return for the Ed.D.?

Theresa explains: "When I decided to return to school mid-career [14 years later], the doctoral program in Health Education offered the perfect opportunity to combine my diverse interests under the rubric of global health inequities. My interests in gender, health innovation and program sustainability have been well nurtured by TC’s commitment to interdisciplinary fields and to applied research. TC’s flexible environment and academic rigor have made going back to school an easy transition and invaluable experience.”

Across the academic year 2014-2015 Theresa Castillo, M.A. travelled to the countries of Nepal and Bangladesh to investigate best practices and challenges in delivering health care to indigenous Asian women. As her doctoral dissertation data, she was able to present pioneering research, and graduated with her EdD in May 2015.

What is Dr. Castillo doing now?

Building on her decade of experience working as a consultant globally, including through the United Nations, Dr. Castillo is now Program Director for Women and Children’s Health at HealthRight International in New York City.


Amrita Bahl, M.A., Ed.D. explains how “being a citizen of a developing nation like India where public infrastructure is stretched, I decided to leave a successful corporate career in 2004 and take the dive into the development sector.” Her belief that health and education are the two
pillars for any country’s success on a global platform brought her to Teacher College (TC) for her M.A. degree in Health Education. As she says, "TC changed my worldview. It was a humbling experience to be a peer with top-notch professionals who had worked for years in the field. It opened my eyes to ground realities and the importance of culturally-appropriate programs."

After graduating with her M.A. in 2005, Amrita took a curriculum developed at TC and implemented an original peer-led health education program: SEHAT—Social Education and Health Advocacy. SEHAT (the acronym means health in Hindi) empowered prisoners to engage in positive health behaviors. As Project Leader of SEHAT and the Lead Trainer, Amrita enjoyed support from the United Nations Office of Drugs & Crime and the India Vision Foundation. Originally planned as a one year pilot, SEHAT was so successful that the program continued until 2008 before scaling down. Amrita developed the SEHAT website and assisted in the development and editing of two documentary films featuring SEHAT’s successes.

**Why Did Amrita Return For Ed.D. Degree Training?**

Amrita’s experiences on the ground and her thirst for knowledge brought her back to TC for her Doctoral degree in 2008 where she explored how peer networks can help build social infrastructure and social capital to effect sustainable change. As a fellow of the Research Group on Disparities in Health (RGDH), she was exposed to successful, evidence-based peer-led community interventions with vulnerable communities in different developing countries, thus reinforcing her belief in the power of a peer to be a change agent. At present, as Dr. Amrita Bahl, she is serving as a consultant with Infrastructure Leasing & Financial Services Education Technology Services (IETS), while directing the monitoring and evaluation of their pan India initiatives in education and health. Dr. Bahl is also exploring the integration of education technology with school based health programs. Not one to reinvent the wheel, Dr. Bahl is passionate about strengthening systems within her country and for building collaborative partner-ships that will amplify efficacious grass-roots innovations that can be scaled to other communities.

**Specifically, What Have Our M.S. Students Accomplished? What Can You Do With The M.S. Degree?**

- **M.S. in Community Health Education: Allison Pelcher. MS (Ed.D. Student)**

**How Has Allison Benefitted From Our M.S. Degree Training? Employment as a Healthy Living Teacher Creating a New Curriculum! OUTSTANDING YEAR**

2014 M.S. GRADUATE

Allison Pelcher, M.S. secured employment as the “Healthy Living Teacher” at a middle school in Connecticut—being assigned the task of creating a new curriculum for this innovative role. Allison is a graduate of the first cohort of the new (launched in Fall 2012) Masters
of Science Degree Program in Community Health Education at Teachers College, Columbia University—Class of 2014. She was selected as the Outstanding Year 2014 M.S. Graduate of the Program in Community Health Education. A native of Baldwinsville, New York and a product of a family of teachers and coaches, Allison realized early on that she wanted to dedicate her life to education and teaching. Within the Community Health Program at Teachers College, Columbia University, Allison’s learning experiences included her fieldwork/internship at the East and Central Harlem District Public Health Office in New York City; she enjoyed opportunities to work within the community and become immersed in community health education “in action.” Allison also worked at the Teachers College Community School as a physical education teacher and afterschool specialist. This led to her codifying her emergent perspective on addressing barriers, facilitators and best practices regarding urban afterschool programming for adolescent youth via a journal article written for publication with her program mentor and co-author—Professor Sonali Rajan; Allison aspires to see this article published in the Journal of School Health. Allison is now working as a school-based health educator in Connecticut at the Middlesex Middle School.

➢ M.S. in Community Health Education: Alejandrina Canelo-Villafañ, MS, CHES, (Ed.D. Student)

How Has Alejandrina Benefitted From Our M.S. Degree Training?

Employment as a Certified Application Counselor

Alejandrina Canelo-Villafañ, M.S. Alejandrina is a native of the Dominican Republic who graduated from Teachers College, Columbia University with a Master of Science Degree in Community Health Education in May 2014—as a member of the first cohort to graduate from this new MS degree program (launched in Fall 2012). Most exciting is how Alejandrina’s fieldwork/internship experience while a student in the Community Health Education Program was a life changing experience; she was honored as an Emerging Leader in the New Jersey Governor’s Hispanic Fellowship Program where she had an internship at the U.S. Department of Health and Human Services (HHS), Office of the Secretary - Region II.

She was hailed as the best intern they had ever had! During her fieldwork/internship at HHS, she worked closely on the implementation of the Affordable Care Act (ACA) in NJ—helping to facilitate outreach and education in English and Spanish on the ACA to the uninsured in NJ, in particular, reaching the Latino community and young people. She was hailed as the best intern they had ever encountered! Further, her fieldwork/internship led to ongoing employment. Post receipt of her M.S. degree in May 2014, Alejandrina was first able to gain employment as a Certified Application Counselor for those seeking services through the Affordable Care Act (ACA). She worked with the Newark Community Health Centers (a federally qualified health center) on a program to reach and educate the Latino community about the ACA, the Health Insurance Marketplace, and NJ Family Care (Medicaid). At present, Alejandrina is working as a Health Educator II with the University Hospital of Newark, NJ—where she
is absolutely treasured by her supervisors, colleagues, and clients. She is also a part-time student in the Ed.D. program.

- **M.S. in Community Health Education: Emily Ike, MS**

  **How Has Emily Benefitted From Our M.S. Degree Training?**

  **Employment as a Health and Wellness Relationship Manager!**

  Emily Ike, M.S. was part of the first new M.S. Degree cohort. She indicated that, “the unique combination of public health, health education, and health communications classes I took as a part of my degree program gave me a strong foundation and direction to move ahead in my career field.” She first worked post-receipt of her M.S. full time as a Relationship Manager at an online health and wellness magazine for college students that was distributed to over 500 colleges both in the U.S. and Canada, as well as internationally. Emily’s responsibilities included managing a large portfolio of clients and helping institutions to administer the company’s health education program across a variety of campuses. She assisted clients in customizing this resource with information relevant to their local communities, including campus events, speakers, articles written by faculty or students, and community specific resources. Emily also helped clients to interpret qualitative and quantitative data to better understand the impact that this resource is having on their campus. In addition to these responsibilities, Emily assisted in the marketing and development of content, including spearheading writing an article covering a host of birth control options and student experiences with these various methods.

  Since 2014, Emily has worked as the Program Director at the College Diabetes Network where she manages and implements programing.

- **M.S. in Community Health Education: Chouika Simonis, MS**

  **OUTSTANDING YEAR 2015 M.S. GRADUATE**

  Choumika Simonis received her M.S. degree in Community Health Education from the Programs in Health Education and Community Health Education, Department of Health and Behavior Studies in May 2015. She was unanimously voted by the faculty as the Outstanding Year 2015 M.S. Graduate.

  **How Has Choumika Benefitted From Our M.S. Degree Training?**

  Choumika was selected as the Community School Director (CSD) for the Raising Educational Achievement Coalition of Harlem (REACH) Program at Teachers College. REACH seeks to improve students’ educational outcomes through a community school model. As a CSD, she worked at an elementary school in Harlem, New York to provide leadership support and coordination for the development, implementation, monitoring, and refinement of data-driven programming in the areas of physical and mental health, expanded learning time, family engagement, and attendance enhancement. Also, Choumika collaborated with the mental health
specialist, parent coordinator, school-based clinic staff, principal, assistant principal, school counselors, social workers, and teachers to help improve student performance and reduce chronic absenteeism among students, and to promote staff wellness. Before coming to Teachers College, Columbia University for her M.S. degree, Choumika earned a BS in Human Biology, Health & Society from Cornell University. Choumika is enrolled in medical school at Loyola University Chicago Stritch School of Medicine. She plans to specialize in primary care or infectious diseases.

M.S. in Community Health Education: Haley Nelson, MS

OUTSTANDING YEAR 2016 M.S. GRADUATE

Haley Nelson is an Atlanta native and film production graduate from the University of Southern California. Haley came to Teachers College in 2014, after completing a two-year fellowship with Teach For China. Once at Teachers College, Professor Charles Basch recruited Haley to join the Healthy and Ready to Learn Initiative of the Children’s Health Fund. Haley provided support to the Program Director and a team of three school health coordinators across three public elementary schools in New York City. With a full-time school health coordinator and mental health clinician in each school, the pilot program works with school staff and families to identify and address common health barriers (i.e., vision, dental, hearing, asthma, hunger, fatigue, and emotional/behavioral health) to learning and academic achievement. Haley was active in program development, implementation and evaluation, while also introducing highly valued innovations. Haley received her Master of Science degree in Community Health Education in May 2016. She expects to receive her CHES (Certified Health Education Specialist) certification. Haley works in a manager-level position with the New York City Department of Education, focusing on academic policy development, implementation, and guidance in all K-12 schools. Her new team was particularly interested in her background in school health, and her role will, in part, involve providing leadership on the wellness-oriented aspects of their school policy work, as well as with regard to coordinating activities with the Office of School Health. With plans to eventually pursue a doctoral degree in the intersection of public health, education, and public policy, Haley is excited to gain new perspectives on school wellness policies as they interact with other measures of success and accountability for school leadership. She envisions continuing to advocate for student health as a necessary precursor to student success in educational settings. Given the excellence of Haley, she was voted by faculty the Outstanding Year 2016 M.S. graduate, while her peer (below), was also so recognized.

M.S. in Community Health Education: Stephane Labossiere, MS, CHES

OUTSTANDING YEAR 2016 M.S. GRADUATE

Stephane Labossiere aspires to become a public health professional in the areas of chronic disease prevention, global health and aging. He was selected in the summer of 2014 from among 1,300 applicants to be one of the 47 Columbia Public Health Scholars funded by the Centers for Disease Control and Prevention.
He aspires to achieve the following long term goals: (1) build a Community Health Center in Haiti; (2) build Haiti’s first school of public health; (3) advance the field of global health through research, practice, and promotion; and (4) start a scholarship fund for students in Haiti and in the United States—which would allow deserving students to study and serve in impoverished communities and countries in the areas of public health or medicine. As an undergraduate and graduate student, Stephane has won over 15 scholarships, including one from the American Public Health Association (APHA) and the Society for Public Health Education (SOPHE).

Stephane has completed internships with the United Nations, NYC Department of Health and Mental Hygiene, New York University School of Medicine, The American Federation for Aging Research, and most recently, he worked as a Clinton Health Matters Initiative Intern at the Clinton Foundation. Stephane received his M.S. degree in community health education from Teachers College, Columbia University in May 2016. For the summer of 2016, Stephane completed a Pre-M.B.A. at the Harvard Business School. As of Spring 2017, he became a Health Care Management Candidate at Johns Hopkins Carey Business School, pursuing another masters degree. He hopes to acquire the essential business skills for his work as a future CEO of a community health center to be established by him in Haiti.

- **M.S. in Community Health Education: Elizabeth Bonomo, M.S.**

**OUTSTANDING YEAR 2017 M.S. GRADUATE**

Liz Bonomo received her undergraduate degree in Foreign Languages and Literatures from the University of Delaware in 2011. As a student at UD, Liz helped found Lori’s Hands, a community health service-learning organization that connects college students with members of the community who are living with chronic illnesses. Lori’s Hands volunteers help clients with everyday tasks like cleaning, grocery shopping, yardwork and meal preparation, and in turn, clients educate their volunteers about the human experience of chronic illness. Through her participation in this program, Liz developed strong relationships with many community members as well as a passion for community health and health policy. In 2013, Liz enrolled part-time in the Community Health Education MS program at Teachers College, Columbia University. There, Liz gained proficiency in the health behavioral and social sciences and learned empirical frameworks to supplement her personal experience in the field. In 2015, Liz accepted a position as Program Coordinator for the Johns Hopkins University Center for AIDS Research. At Hopkins, Liz met Dorcas Baker, Regional Director for the Mid-Atlantic AIDS Education and Training Center and founder of Older Women Embracing Life, a support group for older women living with HIV. Ms. Baker took on the role of fieldwork supervisor for Liz and co-authored a paper on programs of social support for this population, which will be submitted for publication in summer 2017. After completing the MS program, Liz will remain at Hopkins where she has accepted a research position with the School of Medicine’s Division of Infectious Disease. She is currently participating in the development of a protocol for scale-up of preventive therapy for tuberculosis in vulnerable populations.
GREAT CAREER OPPORTUNITIES

What Will You Be Able to Do as a Health Educator or Community Health Educator?

- **Health Educators Enjoy a Broad and Exciting Scope of Work**
  
  
  - Assess the health needs of the people and communities they serve
  - Develop programs and events to teach people about health topics
  - Teach people how to manage existing health conditions
  - Evaluate the effectiveness of programs and educational materials
  - Help people find health services or information
  - Provide training programs for community health workers or other health professionals
  - Supervise staff who implement health education programs
  - Collect and analyze data to learn about a particular community and improve programs and services
  - Advocate for improved health resources and policies that promote health (BLS, 2015, para 2)

- **The Work of Health Educators Varies by Setting.** The BLS (2015) elaborated, as follows:

  - Furthermore, the BLS (2015) describes how the functions of health educators/health education specialists vary by setting, going into detail, below:

  - In **healthcare facilities**, health educators may work one-on-one with patients or with their families. They teach patients about their diagnoses and about any necessary treatments or procedures. They may be called patient navigators because they help consumers find out about their health insurance options and direct people to outside resources, such as support groups or home health agencies. They lead hospital efforts in developing and administering surveys to identify major health issues and concerns of the surrounding communities and developing programs to meet those needs. Health educators also help organize health screenings, such as blood pressure checks, and health classes on topics such as installing a car seat correctly. They also create programs to train medical staff to interact more effectively with patients. For example, they may teach doctors how to explain complicated procedures to patients in simple language.

  - In **colleges**, health educators create programs and materials on topics that affect young adults, such as smoking and alcohol use. They may train students to be peer educators and supervise the students’ delivery of health information in person or through social media. Health educators also advocate for campus-wide policies to promote health.

  - In **public health departments**, health educators administer public health campaigns on topics such as emergency preparedness, immunizations, proper nutrition, or stress management. They develop materials to be used by other public health officials. During emergencies, they may provide safety information to the public and the media. Some health educators work with other professionals to create public policies that support healthy behaviors and environments. They may also oversee grants and grant-funded programs to improve the health of the public. Some
participate in statewide and local committees dealing with topics such as aging.

- **In nonprofits** (including community health organizations), health educators create programs and materials about health issues faced by the community that they serve. They help organizations obtain funding and other resources. They may educate policymakers about ways to improve public health and work on securing grant funding for programs to promote health and disease awareness. Many nonprofits focus on a particular disease or audience, so health educators in these organizations limit programs to that specific topic or audience. For example, a health educator may design a program to teach people with diabetes how to better manage their condition or a program for teen mothers on how to care for their newborns.

- **In private businesses**, health educators identify common health problems among employees and create programs to improve health. They work with management to develop incentives for employees to adopt healthy behaviors, such as losing weight or controlling cholesterol. Health educators recommend changes in the workplace to improve employee health, such as creating smoke-free areas. (paras. 5-9)

**What Kind of Employment Opportunities Can You Expect as a Health Educator?**

- **Health Educators Can Anticipate Favorable Growth Patterns—and, Those with a Master’s Degree Will be Competitive in Securing Employment**

  According to the Bureau of Labor Statistics (BLS, 2014, Job Outlook tab, paras 1-2), the employment of health educators “is projected to grow 21 percent from 2012 to 2022, faster than the average for all occupations.” Moreover, this growth “will be driven by efforts to improve health outcomes and to reduce healthcare costs by teaching people about healthy habits and behaviors and utilization of available health care services” (para 2). It is also anticipated that “Federal health reform will increase access to medical care, such as preventative screenings”—suggesting how health educators will be “needed to direct patients in obtaining access to healthcare services” (para 4).

  The industries employing the majority of Health Educators have highly favorable projected growth patterns for the decade 2010-2020, given projections by the Bureau of Labor Statistics (BLS, 2012):

  - **60% growth** is expected in Religious, grantmaking, civic, professional, and similar organizations
  - **60% growth** is expected in Social Assistance
  - **38% growth** is expected in Health Care
  - **36% growth** is expected in Educational services; state, local, and private
  - **9% growth** is expected in Government


**Why Pursue a Master’s Degree to Prepare for Work as a Health Educator?**

- **A Master’s Degree Makes One More Competitive for Employment—Given Skills of Health Educators**

  As per the Bureau of Labor Statistics (BLS, 2014), consider the following:
Entry-level health educator positions require a bachelor’s degree in health education or health promotion. These programs teach students theories and methods of health education and help students gain the knowledge and skills they need to develop health education materials and programs. Most programs include an internship.

Some positions, such as those in the federal government or in state public health agencies, require a master's or doctoral degree. (BLS, 2014, How to Become One tab, paras 2-3)

Thus, this suggests how a master’s degree can make one competitive in obtaining employment in many positions. Further, training and preparation to be a health educator is enhanced by obtaining a master’s degree, as per the Bureau of Labor Statistics (BLS, 2014, U.S. Department of Labor, Occupational Outlook Handbook, 2014-15 Edition, Health Educators and Community Health Workers. http://www.bls.gov/ooh/community-and-social-service/health-educators.htm#tab-2), given training in the skills, below:

- **Analytical skills.** Health educators collect and analyze data and other information in order to evaluate programs and to determine the needs of the people they serve.
- **Instructional skills.** Health educators and community health workers should be comfortable with public speaking so that they can lead programs, teach classes, and facilitate discussion with clients and families.
- **Interpersonal skills.** Health educators and community health workers interact with many people from a variety of backgrounds. These workers must be good listeners and be culturally sensitive to respond to the needs of the people they serve.
- **Problem-solving skills.** Health educators and community health workers must think creatively about how to improve the health of their audience through health education programs. In addition, health educators and community health workers may need to solve problems that arise in planning programs, such as changes to their budget or resistance from the community they are serving.
- **Writing skills.** Health educators and community health workers develop written materials to convey health-related information. Health educators also write proposals to develop programs and apply for funding. (BLS, 2014, How to Become One tab, paras 8-12)

### Why Pursue a Doctorate to Prepare for Work as a Health Educator?

- A Doctorate Allows one to Enjoy Many Options for Employment (i.e., Research, Academia, Hospitals, Community-Based Agencies, etc…) and to Command the Highest Rank (i.e. Director), as well as the Highest Salary.
- A doctorate positions one to be among the top 10 percent in the field, such as those who earned more than $86,810 as of May 2012 (BLS, 2014, Pay tab, para 1).

### How Do the Salaries for Health Educators Compare to Other Professions?

- Health Educators Enjoy Competitive Salaries—While Those With Master’s Degrees May Receive Higher Salaries, and those with Doctorates May Command the Highest Salaries
According to the BLS (2014), as of May 2012, the following summary of facts is most pertinent for entry-level M.A. or M.S. degree holders (those with the Ed.D. may earn much more):

- As of May 2012, the median pay for Health Educators was $48,790 annually. Again, those in the top 10 percent earned more than $83,810 (BLS, 2014).

- **NOTE:** Entry level Health Educator positions required a minimum of a Bachelor’s degree – while other positions required a master’s degree; and, the median pay does not reflect the higher salaries for those with a master’s degree or doctorate

- The median pay for Health Educators of $48,790 annually compares favorably to the median annual wage of other professions—as shown by just a few selected examples from BLS (2014):
  - $41,500 for Master’s Degree Mental Health Counselors and Marriage and Family Therapists
  - $33,880 for Master’s Degree Rehabilitation Counselors
  - $44,200 for Social Workers (bachelor’s degree)
  - $34,750 Total for All Occupations

- **Wages for Health Educators Vary by Setting**
  More specifically, the May 2012 annual wages for Health Educators in the following top five industries were as follows, according to the BLS (2014):
  - Hospitals; state, local, and private - $60,360
  - Government - $50,580
  - Ambulatory health care services - $46,470
  - Religious, grantmaking, civic, professional, and similar organizations - $45,090
  - Social assistance $36,500 (BLS, 2014, Pay tab, para 3).

- **NOTE:** Again, the median pay does not reflect the higher salaries for those with a master’s degree or doctorate. Again, those in the top 10 percent earned more than $83,810 (BLS, 2014). Thus, our MA, MS or Ed.D. degrees can help to position you to enjoy this advantage.

**GREAT COURSES + GREAT CONVENIENCE**

**Just How Convenient is it to Pursue A Graduate Degree in Health Education (M.A., Ed.D.) or Community Health Education (M.S.)?**

- We Offer Two Master’s Degree Program Options that Provide Excellent Professional Preparation
  - a 32 Point MA in Health Education
  - a 42 Point MS in Community Health Education

- We Offer Many Online/Distance Learning and Hybrid (Both In-Person and Online Class Sections) Courses that Provide Convenience in Obtaining Your Degree
• Over 90% of the 32 Point M.A. courses are available online for distance learners (10 of 11)
• Over half, or 56% of the 42 Point M.S. courses are available online for distance learners (13 of 16)
• 70% of Required Core and Advanced Core Courses for the 90 Point Ed.D. are available online for distance learners (7 of 10). Other electives, out of department courses, and research courses are also online.
• Hybrid (and many online course options) provide a video of the Professor teaching and discussing the course material with students within the in-person class section—enhancing the online course content so it is more dynamic, exciting and engaging for students. Class videos are obtained via the Tegrity Lecture Capture system—providing a computer window screen in which students can easily click options to see (1) the Professor and the PowerPoint side-by-side, (2) or just the Professor, (3) or just the PowerPoint; moreover, students can also pause the video, and make notes below the section of video of interest.

How Long Does it Take to Complete a Master’s Degree?

- We Offer An Exciting Array of Courses with Sufficient Frequency (i.e. Fall, Spring & Summer Options, 2 times per Year ) to Permit Rapid Completion of the MA & MS Degrees
- The 32 Point M.A. can be completed in a Summer (# 1, 2, 3), Fall (# 4, 5, 6, 10) and Spring (# 7, 8, 9, 11) Sequence within 1 year—as just one of several options for completing the degree
- The 42 Point M.S. can be completed in a Fall (Courses # 1- # 4), Spring (# 5, 6, 7, 8), Summer (# 9, 10, 11), Fall (# 12, 13, 14) and Spring (# 15, 16) Sequence within 2 years—as just one of several options for completion of the degree

How Long Does it Take to Complete a Doctorate?

- We have an excellent track record of students completing in a timely fashion, including the doctoral dissertation—even as this time varies, with some attending part-time. For students transferring in up to 45 points (prior graduate coursework grade of B or better), the time to completion can be as little as three years (i.e. akin to completing our M.S. degree, described above—along with a doctoral dissertation)
- NOTE: See the 32 Point M.A., 42 Point M.S., and 90 Point Ed.D. Degree Program content including specification of whether courses are hybrid (in person and online) or online course offerings, including the frequency of course offerings (i.e. Fall, Spring, Summer A, Summer B, or spanning 10 weeks from Summer A-B) —on the pages that follow → → →
What are the Courses within the 32 Point M.A. Program in Health Education, Including the Sequence of 11 Requirements?

MA DEGREE COURSES

I. MAJOR – HEALTH EDUCATION CORE KNOWLEDGE (21 Points)

#1-HBSS4100 Behavioral and Social Science Foundations of Health Education 3
- Offered Fall Hybrid (online & in person)

#2-HBSS4102 Principles of Epidemiology in Health Promotion 3
- Offered Fall (in person) and Summer B (online)

#3-HBSS4118 Principles of Health-Related Behavioral & Social Change: Initiation to Maintenance to Maintenance 3
- Offered Fall Hybrid (online & in-person) & Summer A-B (online)

#4-HBSS5110 Determinants of Health Behavior 3
Spring Hybrid (online & in person), Sum B Hybrid (online & in person)

#5-HBSS5111 Planning Health Education Programs 3
- Offered Spring (online) and Summer B (online)

#6-HBSS5112 Social Marketing and Health Communications 3
- Offered Fall (in-person) & Summer A (online)

#7-HBSS Elective 3
Select 1 course for 3 points from among the options listed in the M.A. Program of Study Guide
- Several Within HBSS Summer, Fall and Spring online options available

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

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

#9-Any Non-HBSS Course (Out of Department/Program) 3
Select 2 NON-HBSS courses, or 2 out-of-department courses for 3 points each, or 6 points
- Several Non-HBSS Summer, Fall and Spring online options available

III. RESEARCH, SCHOLARSHIP AND INQUIRY (3 points)

#10: Select one of two options, or one approved by your advisor:
- HBSS4160 Introduction to Biostatistics for Community Health Educators 3
  - Offered Fall (in person)

HBSS 5040 Research Methods in Health and Behavior Studies I 3
- Offered Fall (in person)

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

#11-A Course Approved by Your Advisor
Select 1 of the following to assist you in completing this requirement
HBSS 4901 Research and Independent Study in Health Education
- Offered Fall, Spring & Summer

Or, select HBSS 5410 Practicum in Health Education 2
- Offered Fall, Spring & Summer A-B (15 weeks – May to August)

M.A. MINIMUM REQUIRED TOTAL = 32 Points

81% Available Online (9 of 11 Courses)

Note: See the listing of courses available for any given/current semester.
**What are the Courses within the 42 Point M.S. Program in Community Health Education, Including the Sequence of 16 Requirements?**

**MS DEGREE COURSES**

I. MAJOR - PUBLIC HEALTH CORE KNOWLEDGE (21 Points)

#1-HBSS4100 Behavioral and Social Science Foundations of Health Education 3
-Offered Fall Hybrid (online & in person)

#2-HBSS4102 Principles of Epidemiology in Health Promotion 3
-Offered Fall (in person) and Summer B (online)

#3-HBSS4118 Principles of Health-Related Behavioral & Social Change: Initiation to Maintenance 3
-Offered Fall Hybrid (online & in-person) & Summer A-B (online)

#4-HBSS4160 Introduction to Biostatistics for Community Health Educators 3
-Offered Fall (in person)

#5-HBSS4161 Environmental Health 3
-Offered Spring (in-person)

#6-HBSS4162 Health Services Administration 3
-Offered Spring (in-person)

#7-HBSS 6100 Program Evaluation 3
-Offered Spring & Summer A (in person)

II-COMMUNITY HEALTH CORE KNOWLEDGE (9 Points)

#8-HBSS4114 Competency with Multicultural Populations: Research & Practice 3
-Offered Spring Hybrid (online & in-person) & Summer A-B (online)

#9-HBSS5111 Planning Health Education Programs 3
-Offered Spring (online) & Summer B (online)

#10-HBSS5112 Social Marketing and Health Communications 3
-Offered Fall (in-person) & Summer A (online)

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

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

#12-Any Non-HBSS Course (Out of Department/Program) 3
-Select 2 NON-HBSS courses/out-of-department courses – Consider online options

IV- ELECTIVE COURSE (3 Points)

#13- HBSS Elective 3
Select 1 course from options listed in the M.S. Program of Study Guide – Consider online options

V-PRACTICAL SKILLS [FIELDWORK] (3 Points)

#14-HBSS 5410 – Practicum in Health Education 3
Offered Fall (Requires classroom attendance & a 180 hour fieldwork placement)

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

#15 - NOT A COURSE - 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 (e.g. major research paper; community health education curriculum; design a health promotion, disease prevention, or health education program; research project; grant application; or, an approved alternative).

[Project can be completed and submitted online]

VII-CAPSTONE PORTFOLIO (0 Points)

# 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. 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—including their out-of-program coursework’s final/major projects; 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**; and, finally, a 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. Finally, students are to include a **Resume** 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.

**DUE DATE AND SUBMISSION INSTRUCTIONS FOR THE CAPSTONE PORTFOLIO**

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.

**M.S. MINIMUM REQUIRED TOTAL = 42 Points**

**Over HALF (56%) Available Online**

(9 of 16 Courses/Requirements)

Note: See the listing of online courses available for any given/current semester.
What are the Courses within the 90 Point Ed.D. in Health Education?

- 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.

EDD DEGREE COURSES

1. MAJOR (48 POINTS) *This is an area where some of the 45 points that a student may be transferring in from prior graduate study are allocated—given equivalent course content.*

   a. Required Core Courses (Required 15 Points)

   1-HBSS4100 Behavioral and Social Science Foundations of Health Education 3
   -Offered Fall Hybrid (online & in person)
   2-HBSS4102 Principles of Epidemiology in Health Promotion 3
   -Offered Fall (in person) and Summer B (online)
   3-HBSS4118 Principles of Health-Related Behavioral & Social Change: Initiation to Maintenance to Maintenance 3
   -Offered Fall Hybrid (online & in-person) & Summer A-B (online)
   4-HBSS4114 Competency with Multicultural Populations: Research & Practice 3
   -Offered Spring Hybrid (online & in-person) & Summer A-B (online)
   5-HBSS4160 Introduction to Biostatistics for Community Health Educators 3
   -Offered Fall (in-person)

   b. Advanced Core Courses (Required 15 Points)

   6-HBSS5110 Determinants of Health Behavior 3
   - Spring Hybrid (online & in person), Sum A Hybrid (online & in person)
   7-HBSS5111 Planning Health Education Programs 3
   -Offered Spring (online) and Summer B (online)
   8-HBSS5112 Social Marketing and Health Communications 3
   -Offered Fall (in-person) & Summer A (online)
   9-HBSS6100 Program Evaluation 3
Offered Spring (in-person) & Summer A (in-person)

10-HBSS6145 Health Psychology 3

b. Elective Courses (18 points)

Select 6 courses for 18 points from among the options listed in the Ed.D. Program of Study Guide. This is an area where many of the 45 points a student may be transferring in are allocated.

Your HBSS Elective Selection = __________________________________________ 3
Your HBSS Elective Selection = __________________________________________ 3
Your HBSS Elective Selection = __________________________________________ 3
Your HBSS Elective Selection = __________________________________________ 3
Your HBSS Elective Selection = __________________________________________ 3
Your HBSS Elective Selection = __________________________________________ 3

2. BROAD AND BASIC AREAS OF PROFESSIONAL SCHOLARSHIP AND PRACTICE (9 POINTS) This is an area where many of the 45 points a student may be transferring in are allocated.

   a. RECOMMENDED AREA - Nature of Education, Persons, and Learning Processes (Required 6 Points) See specific recommendations in the Ed.D. Program of Study Guide, and the available options for a semester. While there are recommended courses, this may be any course outside of the department and program (i.e. non-HBSS).

   Any Non-HBSS Course (Out of Department/Program) = ______________________ 3
   Any Non-HBSS Course (Out of Department/Program) = ______________________ 3

b. RECOMMENDED AREA - Communications, Computing and Instructional Technology and Media (Required 3 Points) See specific recommendations in the Ed.D. Program of Study Guide, and the available options for a semester. While there are recommended courses, this may be any course outside of the department and program (i.e. non-HBSS).

   Any Non-HBSS Course (Out of Department/Program) = ______________________ 3

   - There are several Non-HBSS Summer, Fall and Spring online options

3. RESEARCH, SCHOLARSHIP AND INQUIRY: METHODS OF EVALUATION, STATISTICS, DISSERTATION PREPARATION (23 POINTS) This is an area where some of the 45 points that a student may be transferring in from prior graduate study are allocated.

   a. General Research Methods (Required 6 points)

      Select 2 of the following:
      HBSS 5040 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
      Or, any other 1-2 courses approved by your advisor 3
b. Measurement and Evaluation (Required 3 points)

Select 2 of the following:

- 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
- Or, any other 1-2 courses approved by your advisor 3

c. Statistics (Required 6 Points)

Select 2 of the following:

- 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
- Or, any other 1-2 courses approved by your advisor 3

d. Research Seminar and Preparation of the Dissertation (5 Points)

- HBSS 6510 Research Seminar in Health Education
- 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)

This is an area where some of the 45 points that a student may be transferring in from prior graduate study are allocated.

Recommended courses include, but are not limited to:

- HBSS6901 Research and independent study in health education (1-4 points)
- Or, any other 1-4 courses approved by your advisor

**ED.D. MINIMUM REQUIRED TOTAL = 90 points**

70% Of Required Core and Advanced Core Courses (7 of 10) Under Major Are Available Online. In addition, most electives, out-of-department courses, and research courses have online options.

NOTE: -Students should complete their Program Plan with their advisor to ensure proper application of transfer credits/points. Recall, we transfer in up to 45 points/credits obtained on the graduate level where the student has obtained the grade of B or better).

-See the listing of courses available for any given/current semester.
What are the Advantages of Pursuing the 90 Point Ed.D. in Health Education? You Can Transfer In Up to 45 Points!

- All of the courses in the 32 point M.A. and 42 point M.S. can be used toward the 90 point Ed.D. degree—and there is considerable overlap in required courses across all three degrees. Thus, it becomes easy for outstanding M.A. and M.S. graduates to compete successfully for entrance into the Ed.D. program.
- We accept up to 45 transfer points/credits for any graduate courses where the grade of B or better has been achieved; of note, this reduces the cost of a doctorate—saving students literally thousands and thousands of dollars!
- Again, we offer GREAT CONVENIENCE: the majority of our coursework is also available online (i.e. via hybrid [in-person & online] or online courses)—as shown, above, given 70% of the Required Core and Advanced Core Courses (7 of 10) are available online.
- Our frequent course offerings where courses are offered 2 times per year (i.e. twice--whether in the Fall, Spring or Summer) means a rapid and timely completion of your degree.
- We welcome doctoral students who are busy professionals returning to school part-time for our mostly evening courses (i.e. 5:10 to 6:50 p.m. and 7:20 to 9:00 p.m.).
- Working professionals and all of our students tend to appreciate the high percentage of our courses that are hybrid (in-person and online) or online—given the contemporary realities of extreme weather, traffic emergencies, health-related precautions (e.g. flu epidemics), family emergencies, or work-related travel, etc…
- You, too, can emerge well-positioned to provide outstanding leadership in academia, government, health care administration, research, or community-based practice—whether local, regional, or global.

What about the Online Master’s Degree Program in Diabetes Education and Management – Launched as the First Such Program in the U.S.? Enjoy Those Courses, too!

- Within the Department of Health and Behavior Studies, there is also an online Master’s Degree Program in Diabetes Education and Management that has several courses of potential interest to those in the Programs in Health Education and Community Health Education.
- **Health educators can sit for the Certified Diabetes Educator exam, administered by the National Certification Board for Diabetes Educators**
- Given the obesity and diabetes epidemics in the United States, this is additional training and coursework of great value to health educators, enhancing their preparation for practice.
- Sample course include: HBSD4110 Behavior Change Strategies for Diabetes Prevention and Management; HBSD4120 Pathophysiology of Diabetes and its Complications; HBSD4130 Assessment of the Person with Diabetes; HBSD4140 Preventive & Therapeutic Interventions in Diabetes Management; HBSD4150 Diabetes Self-Management Education (DSME) Programs: Development, Implementation, & Evaluation.
- Since all of our degree programs include elective courses, students may enjoy access to the courses in the Program in Diabetes Education and Management.
- See the complete listing of courses available for any given/current semester.
What are the Backgrounds, Areas of Expertise, and Courses Taught by the Core Program Faculty?

**DIRECTOR OF PROGRAMS**

Barbara C. Wallace, Ph.D.
Professor of Health Education
**bcw3@tc.columbia.edu**

Dr. Barbara Wallace is a tenured Full Professor of Health Education, Director of the Programs in Health Education and Community Health Education, Fieldwork Coordinator for the Program in Community Health Education (2013-2016), Founding Director of the Research Group on Disparities in Health (now Research Group on Equity in Health), Founding Director of the Annual Health Disparities Conference at Teachers College, Columbia University (2006, 2007, 2008, 2009, 2013, 2014, 2015), Director of Global HELP – Health and Education Leadership Program; and, Director of Health Equity for the Center for Health Equity and Urban Science Education (CHEUSE). Dr. Wallace is also a New York state licensed (Clinical) Psychologist. She has been honored by the American Psychological Association with the status of Fellow within both Division 50 (Addictive Behaviors) and Division 45 (Society for the Psychological Study of Ethnic Minority Issues) for her unusual and outstanding contributions to psychology.

Dr. Wallace was the first African American woman to move through the ranks and gain tenure in the 100-year history of Teachers College, Columbia University in Morningside Heights, doing so in 1994. For a time she was the only African American female tenured Full Professor at Teachers College, Columbia University, attaining the rank of Full Professor in 2007. She is the first African American Program Director to serve the Programs in Health Education and Community Health Education. Noteworthy is how Dr. Wallace started the Research Group on Disparities in Health (RGDH) in 2003. The RGDH has actively pioneered online research and E-Health interventions. Having initiated the use of a communal group
approach to advisement through the RGDH in 2003, in the following decade she graduated 82 diverse doctorates in health education (2003-2013); and, by 2017 this number had risen to 108 diverse students who graduated with doctorates in health education. Also, the cohorts of graduating students with doctorates have been extremely diverse, reflecting how Dr. Wallace has effectively created and nurtured a pipeline for receipt of the doctorate by supporting access for diverse women, African Americans, Africans, Asians, Hispanics, and those who self-identify as gay, lesbian, bisexual, transgender and queer (LGBTQ). In 2006, Dr. Wallace pioneered at Teachers College the innovation of the Doctoral Dissertation Boot-Camp—as an intensive approach to completing the dissertation, including the more recent Virtual Boot-Camp conducted online. Dr. Wallace has also made other significant history at the college. She advanced online education at the college, as an early adopter of distance learning technology, and pioneered program-wide hybrid (in-person and online) courses using the TEGRITY Lecture Capture system, as reflected in the high percentage of courses in the Programs in Health Education and Community Health Education that are hybrid (i.e. 81% of MA, 56% of MS, and 70% of Required Courses for the Ed.D.). She has also provided leadership for the effort to secure accreditation for a new 42 point M.S. Degree Program in Community Health Education. This has involved quality assurance becoming an essential part of the programs, while all degree programs (M.A., M.S., Ed.D.) have improved as a result.

As an author, Dr. Wallace’s 7 books include the following: Crack Cocaine: A Practical Treatment Approach for the Chemically Dependent (1991, Brunner/Mazel, Inc.), The Chemically Dependent: Phases of Treatment and Recovery (Editor, 1992, Brunner/Mazel, Inc.), Adult Children of Dysfunctional Families: Prevention, Intervention and Treatment for Community Mental Health Promotion (1996, Praeger Publishers), Understanding and Dealing with Violence: A Multicultural Approach (with Co-Editor Robert T. Carter, Ph.D., 2003, Sage Publications), HIV/AIDS Peer Education Training Manual: Combining African Healing Wisdom and Evidence-Based Behavior Change Strategies (2005, StarSpirit Press), Making Mandated Addiction Treatment Work (2005, Jason Aronson/Rowman & Littlefield), and, Toward Equity in Health: A New Global Approach to Health Disparities (2008, Springer Publications). Her 8th book to be published in 2018 is the second edition of Making Mandated Addiction Treatment Work (Jason Aronson/Rowman & Littlefield). She also serves as Editor-in-Chief of the electronic Journal of Equity in Health (JEHOnline.org/), which has hosted a special theme issue for papers sponsored by the Centers for Disease Control and Prevention (CDC). Thus, Dr. Wallace has approximately 100 publications, including numerous journal articles and chapters in edited books—while selected publications appear in the section, below. She has also solo authored several major reports, in particular, with regard to issues of diversity and university accountability with regard to progress on these issues.

Also, Dr. Wallace serves as a regional, national, and international consultant. She travels widely as a keynote speaker, conference presenter, “Trainer of Trainers,’’ and workshop leader—with a record of over 200 talks on: global health and achieving equity in health for all via a global civil rights movement; the right to health among indigenous
populations world-wide; health disparities; multiculturalism/diversity training; adaptive versus maladaptive coping to the stress of racism/oppression/diversity, using her own package of research measures; training trainers of HIV/AIDS peer educators and HIV/AIDS prevention; repealing harsh laws/legislation contributing to the massive incarceration of drug offenders; making mandated addiction treatment work as an alternative to incarceration; chemical dependence treatment; relapse prevention for a range of addictive/problem behaviors; harm reduction and abstinence; treating the dually diagnosed; violence prevention; and, trauma resolution for sexual and physical abuse and domestic violence.

Dr. Wallace is a graduate of Princeton University (AB), and received her MA (City College, CUNY) and Ph.D. from the City University of New York. She completed post-doctoral training at NDRI (Narcotic and Drug Research Inc.—now National Development Research Institutes) in New York City.

Professor Wallace’s Fall Colloquia Series:

Dr. Wallace also conducts the Fall Colloquia series, which is designed as an orientation series for new students in the Programs in Health Education and Community Health Education. All students are expected to attend the colloquia series—as vital orientation to graduate study in our Programs, and to create a vibrant learning community. The colloquia series is also open to the larger community and public—as workforce development, while covering the following topics across 8 weeks:

1. Professional Identity Development: What to Expect in Graduate School and What is Expected of You
2. Coping with Stress: Adaptive Versus Maladaptive Coping Strategies for Use in Graduate School/Life
3. Learning to Write with Clarity and Power: APA Guidelines, the Keyhole Paper Writing Method, Avoiding Plagiarism, and Getting Credit for Your Ideas
5. Conducting Internet and E-Health Research Using E-mail Messages/Text Messages/Twitter/Facebook: Examples
7. Diversity Training for All: Acquiring Multicultural Competence Part I
8. Diversity Training for All: Acquiring Multicultural Competence Part II

The colloquia time and online availability (2:00 – 3:00 and online) permits easy access to all. The college’s distance learners may request access to videos of sessions with advance notice. Contact Dr. Wallace at bcw3@tc.columbia.edu for the dates of specific sessions across each Fall semester.
Professor Wallace’s Selected Publications: (* with students)


**Professor Wallace’s Courses:**

- HBSS 4118 – Principles of Health Related Behavioral & Social Change: Initiation to Maintenance – *REQUIRED FOR M.S., M.A., & ED.D. – Offered Fall (hybrid) & Summer A-B (online)*
- HBSS4114 Competency with Multicultural Populations: Research & Practice – – *REQUIRED FOR M.S.& ED.D.; ELECTIVE FOR MA – Offered Spring (hybrid) & Summer A-B (online)*
- HBSS 6510 – Research Seminar: Health Disparities – *REQUIRED FOR ED.D. – Offered Fall & Sp*
- HBSS7501 – Dissertation Seminar – *REQUIRED FOR ED.D. – Offered Fall & Spring*
- HBSS 4111 – Addictions and Dependencies – *ELLECTIVE FOR M.S., M.A., & ED.D. – Offered Summer A-B (online)*
- HBSSS5800 – Health Disparities Conference – *ELLECTIVE FOR M.S., M.A. & ED.D. – TBA*
John P. Allegrante, Ph.D., L.H.D. (Hon)
Professor of Health Education,
Jpa1@columbia.edu

Dr. John Allegrante is the senior Professor of Health Education at Teachers College, the graduate school of education, health and psychology of Columbia University, where he has been a member of the faculty since 1979. He has served as Chairman of the Department of Health and Behavior Studies, Deputy Provost of the College, and Associate Vice President for International Affairs. He holds a joint appointment in the Graduate School of Arts and Sciences and the Department of Sociomedical Sciences at the Mailman School of Public Health at Columbia, and is a member of the Faculty Steering Committee for the Columbia Global Center|Europe.

Professor Allegrante has had over 25 years of continuous research funding from the National Institutes of Health – procured and conducted in collaboration with physician scientists at Columbia and Weill Cornell Medicine – to develop and evaluate novel behavioral intervention approaches to improve self-management and health outcomes in people with chronic disease. He has produced an extensive bibliography of published papers in health education and health promotion and in clinical epidemiology and health services research, a substantial corpus of which has contributed to illuminating a transdisciplinary understanding of how to facilitate adherence to and maintenance of behavioral change in people with chronic diseases.

As President of the Society for Public Health Education, he was instrumental in organizing a Coalition of National Health Education Organizations to launch the first annual National Health Education Advocacy Summit in Washington, DC, in 1999, which focused subsequently for 15 years on supporting budget appropriations for the Centers for Disease Control and Prevention and advocacy training. Dr. Allegrante has also been in the vanguard
of innovation in professional preparation and workforce development in public health education, playing a pivotal role in leading efforts to establish a unified system of accreditation for professional preparation programs in the United States and to develop consensus on domains of core competencies, standards, and quality assurance in global health promotion that are now being implemented across the United States, Europe, and elsewhere.

With the support of awards from the Fulbright Program, Allegrante collaborated as a Fulbright Specialist in Public/Global Health from 2005 to 2010 and as a Fulbright U.S. Scholar in 2007 with Icelandic behavioral and social scientists to develop a now ongoing program of multidisciplinary research currently funded by a grant from the European Research Council that is investigating risks and protective factors in child and adolescent development. He has served as a member of the Advisory Board of Reykjavik University, where he is now a professor in the Department of Psychology and Icelandic Centre for Social Research and Analysis, and as a policy advisor to Iceland’s Ministry of Health and its Public Health Institute. Professor Allegrante continues to promote exchanges of scientists, scholars, and students from Iceland and other countries with Columbia and other American universities as the Teachers College Fulbright Program Advisor and Campus Representative and as a Fulbright Ambassador.

In 2009, Allegrante was named an International Scholar in the Soros Open Society Foundations Academic Fellowship Program and was a member of the International Higher Education Support Program in Central Asia, where for four years he assisted the Kazakhstan School of Public Health with curriculum and faculty development, capacity-building, and mentoring of junior scholars. The European Public Health Programme named him an Erasmus Mundus Visiting Professor at the Ecole des Hautes Etudes en Sante Publique (EHESP), Rennes and Paris, France, where he was in residence during the summers of 2013 and 2014 and where he continues to lecture. He was one of nine scholars from around the world who were selected to give the 2016 Kiel Week Distinguished Scholar Lecture at the Christian–Albrechts–University of Kiel, Germany.

He is an elected Fellow of the New York Academy of Medicine, the Academy of Behavioral Medicine Research, and the Society of Behavioral Medicine, as well as a globally elected member of the Executive Board of the International Union for Health Promotion and Education and a member of the Board of Directors of One To World. In addition, he has been the Editor-in-Chief of *Health Education & Behavior*, the flagship research journal of the Society for Public Health Education, since 2010. In 2013, he was appointed by DHHS Secretary Kathleen Sebelius to the Board of Scientific Counselors, a Federal Advisory Committee that advises the National Center for Injury Prevention and Control of the Centers for Disease Control and Prevention.
Allegrante received his baccalaureate degree with honors from the State University of New York College at Cortland in 1974. He earned the M.S. degree from the University of Illinois in 1976 and Ph.D. in 1979. He was a W. K. Kellogg Foundation National Fellow from 1985 to 1988 and a Pew Health Policy Fellow at the RAND/UCLA Center for Health Policy Study from 1987 to 1988. A Distinguished Fellow of the Society for Public Health Education, Allegrante received the Distinguished Career Award in Public Health Education and Health Promotion from the American Public Health Association in 2003 and the Mayhew Derryberry Award in 2015. The State University of New York awarded him the honorary degree of Doctor of Humane Letters (L.H.D.) in 2015. He will be the 2017 recipient of the CDC Foundation and James F. and Sarah T. Fries Foundation Elizabeth Fries Health Education Prize Award.

Professor Allegrante’s Selected Publications: (*with students)


**Professor Allegrante’s Courses:**

- HBSS4100 - Behavioral & Social Science Foundations of Health Education** – *REQUIRED FOR M.S., M.A. & ED.D. – Offers in person section*
- HBSS4112 - Social Policy and Prevention – *ELECTIVE FOR M.S., M.A. & ED.D. – Offered Spring (Offers in person section)*
- HBSS 6510 - Research Seminar – *REQUIRED FOR ED.D. - Offered Fall & Spring*
- HBSS 7501 - Dissertation Seminar– *REQUIRED FOR ED.D. - Offered Fall & Spring*
Dr. Charles E. Basch is the Richard March Hoe Professor of Health and Education at Teachers College, Columbia University. He specializes in planning and evaluating health education programs for urban minority populations to reduce health and educational disparities. His work has been diverse with respect to population groups (ranging from young children to older adults), disease topics (AIDS, cardiovascular disease, cancer, diabetes, and eye disease), and behaviors (diet, physical activity, and screening), but has a common theme of translating research into practice. The health education programs he has developed and evaluated are philosophically grounded in informed voluntary decision-making and rely heavily on building strong interpersonal relationships. His evaluative research has been collaboratively conducted with self-insured unions, hospitals, community-based clinics, and schools.

Basch’s main scholarly interests are improving understanding about (1) health-related decision making, (2) dissemination and implementation of effective health-related programs and policies, and (3) the influence of health factors on educational outcomes in urban minority youth. He teaches courses related to epidemiology, planning and evaluation. During his more than three decades at Teachers College, he has directed approximately $20 million dollars of grant-funded research and program development (primarily supported by the National Institutes of Health), and he continues to do so.

Dr. Basch enjoys invitations to deliver keynote addresses all over the United States, given his status as a nationally acclaimed expert in school health education who has advanced the base of knowledge on the strong link between health and learning. His most recent presentation in 2014 was at the Institute of Medicine, National Academy of Sciences.
His work advances the core concept that closing the academic achievement gap requires taking action on improving the health status of school children.

Dr. Basch collaborates with the Children’s Health Fund to put these ideas into practice through the “Healthy and Ready to Learn” initiative, which will reduce health barriers to learning in schools in New York City and throughout the nation.

His work has yielded over 100 peer-reviewed publications. Thus, what follows is only suggestive of his large corpus of published work.

**Professor Basch’s Selected Publications:**


Lawson G, Basch CH, Wolf RL, Zybert P, **Basch CE**. Applying the RESPECT approach to health education to physician-directed academic detailing to increase practice-wide colorectal cancer screening uptake. *Health Promotion Perspectives*. 2015: 5(3) 169-175. PMCID: PMC4667256


**Professor Basch’s Courses:**

- HBSS 4102 – Principles of Epidemiology in Health Promotion - **REQUIRED FOR M.S., M.A. & ED.D. - Offered Fall (in person) & Summer B (online)**
- HBSS 6100 - Program Evaluation – **REQUIRED FOR M.S., M.A., and ED.D. – Offered Spring (in person) and Summer A (in person)**
- HBSS 5111 - Planning Health Education Programs** – **REQUIRED FOR M.S., M.A & ED.D. – Offered Spring (online) & Summer B (online)**
- HBSS 6510 - Research Seminar – **REQUIRED FOR ED.D. – Offered Fall & Spring**
- HBSS 7501 - Dissertation Seminar – **REQUIRED FOR ED.D. – Offered Fall & Spring**
- HBSS4110 – School Health Promotion for Children and Adolescents - **ELECTIVE FOR M.S., M.A., & ED.D. - Offered Summer A (online)**
Dr. Sonali Rajan is an Assistant Professor of Health Education in the Department of Health and Behavior Studies at Teachers College, Columbia University. She joined the faculty in September, 2012. In coming years, Dr. Rajan will be providing leadership in helping to develop a school health education track.

Dr. Rajan's research interests include identifying patterns of risk behaviors among vulnerable youth; developing, implementing, and evaluating school-based health education programs; and providing evidence for the relationship between improved health and academic outcomes among youth. She earned her Doctor of Education in Health Education and a Master of Science in Applied Statistics, both from Teachers College, Columbia University. She also has a Bachelor of Science in Biological and Environmental Engineering from Cornell University. From 2010 through 2012, Dr. Rajan completed her post-doctoral training at the Behavioral Science Training program at the National Development and Research Institutes.

Dr. Rajan is currently funded via approximately twenty grants, spanning the Provost's Investment Fund, to multiple awards from the National Institute on Drug Abuse, to the National Institute on Health, as well several from non-profits and other agencies.

In 2009 Dr. Rajan co-authored an innovative after-school curriculum for adolescent girls, entitled Girls on Track, in collaboration with the non-profit organization Girls on the Run, International, which currently reaches over 100,000 girls each year. The curriculum specifically emphasizes social and emotional coping skill development in the context of pressing adolescent health issues, including substance use and abuse, mental health, and
Dr. Rajan has continued to collaborate extensively with Girls on the Run on a number of initiatives, most recently looking to evaluate the efficacy of this program when implemented among vulnerable youth living in family homeless shelters in NYC.

Dr. Rajan was awarded the year 2015 Strage Junior Faculty Prize for her pioneering research on firearm-related violence within schools, taking a risk-reduction approach with adolescents.

**Professor Rajan’s Selected Publications:** (*with students*)


**Professor Rajan’s Courses:**

- HBSS 4160 Introduction to Biostatistics for Community Health Educators – REQUIRED FOR M.S. and ED.D., RECOMMENDED FOR M.A. – Offered Fall (in person)
- HBSS 4161 Environmental Health – REQUIRED FOR M.S., ELECTIVE FOR M.A. & ED.D. – Offered Spring (in person)
- HBSS5112 Social Marketing and Health Communications – REQUIRED FOR M.S. AND ED.D., ELECTIVE FOR M.A. – Offered Fall (person) and Summer A (online)
- HBSS 6520 Special Advanced Seminar for Doctoral Students in Dissertation Data-- REQUIRED FOR ED.D. -- Offered Spring (in person)
- HBSS 6510 Research Seminar – REQUIRED FOR ED.D. – Offered Fall & Spring
- HBSS 7501 Dissertation Seminar – REQUIRED FOR ED.D. – Offered Fall & Spring

**What are the Backgrounds, Areas of Expertise, and Courses Taught by the Core Lecturer and Adjunct Faculty within Our Programs?**

**Ray Marks, Ed.D.**

**Lecturer, Health Education**

[Rm226@columbia.edu](mailto:Rm226@columbia.edu)

Dr. Ray Marks has an extensive history teaching within the Program in Health Education, starting as an Assistant Instructor in 1998, co-teaching with Professor John Allegrante. Her history includes teaching as an Adjunct Assistant Professor (2001-2004). In May 2005, Dr. Marks was promoted to Adjunct Associate Professor. In September 2010, Dr. Marks was promoted to Adjunct Professor. And, as of January 2017 Dr. Marks enjoyed a promotion to Lecturer. Within Teachers College, Dr. Marks received Outstanding Teacher Awards in 2004 and 2005.

Dr. Marks has served as the Director of the Center for Health Promotion, School of Health and Behavioral Sciences, City University of New York, York College—a non-profit Public Health Education Center with a 20 year history of serving the local community.
Dr. Ray Marks obtained the degree of Doctor of Education in Health Education from the Program in Health Education at Teachers College, Columbia University in 2001. She received her M.Sc. from the University of Alberta in Edmonton, Canada in 1988, as well as her BScPt from Witwatersrand Univ. in South Africa in 1972.

Dr. Marks has expertise in several areas: childhood obesity; health literacy; health promotion and practice; social marketing; social policy and prevention; and self-efficacy and chronic disease prevention. Dr. Marks’ book is entitled Health Literacy in Schools (2013, Emerald Press). See her other selected publications, below:

**Professor Mark’s Selected Publications:**


**Marks, R.** (2014). Health literacy. Encyclopedia of Bioethics. Springer.DOI 10.1007/978-3-319-0544-2_455-1


**Marks, R.** (2014). Falls Injuries and Type 2 Diabetes: Background and Future Directions. *Austin Journal of Endocrinology and Diabetes*.July 24, 1, [4].


84


**Professor Mark’s Courses:**

- HBSS4100 Behavioral and Social Science Foundations of Health Education – *REQUIRED FOR M.S., M.A., and ED.D.* – (Offers Fall section online)
- HBSS5410 Practicum in Health Education – *REQUIRED FOR M.S (Offered Fall in person)*
- Co-Instructor With Professor Allegrante for HBSS 6510 - Research Seminar and HBSS 7501 - Dissertation Seminar – *REQUIRED FOR ED.D. - Offered Fall & Spring (both in person)*
- HBSS4112 - Social Policy and Prevention – *ELECTIVE FOR M.S., M.A. & ED.D.* – (Offers Spring section online)
- HBSS 5110 Determinants of Health Behavior —*REQUIRED FOR ED.D. and ELECTIVE FOR M.A., M.S. – Offered Spring & Summer B with both Hybrid (in person and online)*

**Robert E. Fullilove, Ed.D.**

**Adjunct Professor of Health Education**

[Ref5@columbia.edu](mailto:Ref5@columbia.edu)

Dr. Robert E. Fullilove is an Adjunct Full Professor in the Department of Health and Behavior Studies at Teachers College, Columbia University where he has received teaching awards, while also taking an active role in mentoring doctoral students in health education. Together with Professor Barbara Wallace, they have made history as co-sponsors of dissertations that have set an historical record at Teachers College by virtue of the national and international diversity of the graduates—nurturing the pipeline of professionals entering the health and public health professions in academia, research, and practice. Moreover, he plays a vital role in mentoring doctoral graduates in the areas of publishing, seeking post-doctoral training, and obtaining employment.

Dr. Fullilove is also the Associate Dean for Community
and Minority Affairs and Professor of Clinical Sociomedical Sciences at the Mailman School of Public Health of Columbia University. He is Co-Director of the Community Research Group at the New York State Psychiatric Institute and Columbia University, as well as Co-Director of the degree program in Urbanism and the Built Environment in the Department of Sociomedical Sciences at Mailman.

Dr. Fullilove has authored numerous articles on topics ranging from HIV/AIDS, minority health, to mathematics and science education. From 1995 to 2001, he served on the Board of Health Promotion and Disease Prevention at the Institute of Medicine (IOM) at the National Academy of Sciences. Since 1996, he has served on five IOM study committees that have produced reports on a variety of topics including substance abuse and addiction, HIV/AIDS, tuberculosis, and damp indoor spaces and health.

In 2003, Dr. Fullilove was designated a National Associate of the National Academies of Science, an honor bestowed by the Academies for those who have made "significant contributions" to its work. In 1998 he was appointed to the Advisory Committee on HIV and STD Prevention (ACHSP) at the Centers for Disease Control, and in July, 2000 he became the committee's chair, serving on the Committee until 2004.

Dr. Fullilove serves on the editorial boards of the journals Sexually Transmitted Diseases, and the Journal of Public Health Policy. He has made history as being the only three-time winner of the Distinguished Award for Teaching Excellence (class of 1995, class of 2001, class of 2013) at the Mailman School of Public Health.

In May, 2002, he was awarded an honorary doctorate degree (Doctor of Humane Letters, Honoris Causa) from Bank Street College of Education. Among his many awards and honors, Dr. Fullilove was bestowed the Allan Rosenfield Award for Public Health and Social Justice by the Public Health Association of New York City in 2012. He was named one of 20 "Positive Changemakers" by AIDS Service Center New York City in the year 2011. Also, in the year 2010, POZ Magazine named him to its POZ 100 list of the most influential people working in the field of HIV/AIDS in the U. S.. In 2008 he was awarded the Distinguished Service Award from the New York State Department of Health. His work has been featured by NPR, FRONTLINE and PBS, including being featured in a film, AIDS in Black America: A Public Health Crisis. In addition to being a speaker in demand for his work in public health, Dr. Fullilove also enjoys the talk circuit where he readily shares his historical perspective on the civil rights movement and changes in society that is rooted in service as the Field Secretary for the Student Nonviolent Coordinating Committee (SNCC) in Atlanta, Georgia from 1964-1967.

Professor Fullilove’s Selected Publications:


**Professor Fullilove’s Courses:***

- HBSS5113 Community Health Analysis – **ELECTIVE FOR M.A., M.S. AND E.D.D. – Offered Fall (in person)**
- HBSS 6510 Research Seminar – **REQUIRED FOR ED.D. – Offered Fall & Spring**
- HBSS 7501 Dissertation Seminar – **REQUIRED FOR ED.D. – Offered Fall & Spring**
My educational background includes an undergraduate degree in community health education, a master degree in public health, a master degree in health education, and a doctorate degree in health education. I am also a master certified health education specialist (MCHES).

In addition to being an Adjunct Associate Professor at Teachers College, Columbia University, I founded a research and evaluation firm, Interactive Health, LLC, in 1999. I am currently the lead evaluator on multiple federal and state grant initiatives focused on improving the health of students, parents, and community members. I have evaluated large, multi-site grants such as the Safe Schools/Healthy Student (SS/HS) grant initiatives, which are “designed to provide students, schools, and families with a network of effective services, supports, and activities that help students develop the skills and emotional resilience necessary to promote positive mental health, engage in prosocial behavior, and prevent violent behavior and drug use.” Working as the evaluator on these types of grant-funded projects allows me the opportunity to see prevention and intervention programs being implemented in a real world setting and to determine their effectiveness.

In addition, since 1999, I have been a NREPP (National Registry of Evidence-based Programs and Practices) reviewer, where I review and evaluate substance abuse and violence prevention programs for Substance Abuse and Mental Health Services Administration (SAMHSA). I have also been involved in the creation of numerous health education curricula, including the U.S. Department of Justice funded G.R.E.A.T. program, an elementary and middle school violence prevention curriculum, and Ironwill Kids, a middle school nutrition curriculum.

I practice what I preach. I compete in a variety of athletic endeavors including over 20 Ironman triathlons where I consume only natural, organic and non-processed energy drinks and food.

Professor Robert’s Selected Publications:


**Professor Robert’s Selected Curriculums:**


• *R.O.A.D.D. Reduce Our Adolescent Drinking, Drugging and Driving* (2004). Student Assistance Services and Westchester County STOP DWI.

• *Project SUCCESS (Schools Using Coordinated Community Efforts to Strengthen Students)* (2004). Student Assistance Services, Inc. New York: Tarrytown.
Professor Robert’s Courses:

- HBSS 4116 Health Education for Teachers – ELECTIVE FOR M.A., M.S. AND E.D.D. –Offered Fall, Spring and Summer in-person and online. This course provides a service to the college by exposing teachers in training to vital core health education they can infuse across the curriculum.
- HBSS 4198 004 - Special Topics in Health Education- Health Education Specialist Training for the CHES/MCHES Certification Exam. – ELECTIVE FOR M.A., M.S. AND E.D.D Fall in-person

Michael Carrera, Ed.D.
Adjunct Professor, Program in Health Education
michaelc@childrensaidsociety.org

Dr. Michael A. Carrera began his teaching career in 1959 at a Junior High School in the Bronx, NY. He taught at Kingsborough Community College in Brooklyn, NY and was a Thomas Hunter Professor of Health Sciences at Hunter College, CUNY where he taught for 25 years. Currently, Dr. Carrera is an Adjunct Professor at Teachers College, Columbia University where he teaches a course, Overcoming Youth Disparities Using an Evidenced Based Approach.

Dr. Carrera is the founder of the Children's Aid Society Carrera Adolescent Pregnancy Prevention Program; he directed this evidenced top tier program for 32 years. Since its inception in 1984, Dr. Carrera has raised over 100 million dollars to support the local and national replications of the award winning program. National support has been provided by The Charles Stewart Mott Foundation, Atlantic Philanthropies, The Edna McConnell Clark Foundation, The JPB Foundation, The George Kaiser Family Foundation, The HHS Offices of Adolescent Health (OAH), The Social Innovation Fund from The Corporation of National and Community Service, through the Edna McConnell Clark Foundation and others; local NYC foundations such as The Robin Hood Foundation, Select Equity Foundation, Goldman Sachs Gives, The Washington Square Fund, The Stern Family Foundation and others have provided long time support.

Dr. Carrera has served as President of the Board of Directors of The Sex Information and Education Council of the U. S. (SIECUS) from 1978-1992, and as President of the American Association of Sex Educators, Counselors and Therapists (AASECT), 1978-1979.

Professor Carrera’s Course:

-HBSS4199-001- Special Topics in Health Education: Inequalities in Urban Youth Health Education: What really works? (Fall 2017, Spring 2018→ new course # upon approval) - → ELECTIVE FOR M.A., M.S. AND E.D.D

Karen Baldwin CNM, NP, Ed.D., FACNM
Adjunct, Program in Health Education

Dr. Karen Baldwin has nearly three decades of academic teaching experience on the graduate and undergraduate level, including at the Yale University School of Nursing, Columbia University School of Nursing, and Rutgers College of Nursing where she was on the faculty. This work in academia won her an award for Teaching Excellence.

More recently, Dr. Baldwin served as the Coordinator of the Graduate Nursing Department at Mount Saint Mary College, while drawing upon her expertise as a practicing nurse-midwife and Nurse Practitioner specializing in Obstetrics and Gynecology. There, she was also a pioneer of online learning, being known for her academic rigor and demand that students meet the highest standards.

In addition, Dr. Baldwin’s back-ground includes serving as the Director of Midwifery at the Gouverneur/Bellevue Hospital and Birth Center, as well as Director of Midwifery and Childbirth Education at Beth Israel Medical Center—as highlights of her career as a clinical nurse-midwife, OB/GYN nurse practitioner and administrator in New York City for over 25 years. Especially noteworthy is how she provided women’s health care, including prenatal care and delivery and gynecological care, to literally thousands of women.

For her work, Dr. Baldwin was honored by the American College of Nurse-Midwives as a Fellow—an esteemed title given to midwives who have provided leadership in areas of clinical practice, education and research. Reflective of her expertise, Dr. Baldwin serves as a peer reviewer for the Journal of Midwifery and Women’s Health and the Journal of Perinatal Education. As a researcher, Dr. Baldwin has published on the implementation of CenteringPregnancy (Baldwin, K., 2011, Voices along the journey: Midwives perceptions of CenteringPregnancy, Journal of Perinatal Education, 20, 4: 210-217)—as just one of her more recent publications.
Professor Baldwin’s Course:
- HBSS 4122, Women’s Health — ELECTIVE FOR M.A, M.S. & ED.D. – Offered Spring (Hybrid, in person and online) [Required for the college’s new Certificate Program in Sexuality, Women and Gender]

Nicole Harris-Hollingsworth, Ed.D., MA, MCHES
Adjunct, Program in Health Education

Dr. Nicole Harris-Hollingsworth has extensive training for leadership in health services administration, including time spent at the Harvard School of Public Health where she received a Certificate in Leadership Strategies for Evolving Healthcare Executives. Her leadership experience in health-related settings dates back to the Children’s Defense Fund, the Northern Manhattan Perinatal Partnership, Inc. where she was Deputy Executive Director/Chief Operating Officer, and at Planned Parenthood where she was Associate Vice President of Clinical Operations and Senior Center Director of the New York office. For over twenty years, she has specialized in the development of community health programs designed specifically to create behavior change and increase knowledge in hard to reach populations as a senior administrator.

Perhaps her most distinguished executive leadership has occurred at Montefiore Medical Center where she has served for over a decade—specializing in not only overall administration, but also the development and implementation of population health initiatives across multiple chronic disease platforms in order to enhance well-being and increase self-management capacity among institutional populations. Further, Dr. Harris-Hollingsworth manages the implementation of Population Health, Community Health, Associate Wellness and Health Education Programs and Services.

Dr. Harris-Hollingsworth also specializes in ensuring best in class outcomes as a valued member of the team sustaining Montefiore Medical Center as a healthcare leader delivering science-driven and patient-centered care, while being ranked among the top hospitals nationally and regionally. She is also responsible for the development of the New York State recognized best in group community health needs assessment (CHNA) and community service plans (CSP), as well as for patient education systems and community based interventions. Dr. Harris-Hollingsworth is also a leader helping Montefiore Medical Center to pioneer the use of eHealth and mHealth educational resource services to improve patient outcomes.

She received her B.S. from Cornell University in health education. She obtained her M.A. in health education, then added to her two decades of management and leadership work experience the capstone of the doctorate in health education. Her doctoral research allowed her to evaluate...
strategies she had already implemented to pioneer eHealth and mHealth for Montefiore patients. Since completing her doctorate in health education, Dr. Hollingsworth has been honored with selection as President of the Public Health Association of New York City, serving across 2013. As the Immediate Past President of the Public Health Association of New York City, she also serves as a board member for the Bronx Health Link, the Boys and Girls Club of Mount Vernon, and Today’s Child Magazine. In addition, Dr. Hollingsworth has served as a national grants reviewer for the Human Resources Services Administration, and led the community participatory response team for the Central Harlem populations group within the Genetic Education Needs Evaluation Coalition in conjunction with the March of Dimes.

For her service to the healthcare profession, Dr. Harris-Hollingsworth has received many awards, including, for example, a 2013 Community Health Leadership Award from the Bronx Community Healthcare Network, A Community Leadership Award from the Bronx YMCA, as well as an award for her Public Health and Hospital Administration work that was bestowed upon her by the Research Group on Disparities in Health, Teachers College, Columbia University in 2013.

While having expertise in health services administration, Dr. Hollingsworth’s interests include the development of effective regional collaborations to increase global health equity, and addressing the impact of educational/behavioral supply chain concerns in public health.

She lives in Mount Vernon, New York with her husband and has two sons.

Professor Harris-Hollingsworth’s Course:
• HBSS 4162, Health Services Administration -- REQUIRED FOR M.S., ELECTIVE FOR M.A. & ED.D. – Offered Spring (in person)

Who Maintains the Records of the Programs in Health Education and Community Health Education?

Evelyn Quinones
Program Secretary
Programs in Health Education & Community Health Education
eq2116@tc.columbia.edu
(212) 678-6607

Contact Ms. Evelyn Quinones in the event you have administrative questions. She is known for her congeniality and willingness to go above and beyond the call of duty to assist students with all reasonable requests.
CONCLUSION: WHAT WE FEATURE...

GREAT FACULTY + GREAT STUDENTS + GREAT DIVERSITY + GREAT COURSES + GREAT CONVENIENCE*

→ GREAT CAREER OPPORTUNITIES

• MOST CLASSES AVAILABLE ONLINE & OFFERED 2 TIMES PER YEAR

The result is a competitive and compelling educational opportunity. This Prospectus has provided an abundance of reasons to apply to the Programs in Health Education and Community Health Education, Department of Health and Behavior Studies, Teachers College, Columbia University. Our Programs have not only an appealing guiding philosophy, but also an impressive track record for educating outstanding national and international leaders in public health, community health, research, academia, hospital administration, and government—for example.

Please take advantage of our rolling admissions policy and allow your application to be considered at any point—year-round! Take the next step! Apply online today! Go to the Teachers College, Columbia University website (www.tc.edu), and follow links to ADMISSIONS.

In conclusion, please know that I have taken the time to organize and write this booklet as a part of an invitation for you to apply to our Program. I hope you accept the invitation! Finally, remember to arrange a visit with me, Dr. Barbara Wallace, as well as a visit to a class so you can speak to our current students and professors (bcw3@tc.columbia.edu). You are also welcome to attend our Fall Colloquia series. I look forward to meeting and talking with you!

Take the next step! Apply to one of graduate programs online, today!

Sincerely,

Barbara C. Wallace, Ph.D.
Director, Programs in Health Education and Community Health Education
OUR PROGRAMS FEATURE:

GREAT FACULTY + GREAT STUDENTS + GREAT DIVERSITY + GREAT COURSES + GREAT CONVENIENCE*

→ GREAT CAREER OPPORTUNITIES

* MOST CLASSES AVAILABLE ONLINE & OFFERED 2 TIMES PER YEAR