AN EXCITING EDUCATIONAL JOURNEY AWAITS YOU
AT A LEADING GRADUATE SCHOOL OF EDUCATION WITHIN
THE DEPARTMENT OF HEALTH & BEHAVIOR STUDIES’

PROGRAM IN HEALTH EDUCATION

Teachers College, Columbia University

Professors: Barbara Wallace, John Allegrante, Charles Basch, Sonali Rajan, Kathleen O’Connell

GREAT FACULTY

GREAT STUDENTS

GREAT CONVENIENCE

WITH MOST CLASSES AVAILABLE ONLINE & OFFERED 2-3 TIMES PER YEAR!

FOLLOW THE LEAD OF THE STUDENTS IN OUR PROGRAM
TAKE THE NEXT STEP! COMPLETE YOUR ONLINE APPLICATION TODAY!
AN INVITATION TO JOIN OUR PROGRAM

Dear Prospective Applicant:

The purpose of this booklet is to share information about a 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 the Program in Health Education within the Department of Health and Behavior Studies. You may enjoy our rolling admissions policy, and submit an application at any point during the year. There are many reasons to consider joining our Program. **We offer great faculty, great students, great courses, and great convenience!** Most courses are offered 2-3 times per year, over 90% of our 32 credit M.A. courses are available online, and approximately 70% of our 42 credit M.S. courses are available online. Further, many courses are hybrid, meaning you can attend the in-person class or the online section 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 summers). Students can transfer up to 45 credits (grade of B or better) for the 90 credit Ed.D.—and, here, too, most courses are available online and offered 2-3 times per year, ensuring timely degree completion. 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! Please read this booklet and consider the exciting opportunities we are offering through our Program.

VISIT OUR PROGRAM: INTERVIEW, ATTEND A CLASS, AND TALK TO STUDENTS

As Program Coordinator, 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 in our program (e.g. Tuesday, Wednesday and Thursday 5:10 – 6:50 and 7:20 – 9:00 p.m). In the Fall we also hold a Colloquia Series that I conduct, and in the Spring (March) the Annual Health Disparities Conference at Teachers College, Columbia University. You can attend any of these events and also 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 me at Wallace@tc.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 March 14-15, 2013 5th Annual Health Disparities Conference at Teachers College, Columbia University (or “google” for other years—and join the thousands of viewers). This annual national conference is a dynamic showcase for our Program in Health Education., and the videos afford a unique opportunity to hear some of our faculty present on their research and scholarship. For
example, I, 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.*

Another one of our Program in Health Education faculty members, Dr. Charles Basch (pictured at right), a national expert on the link between learning and health, and the March Hoe Professor of Health 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 (shown at left, is also Associate Dean for Community and Minority Affairs, Professor of Clinical Sociomedical Sciences, Columbia University Mailman School of Public Health) delivered a major Keynote Address on *Understanding HIV/AIDS Syndemics and Social Determinants of HIV/AIDS: An Urban Community Research Perspective.*

The conference also featured the launch of our new center, the CHEUSE—Center for Health Equity and Urban Science Education. The CHEUSE is pioneering “HEALTH + HIP HOP”—as a new twenty-first century approach to school health, community health, and preparing youth for careers in the health sciences. Enjoy the video of the launch of CHEUSE—Co-Directed by myself, Dr. Barbara Wallace, and Dr. Christopher Emdin (Professor of Science Education, Teachers College, Columbia University). We are both pictured, below.

CHEUSE advances multimedia education to foster health equity and academic achievement, including youth creating their own videos (e.g. rap, hip-hop) and artistic creations in order to disseminate evidence-based curriculum content for purposes of disease prevention and health promotion, as well as to reduce/eliminate health disparities. Also, enjoy the Keynote Address of Dr. Christopher Emdin—which touched upon the theme of “HEALTH + HIP HOP” and was perhaps the most acclaimed Keynote, leading to great excitement about the new CHEUSE—including opportunities for our graduate students to collaborate on projects as part of their degree programs.

Follow links to all of these videos—as well as many others (e.g. the 16th Surgeon General of the United States, Dr. David Satcher, delivering his Keynote Address) for the 5th Annual Health Disparities Conference at Teachers College, Columbia University, as follows:
- At YouTube: http://www.youtube.com/playlist?list=PLuFs4Fyk-v0Bp7bme97VlVwEaKnDL

FEEL FREE TO CONTACT ME

Please know that I sincerely look forward to hearing from you and sharing all I can about our program to assist you in making a decision with regard to your graduate education. There are great things happening within the Program in Health Education, and we invite you to join us. An exciting educational journey awaits you! Read this booklet and learn why there is good reason to join us.

Sincerely,

Barbara C. Wallace, Ph.D.
Coordinator of the Program in Health Education
WHY TAKE THE NEXT STEP?

Why matriculate at Teachers College, Columbia University—and within the Program in Health Education, in particular?

- 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 Program in Health Education focuses 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 Program in Health Education has trained 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 Program in Health Education specializes 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 degree completion.
- Our program features faculty with an impressive record of securing grant funding, publishing the leading scholarship in our fields, and providing national and global leadership.
- TAKE THE NEXT STEP! APPLY ONLINE TODAY! In order to submit an application to one of our degree programs, you must go to the Teachers College, Columbia University website (www.tc.edu), and click on ADMISSIONS. Specifically, https://colteach.askadmissions.net/emtinterestpage.aspx?ip=booklet; then, select for your Program of Interest – Health Education (located within the Department of Health & Behavior Studies).
- The remainder of this document further elaborates upon the compelling case for taking the next step and applying to the Program in Health Education for the. M.A., M.S., or Ed.D..

GUIDING PHILOSOPHY

What is the mission and vision of the Program in Health Education?

- Mission. The mission of the Program in 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 outstanding 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 Program in 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 Program in Health Education?

Guiding Values. The Program in Health Education values the following:

- Excellence. In order to magnify excellence as a program, we value the importance of attracting and retaining graduate students who have demonstrated the capacity and/or potential for leadership, achieving at the highest levels academically, and successfully working collaboratively with program peers, faculty, other professionals, and community representatives.

- Well-Rounded Preparation. In order to ensure that our graduate students have received well-rounded preparation for professional careers as health education specialists in varied community settings, we value the process of mentoring graduate students toward realization of their highest academic and professional potential through actively engaging students in instructional, colloquia, internship, practicum, service, and research endeavors.

- Establishing the Evidence Base. We see great merit in training the next generation of professionals so they are capable of advancing and disseminating the behavioral and social science that establishes health education as evidence-based, doing so by ensuring involvement in relevant programs of research. At the same time, faculty embrace broad definitions of what constitutes evidence and supports adapting evidence-based approaches so they are linguistically and culturally appropriate, being tailored for specific populations and individual clients.

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

Goals. Specific goals guide the Program in Health Education, covering education, service and research, as described below.
Educational Goal Statement - To deliver education that provides a firm foundation rooted in knowledge of the behavioral and social science principles that guide effective community-based health education—including methods of analysis, assessment, program planning, evaluation and research. To provide classroom instruction, advanced seminars, colloquia, and statistical laboratory instruction that ensure training in core competencies essential for addressing the public health through community health education that effectively promotes health, prevents disease, and advances health equity.

Service Goal Statement – To provide 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-sties, 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. To 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.

Research Goal Statement – 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. To 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).

Creating a Vibrant Learning Community and Service to the Community -- We also seek to create a vibrant learning community and seek to serve the public by offering the following:

1. The Fall 8 Session Colloquia Series offered by Professor Barbara Wallace – Sessions are open to all and cover the following topics as vital orientation for all incoming 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)

2. The Annual Health Disparities Conference at Teachers College, Columbia University—both in-person and live webcast, while offering 10 Category I Certified Health Education Specialist (CHES) and Master Certified Health Education Specialist (MCHES) continuing education course hours—as an approved (conference event) provider by the National Commission for Health Education Credentialing (NCHEC). Videos for various conference
Years may be accessed via YouTube and iTunes (just google!). Some videos have been viewed thousands of times, making an ongoing community contribution.

- **Degrees Offered: A Brief Overview**
  The Program in Health Education offers several degree programs: 32 point M.A. in Health Education; 42 point M.S. in Community Health Education; 90 point Ed.D. in Health Education.
  The details for each degree program follow on subsequent pages of this booklet.

**OUR TRACK RECORD**

*Why pursue the M.A, M.S, or Ed.D. from the Program in 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

*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 doctoral 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
  - The Ed.D. program 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
**What have our M.A., M.S, and Ed.D. graduates accomplished with their degrees? Who are the exceptional regional, national and global leaders?**

- **Ed.D. Recipient: Dr. Howell Weschler**
  Shown being congratulated by President Bill Clinton, Dr. Weschler is Director of the Division of Adolescent and School Health (DASH) within the Centers for Disease Control and Prevention. He supervises DASH’s three main surveillance systems—the Youth Risk Behavior System, School Health Policies and Programs Study; and, School Health Profiles. Prior to serving as director for DASH, Dr. Wechsler was the chief of the Research Application Branch in DASH and served 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.” Dr. Weschler enjoyed one of the highest honors any can have bestowed within Teachers College, Columbia University: he was selected as the academic year 2012-2013 Tisch scholar and delivered the Annual Tisch lecture—“Taking Action Now to Address the Missing Link in School Reform” (i.e. a focus on health).

- **M.A. Degree Recipient: Theresa Castillo, MA. CHES (Ed.D. Student)**
  **IN HER OWN VOICE**
  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. 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.
**M.S. and Ed.D. Recipient: Dr. Nicholas Grosskopf**

Dr. Grosskopf is Assistant Professor of Health and Physical Education at York College, City University of New York. He has extensive experience: working in community health, specializing in HIV prevention and education with urban youth; in lesbian, gay, bisexual, and transgender (LGBT) health; with Hunter College’s Center for HIV Educational Studies and Training (CHEST), and the Bureau of HIV/AIDS at the New York City Department of Health & Mental Hygiene, and the New York City Department of Education.

**Ed.D. Recipient: Dr. Nicole Harris-Hollingsworth, CHES**

Dr. Harris-Hollingsworth is the Senior Director of Community & Population Health, where she oversees the creation and implementation of community and population health strategies, patient education systems, community based interventions, and eHealth and mHealth educational resource services for Montefiore Medical Center. 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—including regional school based programs, national reproductive health organizations and national child welfare organizations. She is President-Elect of the Public Health Association of New York City.

**Ed.D. Recipient: Dr. Naa-Solo Tettey, MCHES, CPH**

Dr. Tettey has served as a counselor at the New York Obesity and Nutrition Center at St. Luke’s Hospital, and public health researcher at Yale University on obesity prevention and reduction initiatives, including the New York City Calorie Posting campaign. She is the Coordinator of Cardiovascular Health Education and Community Outreach at New York Presbyterian Hospital/ Weill Cornell Medical Center, as well as adjunct professor of public health at Montclair State University and William Paterson University. She lectures widely about health disparities and cardiovascular health. She was selected as a Diversity Fellow by the State University of New York.

She also enjoyed being a Fellow with Professor Wallace’s Research Group on Disparities in Health (RGDH) while at TC. She graduated (second from left) with her cohort of Fellows of the RGDH in 2010.
CAREER OPPORTUNITIES

What will you be able to do as a Health Educator?

- Health Educators Enjoy a Broad and Exciting Scope of Work
  Health educators were described by BLS (2012) as performing the following duties:
  - Assess the needs of the people they serve
  - Develop programs and events to teach people about health topics
  - Create and distribute health-related posters, pamphlets, and other educational materials
  - Evaluate the effectiveness of programs and materials
  - Help people find health services or information
  - Supervise staff who implement health education programs
  - Collect and analyze data to learn about their audience and improve programs
  - Advocate for improved health resources and policies

- The Work of Health Educators Varies by Setting
  The duties of health educators vary based on where they work, and the BLS (2012) elaborated, as follows:
  - In health care facilities, health educators often work one-on-one with patients and their families. They teach patients about their diagnoses and about necessary treatments or procedures. They direct people to outside resources, such as support groups and home health agencies. Health educators in health care facilities also help organize health screenings, such as blood pressure checks, and health classes on topics such as correctly installing a car seat. They also train medical staff to interact better 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 lead programs on their own.
  - In public health departments, health educators administer public health campaigns on topics such as proper nutrition. They develop materials to be used by other public health officials. During emergencies, they provide safety information to the public and the media. They help health-related nonprofits obtain funding and other resources. Some health educators work with other professionals to create public policies that support healthy behaviors. Some participate in statewide and local committees on topics such as aging.
  - In nonprofits (including community health organizations), health educators create programs and materials about health issues for the community that their organization serves. Many nonprofits focus on a particular disease or audience, so health educators in these organizations limit programs to that specific topic or audience. In addition, health educators may lobby policymakers to pass laws to improve public health.
  - 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. Health educators recommend changes to the workplace, such as creating smoke-free areas, to improve employee health.

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
  The industries employing the majority of Health Educators have highly favorable projected growth patterns for the coming decade, 2010-2020, given the projections of the 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 of the year 2010, the BLS (2012) noted important skills for Health Educators—suggesting how a master’s degree can make one competitive in obtaining employment:
  - **Analytical skills.** Health educators analyze data and other information to evaluate programs and to determine the needs of the people they serve.
  - **Instructional skills.** Health educators should be good at teaching and public speaking so that they can lead programs and teach classes.
  - **People skills.** Health educators interact with many people. They must be good listeners and be culturally sensitive to respond to the needs of the people they serve.
  - **Problem-solving skills.** Health educators need to think creatively about how to improve the health of their audience through health education programs. In addition, they need to solve problems that arise in planning programs.
  - **Writing skills.** Health educators develop written materials to convey health-related information. They also write proposals to develop programs and apply for funding. (BLS, 2012, para. 5)


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

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 the Highest Salaries
  As of the year 2010, the following summary of facts was provided by BLS (2012) and is most pertinent for entry-level M.A. or M.S. degree holders (those with the Ed.D. may earn much more:}
Year 2010 median pay for Health Educators was $45,830 annually, and $22.03 per hour.
The pay of Health Educators compares favorably to the median annual wage of other professions—as shown by just a few selected examples:
- $39,280 for Community and Social Service Occupations
- $42,480 for social workers (bachelor’s degree)
- $39,710 for Mental Health Counselors and Marriage and Family Therapists (master’s degree)

**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.

- **Wages for Health Educators Vary by Setting**
  More specifically, the 2010 wage of most Health Educators in varied settings were as follows, according to the BLS (2012):
  - **$58,440 for Hospitals** – state, local, private (which compares favorably to the $53,250 2010 annual salary for dietitians and nutritionists, for example)
  - **$48,900 for Government**
  - **$41,201 for Ambulatory health care services**
  - **$40,430 for Religious, grantmaking, civic, professional, and similar organizations**
  - **$23,850 for Social Assistance.** (BLS, 2012, para.5).

**NOTE:** Again, the median pay does not reflect the higher salaries for those with a master’s degree or doctorate.


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**GREAT COURSES + GREAT CONVENIENCE**

**Why consider obtaining your Master’s degree, specifically, from the Program in Health Education at Teachers College?**

- **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**
  - Over 90% of the 32 Point M.A. courses are available online for distance learners (10 of 11)
  - Approximately 70% of the 42 Point M.S. courses are available online for distance learners (11 of 16)
  - 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 use the Tegrity Lecture Capture system—providing a window in which students can easily click options to see (1) the Professor and the PowerPoint side-by-side, (2) 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 the M.A. or M.S. degree?**

- We Offer An Exciting Array of Courses with Sufficient Frequency (i.e. Fall, Spring & Summer Options, 2-3 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 Fall (Courses # 1- # 4), Spring (# 5, 6, 7, 8), Summer (# 9, 10, 11), Fall (# 12, 13, 14) Spring (# 15, 16) Sequence within 2 years—as just one of several options for completion of the degree
- See the 32 Point M.A. and 42 Point M.S. 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), below:

**What are the courses within the 32 point M.A. Program in Health Education, including the sequence of 11 requirements?**

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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Points</th>
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<tbody>
<tr>
<td>#1-HBSS4100</td>
<td>Behavioral and Social Science Foundations of Health Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Offered Fall &amp; Summer A online</td>
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<tr>
<td>#2-HBSS4102</td>
<td>Principles of Epidemiology in Health Promotion</td>
<td>3</td>
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<td></td>
<td>Offered Fall and Summer B online</td>
<td></td>
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<tr>
<td>#3-HBSS4118</td>
<td>Principles of Health-Related Behavioral &amp; Social Change: Initiation to Maintenance to Maintenance</td>
<td>3</td>
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<tr>
<td></td>
<td>Offered Fall Hybrid (online &amp; in-person) &amp; Summer A-B online</td>
<td></td>
</tr>
<tr>
<td>#4-HBSS5110</td>
<td>Determinants of Health Behavior</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Offered Fall Online &amp; Summer A Hybrid (online &amp; in-person)</td>
<td></td>
</tr>
<tr>
<td>#5-HBSS5111</td>
<td>Planning Health Education Programs</td>
<td>3</td>
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<tr>
<td></td>
<td>Offered Fall, Spring, Summer B online</td>
<td></td>
</tr>
<tr>
<td>#6-HBSS5112</td>
<td>Social Marketing and Health Communications</td>
<td>3</td>
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<tr>
<td></td>
<td>Offered Fall, Spring and Summer A Hybrid (online &amp; in-person)</td>
<td></td>
</tr>
<tr>
<td>#7-HBSS Elective</td>
<td>Select 1 course for 3 points from among the options listed in the M.A. Program of Study Guide</td>
<td>3</td>
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<tr>
<td></td>
<td>Several Within HBSS Summer, Fall and Spring online options</td>
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II. BROAD AND BASIC AREAS OF PROFESSIONAL SCHOLARSHIP AND PRACTICE (6 Points)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Points</th>
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<tbody>
<tr>
<td>#8-Any Non-</td>
<td>HBSS Course (Out of Department/Program)</td>
<td>3</td>
</tr>
<tr>
<td>#9-Any Non-</td>
<td>HBSS Course (Out of Department/Program)</td>
<td>3</td>
</tr>
<tr>
<td>Select 2 NON-HBSS courses, or 2 out-of-department courses for 3 points each, or 6</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Several Non-HBSS Summer, Fall and Spring online options</td>
<td></td>
</tr>
</tbody>
</table>
III. RESEARCH, SCHOLARSHIP AND INQUIRY (3 points)

#10-A Research Course Approved by Your Advisor 3
Select HBSS 5040 Research Methods in Health and Behavior Studies I
-Offered Fall
Or, select the HIGHLY ACCLAIMED NEW COURSE!!
HBSS4160 Introduction to Biostatistics for Community Health Educators
-Offered Fall Hybrid (online & 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)

MINIMUM REQUIRED TOTAL = 32 Points
Over 90% Available Online (10 of 11 Courses)

What are the courses within the 42 point M.S. Program in Community Health Education, including the sequence of 16 requirements?

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

#1-HBSS4100 Behavioral and Social Science Foundations of Health Education 3
- Offered Fall & Summer A online
#2-HBSS4102 Principles of Epidemiology in Health Promotion 3
- Offered Fall 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-HBSS4160 Introduction to Biostatistics for Community Health Educators 3
- Offered Fall Hybrid (online & in-person)
#5-HBSS4161 Environmental Health 3
- Offered Spring Hybrid (online & in-person)
#6-HBSS4162 Health Services Administration 3
- Offered Spring Hybrid (online & in-person)
#7-HBSS 6100 Program Evaluation 3
- Offered Spring & Summer A

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

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

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

IV- ELECTIVE COURSE (3 Points)

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

V- PRACTICAL SKILLS [FIELDWORK] (3 Points)

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

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

#15 - NOT A COURSE - Culminating Project for Research, Scholarship and Inquiry  
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).

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.

MINIMUM REQUIRED TOTAL = 42 Points
Approximately 70% Available Online (11 of 16 Courses)
What are the advantages of pursuing the 90 point Ed.D. in Health Education?

- 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
- We accept up to 45 transfer points from other graduate programs where the grade of B or better has been achieved; of note, this reduces the cost of a doctorate—given the substantial potential portion of courses transferred toward the degree
- Again, we offer GREAT CONVENIENCE: the majority of our coursework is also available online (i.e. via hybrid or online courses)—as shown, above, within descriptions of the M.A. and M.S. coursework
- Our frequent course offerings (i.e. Fall, Spring & Summer) where courses are offered 2-3 times per year means a rapid and timely completion of your degree
- We welcome doctoral students who are busy professionals returning to school part-time for our evening courses (i.e. 5:10 to 6:50 p.m. and 7:20 to 9:00 p.m.), and appreciate the high percentage of our courses that are hybrid 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.
- See the Ed.D. Program of Study Guide.

What about the online Master’s degree Program in Diabetes Education and Management that was the first such program launched in the United States? Can Health Education students participate in these courses?

- Yes! It is true that 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 Program in Health Education.
- This program’s courses are of great value, as health educators are now among those acknowledged as being able to participate in Diabetes Self-Management and Treatment—as per new guidelines applicable to providers recognized by the American Diabetes Association.
- 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 Control; 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
- Go to http://www.tc.columbia.edu/hbs/courses.asp and 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?

**THE PROGRAM COORDINATOR**

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

Dr. Barbara Wallace is a tenured Full Professor of Health Education, Coordinator of the Program in Health Education, Founding Director of the Research Group on Disparities in Health, Teachers College, Columbia University, Founding Director of the Annual Health Disparities Conference at Teachers College, Columbia University, Director of Global HELP – Health and Education Leadership Program; and, Co-Director of the Center for Health Equity and Urban Science Education (CHEUSE), and CHEUSE Director of Health Equity.

Dr. Wallace is also a New York state licensed (Clinical) Psychologist. She 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 has been honored by the American Psychological Association, receiving the status of Fellow within both Division 50 (Addictive Behaviors) and Division 45 (Society for the Psychological Study of Ethnic Minority Issues).

Noteworthy is how Dr. Wallace started the Research Group on Disparities in Health (RGDH) in 2003. Having initiated the use of a communal group approach and related values, in the decade following the founding of the RGDH, she graduated 82 diverse doctorates in health education—including African Americans, Africans, Asians, Hispanics, Caucasians, and those who self-identify as gay, lesbian, bisexual and transgender (LGBT), while also pioneering online research and E-Health interventions. Hence, she has also made history in providing an extraordinary level support and ensuring timely completion of the doctorate for diverse students—as a contribution she continues to make. In the process, significant history has been made at the college.

(2008, Springer Publications). She has served as Editor-in-Chief of the electronic *Journal of Equity in Health* (JEHonline.org).


She serves as a regional, national, and international consultant. She travels widely as a keynote speaker, conference presenter, “Trainer of Trainers,” and workshop leader, covering numerous topics: global health and achieving equity in health for all; health disparities; multiculturalism and 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; the community forum model as an intervention for communities in crisis and for community empowerment; 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.

**Professor Wallace’s Courses:**

- HBSS 4114 Competency with Multicultural Populations: Research & Practice – **REQUIRED FOR M.S.; ELECTIVE FOR M.A. & ED.D.** – Offered Spring & Summer A-B
- HBSS 6510 – Research Seminar: Health Disparities – **REQUIRED FOR ED.D.** – Offered Fall & Spring
- HBSS 7501 – Dissertation Seminar – **REQUIRED FOR ED.D.** – Offered Fall & Spring
- HBSS 4111 – Addictions and Dependencies – **ELECTIVE FOR M.S., M.A., & ED.D.** – Offered Summer A-B
- HBSS 4123 – Violence Prevention – **ELECTIVE FOR M.S., M.A., & ED.D.** – Offered Summer A-B **[NOTE: This course covers not only physical violence, community violence, school violence (e.g. school shootings), and global violence, but also invisible violence (e.g. forms of oppression, racism, etc.….) that are micro-aggressions; and, also covers all forms of disasters—both natural and man-made, including terrorism and coping in the aftermath of 911. There is a special focus on assisting and preparing children, families and communities, the nature of posttraumatic stress disorder, and repeated emphasis on “Preparation as Prevention.”]**
- HBSS 5800 – Health Disparities Conference – **ELECTIVE FOR M.S., M.A. & ED.D.** – Offered Spring **[Associated with the Annual Health Disparities Conference at Teachers College, Columbia University; note you can google and watch videos of prior years!]**
- Dr. Wallace also conducts the Fall Colloquia series, presenting in numerous topics.
John P. Allegrante, Ph.D.
Professor of Health Education,
Deputy Provost
Jpa1@columbia.edu

Dr. John Allegrante is the senior professor of health education and deputy provost at Teachers College, the graduate and professional school of education and human development of Columbia University, where he has been a member of the faculty since 1979 and has served as chairman of the Department of Health and Behavior Studies. As deputy provost of Teachers College and member of the President’s senior leadership team, he is responsible for assisting the President and Provost of the College in leading development of special, College-wide academic initiatives that are being undertaken in response to academic program planning and in collaboration with Columbia University. He holds a joint appointment in the Graduate School of Arts and Sciences and is an adjunct professor in the Department of Sociomedical Sciences at the Mailman School of Public Health at Columbia.

Professor Allegrante has had over 25 years of continuous funding from the NIH 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 illuminated 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 National Health Education Advocacy Summit in Washington, DC, in 1999, which now annually focuses on supporting budget appropriations for the CDC, and which he has continued to participate in hosting. Dr. Allegrante has also been in the vanguard of education and professional preparation issues and workforce development in public health, leading efforts to establish a unified system of accreditation for professional preparation programs in the United States and to develop global consensus on domains of core competencies in global health promotion that are now being implemented across the United States, Europe, and elsewhere.

Allegrante 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. In 2010, he was named the Editor-in-Chief of Health Education & Behavior, the flagship research journal of the Society for Public Health Education.

In 2005, Allegrante was named a Fulbright Specialist in Public/Global Health and developed a program of collaborative research with Icelandic colleagues on risks and protective factors in child and adolescent health. He returned to Iceland as a Fulbright Scholar in 2007 and is currently a senior collaborating investigator on a life course study of healthy child and adolescent development. He has served as a member of the Advisory Board of Reykjavik University 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 in his role as the Teachers College Fulbright Program Advisor and Campus Representative and as a recently appointed Fulbright Ambassador.

Allegrante served as the co-chair of the Galway Consensus Conference on International Collaboration on Credentialing in Health Promotion and Health Education from 2008 to 2010. In 2009, he was named an International Scholar in the Soros Open Society Foundations Academic Fellowship Program and has been a member of the International Higher Education Support Program in Central Asia, where he has been assisting the Kazakhstan School of Public Health with curriculum and faculty development, capacity-building, and mentoring of junior scholars. The Europubhealth Programme recently named him an Erasmus Mundus Scholar at the Ecole Des Hautes Etudes En Sante Publique (ESEHP School of Public Health), Rennes and Paris, France, where he will be in residence during the summer of 2013.

In addition to being a member of the Society for Public Health Education and the Society of Behavioral Medicine, he is a Fellow of the New York Academy of Medicine, an elected member of the Academy of Behavioral Medicine Research, and a Globally Elected Member of the Board of Trustees of the International Union for Health Promotion and Education.

Allegrante received a B.S. with honors from the State University of New York College at Cortland in 1974. He earned a M.S. from the University of Illinois in 1976 and Ph.D. in 1979.

Selected publications:


Professor Allegrante’s Courses:

- HBSS4100 - Behavioral & Social Science Foundations of Health Education** – REQUIRED FOR M.S., M.A. & ED.D. – Offered Fall & Summer A
- HBSS 6510 - Research Seminar – REQUIRED FOR ED.D. - Offered Fall & Spring
- HBSS 7501 - Dissertation Seminar– REQUIRED FOR ED.D. - Offered Fall & Spring
- HBSS4112 - Social Policy and Prevention – ELECTIVE FOR M.S., M.A. & ED.D. – Offered 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 (vision, 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 nearly three decades at Teachers College, he has directed approximately $15 million dollars of grant-funded research and program development (primarily supported by the National Institutes of Health), and he continues to do so. His work has yielded over 100 publications. 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 work advances the core concept that closing the academic achievement gap requires taking action on improving the health status of school children.

Professor Basch’s Courses:

- **HBSS 4102** – Principles of Epidemiology in Health Promotion - *REQUIRED FOR M.S., M.A. & ED.D.* - *Offered Fall & Summer B*
- **HBSS 6100** - Program Evaluation – *REQUIRED FOR M.S., M.A., and ED.D.* – *Offered Spring and Summer A*
- **HBSS 5111** - Planning Health Education Programs**– *REQUIRED FOR M.S., M.A & ED.D.* – *Offered Fall, Spring & Summer B*
- **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*
Dr. Sonali Rajan
Assistant Professor of Health Education
sr2345@tc.columbia.edu

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 within the program. 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 a co-investigator on an R34 grant (PI: Leonard and Gwadz), funded by the NIH, which looks to assess and monitor key indicators of emotion regulation among high-risk adolescent mothers. 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 physical activity. 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. Her selected publications include:


Professor Rajan’s Courses:
- HBSS 4160 Introduction to Biostatistics for Community Health Educators – REQUIRED FOR M.S., REQUIRED FOR M.A. & ED.D. – Offered Spring
- HBSS 4161 Environmental Health – REQUIRED FOR M.S., ELECTIVE FOR M.A. & ED.D. – Offered Fall
- Special Advanced Seminar for Doctoral Students in Dissertation Data Analysis – BY PERMISSION ONLY FOR DOCTORAL STUDENTS -- Offered Spring
- HBSS 6510 Research Seminar – REQUIRED FOR ED.D. – Offered Fall & Spring
- HBSS 7501 Dissertation Seminar – REQUIRED FOR ED.D. – Offered Fall & Spring

Kathleen O’Connell, Ph.D.
Isabel Maitland Stewart Professor of Nursing Education, Professor of Health Education and Diabetes Education and Management
oconnell@tc.columbia.edu

Kathleen A. O’Connell, PhD, RN, FAAN is the Isabel Maitland Stewart Professor of Nursing Education and Professor of Health Education and of Diabetes Education and Management at Teachers College Columbia University. Professor O’Connell developed the Masters Program in Diabetes Education and Management, which was launched in September 2011.

As a professor in Health Education, Dr. O’Connell teaches research methods and health psychology courses.

Dr. O’Connell’s research areas include smoking cessation and relapse, health behavior change, reversal theory, and, more recently, Pavlovian processes in overactive bladder syndrome. She has received federal funding for her research. Dr. O’Connell is a Fellow of the American Academy of Nursing, a Charter Fellow of the Association for Psychological Science, and a Fellow of the Academy of Behavioral Medicine Research. She is the founding chair of the Expert Panel on Health Behavior of the American Academy of Nursing.

Prior to coming to Teachers College in 1999, Dr. O’Connell was a Professor at the University of Kansas School of Nursing and Principal Psychologist at Midwest Research Institute. At Teachers College, Dr. O’Connell has been the Coordinator of the Nursing Education Program and has served as Acting Chair of the Department of Health and Behavior Studies.
Professor O’Connell’s selected publications include:


**Professor O’Connell’s Courses:**

- HBSS 5110 – Determinants of Health Behavior** – REQUIRED FOR M.A. and ED.D., ELECTIVE FOR M.S. - Offered Fall, Spring & Summer B
- HBSS 5040 – Research Methods in Health and Behavior Studies – REQUIRED FOR M.A., RECOMMENDED FOR ED.D. – Offered Fall
- HBSS 6145 – Health Psychology – REQUIRED FOR ED.D.; ELECTIVE FOR M.A. and ELECTIVE FOR M.S – Offered Spring
- HBSS 6510 - Research Seminar – REQUIRED FOR ED.D. – Offered Fall & Spring
- HBSS 7501 - Dissertation Seminar – REQUIRED FOR ED.D. – Offered Fall & Spring
- HBSS 6500 - Grant Writing in Health and Behavior Studies – ELECTIVE FOR M.S, M.A., & ED.D. – Offered Spring
What are the backgrounds, areas of expertise, and courses taught by the core adjunct faculty within the program?

Ray Marks, Ed.D.
Adjunct Professor of Health Education
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. Dr. Marks then taught as an Adjunct Assistant Professor (2001-2004). In May 2005, Dr. Marks was promoted to Adjunct Associate Professor, and by Fall of 2006 she was regularly carrying the load of teaching several courses: In September 2010 Dr. Marks was promoted to Adjunct Professor and was teaching a total of 4 courses per year. Within Teachers College, Dr. Marks received Outstanding Teacher Awards in 2004 and 2005. She remains highly popular as an exceptional teacher, including having enjoyed a student initiated Facebook campaign for her promotion to a permanent tenure-track position in our program—however, such a line was not available.

Dr. Marks served as the Assistant Program Coordinator (January 2004 - May 2004) and as the Coordinator of Masters Students (2008) within the Program in Health Education, Department of Health and Behavior Studies, Teachers College, Columbia University. In fact, she has continued to serve as the de facto main advisor of Masters students—if not the de facto Coordinator of Masters Students—given her extreme popularity with students, daily presence in her office, open-door policy, and deep devotion to engaging in service to our program. As a reflection of this reality, across one decade she served as the advisor on 44 M.A. (32 point M.A.) projects and 5 M.S. projects—which was proportional to enrolment levels in each degree program; and, at the same time, she served as the main Dissertation Sponsor for 4 Ed.D. graduates and another 6 doctoral students—as well as the second or third committee member for 20 Ed.D. oral defenses, and, Chair for another 25 Ed.D. oral defenses.

She has served as the Director (2005 - present) 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. She has a book entitled *Health Literacy in Schools* (2013, Emerald Press).
Professor Mark’s Courses:
- HBSS 4162, Health Services Administration -- REQUIRED FOR M.S., ELECTIVE FOR M.A. & ED.D. – Offered Spring & Summer B
- In addition, Professor Marks regularly teaches several of the above courses (denoted with **) taught by core faculty:
  - HBSS5111 Planning Health Education Programs in the Fall -- REQUIRED FOR M.S., M.A & ED.D. – Offered Fall, Spring & Summer B
  - HBSS5112 Social Marketing and Health Communications in the Spring – REQUIRED FOR M.S. AND ED.D., and ELECTIVE FOR M.A. - Offered Fall, Spring and Summer A
  - HBSS4100 Behavioral and Social Science Foundations of Health Education in Summer A – REQUIRED FOR M.S., M.A., and ED.D. - Offered Fall & Summer A
  - HBSS 5110 Determinants of Health Behavior in Summer B.—REQUIRED FOR ED.D. and ELECTIVE FOR M.A., M.S.

Robert E. Fullilove, Ed.D.
Adjunct Professor of Health Education
Ref5@columbia.edu

Dr. Robert E. Fullilove is 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 the Mailman School of Public Health. 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 twice been awarded the Distinguished Teaching Award from the graduating class at the Mailman School of Public Health, and in May, 2002, he was awarded an honorary doctorate from Bank Street College of Education. He sponsors and co-sponsors with (Professor Wallace) many dissertations in our program.

Professor Fullilove’s Course:
CONCLUSION – REMEMBER MY INVITATION

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. By now, hopefully, it is clear to you that there are an abundance of reasons to accept the invitation to apply to the Program in Health Education, Department of Health and Behavior Studies, Teachers College, Columbia University. The Program in Health Education has not only an appealing guiding philosophy, an impressive track record for educating outstanding national and international leaders (e.g., in public health, community health, research, academia, and hospital administration, etc...), but also the following:

- Great Faculty
- Great Students
- Great Classes
- Great Convenience

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.

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 (Wallace@tc.edu). You are also welcome to attend our Fall Colloquia series and our Spring (March) Annual Health Disparities Conferences at Teachers College, Columbia University. I look forward to meeting and talking with you!

Sincerely,

Barbara C. Wallace, Ph.D.
Coordinator of the Program in Health Education
TAKE THE NEXT STEP! APPLY TO THE
PROGRAM IN HEALTH EDUCATION

Go to www.tc.edu and click on the link to Admissions

- The Program in Health Education features great faculty, great students, great courses, and great convenience!
- Most courses are offered 2-3 times per year, over 90% of our 32 credit M.A. courses are available online, and approximately 70% of our 42 credit M.S. courses are online.
- Many courses are hybrid—meaning you can attend the in-person class or the online section when needed (e.g. extreme weather, work-related travel, etc…).
- The M.A. can be completed in one full year, and the M.S. in 2 full years (i.e. including summers).
- Students can transfer up to 45 credits (grade of B or better) for the 90 credit Ed.D.—and, here, too, most courses are available online and offered 2-3 times per year, ensuring timely degree completion.
- 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!

Please read this booklet and consider the exciting opportunities we are offering!

This booklet was written by Barbara C. Wallace, Ph.D. (pictured above, center with graduates), Coordinator of the Program in Health Education, Department of Health and Behavior Studies, Teachers College, Columbia University © 2013 See the website for updates.