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Lehman College, The City of New York
Department of Health Sciences

Health Education and Promotion Program
AY 2021 – 2022 Academic Review

Self-Study Report

Final Report: January 17, 2022

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Introduction

The Health Education and Promotion (HEA) Program is part of the [Department of Health Sciences](#) and offers the following degrees:

- Bachelor of Science (BS) in Health Education and Promotion
- Master of Arts (MA) (Online)
- Health Pre K-12 Teacher Master of Science in Education (MS Ed) (online)
- Health Education Advanced Certificate (online)

The Department consists of the following additional undergraduate programs:

- Dietetics, Foods, and Nutrition
- Exercise Science
- Health Services Administration
- Recreation Education
- Therapeutic Recreation

The Department's graduate programs are:

- Health Education and Promotion MA
- Health Pre K-12 Teacher (MS Ed and Health Education Advanced Certificate)
- Nutrition MS
- Human Performance and Fitness MS
- Recreation Education MS Ed

The Health Education and Promotion Program at Lehman College is well established. Developed in 1970, it housed two full-time faculty until 2012. A Lecturer line was created and filled in 2012-2013. For the past nine years, HEA has had three full-time faculty: Drs. [Craig Demmer](#) (Professor), [Danna Ethan](#) (Professor), and [Lisa Fusco](#) (Doctoral Lecturer). In addition to their academic roles, they each currently serve as Director of their designated HEA Program (MA, BS, and MS Ed, respectively).

Notably, in Fall 2017, the MA in Health Education and Promotion was the first degree to be offered fully online in the Department and within the School of Health Sciences, Human

Services, and Nursing (HS2N). This year, with the MS Ed and Advanced Certificate also gaining approval for this format, these three continue to comprise the only fully online, graduate-level options across HS2N.

This Self-Study Report will focus primarily on the Health Education and Promotion BS and MA Programs and exclude narrative on the Health Pre K-12 Teacher MS Ed Program except where required (See Appendix I). Oversight for the Health Pre K-12 Teacher MS Ed Program, a New York State accredited program is carried out through the Council for the Accreditation of Educator Preparation (CAEP).

The [BS in Health Education and Promotion](#) is a 48 to 57.5-credit degree that offers two options (or areas of focus) under the major: **Community Health (Option I: 48-49 credits)** and **Community Health and Nutrition (Option II: 57.5 credits)**. The [MA in Health Education and Promotion](#) is a 33-credit fully online degree that provides advanced academic training for individuals employed or planning to seek employment as Health Education Specialists in academic, clinical, community, and corporate settings.

Both degrees are grounded in the Areas of Responsibilities (and related competencies) for Certified Health Education Specialists (CHES[®]) and, for the MA Program specifically, Master Certified Health Education Specialists (MCHES[®]), developed by the National Commission for Health Education Credentialing, Inc ([NCHEC](#)). Satisfactory completion of the HEA Undergraduate Program's Option I or II enables students to sit for the CHES[®] exam, the nationally-recognized professional credential awarded by NCHEC. Students in the HEA MA Program who satisfy their degree requirements can sit for either the CHES[®] exam or NCHEC's Master Certified Health Education Specialist (MCHES[®]) credentialing exam. We anticipate opportunities to incorporate programmatic strategies that establish Lehman College's HEA program as a CHES examination site, giving our current, former, and future students opportunities to take the examination prior or upon completion of the program of study.

Section 1: Mission

Lehman College, an urban public institution and economic and cultural catalyst in the Bronx, is a national engine for social mobility and a vibrant center of discovery and

creative work, providing a transformative educational experience while advancing equity, inclusion, and social justice. The relation of the program to the College’s mission, vision, and goals: addressing such questions as how the program educates, empowers, and engages students and contributes to achieving the College’s Institutional Learning Goals; how the program advances 90x30; and how the program integrates the College’s Strategic Plan.

The mission, vision, and values of Lehman College are summarized in the College’s recent Strategic Plan Report, *Lehman 2025: Roadmap to the Future* found [here](#). Below, we address how the HEA Undergraduate and Online MA Programs relate to the College’s mission, vision and goals.

Table 1 University, College and Program Mission Statements

City University of New York Mission	Lehman College Mission	BS Health Education and Promotion Mission	MA Health Education and Promotion Mission
We conduct high-quality research and build innovative data infrastructures to strengthen equity-focused educational programs and inform policy.	Lehman College (LEH), an urban public institution and economic and cultural catalyst in the Bronx, is a national engine for social mobility and a vibrant center of discovery and creative work, providing a transformative educational experience while advancing equity, inclusion, and social justice.	The BS in Health Education and Promotion (HEA) embodies Lehman’s mission of a transformative educational experience, greater equity, and improved social mobility by preparing its students for dynamic careers in community health education in the Bronx and beyond.	Prepare dynamic health education specialists to work in a variety of settings including health care organizations, non-profit organizations, community settings, government organizations, private health care agencies, research, policy, and educational institutions etc. Maintain a high-quality academic program with high quality students. Differentiate the practice of health education from that of other helping professions by emphasizing the teaching-learning process for improving the health status of defined populations. Prepare students to sit for the Certified Health Education Specialist (CHES) or Master Certified Health Education Specialist (MCHES) exam.

How the Health Education and Promotion Undergraduate and MA Programs Relate to the College Mission

Nationally recognized as an urban, diverse public institution and economic and cultural catalyst in the Bronx, Lehman College’s mission is to serve as a powerful engine for social mobility and

a vibrant center of discovery and creative work that provides a transformative educational experience while advancing equity, inclusion, and social justice.

BS in Health Education and Promotion: *MISSION AND GOALS*

The BS in Health Education and Promotion (HEA) embodies Lehman's mission of a transformative educational experience and improved social mobility by preparing its students for dynamic careers in community health education. The Program's overarching goal is to equip HEA graduates with academic and field-based training to engage in the development, implementation, and assessment of community health programs and activities in a variety of settings. These settings include governmental and not-for-profit agencies, hospitals and healthcare, school-based settings (K-12 and college-level), and corporate wellness.

The learning goals of the HEA curriculum are designed to support the overarching program goal as stated above. Upon completion of the BS in Health Education and Promotion, students will be able to:

- Explain the role of health education and promotion in health care as well as within culturally diverse populations. To accomplish this goal, students will be able to: Articulate the scientific, behavioral, cultural, social, legal, and educational foundations of health education.
- Assess individual and group health education and promotion needs. To accomplish this goal, students will be able to:
 - Analyze and interpret health related data concerning needs and interests in social and cultural environments;
 - Distinguish between behaviors that foster and those that hinder well-being; Identify needs for health education programs based on obtained data;
 - Gather, analyze, describe and report information about health, disease, and the delivery of health services.
- Create or select effective health education programs. To accomplish this goal, students will be able to:

- Select and recruit community organizations and interest groups for support and assistance in program planning;
- Construct a logical scope and sequence plan for a health education program; Formulate appropriate and measurable program objectives.
- Implement health education programs. To accomplish this goal, students will be able to:
 - Execute planned educational programs;
 - Select methods and media best suited to instruction in health programs; Analyze and revise education programs as needed;
 - Select and use counseling techniques for problems that require personal attention.
- Evaluate health education program effectiveness. To accomplish this goal, students will be able to:
 - Develop plans to assess achievement of program objectives;
 - Implement evaluation plans;
 - Interpret the results of program evaluation;
 - Infer implications for future program planning.

As our field continues to evolve, the HEA program will adjust its goals, learning objectives, and curriculum, where necessary, to reflect the Eight Areas of Responsibility for Health Education Specialists and the revised CHES exam starting this year.

Online MA in Health Education and Promotion

Upon completion of the MA in Health Education and Promotion, students meet the expanding need for health education professionals capable of working with the community in a variety of public, private, and professional settings. Graduates of the program may also find career opportunities as health advocates, program planners and evaluators, case managers, policy analysts and health administrators. This degree may also be suitable for individuals such as nurses, social workers, physician assistants or allied health personnel who wish to enhance their qualifications.

The MA is an innovative distance education program designed for students interested in working as health education specialists and practitioners in community, clinical, public health, and worksite settings. The program equips professionals to identify and address the health needs of diverse individuals and communities. The online setting provides an ideal learning environment for students to participate in various online activities, collaborate with peers, and engage with distinguished faculty while being able to work full-time.

The program emphasizes education as the primary factor for the promotion of health and the prevention of disease. Students learn to provide programs at all levels of the health continuum from wellness promotion to various prevention levels including primary (health education and promotion), secondary (early detection and intervention), and tertiary (rehabilitative and therapeutic).

Online MA in Health Education and Promotion: *PROGRAM PHILOSOPHY*

- Health education specialists can affect beneficial changes in the health status, health literacy, and health behavior of people they serve.
- The role of learning and affective experiences is important in health education.
- Self-motivation and self-evaluation are critical in enhancing the learning experience.
- Maintaining a strict code of ethics is crucial for health educators to protect the confidentiality and trust of their students and/or clients.

Online MA in Health Education and Promotion: *MISSION*

- Prepare dynamic health education specialists to work in a variety of settings including health care organizations, non-profit organizations, community settings, government organizations, private health care agencies, research, policy, and educational institutions etc.
- Maintain a high-quality academic program with high quality students.
- Differentiate the practice of health education from that of other helping professions by emphasizing the teaching-learning process for improving the health status of defined populations.

- Prepare students to sit for the Certified Health Education Specialist (CHES) or Master Certified Health Education Specialist (MCHES) exam.

Graduates of the program are trained to possess the competencies delineated by the [National Commission for Health Education Credentialing, Inc](#):

- Planning effective health education programs.
- Implementing health education programs.
- Evaluating the effectiveness of health education programs.
- Coordinating provisions of health education services.
- Acting as a resource person in health education.
- Communicating health and health education needs, concerns, and resources.
- Applying appropriate research principles and methods in health education.
- Administering health education programs.
- Advancing the profession of health education.

Online MA in Health Education and Promotion: *OUTCOMES*

Students will:

- Plan, implement, and evaluate health promotion programs.
- Provide accurate and up to date health content that addresses the attitudes, needs, practices, interests, and strengths of culturally diverse populations.
- Identify ways to increase self-awareness and sensitivity to working with persons from diverse backgrounds.
- Integrate educational strategies that lead to adoption of healthful behaviors.
- Apply counseling strategies to promote behavior change.
- Identify and establish linkages with community partners to promote health.
- Act as a resource person in health promotion.
- Administer health promotion programs.
- Apply appropriate research principles and methods in health promotion.
- Advance the profession of health promotion.

To align the Health Education and Promotion program to the mission of Lehman College, the program provides an essential service by educating students to be competent Health Education Specialists who provide quality services in a range of settings. The program is committed to providing an outstanding curriculum taught by exceptional faculty, enhancing students' lives through learning and pre-professional experiences, collaborating with practitioners in the field

through internships and research, and advancing knowledge of the discipline through scholarly work.

College Vision

Lehman College's vision is to be a nationally recognized leader in educational attainment and the expansion of knowledge through innovative curriculum and pedagogy, original research and scholarship, and enhanced digital solutions. The College also aims to be a model of engaged citizenship and a leading force for a more just and sustainable world.

The Health Education and Promotion (HEA) program at Lehman College aims to fulfill this vision of the College, to serve the Bronx and the surrounding community, as well as to offer an education that embraces the diversity of our students and encourages their personal and academic development. The borough of the Bronx ranks as the poorest borough of New York City and the second poorest county in New York State. Ranked near the bottom 5% of counties in the nation for economic mobility for children in poor families. The Bronx also lags in educational attainment, with only 26.1% of residents aged 25 to 64 having more than high school diploma, compared to 43.4% statewide and 34.7% nationally. Additionally, the proportion of the Bronx population that is Hispanic (56.4%) is double that of New York City (29.1%) and three times that of New York State overall (19.2%) (U.S. Census, 2019). Lehman's enrollment reflects its location; 57% of Lehman students are Hispanic/Latina and 27% are African Americans/Blacks.

Herbert H. Lehman College is the only senior college of the City University of New York (CUNY) located in the Bronx. Lehman is a Hispanic Serving Institution (HSI). It is CUNY's only senior college with a Hispanic majority undergraduate student population and a significant Black student population. The College also has a high proportion of non-traditional students. Recent trend data show that four out of ten Lehman students are over the age of 25; this is significantly higher than all other CUNY senior colleges ([42.6% versus 25.7%](#)). The College is committed to serving as an engine of upward mobility by providing opportunities for applied and experiential learning and career engagement for its students. The need for applied learning is especially acute in the Hispanic community. Educational attainment in the Bronx is far less than typical in this country. Only 26.1% of residents aged 25 to 64 have more than a high school diploma compared to 43.4% statewide and 34.7% nationally. Crucially, employment rates vary with educational attainment. For example,

the national unemployment rate in 2019 for 25- to 34-year-olds was lowest for those with a bachelor's or higher degree (2%). The unemployment rate was also lower for individuals with some college (5%) and those who had completed high school (6 percent) compared with those who had not completed high school (10%).

How the HEA Undergraduate and MA Programs Support the College's Vision

Our Community Health Internship courses play a critically important role in Lehman College's vision of a more just world and engaged citizenship through applied learning and engagement opportunities with the professional community. Students in our BS and Online MA programs are provided individualized guidance and access to quality fieldwork placements in Bronx area healthcare and community health agencies. HEA faculty have developed strong and enduring relationships with host sites, and adjunct faculty currently teaching these courses are actively working locally as Health Education Specialists and/or have decades of experience in the field. The internship courses also offer students opportunities for professional preparation through individual meetings with Career Services staff to develop and solidify their resume and adaptable cover letter with a focus on skills and experience in Community Health.

This past Fall, the HEA Undergraduate Program was selected as one of five identified Hispanic Serving Institutions (HSIs) in the nation to participate in a Pipeline pilot program aimed at increasing representation of Hispanic/Latinx students pursuing degrees/careers in community and public health. Initiated by a partnership between the CDC and SOPHE (Society of Public Health Education), the program will begin this Spring with a needs assessment including interviews with HEA students and faculty, followed by program planning and implementation later this year.

The HEA program also strives to contribute to the College's vision and *90x30* initiative "to educate more members of our community, helping to provide the means for economic mobility, thereby uplifting the communities in which we all live." The HEA program actively supports these aims by providing options for undergraduate students including:

- 1) Offering two different concentrations within the major;
- 2) Varied days, times, and teaching modes for courses including

- a. a) daytime, evening, and some weekend classes, and
 - b. b) offering courses in several modalities including in-person, hybrid, fully online, and, most recently, HyFlex (defined as offering flexibility for a student to consume the content of the course via online, hybrid, or face-to-face);
- 3) Working with the College's Adult Degree Program to promote the HEA degree as an option for its students;
 - 4) Offering classes to non-majors to enhance their knowledge, interest in the major, and prepare them for life outside of academics.

The Online MA in HEA facilitates student's ability to complete their degree fully online and prepares them for CHES and MCHES certification and for employment as a Health Education Specialist as well as a variety of other jobs in the health and human services fields. The Pre-K-12 Health Teacher MS Ed and the Advanced Certificate in Health Education prepare students for initial and professional certification as school health teachers. Altogether, the HEA program meets the College's vision and strives to continually improve in our ability to optimally educate students within the degrees in our program.

The steady growth in student enrollment in the HEA program is in line with the College's *90x30* initiative and can be seen in the institutional data below. Data for the MS Ed Health Teacher has been included here to represent total HEA enrollment and graduation rates:

- Total number of students who graduated in 2016-2017 Academic Year:
 - HEA BS = 30
 - HEA Online MA = 14
 - MS Ed Health Teacher = 14
 - Advanced Certificate in Health Education = 0
- Total number of students enrolled in Fall 2017 for each of the following programs:
 - HEA BS = 144
 - HEA Online MA = 46
 - MS Ed Health Teacher = 43
 - Advanced Certificate in Health Education = 0
- Total number of students who graduated in 2020-2021 Academic Year:

- HEA BS = 73
 - HEA Online MA = 29
 - MS Ed Health Teacher = 12
 - Advanced Certificate in Health Education = 30
- Total number of students currently enrolled (Fall 2021) for each of the following programs:
 - BS in Health Education and Promotion (“HEA BS”) = 171
 - Online MA in Health Education & Promotion (“HEA Online MA”) = 84
 - MS Ed Health Teacher = 51
 - Advanced Certificate in Health Education= 16
 - Total number of students enrolled in the Online MA in HEA since Fall 2017 (when the degree went fully online):
 - 204 (unduplicated headcount from Fall 2017 to Summer 2021)
 - Total number of students who graduated from the Online MA in HEA since Fall 2017 (when the degree went fully online):
 - 70
 - Percent of Lehman’s 2020-2021 graduating class who were enrolled in the above HEA Undergraduate and Graduate Programs above:
 - 3.7%

In the past three years, a significant achievement has been the creation of HEA’s Dual-Credit option for BS students whereby they can take up to 12-credit hours of graduate level courses (in the Online MA in HEA) that will satisfy undergraduate credits in the major as well as count toward credits in the Online MA. The implementation of the Dual Credit option began Fall 2020; however, the program is evaluating strategies that will raise awareness for promising juniors and seniors in the HEA undergraduate major. We anticipate more students interest, which will also allow us to capture the necessary data for program effectiveness.

The HEA Graduate Program has relied heavily on word-of-mouth advertisement among our student population, which has surprisingly helped maintain a consistent influx of students into our program. Most of the graduate programs across the campus and in our school in particularly work closely with the Office of Graduate Admission. And, while many of our support services across the campus lack adequate resources, this office has done as well as could be expected

with limited resources. In discussion with many graduate program colleagues, there is a consensus for the need of dedicated recruitment and assessment personnel to support these critical services within our school. The Dual-Credit enrollment is a promising addition to our recruitment efforts as we consider our implementation strategies to improve a potential pipeline of students into the MA HEA program.

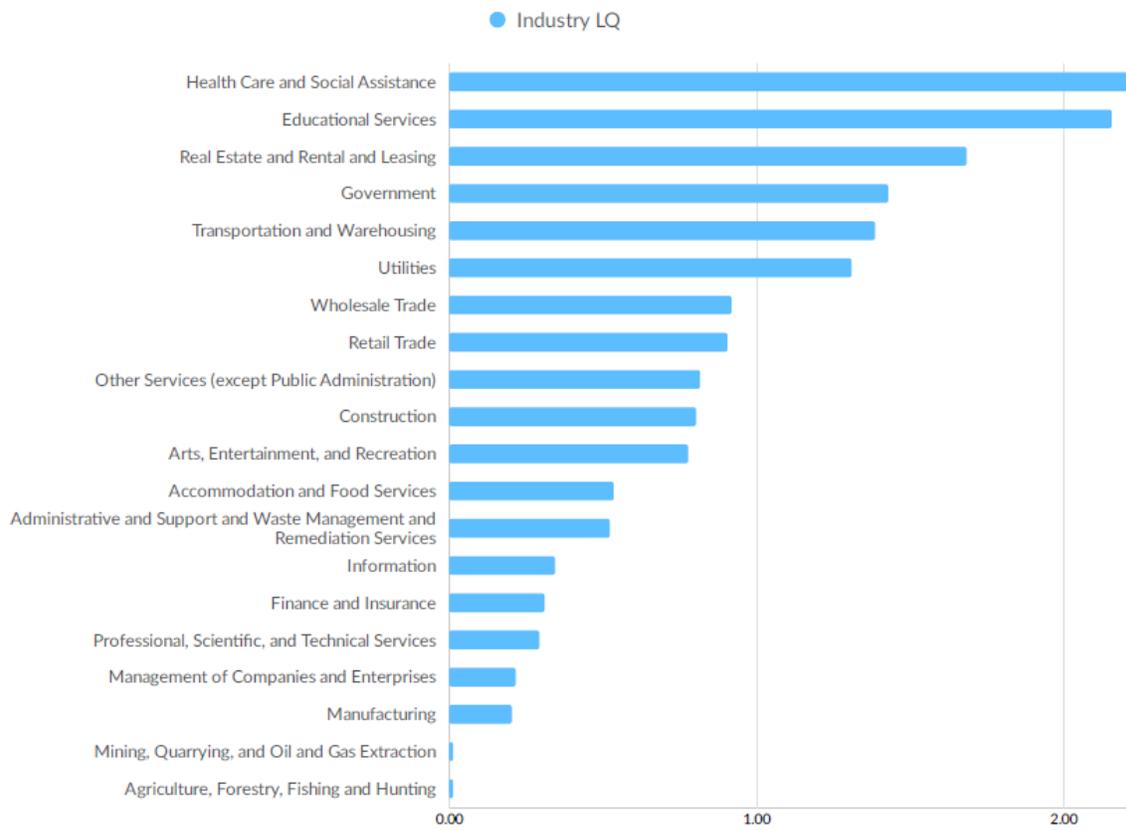
Graduates of our program are set to enter a promising job market. According to the Bureau of Labor Statistics, about 16,100 openings for health education specialists and community health workers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. The number of jobs for health education specialists and community health workers is projected to grow 17% from 2020-2030 ([much faster than average](#)). This contributes to the 90x30 initiative's "increasing the number of residents with a postsecondary education leading to reduced unemployment and higher wages." This is also in line with the College's value of "contributing to individual achievement and the transformation of lives and communities" as our alumni move into the workforce. Many of our current students and alumni are residents of the Bronx and the health care industry is one of the largest employers in the Bronx. The prospects of employment and career advancement is favorable particularly graduates who hold bachelors and masters' degrees. Table 2 below highlights potential job placements where HEA graduates might be employed. One area that the program seeks to improve is tracking the number of graduates who are successful on the CHES examination and tracking employment placement. Information on these two key programmatic indicators will allow the program to develop strategies that target alumni support and further demonstrate program effectiveness. Moreover, Figure 1 demonstrates the top industry growth in the Bronx where health care and support care outpace many industries.

Table 2: Employers	Percent
Government	24
Hospitals; state, local, and private	21
Individual and family services	7
Outpatient care centers	7
Religious, grantmaking, civic, professional, and similar organizations	6

(Source).

Figure 1 Bronx Industry data

Top Industry LQ



There are recruitment opportunities in that many of our undergraduate courses are offered to non-majors internal to the school and external to the college. We consider this an area of strength in that non-majors might consider HEA's Online MA degree using the Dual-Credit mechanism. These courses offer credits to students in other degree programs and provide them with general knowledge about individual and community health, health issues in society, and health and behavior change. This is in line with the College's vision "to prepare students to live and work in the global community," as it prepares students to leave college with the knowledge to maintain a healthy and fulfilling life.

An area of strength in our program is that our graduates are able to articulate the social determinants of health that are most impactful in the Bronx communities. For example, in the South Bronx many of the health inequities center on poor housing, inadequate access to health care, environmental hazards. Table 3 below. The prepares MA graduates to be career focused-leaders in an area that will make a real difference in the lives of residents in our community.

Table 3 Comparison of the Social and Economic Conditions in the Bronx

Social and Economic Conditions			
	NYC	Bronx	Mott Haven & Melrose
Poverty	20%	25%	29%
Unemployment	9%	13%	12%
Housing and Neighborhood Conditions			
Air Pollution in micrograms/cubic feet	7.5	7.8	8.6
Air Conditioning	89%	83%	74%
Asthma			
Maternal Child and Health			
No prenatal care	6.7%	10.9%	11.3%
Pre-term birth	8.7%	9.7%	9.5%
Access to Health Care			
Adult without health insurance	12%	12%	14%
Adults without needed medical care	10%	12%	10%
Obesity, Diabetes, and Hypertension			
Obesity	24%	32%	42%
Diabetes	11%	16%	20%
Hypertension	28%	36%	38%

Section 2: The program’s curriculum in relation to desired outcomes: addressing such questions as how the program compares to comparable programs and/or norms established by relevant professional organizations; how the program ensures students can achieve program learning goals; how the program assesses student learning; how the program collaborates with/supports other programs within the College; how the program considers and addresses student perceptions and expectations.

BS in Health Education and Promotion

The curriculum for the BS in Health Education and Promotion has been designed to assist students to achieve the desired outcomes identified in the previous section. The curriculum is as follows:

Courses to be taken by all program majors (30 credits)

12 credits in Department courses:

		Credits
HSD 240	Nutrition and Health	3
HSD 266	The U.S. Health Care Delivery System	3
HSD 269	Fundamentals of Biostatistics for Health Professionals	3
HSD 306	Epidemiology	3

18 credits in Health Education and Promotion:

		Credits
HEA 249	Foundations of Health	3
HEA 267	Human Behavior and Health	3
HEA 300	Introduction to Public Health	3
HEA 320	Health Counseling	3
HEA 400	Program Planning and Evaluation	3
HEA 437	Strategies in Community Health and Nutrition Education	3

Option 1: Community Health (48-49 credits) - Additional courses to be taken (18-19 credits):

14-15 credits in Health Education and Promotion and 4 credits in Biological Sciences::

		Credits
HEA 440	Seminar in Community Health	2
HEA 470	Internship in Community Health I	4
HEA	HEA electives	8-9

HEA electives: Chosen in consultation with the adviser.

		Credits
BIO 183	Human Biology	4

BIO 183: *This course also satisfies a General Education requirement.*

Option 2: Community Health and Nutrition (57.5 credits) - Additional courses to be taken (27.5 credits)

12 credits in Dietetics, Foods, and Nutrition:

		Credits
DFN 120	The Nature and Science of Food	3
DFN 220	Foods, Society, and Health	4
DFN 341	Nutrition Throughout the Life Cycle	3
DFN 472	Field Experience in Community Nutrition	2

3 credits in Exercise Science:

		Credits
EXS 264	Introduction to Exercise Science	3
EXS 265	Behavioral Aspects of Physical Activity	3

4.5 credits in Chemistry:

		Credits
CHE 114	Essentials of General Chemistry Lecture	3
CHE 115	Essentials of General Chemistry Laboratory	1.5

***CHE 114, CHE 115:** These courses also satisfy a General Education requirement.*

8 credits in Biological Sciences:

		Credits
BIO 181	Anatomy and Physiology I	4
BIO 182	Anatomy and Physiology II	4

***BIO 181, BIO 182:** These courses also satisfy a General Education requirement.*

The BS in Health Education and Promotion at Lehman College is ranked highly among Community Health Education programs nationally, based on cost, faculty to student ratio, and graduation rate.

- Ranked #15 Best Value Public Health Education and Promotion Bachelor's Degree Schools ([Source](#)).

- Ranked # 9 in the country among Bachelor's in Health Education in 2021 ([Source](#)).

The BS in Health Education and Promotion curriculum is similar to that of other programs across CUNY, the region, and country (**See Table 4**). For the purpose of this self-study, schools with degrees similar to Lehman College locally, regionally, and nationally were compared to the BS in Health Education and Promotion program at Lehman College. Comparatively speaking, the curriculum of the BS in Health Education and Promotion is similar to other programs indicating preparation for career and advanced degree preparation.

Table 4. This table shows the colleges/programs that were used as a comparison for the BS in Health Education and Promotion program at Lehman College.

College	Lehman College	York College, CUNY	Brooklyn College, CUNY	Hofstra University	Montclair State University	East Stroudsburg University	Seattle Central College	East Carolina University
Department	Health Sciences	Community Health Education	Health and Nutrition Sciences	Health Sciences	Public Health	Health Studies	Community Health & Education	Health Education and Promotion
Degree	BS in Health Education & Promotion	BS in Community Health Education	BS in Health and Nutrition Sciences - Public Health	BA in Community Health	BS in Public Health, Concentration in Community Health Education	BS in Public Health: Concentration in Community Health	BAS in Allied Health - Community Health & Education	BS in Public Health
Relationship	Our program	CUNY school in Queens, NY	CUNY school in Brooklyn, NY	Local private college	Regional public college	Regional public college	Comparable national college	Comparable national college

Observations based on 7 programs comparable programs locally, regionally, and nationally are noted below:

York College, CUNY: 120 semester hours. The Community Health Education major is 69 credits with 51 credits being major discipline courses, 12 are major electives, and six in Psychology. The remainder are General Education credits. in the major. The curriculum is similar to Lehman's, but there are no education-focused courses and York offers courses such as Epidemiology and History and Principles of Public Health as electives whereas these are required courses at Lehman. Annual full-time tuition is \$6,930. For non-residents, it is \$620 per credit.

Brooklyn College: York College, CUNY: 120 semester hours. The Health and Nutrition Sciences – Public Health major is 56 credits with 45 credits being major discipline courses, a 5-credit Chemistry requirement, and six in electives. The curriculum is similar to Lehman's, although there are fewer education-focused courses. Annual full-time tuition is \$6,930. For non-residents, it is \$620 per credit.

Hofstra: 128 semester hours. A total of 56 credits are taken in the Community Health major. Students complete a minimum of 17 semester hours in electives. A local private college outside of CUNY, the BA in Community Health at Hofstra University has a similar curriculum. However, there is a wide gap in terms of [cost of tuition](#). Tuition for the BA in Community Health at Hofstra is close to **\$66,260** versus **\$7,374** at Lehman College.

Montclair University: 120 credits. A total of 69 credits are taken in the Public Health-Community Concentration pathway. The curriculum is highly similar to Lehman. Total tuition is approximately \$13,073 for state residents and 21,033 for non-residents.

East Stroudsburg University: 119 semester hours. The Community Health Education major is 58 credits. Students must take 16 required courses. The curriculum includes some of what the Lehman program has in their electives as required courses. Total tuition is approximately \$11,560 for state residents and \$20,100 for non-residents.

Seattle Central College: 105 semester hours. Community Health and Education courses are 45 credits Similar curriculum to Lehman, but they have an information course, a literacy course and

three capstones compared to our seminar and internship offerings. Total tuition is approximately \$4,053 for in state residents.

East Carolina University: 105 semester hours. The Community Health concentration is 44 credits, which closely resembles the program at Lehman, with a Capstone class that is similar to our Seminar. Total annual tuition is approximately \$7,239 for state residents and \$23,500 for non-residents.

How the HEA Undergraduate Program Ensures Students Achieve Program Learning Goals

The HEA program provides several support structures to facilitate student success including 1) regular one-on-one office advisement with the Program Director, 2) students' participation in an internship field placement and seminar, 3) classes taught by practicing Health Education Specialists (several of whom are HEA Graduate Program Alumni) with years of past and current experience in the profession, and 4) active involvement by Career Services to help HEA students develop job interview skills and resumes and cover letters.

The HEA program's strategic plan includes the following aims which are to: 1) strengthen relationships with NYC community health agencies to expand opportunities for student internships and employment; 2) develop/adopt targeted certificate programs (e.g. patient navigator, community health worker); 3) raise revenue and address emerging areas for community health practice and research. We also currently have strong, existing [articulation agreements](#) with CUNY community college feeder programs. Our continued aim is to 4) develop additional seamless articulations within CUNY with the goal of increasing the number of HEA majors; 5) secure external grants to a) fund HEA faculty research that addresses disparate health needs in the Bronx, and b) provide opportunity for student involvement in faculty-driven research and manuscript development for scholarly journals; 6) secure Internship Coordinator to oversee and increase HEA internship site base; 7) develop more targeted, content-based courses that reflect current and prevalent health issues (e.g. diabetes prevention; health literacy and communication; international health promotion); 8) develop CHES exam peer-prep club; 9) increase recruitment efforts targeted toward prospective majors at Lehman College. In addition,

special focus will be aimed toward students majoring in similar programs at the CUNY Community College level.

Online MA in Health Education and Promotion

The curriculum for the Online MA has been designed to assist students to achieve the desired outcomes identified in the previous section. The curriculum is as follows:

Online MA in Health Education and Promotion

TOTAL CREDITS FOR DEGREE: 33

Required core courses (Total of 21 credits):		
HEA 602	Research Methods	3 credits
HEA 603	History & Philosophy of Health Education	3 credits
HEA 620	Health Counseling	3 credits
HEA 622	Organization & Administration of Health Ed Programs	3 credits
HEA 623	Program Planning and Evaluation	3 credits
HEA 670	Field Experience	3 credits
HEA 675	Teaching Strategies for Community Health	3 credits

Elective courses (Total of 12 credits):		
HEA 502	Women and Health	3 credits
HEA 507	Human Sexuality	3 credits
HEA 509	Drugs and Substance Abuse	3 credits
HEA 510	Health and Aging	3 credits
HEA 511	Perspectives on HIV/AIDS	3 credits
HEA 627	Health Problems & Issues in Contemporary Society	3 credits
HEA 630	Community Organization & Health Education	3 credits
HEA 636	Perspectives on Death and Dying	3 credits
HEA 640	Nutrition and Chronic Diseases	3 credits
HEA 680	Special Topics in Health	3 credits
HEA 685	Independent Study in Health Ed & Promotion	3 credits

The Online MA in Health Education and Promotion at Lehman College is ranked highly among online Master's Degree Programs in Health Education nationally, based on cost, faculty to student ratio, and graduation rate.

- Ranked # 3 in the country in 2020 among Best Online Masters in Health Education Programs (bestcolleges.com)
- Ranked # 10 in the country among 21 Best Online Masters Programs in Health Education in 2021 (bestvalueschools.org).

The curriculum for the online MA in HEA at Lehman College is on par with similar health education Masters programs at colleges across the country. We've compared our program to local alternatives as well as national contemporaries to assess how well our curriculum compares to other accredited institutions (**See Table 5**). We've selected other CUNY schools that offer similar programs as well as a local university to compare with the online MA in HEA program at Lehman College. In addition, we chose several schools from around the country with an online Master's degree in Health Education and Promotion that are highly ranked for their quality and/or affordability to compare with the online MA in HEA at Lehman College. Of course, it is difficult to assess the quality of these programs and state whether they are inferior or superior to our MA in HEA at Lehman.

Table 5. This table shows the colleges/programs that were used as a comparison for the online MA in Health Education and Promotion program at Lehman College.

College	Lehman College	Brooklyn College	SPH CUNY	Teachers College, Columbia	East Carolina University	University of Florida, Gainesville	Texas A & M	East Stroudsburg University	The University of Alabama
Department	Health Sciences	Health & Nutrition Sciences	Community Health and Social Sciences	Health Education	Health Education & Promotion	Health Education & Behavior	Health & Kinesiology	Health Studies	College of Continuing Studies (UA Online)
Degree	MA in Health Education & Promotion	MA in Community Health (Community Health Education)	MPH in Community Health	MA in Health Education	MA in Health Education	MS in Health Education & Behavior	MS in Health Education	MS in Health Education	MA in Health Studies (Health Promotion)
Relationship	Our program	Alternative CUNY school		Local alternative college	Comparable <u>online</u> Masters in Health Education by curriculum and affordability				

Lehman College offers a comparable curriculum compared to the above sample of national programs. This ensures that Lehman College graduates are well prepared to enter the job market alongside graduates from other national Masters' degree programs in Health Education and Promotion. Lehman College requires similar core courses to the comparison colleges. The Online MA in HEA at Lehman College is unique in requiring students to take more health elective courses than comparable programs, thus ensuring that students gain more comprehensive

health content. Another reason for this is that many of our students do not intend to take the CHES exam upon graduation. While we offer all the required core courses to prepare them for the CHES exam, we also offer students more choices in taking elective courses that interest them and will benefit them in their current jobs or career paths.

The Online MA in HEA at Lehman College stands out from our two CUNY sister programs (CUNY SPH and Brooklyn College) by offering the entire degree fully online. Both [CUNY SPH](#) and [Brooklyn College](#) offer online courses within their programs, but they are not fully online degree programs.

While Brooklyn College does offer the Thanatology concentration for the MA in Community Health fully online, the Community Health Education concentration for the MA is not fully online. The 36-credit program offers nine credits in epidemiology, biostatistics, and research and only one health elective. The other core courses are like our online MA in HEA at Lehman College.

The MPH in Community Health at CUNY SPH (School of Public Health) is 42 credits versus our online MA which is 33 credits. While there are a couple of core courses that are like Lehman's online MA in HEA, the MPH at CUNY SPH emphasizes public health and research and does not offer the array of health electives that we offer.

In terms of a comparable program at a local college outside of CUNY, the MA in Health Education at [Columbia University Teachers College](#) is 32 credits and only offers one health elective. They have similar core courses to the online MA in HEA at Lehman College. The biggest difference between our program and Columbia University Teachers College is the [cost of tuition](#). Tuition for the MA in Health Education at Teachers College is close to \$60,000 versus \$15,000 at Lehman College. Teachers College also offers a 42 credit MS in Community Health Education. Both the MA and MS at Teachers College are not fully online. The MS in Community Health Education at Teacher College costs approximately \$78,000.

Looking now at five comparable programs nationwide that are fully online, here are some observations:

East Carolina University: 30 credits. Students complete similar required core courses to our program at Lehman, but they must choose one of three options: thesis, internship, or course work. Each option is 12 credits. Total tuition is approximately \$9,000 for state residents and \$31,000 for non-residents.

University of Florida, Gainesville: 30 credits. The curriculum closely matches Lehman's curriculum. Students do 15 credits in health electives. Total tuition is approximately \$18,000.

Texas A & M University: 36 credits. Students do not have the option of taking any health electives. Cohort-based. Students follow a set curriculum path together (unlike Lehman which is not cohort-based and allows students more flexibility in completing the degree at their own pace). Total tuition is approximately \$15,000 for state residents and \$33,000 for non-residents.

East Stroudsburg University: 30 credits. No health electives. Students must complete all the courses in the curriculum. Total tuition is approximately \$17,000 for state residents and almost the same for non-residents. Non-residents pay only a few hundred dollars more in total.

The University of Alabama: 30 credits. Similar curriculum to Lehman. 12 credits in electives. Total tuition is approximately \$13,500 for state residents.

All comparable programs require an internship or the choice of a capstone course or thesis or comprehensive exam. Lehman offers an internship, and the comprehensive exam is required to graduate. There is no thesis option. Students who wish to go on to a doctorate have the option of doing a research project in HEA 685 Independent Study.

How the Program Ensures Students Achieve Program Learning Goals

The program provides several support structures to facilitate student success including: 1) Keeping regular virtual office hours each week; 2) Being available via phone and email throughout the week and responding promptly; 3) Classes taught by practicing health educators with years of professional experience; and 4) Collaboration with various college offices including the Instructional Support Services Program, the Career Services Department, and the Counseling Center. All incoming students are provided with a detailed Student Handbook that orientates them to the program. We help them identify career and personal goals and previous

academic records are reviewed to understand individual needs and abilities. We help them map out a plan to graduate in a timely fashion.

Student learning across courses is assessed using various methods including quizzes, discussion board assignments, professional practice papers, research papers, and projects. All students are required to take the comprehensive exam in the last semester before they graduate. The comprehensive exam serves as an important assessment tool to measure students' ability to meet the program's learning outcomes. Students are given two opportunities to take the exam. Students who do not pass the first time meet with the program director to review and prepare for subsequent re-examination. High pass rates on the comprehensive exam indicate that students have achieved the learning outcomes of the program. 98% of students have passed the comprehensive exam on the first attempt in the past five years and 2% passed the comprehensive exam on the second attempt in the past five years.

In terms of how the program collaborates with/supports other programs within the College, the MS in Nutrition program relies on us for three required courses: HEA 600, HEA 602/DFN 791 (and HEA 620 until one year ago when the DFN program developed their own course tailored to DFN students). The MS Recreation Program relies on us for HEA 600. All these courses are offered every semester.

Several majors within the Department of Health Sciences (as well as colleges within CUNY and colleges elsewhere) rely on us for several undergraduate and graduate elective courses each semester. Our Winter and Summer courses (offered online) are especially popular with students from other programs and colleges.

How the Online MA Program Considers and Addresses Student Perceptions and Expectations

For a variety of reasons (e.g., financial aid, needing to graduate and find a job soon), students wish to complete their degree more quickly. Many are taking more courses each semester and most students work full-time; however, we recommend two courses per semester for acquisition of course content and application of principle and theories learned. Recent observations show that more students are enrolling in three courses or 9 credits emblematic of full-time graduate course work. However, further observations suggest that students enrolled in less than 9 credits

(3 to 6 credits) are more successful with a higher quality work product. Our targeted advisement provides students with some realistic options of course content so that the student makes a more informed decision and has a higher rate of being successful.

There has been an increased demand in courses offered in the Winter and Summer session which suggest that the program remains a popular major among students both at Lehman College as well as other CUNY schools. HEA typically offers six graduate courses each summer. The program anticipates a formal assessment of the overall effectiveness of the program in Spring 2022 beginning with a student satisfaction survey that will target current students. In the future as the program develops a formal assessment plan, we will conduct a more robust evaluation of alumni, employer satisfaction, and other key indicators to assist the program in continuous improvement efforts.

Section 3: The Faculty's Activities in Scholarship, Teaching, and Professional Service, including Faculty Development and Pedagogical Innovations

Scholarship

Scholarship is fundamental to broadening knowledge in science-based disciplines.

Accordingly, the Lehman HEA program makes a concerted effort to carry out scholarly activity. Our two full-time faculty have been extremely productive in this regard over the past 20 years, publishing more than 70 papers combined in peer-reviewed journals, making several conference presentations, and serving as discipline-specific journal peer reviewers. Over the years, we have engaged our students in the research process and embraced the belief that there is great opportunity and value to developing students' interest and participation in the research process that can include co-authorship. Allowing students to participate in research helps to demystify the process, providing an appreciation of its intricacies and facilitating their ability to translate research into practice. To this end, we have involved both undergraduate and graduate students in our research projects in study design, data collection and analysis, and manuscript preparation, thus, furthering their development as future scholars and practitioners. Moreover, they have received acknowledgments on the published papers from these studies, bolstering their credentials for future employment.

Challenges:

- The Department of Health Sciences has a very small amount of funding (about \$5,000) to support the faculty development activities across all six programs in the department. This amount is completely insufficient considering total faculty within the department.
- The two tenured faculty members in the HEA Program receive no reassigned time to support their research. The third faculty member is a Doctoral Lecturer, and she also receives no reassigned time to support her professional development.
- Research expenses accrued by HEA faculty have been covered in the past through external and internal grant funding and out-of-pocket. Our faculty absorb most of the cost for the professional development. This inhibits professional development as faculty do not have the personal means to finance personal development activities. A larger budget is needed to foster our faculty development.
- Moving forward, the HEA faculty will take a more proactive role in seeking a fair and proportionate amount of their Department/School budget for professional development.
- In addition, the faculty will consider grant submission as one way of increasing resources to support faculty development.

Teaching

Consistent with the mission of Lehman College, teaching is a central focus of the HEA program. The number of students in our program has been steady across the years and has grown in the past five years. The HEA program has also assembled a dedicated group of adjunct instructors to assist in our teaching efforts. Student evaluations for courses taught by full-time and adjunct faculty are consistently positive.

A primary focus within the HEA Program has been to proactively support and facilitate the performance and retention of the HEA adjunct faculty. To that end, the HEA Undergraduate Program Director developed and instituted a multi-pronged effort in 2018 to increase departmental connection with and recognition of adjunct faculty members.

In addition to teaching, a *Special Projects: CHES Preparation* course for our Health Education and Promotion majors was developed and instituted in 2017. This was a timely response to

feedback from our Bronx hospital community partners about their move towards hiring only CHES-certified health educators, some of whom are alumni of the Department's Health Education and Promotion Master's Program.

Service

The HEA Program recognizes that service is a foundational value, one that is essential to the College's success in fulfilling its core mission and vision. Not only is service critical to supporting and maintaining the quality of the institution, but it also contributes to the betterment of the profession and society. The HEA faculty therefore are committed to performing service at all levels of the institution, as well as in community and professional contexts.

At the departmental level, our faculty have served on numerous committees, including the Personnel and Budget committee, Curriculum committee, Grade Appeal committee, and numerous Faculty and Staff Search committees. In several instances we have chaired these committees. One of the HEA faculty (Dr. Danna Ethan) has served one three-year term as the Department Chair and one faculty member (Dr. Craig Demmer) has served for one three-year term as Deputy Chair, helping to lead the Department of Health Sciences to its unprecedented growth and navigate through a variety of challenges that have manifested during their stints.

At the College level, our faculty have served on various committees including the faculty election committee, college wide curriculum committee, and have participated in college-wide search committees including recently for the position of Dean of the School of Health Sciences, Human Services, and Nursing.

Our faculty have made a concerted effort over the years to be involved in professional organizations in various capacities. These experiences include but are not limited to: Treasurer of NY SOPHE, Ambassador for the National Commission for Health Education Credentialing (NCHEC), external reviewers for other colleges, manuscript reviewers, members of journal editorial boards.

Section 4: The Program's Use of Assessment for Continuous Improvement

All course objectives and assignments within our courses are aligned with the goals and standards of the profession and to prepare students for the CHES exam. We have developed a rubric for every assignment in every course. This way, we ensure that our students are well prepared for entry into the profession. At the faculty level, full-time and adjunct faculty share their syllabi and provide feedback to one another each semester to ensure consistent adherence to the goals of the program and that courses are updated and relevant. At the student level, the Department carried out an assessment this past year (2019-2020) to determine the effectiveness of the internship experience across programs in the Department of Health Sciences. The assessment involved a multiple question survey that asked students various questions about their internship experience using a Likert scale. Specific to the HEA program, the survey indicated that most students are satisfied with the internship experience. The primary area that appeared to need improvement was that some students required more help in assignments/meetings to better succeed in the internship. Given the limited classroom time associated with the internship (1 hour/week), we determined the best way to enhance student learning and better achieve the objectives of the course was to institute online forums in Blackboard whereby students can discuss their internship experience and can interact with one another to gain insights into the experiences of others. It was decided that the forums would be moderated by the professor, who would direct learning and ask/answer questions when appropriate. As a part of our future plans to implement a robust programmatic assessment, we plan to survey students at the end of the next internship after instituting the forums to gauge their satisfaction and determine if this helped them to a better internship experience.

BS in Health Education and Promotion

Formal assessments for selected Undergraduate HEA courses have been conducted across the last several years. For example, students' preparation and delivery of a lesson plan were assessed in HEA 437 (*Strategies in Community Health and Nutrition Education*) and students' final portfolios for a health education and promotion pilot program were assessed in HEA 400. Both assignments were revised based on the assessments' findings to improve student learning outcomes. In addition, results from assessments required by Middle States accreditation

generated revisions of selected course assignments from five courses in the past three years. One example of how program assessment results have been utilized to improve student learning outcomes is from an assessment of student performance on the HEA Internship Seminar's Culminating Project. Findings suggested that the rubric being used did not adequately standardize students' unique, internship projects developed based on the needs of the agency. Since the pandemic, the Culminating Project was further adapted to meet the challenges of carrying out internship tasks remotely. Anecdotally, participating host site supervisors demonstrated their commitment by working with student-interns on developing meaningful project proposals that students could complete over the semester. As the internships are becoming increasingly more in-person, the assessments for these projects need to be reviewed and potentially revised.

Online MA in Health Education and Promotion

To date there have been no formal assessments for graduate programs in the College. Therefore, no official assessment exists for the online MA in Health Education and Promotion. This is of course an important area that needs addressing. The College is currently interviewing candidates for the Director of the Office Assessment and hopefully all graduate programs will soon be receiving concrete assistance with developing appropriate assessment measures that are meaningful and that can be easily implemented by faculty.

However, we do informal assessments throughout the year. Assessment of courses and curriculum is ongoing. Full-time faculty and adjuncts work closely together in sharing information and ideas about how to improve the quality of our program. We also rely on student performance in the program and their feedback to shape curricula. We modify courses and assignments based on recent developments in the profession and we also consider feedback from supervisors of teaching internship sites and employers.

Section 5. Future directions for the program, based on an analysis of the program's current strengths and weaknesses, external opportunities and obstacles, forecasts for the program's field, and changes implemented since the last program review. A plan and timeline for the next 5-year period should be developed.

Strengths of the BS in Health Education and Promotion & Online MA in Health Education and Promotion Programs

The strengths of Lehman's HEA program cannot be understated in the context of improving the Bronx Community, and the College Community's health outcomes. The Bronx is currently ranked number 62 out of 62 counties in health outcomes, which generated a public outcry for the #Not62 campaign created by Borough Present Ruben Diaz, Jr. ([Source](#)). In comparison, Manhattan is ranked 5th, Queens ranked 8th, Brooklyn ranked 17th, and Staten Island ranked 28th. Modifiable, chronic diseases are very prevalent in the communities surrounding Lehman College. Many of these diseases can be prevented and alleviated by changes in health behavior. In comparison to the other NYC boroughs, the Bronx, and specifically the communities surrounding Lehman College, have much higher rates of modifiable diseases ([Source](#)).

According to a NYC community health survey, the prevalence of obesity in the surrounding communities was 34% compared to 24% NYC wide, diabetes was 16% compared to 11% NYC wide, and hypertension was 37% compared to 28% NYC wide. While there are many factors contributing to the poor health outcomes of the Bronx, and specifically Lehman College's surrounding communities, the primary contributors are modifiable by exercise and physical activity both in terms of severity and prevalence. These factors, and the direction of #Not62, illustrate both the importance of health promotion. As the only senior CUNY college in the Bronx, Lehman College, and specifically the HEA program, has an extremely useful, impactful, and critical role in bettering the health outcomes of Bronx residents by training qualified professionals to serve their community.

Weaknesses of the BS in Health Education and Promotion & Online MA in Health Education and Promotion

Listed below are needs of our constituents over the past three years and how the HEA program has addressed them:

1. In addition to attending school, the majority of our students are employed. Given resultant class scheduling conflicts, several students have had difficulty enrolling in HEA core and elective courses offered during daytime hours. In order to address this need, the HEA program

began to offer more courses during the evenings as well as online. In addition, select core courses that were offered only one semester per academic year are now offered twice per year which includes an evening or online offering.

2. Several HEA students have not sought advisement on a regular basis which can lead to taking courses out of sequence and delayed graduation. To address this need, one-on-one advisement during Fall and Spring semesters with the HEA Program Director is strongly recommended to all majors and prospective majors via course announcements and upon declaring the major. This strategy serves to promote a more seamless progression through the major's course sequence and timelier graduation.

3. HEA students historically have had difficulty excelling in BIO 181 & 182 which are required courses for the HEA major. To address this issue, HEA faculty examined curricula from similar programs and determined that these courses should be substituted with BIO 183. This course more adequately meets the needs of our majors and was approved by the Health Sciences Curriculum Committee and faculty and the College's Curriculum Committee.

External Opportunities - BS in Health Education and Promotion

The following external opportunities can be leveraged to strengthen the HEA program:

Opportunities to recruit internally can target more first-time freshmen as candidates for the program. Helping students to decide on the HEA major earlier in their academic career can lead to increased retention, persistence and graduation. This can be accomplished through working with other College departments (e.g. Admissions; Undergraduate Advisement) to identify first-time students, increasing program presence on Lehman College's website and other marketing efforts. Additionally, adding a lower-level HEA course as a General Education "Pathway" option can also increase program visibility.

Enhanced relationships with other programs on campus can help the HEA program develop in new directions. New program, curriculum, and grant opportunities can be explored in

collaboration with such programs at Lehman as Wellness Education and Promotion; Dietetics, Foods and Nutrition; and Career Services.

External funding opportunities can increase revenue and strengthen the program's research arm. This can be undertaken with guidance from the Dean of the School of Health Sciences, Human Services and Nursing. External relationships with additional CUNY community colleges can target more student transfers. Increased collaboration with similar programs and advisement staff from CUNY community colleges will encourage potential students to consider the HEA program. External relationships with community-based agencies and hospitals in the Bronx can be further developed. Such relationships can enhance student internship experiences and foster post-baccalaureate employment opportunities. The developing professional role of Health Education Specialists and emerging health needs in the Bronx and beyond provide ongoing opportunities for the HEA program to grow in new directions.

External Obstacles - BS in Health Education and Promotion

Although similar programs in health education and promotion exist in New York City and beyond, they are not considered in direct competition with the HEA program at Lehman College. Of CUNY's four-year schools, Brooklyn and York Colleges offer similar programs to Lehman's HEA program. Brooklyn College offers a 56-credit major in Health and Nutrition Sciences and York College offers a 69-credit major in Community Health. Foundation, core, and content-based courses for both programs cover similar material as those required by HEA including personal and community health, program planning, biology, epidemiology, nutrition, U.S. healthcare system, and a fieldwork experience. Hofstra University offers a 56-credit Community Health major with courses and fieldwork designed for students interested in pursuing a career in this field, although, as stated earlier, the annual tuition is nearly ten-fold that of Lehman's. Compared with similar programs, the HEA program is unique in that it is based in the Bronx which is considered the NYC borough with the most disparate health needs. HEA students have the unique opportunity of carrying out their community health internship at a wide range of Bronx-based health agencies, hospitals, and school-based clinics thus exposing students to disparate health needs of and programs for representative populations. Past HEA students have

also had success with job placement through their internships which promotes strengthened alumni connections. Through coursework, student majors have the opportunity to interview some of these alumni who are practicing health education professionals in a borough in need.

With limited resources and no support or recruiting staff specifically assigned to the HEA undergraduate program, there is currently no active recruitment occurring at the international level beyond what is conveyed through Lehman College's website. This said, the HEA program has a history of participation by international students whose intentions are to return to their countries and work in their communities as health educators. Therefore, it would be prudent to increase recruitment efforts on this front with sufficient resources.

Recruitment at the domestic level is also limited to materials disseminated and HEA faculty presence at transfer and college fairs. Despite these limitations, enrollment in the HEA program is 38% higher than in 2011. The HEA program has increased its participation in Lehman College's Sophomore Fair and CUNY Transfer Fairs with the aim of generating student interest in the major and providing more clarity on prospective employment in the field of health education and promotion. In addition, informal recruitment occurs through HEA faculty networking and presentations at professional conferences. The newly launched web page for the School of Health Sciences, Human Services, and Nursing will also provide a platform for the HEA program to disseminate updates as well as faculty and student accomplishments.

There is external demand for the HEA program from potential students as is evidenced by the steady increase of enrollment from 2017 to 2021 (N = 144 and 171, respectively). Students majoring in similar programs at the CUNY community college level are being advised to consider the HEA major particularly with the benefit of an articulation agreement where selected core and elective courses are taken as equivalents at the junior college level. In addition, the HEA program's increased, active participation in Lehman College's Sophomore Fair and CUNY Transfer Fairs has generated student interest in the major and provides an opportunity for students to receive more information on prospective employment in the field of health education and promotion. There is and will continue to be growing external demand for graduates of the Health Education and Promotion (HEA) program among employers and graduate schools.

According to the Bureau of Labor Statistics, employment for Health Education Specialists is projected to grow 19% from 2012-2022. Entry-level Health Education Specialists positions require a bachelor's degree in health education or health promotion. In addition, New York City is host to various social service and community health agencies, hospitals, corporate wellness programs, outpatient and school-based health clinics which are common sites of employment for Health Education Specialists. In addition, the institution of the Affordable Care Act has provided emerging opportunities for health educators at the individual-, family- and community levels in the areas of primary prevention, community needs assessment, care coordination and chronic disease management.

We have been able to sufficiently meet external demand for this major. At the college-level, students outside the major have historically taken select HEA courses which count towards their general elective or other major/minor requirements, e.g. HEA 307 (*Human Sexuality*), HEA 309 (*Drugs, Alcohol, and Tobacco*). Additionally, our *Women and Health* (HEA 302)) course has been cross-listed with the Women's Studies program, and students in other Health Sciences programs including Health Services Administration, Therapeutic Recreation, Recreation Education, and Exercise Science can take select HEA courses to satisfy elective requirements. Additionally, the HEA program has sufficiently met external demand from students who wish to major in HEA and are transferring from CUNY community colleges as well as other colleges outside of CUNY.

Strengths - Online MA in Health Education and Promotion

The main strength of the MA in HEA program at Lehman College is that not only is it the only fully online degree in this area in CUNY but is it also well regarded nationally among similar online Masters degrees in Health Education and Promotion.

As the MA seeks to improve the upward mobility of students and increases the number of graduate degrees obtained by CUNY students, the program is furthering Lehman's 90x30 initiative. With 34% of Lehman College's surrounding communities living in poverty, compared to 20% NYC wide ([Source](#)), the economic growth, upward mobility, and increase in salary

potential graduates cannot be understated. The average median household income in the Bronx is \$38,467 ([Source](#)). To illustrate the HEA program's strength in the economic growth of both its students and community, the median annual wage for health education specialists was \$56,500 in May 2020. Moreover, according to a [WELCOA National Wellness Compensation Survey](#), the average salary for health & wellness consultants is between \$51,525 and up to \$98,532 for managerial positions. These careers illustrate just a few opportunities that have the potential to nearly double the salary of the student's households both in the near and distant future.

Weaknesses - Online MA in Health Education and Promotion

While the HEA program boasts several strengths, there are some weaknesses which cannot be overlooked. First, and foremost is the scarcity of resources for both students and faculty members. These resources include the need for more administrative support. Currently we only have one Department Administrator for the undergraduate and graduate programs within the Department of Health Sciences. We anticipate approval of the reorganization of the Department into three separate departments, which will result in the hiring of administrative personnel for each new department. Another weakness is the lack of adequate internal funding to advertise the program and increase student enrollment. We have expressed our concerns that the College prioritize funding to market programs across the college, specifically our online program. The college in its strategic plan has indicated that one area that is of interest is the development of more online programs. Our goal is to recommend to the dean and the provost some fund toward marketing, and perhaps the use of funds from the Mackenzie Scott gift might be used for this purpose. A third weakness is the absence of appropriate assessment of the program overall. We anticipate developing a robust assessment plan that will demonstrate program effectiveness. We await the arrival of the Associate Dean who will be responsible for assessment coordination across the school and will assist us in developing our assessment plan.

External Opportunities - Online MA in Health Education and Promotion

There is significant potential for collaboration with the #Not62 campaign, which can provide program and individual student growth with potential job opportunities and furthering the reach and growth of the HEA program. The HEA program has potential to become a partner to further

the goals of improving wellness, preventing disease, and improving the quality of life of the surrounding communities.

External Obstacles - Online MA in Health Education and Promotion

In higher education, the competition among colleges and universities for new students is fierce; however, maintaining our online presence and periodically reviewing our course offering such that they remain relevant, will assist us in the short-term. In the long-term more resources to support marketing, recruitment, and admission is a challenge we will continue to address at the school and college level. An area of potential strength are our undergraduate alumni who had not considered a master's degree might be another pipeline of students to add to our recruitment efforts.

Forecast for the Field - BS and Online MA in Health Education and Promotion

With the national shift to preventative measures to disease, the future of the health education and promotion profession shows great promise and job opportunities for graduates will continue to grow significantly over time. According to the U.S Bureau of Labor Statistics, health promotion careers are expected to grow 17% by 2030. As such, the field is on track to experience greater growth than many other fields and occupational areas.

There continues to be demand from potential students. In the past twenty years enrollment has been good and held steady. There will continue to be growing demand for graduates of this program among employers. According to the Bureau of Labor Statistics, jobs for health educators are projected to grow 17% (faster than average) from 2020-2030. This may increase further as “business, government insurance companies continue to recognize the benefits of health and fitness programs for their employees.” The Affordable Care Act has provided emerging opportunities for health educators as well.

Changes Since Last Review - BS and Online MA in Health Education and Promotion

There was no formal self-study for the BS and online MA in Health Education and Promotion five years ago. However, a “Prioritization Report” was undertaken in 2014 for each undergraduate and graduate program in the College. Since this detailed study and report was

conducted, the HEA program has improved course syllabi, developed several new courses, and promoted more consistency across courses in terms of grading standards and program cohesion. Most importantly, we converted the MA in Health Education to a fully online degree and obtained approval from the New York State Education Department to offer a distance education format in April 2017. In addition, we developed the *CHES Preparation* course for our Health Education and Promotion majors. This was a timely response to feedback from our Bronx hospital community partners about their move towards hiring only CHES-certified Health Education Specialists, some of whom are alumni of the Department's Health Education and Promotion Master's Program.

Plan and Timeline for the Next 5 Years - BS and Online MA in Health Education and Promotion

1. Hire an Administrative Coordinator and Secretarial/College Assistant for the soon-to-be-created Department of Health Promotion and Nutrition Science. The HEA programs will be part of this new Department together with the Dietetics, Foods, and Nutrition Program.
2. Hire an Assessment Coordinator to oversee assessment at all degree levels and across all programs within the new Department. The Assessment Coordinator will work closely with HEA program faculty and the Director of Assessment.
3. Enhance job opportunities by improving the "Organizations" section on Blackboard devoted to the HEA program, to better advertise job opportunities. Also, distribute a survey to alumni to get updated job market trends and to learn their opinions about opportunities after graduation and job placement success. In addition, there needs to be more assistance and collaboration with the College's Alumni Office.
4. Provide more research opportunities to students through the CUNY Institute of Health Equity. The biggest challenge is that our program is designed for part-time students and most students have full-time jobs. Therefore, our students have fewer opportunities to conduct research or be involved in research activities due to limited time. To cultivate an atmosphere of research and provide our students with research opportunities, three objectives are planned: a) Promote HEA 685, Independent Study in Health Education to increase student research

involvement and to provide additional opportunities for students who are interested in participating in research activities, such as a literature-review study or a small research project; b) Seek funding for hiring students to conduct research. Full-time faculty are active in research and grant proposal activities which may lead to funding for research projects, such as the PSC-CUNY research award. Using grant funds to hire research assistants that directly work with faculty on research projects will provide graduate students with experience in conducting research; c) Seek funding for travel to conferences with students. To promote student participation in research and conference presentations, a travel fund is also vital. We plan to seek funding for conference travel with students that would allow students to communicate their results to a professional audience in a broader professional community. We will contact the Office of Student Affairs to determine available resources as well.

5. Continue to provide students with an experience that is satisfying personally and professionally and provide individualized attention.

6. Continue our ongoing assessment of courses and curriculum to enhance the experience of students.

7. Continue to work closely with adjunct faculty to ensure consistency in quality and grading standards across courses.

8. Improve marketing and recruitment efforts. That way we can compete more effectively with other programs and colleges, and we can present our program more compellingly to students and employers. Increase enrollment by 10% each year. Our program is nationally recognized with over 40 years of continued service to the field. Lehman has a great enrollment management team and is working on increasing enrollment for the college with a limited budget. Normally prospective students are easily able to find information about programs by visiting a college's website. Prospective students frequently contact us to say that it was hard for them to find the information they needed. Improvements are needed in making our college website more appealing and user-friendly. With limited resources there is currently no active recruitment at the international level beyond what is conveyed through Lehman College's website. The HEA program has a history of participation by international students who often return to their countries and work in their communities as Health Education Specialists.

9. Increase the number of students in the dual credit program by doing a curriculum change to reduce the number of credits students need to be eligible for the dual credit program and actively advertise the dual credit program to incoming and current students each semester by involving all faculty teaching courses each semester. Also, develop a flyer to advertise this program to students.

Final Analysis

In its more than forty-year history, the HEA program at Lehman College has been successful in training countless graduates as health educators. Our program has stayed current and adapted to changing needs and trends in the nation's health and needs of employers. The program regularly identifies and addresses the emerging needs of its students to enhance retention, persistence, and timely graduation. Our program has been in the forefront at Lehman College in developing online programs. We have only three full-time faculty in the HEA program overall with inadequate administrative assistance, yet we have been very effective in the past five years in gaining approval for a fully online MA in HEA, a fully online MS Ed Health Teacher degree, and a fully online Advanced Certificate in Health Education for Master's prepared, certified teachers. In addition, we obtained approval for a dual-credit option for our undergraduate majors whereby they can earn up to 12 credits toward the online MA in HEA enabling them to complete the BS/MA in fewer years and saving money. Despite the numerous demands placed on faculty and competing priorities, we have been effective in our teaching (as evidenced by peer evaluations, student evaluations, and several nominations for teaching excellence) and productive in research with over 70 combined peer-reviewed publications over the past 20 years between two full-time faculty members. We provide required and elective courses that are taken by many students in other programs both in and outside the Health Sciences Department. We look forward to growing our program in the years to come with appropriate support.

Appendix I. Health Education MS Ed Responses

I. The Relationship between the Program and the College's Mission, Vision, and Goals

To align the [Health Education MSED](#) to the mission of [Lehman College](#), the program serves as a leader in the state for health education students and teachers who are looking to obtain a certification from [New York State Department of Education](#) (NYSED). The mission of the Health Education MS Ed is to educate students to be certified health education teachers who provide quality education in the Pre-K – 12th grade classrooms. The program is designed for students seeking a Master's degree in Teaching Health Education. Graduates of this program are recommended for New York State Initial or Professional Certification in Health Education (Pre K-12). Students are supervised in their fieldwork and student teaching internship by faculty members of the Health Education program in the Department of Health Sciences. Advisement is provided by the Graduate Program Director and faculty members of the Health Education Program in the Department of Health Sciences and/or the Department of Middle and High School Education.

The goals of the MS Ed program in health education are to:

- Prepare students in the Pre K-12 Health Teacher programs to apply for initial/professional certification in health education with the New York State Education Department.
- Prepare dynamic health education specialists to work in schools and work sites.
- Provide high quality instruction to students.
- Maintain a high-quality academic program with high quality students.
- Provide students with the theory, knowledge, and needed skills to integrate the principles of health education into a variety of community, research, clinical, business or school settings.

- Differentiate the practice of health education from that of other helping professions by emphasizing the teaching-learning process for improving the health status of defined populations.
- Ensure that our students have a fully comprehensive content base in health education in preparation for certification.

II. Assessment of Student Learning Outcomes

The Health Education MEd program has an extensive assessment process. The college is accredited by Middle States, the School of Education holds accreditation through Council for the Accreditation of Educator Preparation (CAEP) and the Health Education program follows the standards set forth by the Society of Health and Physical Educators (SHAPE) America. In the program, there are a total of seven key assessments that are collected, reviewed, and used in the accreditation process. The assessments are spread out through the required courses in the program to ensure a comprehensive and complete analysis of student success.

The accreditation report is reviewed every semester by the Program Director and is submitted to the accrediting body for program review every two years. The Health Education teaching program held SHAPE accreditation until SHAPE withdrew its larger contract from CAEP in Spring of 2021. However, after negotiations and a newly revised contract, SHAPE is now back under the CAEP umbrella. While the contract was temporarily withdrawn, the Health Education was still recognized by New York State Education Department (NYSED) as a state registered program ([Source](#)).

The School of Education submitted a Self-Study report to CAEP in July 2020 (see [data points and hyperlink](#)). From our data collection we were able to find very interesting demographic

information from the classrooms where our student teachers were teaching. For more information on that data see [hyperlink](#). For more information on graduates and their current places of employment, see information [here](#). Teacher candidate information can be found [here](#).

III. How your Program Contributes to Achieving the College's Institutional Learning Goals

The Health Education teacher preparation programs contribute to achieving the College's Institutional Learning Goals in many ways. Our students receive a high-quality health content curriculum that goes under vigorous ongoing assessment and data collection. The program is constantly reviewing data sets collected and making necessary updates to better the courses for the students. By working closely with NYSED, we are ensuring that our curriculum is up-to-date with state regulations, follows National and NYS Health Education standards, and is assessed regularly.

IV. Student Growth

Student growth is in accordance with the College's 90x30 initiative. We have consistently grown the program each semester, in part, by consistently updating curriculum and adding new programs like the Health Education Advanced Certificate.

V. How the Program Incorporates the College's Strategic Plan

Information on how the program incorporates the College's Strategic Plan is included below:

- 1.** Continue to provide students with an experience that is satisfying personally and professionally and provide individualized attention.

2. Continue the ongoing assessment of courses and curriculum to enhance the experience of students.
3. Continue to work closely with adjunct faculty to ensure consistency across all courses.
4. Continue to increase program enrollment.
5. Strengthen relationships with local schools and administrators to expand opportunities for student internships and employment.
6. Continue to provide mentorship and support to junior faculty in our program in the areas of teaching, research, and grant-writing.
7. Increase recruitment efforts.
8. Obtain administrative support that will free up faculty to focus more on program development, research, and grant-writing.

Appendix II. CVs

CRAIG DEMMER, EdD, PhD, LSW, MCHES

Professor

Online MA Program Director
 Health Education and Program
 Department of Health Sciences

Lehman College, City University of New York

250 Bedford Park Boulevard West

Gillet Hall, Room 334

Bronx, New York 10468

Tel: (718) 960-7313

Fax: (718) 960-8908

E-mail: craig.demmer@lehman.cuny.edu**EDUCATION**

-
- | | |
|------|---|
| 2006 | <i>Doctor of Philosophy – Social Work</i>
University of KwaZulu-Natal (South Africa) |
| 1998 | <i>Doctor of Education - Health Education</i>
Columbia University Teachers College |
| 1994 | <i>Master of Arts – Community Health</i>
Brooklyn College, City University of New York |
| 1984 | <i>Bachelor of Social Science (Honours) - Applied Social Sciences</i>
University of Natal (South Africa) |
| 1983 | <i>Bachelor of Social Science – Psychology, Economic History</i>
University of Natal (South Africa) |

PROFESSIONAL EXPERIENCE

- | | |
|---------------|--|
| 2009- present | Lehman College, City University of New York
<i>Tenured Full Professor of Health Sciences</i> |
| 2004 - 2008 | Lehman College, City University of New York
<i>Tenured Associate Professor of Health Sciences</i> |
| 1998 - 2003 | Lehman College, City University of New York
<i>Assistant Professor of Health Services</i> |
| 2003 - 2004 | Teachers College, Columbia University
<i>Adjunct Associate Professor, Department of Health and Behavior Studies</i> |

1999 - 2002	Teachers College, Columbia University <i>Adjunct Assistant Professor, Department of Health and Behavior Studies</i>
1997 - 1998	University Consultation and Treatment Center, Bronx, NY <i>Director of AIDS Services</i>
1994 - 1996	University Consultation and Treatment Center, Bronx, NY <i>Program Director, AIDS Housing Program</i>
1988 - 1994	Young Adult Institute/National Institute for Disabilities <i>Counselor, Supervisor, Senior Supervisor,</i>

LICENSURE

2007- present: Licensed Social Worker (LSW),
Commonwealth of Pennsylvania

2016-present: Master Certified Health Education Specialist (MCHES)

2003-2006: Certified in Thanatology (CT)
American Association for Death Education and Counseling

1999-2003: Certified Grief Therapist (CGT)
American Association for Death Education and Counseling

AWARDS

2002: Early Career Award, Public Health Education and Health Promotion section,
American Public Health Association (APHA)

GRANTS

2007-2010: NIH 1R21 NR010423-01 (Principal Investigator): Improving care for dying children and their families.

2004: PSC-CUNY Award. AIDS-related Bereavement in KwaZulu-Natal, South Africa.

2003: Shuster Award. Manuscript "The First Year of Bereavement"

2002: Shuster Award. Study of Bereavement Services provided by Hospices

2002: Grant from the Health Professions Institute. Study of Complementary Therapy Use among Hospice Patients

2001: PSC-CUNY Award. Study of HIV treatment Adherence

2000: Shuster Award. Study of AIDS-related grief in South Africa

1998: PSC-CUNY Award. Study of Attitudes and Risk Behaviors Among HIV-infected People in New York City

1998: Shuster Award. Study of HIV Caregivers

PROFESSIONAL SERVICE

2007-2014: Editorial Board Member, International Social Work Journal

2007: Editorial Advisory Board, Scientific Journals International (SJI)

2002-present: Review Board, American Journal of Health Behavior

Ad hoc reviewer for the following journals:

British Medical Journal

Psychosomatics: The Journal of Consultation and Liaison Psychiatry

Health Psychology

African Journal of AIDS Research

Journal of School Health

International Social Work Journal

Cancer Control: Journal of the Moffitt Cancer Center

Death Studies

AIDS Care

AIDS & Behavior

American Journal of Health Education

Medical Science Monitor

Psychological Reports

Scientific Journals International (SJI)

Sahara J: Journal of Social Aspects of HIV/AIDS

Reviewer of Conference Abstracts (Annual Scientific Meetings):

2007: 8th Annual Scientific Meeting of the American Academy of Health Behavior

2000-2001: 128th Annual Meeting of the APHA (2000), 129th Annual Meeting of the APHA (2001)

2007: Chair, International Membership Survey Committee, Association for Death Education

1999-2003: Editorial Board, News & Views, National Society for Public Health Education (SOPHE)

1999-2003: Treasurer, Greater New York Society for Public Health Education (GNYSOPHE)

1998-2000: HIV/AIDS Work Group of the American Public Health Association (APHA)

Reviewer of textbook manuscripts for:
Thomson/Wadsworth Publishing
Allyn & Bacon
McGraw-Hill

NIH panel member:

2002: NIH, National Institute on Alcohol Abuse and Alcoholism (NIAAA), Special Emphasis Panel (HIV and Alcohol research grants)

2001: National Institutes of Health, Center for Scientific Review, Special Emphasis Panel (Small Business Innovation Research grants)

2000: National Institutes of Health, Center for Scientific Review, Special Emphasis Panel (Small Business Innovation Research grants)

1999: National Institutes of Health, Center for Scientific Review, Special Emphasis Panel (Small Business Innovation Research grants)

DEPARTMENT AND COLLEGE SERVICE

2014-2017: Deputy Chairperson, Department of Health Sciences

2004-present: Member, Department P & B Committee

1998-1999: Director, Undergraduate Program (BS in Health Education and Promotion)

2000-2016: Director of MA and MS Ed Programs in Health Education

2017-present: Director, Online MA Program in Health Education and Promotion

2010-2015: Website Coordinator, Department of Health Sciences

2000-present: Member or Chair of several faculty search committees

2004-2008: Member, Grade Appeal Committee

1999-2003: Chair, Faculty Elections Committee

1998-present: Member of several college wide committees

PUBLICATIONS

(Refereed Journal Articles):

Demmer, C., & Rothschild, N. Bereavement among South African adolescents following a sibling's death from AIDS. *African Journal of AIDS Research*, 10 (1), 15-24, 2011.

Demmer, C. Experiences of families caring for a child with HIV/AIDS in KwaZulu-Natal, South Africa: A qualitative study. *AIDS Care*, 23(7), 873-9, 2011.

Demmer, C. Experiences of women who have lost young children to AIDS in KwaZulu-

Natal, South Africa: a qualitative study. *Journal of the International AIDS Society*, 13:50, 2010.

O'Connor, M., Abbott, J., Payne, S. & Demmer, C. A comparison of bereavement services provided in hospice and palliative care settings in Australia, the UK and the US. *Progress in Palliative Care*, 17 (2), 69-74, 2009.

McDermott, S. & Demmer, C. Analysis of end-of-life content in selected introductory health education textbooks. *Illness, Crisis & Loss*, 16(3), 237-257, 2008.

Demmer, C. & Burghart, G. Experiences of AIDS-related Bereavement in the United States and South Africa: A Comparison. *International Social Work*, 51(3), 360-370, 2008.

Oneschuk, D., Balneaves, L., Verhoef, M., Boon, H., Demmer, C., Chiu, L. The status of complementary therapy services in Canadian palliative care settings. *Supportive Care in Cancer*, 15(8), 939-947, 2007.

Demmer, C. Coping with AIDS-related bereavement in KwaZulu-Natal, South Africa. *AIDS Care*, 19(7), 866-870, 2007.

Demmer, C. Responding to AIDS-related bereavement in the South African context. *Death Studies*, 31(9), 821-843, 2007.

Demmer, C. AIDS and palliative care in South Africa. *American Journal of Hospice and Palliative Medicine*, 24(1), 7-12, 2007.

Demmer, C. Grief is a luxury: AIDS-related loss among the poor in South Africa. *Illness, Crisis & Loss*, 15(1), 39-51, 2007.

Demmer, C. Confronting AIDS-related loss and grief: An exploratory study of professional caregivers in KwaZulu-Natal, South Africa. *African Journal of AIDS Research*, 5(2), 97-107, 2006.

Demmer, C. Caring for a loved one with AIDS: A South African perspective. *Journal of Loss & Trauma*, 11(5), 439-455, 2006.

Villa, D.P. and Demmer, C. Exploring the Link between AIDS-Related Grief and Unsafe Sex. *Illness, Crisis, & Loss*, 13(3), 219-233, 2005.

Demmer, C. Burnout: The Health Care Worker as Survivor. *The AIDS Reader*, 14 (10), 522-523, 528-530, 535-537, 2004.

Demmer, C. AIDS and Bereavement in South Africa. *Social Work/Maatskaplike Werk*, 40 (3), 296-318, 2004.

Demmer, C. A Survey of Complementary Therapy Services Provided by Hospices. *Journal of Palliative Medicine*, 7 (4), 510-516, 2004.

Demmer, C. Treatment Adherence among Clients in AIDS Service Organizations. *Journal of HIV/AIDS & Social Work*, 2 (3), 33-47, 2003.

Demmer, C. A National Survey of Hospice Bereavement Services. *Omega, Journal of Death and Dying*, 47 (4), 327-341, 2003.

Demmer, C. Relationship with Health Care Provider and Adherence to HIV Medications. *Psychological Reports*, 93 (2), 494-496, 2003.

Demmer, C. Attitudes toward HIV Protease Inhibitors and Medication Adherence in an Inner-City Population. *AIDS Patient Care and STDs*, 17 (11), 575-580, 2003.

Demmer, C. HIV Prevention in the Era of New Treatments. *Health Promotion Practice*, 4 (4), 449-456, 2003.

Demmer, C. Use of Complementary Therapies with Terminally Ill Patients: The Need for More Research. *Illness, Crisis, & Loss*, 11 (3), 281-291, 2003.

Demmer, C. Renewing HIV Prevention Efforts among Youth. *American Journal of Health Education*, 33(6), 322-328, 2002.

Demmer, C., & Sauer, J. Assessing Complementary Therapy Services in a Hospice Program. *American Journal of Hospice & Palliative Care*, 19 (5), 306-314, 2002.

Demmer, C. Loss and Grief following the Death of a Patient with AIDS. *Home Care Consultant: Home Care Medicine*, 19-23, 2002.

Demmer, C. Stress and Satisfaction among employees of AIDS Service organizations in New York. *Evaluation & the Health Professions*, 25 (2), 225-38, 2002.

Demmer, C. Stressors and Rewards for Workers in AIDS Service Organizations. *AIDS Patient Care and STDs*, 16 (4), 179-87, 2002.

Demmer, C. Impact of Improved Treatments on Perceptions about HIV and Safer Sex among Inner-city HIV-infected Men and Women. *Journal of Community Health*, 27 (1), 63-73, 2002.

Demmer, C. Quality of Life and Risk Perception among predominantly heterosexual, minority individuals with HIV/AIDS. *AIDS Patient Care and STDs*, 15 (9), 481-490, 2001.

Demmer, C. & Caroleo, O. College Students' Perceptions of Advances in HIV Treatment and the Need for Safer Sex Practices. *Psychological Reports*, 88, 431-442, 2001.

- Demmer, C. Nonadherence to HIV Treatment: Implications for Health Educators. *American Journal of Health Education*, 32 (1), 16-23, 2001.
- Demmer, C. Dealing with AIDS-Related Loss and Grief in a Time of Treatment Advances. *American Journal of Hospice & Palliative Care*, 18 (1), 35-41, 2001.
- Demmer, C. The Relationship between Death-Related Experiences, Death Anxiety, and Patient Care Attitudes among AIDS Nursing Staff. *Journal of Nursing Staff Development*, 16 (3), 118-123, 2000.
- Demmer, C. Grief and Survival in the Era of HIV Treatment Advances. *Illness, Crisis, & Loss*, 8 (1), 5-16, 2000.
- Demmer, C. Coping of Staff in AIDS Nursing Facilities. *AIDS Patient Care and STDS*, 13 (10), 609-614, 1999.
- Demmer, C. A Personal Perspective: Caring for Homeless People with AIDS. *Journal of Urban Health: Bulletin of the New York Academy of Medicine*, 76 (3), 375-379, 1999.
- Demmer, C. AIDS Attitudes and Attitudes Toward Caring for Dying Patients. *Death Studies*, 23(5), 433-442, 1999.
- Demmer, C. Death-Related Experience and Professional Support among AIDS Nursing Staff. *Omega: Journal of Death and Dying*, 39 (2), 123-132, 1999.
- Demmer, C. Death Anxiety, Coping Resources, and Comfort with Dying Patients among Nurses in AIDS Care Facilities. *Psychological Reports*, 83, 1051-1057, 1998.
- Book Chapters:
- Demmer, C. Children and Infectious Diseases (pp. 131-146). In D. Balk and C. Corr (Eds), *Children Encounters with Death, Bereavement, and Coping*. New York: Springer Publishing Company (2010).
- Demmer, C. Adolescents and HIV/AIDS (pp. 99-114). In D. Balk and C. Corr (Eds), *Adolescent Encounters with Death, Bereavement, and Coping*. New York: Springer Publishing Company, 2009.
- Other Publications:
- Demmer, C. Review of Caregiving in Dementia: Research and Applications, Vol 4 B.M.L. Miesen and G.M.M. Jones (eds) (2006) . Abingdon: Routledge. *International Social Work*, 53: 137-139, 2010.
- Demmer, C. Review of Shattered Dreams? An Oral History of the AIDS Epidemic in

South Africa by G. Oppenheimer & R. Bayer (2007). *Death Studies*, 33 (4), 388-394, 2009.

Demmer, C. Review of *Handbook of Social Work in Health and Aging* by B. Beckman (2006). *International Social Work*, 51, 113-115, 2008

Demmer, C. Review of *AIDSAFARI: A Memoir of My Journey with AIDS* by A. Levin (2005), *Positively Alive*, by A. Brand (2005), and *Witness to AIDS* by E. Cameron (2005), *Journal of Loss & Trauma*, 12, 295-302, 2007.

Demmer, C. Review of *Stiff: The Curious Lives of Human Cadavers* by M. Roach (2003). *Death Studies*. 28 (2), 177-180, 2004.

Demmer, C. Attitudes toward HIV Protease Inhibitors and Medication Adherence in an Inner-City Population (pp. 175-180). In: Laurence, J. (Ed.), *Medication Adherence in HIV/AIDS*, Larchmont, NY: Mary Ann Liebert, Inc, 2004.

Demmer, C. Grief Can Unite Us. *Bereavement: A Magazine of Hope and Healing*. Jan/Feb, 30-31, 2003.

Demmer, C. The Twilight Zone: AIDS in South Africa. *The Forum - Association for Death Education and Counseling*, 29 (4), 1,3, 2003.

Demmer, C. (Sunday Tribune, Perspectives) (Durban, South Africa). Real intent and dialogue the key. January 12, 2003.

Demmer, C. Review of *Children of AIDS: Africa's Orphan Crisis* by E. Guest (2001). *Illness, Crisis, & Loss*, 10 (3), 270-272, 2002.

Demmer, C. Homicide Survivors Have Rights, Too. *Bereavement: A Magazine of Hope and Healing*, Jan/Feb, 32-33, 2002.

Demmer, C. (The Daily News, Letters to the Editor) (Durban, South Africa). We must take AIDS seriously. January 18, 2002.

Demmer, C. Review of *The Orphaned Adult* by A Levy. *Journal of Loss & Trauma*, 6 (4), 343-345., 2001.

Demmer, C. Review of *Parting Company: Understanding the Loss of a Loved One* by C. Pearson and M. L. Stubbs. *Hospice Journal*, 15 (4), 57-59, 2001.

Demmer, C. (The New York Times, Letters to the Editor). AIDS in South Africa. March 23, 2000, A 26.

Demmer, C. Stress and Job Satisfaction among AIDS Service Providers in New York, *International AIDS Conference Abstract Book*, Abstract # WePeD4516, pg 186, 2000.

Demmer, C. Risk Perception and Quality of Life among HIV-infected Men and Women in New York City, International AIDS Conference Abstract Book, Abstract # WePeD4659, pg 215, 2000.

Demmer, C. AIDS-Related Loss and Grief in the Era of Treatment Advances, American Public Health Association 128th Annual Meeting Book of Abstracts , Abstract # 3116, pg 85, 2000.

Demmer, C. Review of Special Issue: Women's Health, Patient Education, and Counseling, March, 1998. The Journal of Family and Community Health, 22 (3), 94-95, 1999.

Demmer, C. Review of Lessons of Loss: A Guide to Coping by R. Niemeyer (1998). The Journal of Personal and Interpersonal Loss, 4 (4), 383-385, 1999.

Demmer, C. (The New York Times, Letters to the Editor). Life Skills for the Homeless, September 16, 1998, A 32.

Demmer, C. AIDS in the inner city: Coping with life and death. The Forum - Association for Death Education and Counseling, 24 (1), 9-12, 1998.

COURSES

HEA 136 Family and Community Health
HEA 211/511 Perspectives on AIDS
HSD 266 US Health Care Delivery System
HEA 267 Human Behavior and Health
HEA 310/510 Health and Aging
HEA 336/636 Perspectives on Death and Dying
HEA 602 Research Methods
HEA 620 Health Counseling
HEA 307/507 Human Sexuality
HEA 680 Special Topics
HEA 685 Independent Study
HEA 691/2 Thesis Advisement

Danna Ethan, EdD, MSW
Curriculum Vitae

HIGHER EDUCATION

DEGREES

Institution	Dates Attended	Degree & Major	Date Conferred
Teachers College, Columbia University	9/04-2/08	EdD Health Education	2/08
Teachers College, Columbia University	1/00-5/01	MA Health Education	5/01
NYU School of Social Work	9/95-5/97	MSW	5/97
Franklin and Marshall College	9/90-5/94	BA Anthropology	5/94

EXPERIENCE

Teaching

Institution	Dates	Rank	Department
Lehman College, CUNY	8/26/20-Present	Professor	Health Sciences
Lehman College, CUNY	7/1/17-8/25/20	Chairperson	Health Sciences
Lehman College, CUNY	8/17-Present	Associate Professor and Undergraduate Program Director, Health Education and Promotion	Health Sciences
Lehman College, CUNY	9/10-8/17	Assistant Professor and Undergraduate Program Director, Health Education and Promotion	Health Sciences
Borough of Manhattan Community College, CUNY	9/08-8/10	Assistant Professor	Health Education

Borough of Manhattan Community College, CUNY	9/04-8/08	Instructor	Health Education
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Other (continued)

Institution	Dates	Rank	Department
The New York Academy of Medicine	9/00-8/04	Project Director	Office of School Health

ACADEMIC AND PROFESSIONAL HONORS

CUNY Academy for the Humanities and Sciences' Feliks Gross Endowment Award Nominee (2013-14)

Lehman College's Excellence in Teaching Award Nominee (2013)

Teachers College Policy and Research Fellowship (2006-07)

Elihu Rose Fellowship (2001)

Salzburg Fellow (2001)

Kappa Delta Pi (International Education Honor Society) (2001)

PUBLICATIONS

Ethan, D., Meleo-Erwin, Z., Fera J., Garcia, P. & Basch, C.H. Readability of Online Information on Celiac Disease: A Brief Report. *Journal of Consumer Health on the Internet*. 2020; 24(2): 126-134. doi: [10.1080/15398285.2020.1752028](https://doi.org/10.1080/15398285.2020.1752028)

Seidel, E.J., Mohlman, J., Basch, C.H., Fera, J., Cosgrove, A., **Ethan, D.** Communicating mental health support to college students during COVID-19: An exploration of website messaging. *Journal of Community Health*. 2020;45(6):1259-1262. PMID: 32767191

Basch, C.H., **Ethan, D.**, Cadorett, V., Kollia, B., Clark, A. An assessment of the readability of online material related to fluoride. *Journal of Prevention and Intervention in the Community*. 2019;47(1):5-13. PMID: 30806197

Basch, C.H., LeBlanc, M., **Ethan, D.**, Basch, C.E. Sugar sweetened beverages on emerging outdoor advertising in New York City. *Public Health*. 2019;167:38-40. PMID:30616032

Meleo-Erwin, Z., Basch, C.H., Fera, J., **Ethan, D.**, Garcia, P. Readability of online patient-based information on bariatric surgery. *Health Promotion Perspectives*. 2019;9(2):156-60. PMID: 31249804

Basch, C.H., Hillyer, G.C., Romero, R., MacLean, S., **Ethan, D.** College students' attitudes and behaviors related to sun safety and appearance in relation to health information-seeking behavior and social media use: Cross-sectional study. *Journal of Medical Internet Research-Dermatology*. 2018;1(2):e10984. doi: 10.2196/preprints.10984

Basch, C.H., **Ethan, D.**, Basch, C.E. Bike lane obstructions in Manhattan, New York City: Implications for bicyclist safety. *Journal of Community Health*. 2018;44(2):396-399. PMID: 30542971

Basch, C.H., LeBlanc, M., **Ethan, D.** & Basch, C.E. Violence depicted in advertisements on LinkNYC kiosks in Manhattan, New York City. *International Journal of Adolescent Medicine and Health*. September, 2018. PMID: 30256761

Basch, C.H., Fera, J., **Ethan, D.**, Garcia, P., Perin, D. & Basch, C.E. Readability of online material related to skin cancer. *Public Health*. 2018;163:137-140. PMID: 30149263

Basch, C.H., **Ethan D.**, MacLean, S.A., Fera, J., Garcia, P. & Basch, C.E. Readability of prostate cancer information online: A cross-sectional study. *American Journal of Men's Health*. 2018;12(5):1665-1669. PMID: 29888641

Basch, C.H., MacLean, S., Romero, R. & **Ethan, D.** Health information seeking behavior among college students. *Journal of Community Health*. 2018;43(6):1094-1099. PMID: 29779074

MacLean, S., Basch, C.H., **Ethan, D.** & Garcia, P. Readability of online information about HPV immunization. *Journal of Human Vaccines & Immunotherapeutics*. 2018;7:1505-1507. PMID: 30024828

Basch, C.H., **Ethan, D.**, MacLean, S., Garcia, P. & Basch, C.E. Readability of colorectal cancer online information: A brief report. *International Journal of Preventive Medicine*. 2018; 9:77. PMID: 30283609

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electronic cigarette and cigarette advertising in U.S. women's magazines. *International Journal of Preventive Medicine*. 2016;7:103. PMID: 27688867

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Ethan, D., Basch, C.H., Johnson, G.D., Hammond, R.H., Chow, C.M. & Varsos, V. An analysis of technology-related distracted biking behaviors and helmet use among cyclists in New York City. *Journal of Community Health*. 2016;41(1):138-145. PMID: 26323983

Ethan, D., Basch, C.H., Berdnik, A. & Sommervil, M. Dietary supplements advertised in muscle enthusiast magazines: A content analysis of marketing strategies. *International Journal of Men's Health*. 2016;15(2):194-202.

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Basch, C.H., **Ethan, D.**, Zybert, P. & Basch, C.E. Pedestrian behavior at five dangerous and busy Manhattan intersections. *Journal of Community Health*. 2015;40(4):789-792. PMID: 25702052

Basch, C.H., Roberts, K.J., **Ethan, D.** & Samayoa-Kozlowsky, S. An examination of marketing techniques used to promote children's vitamins in parenting magazines. *Global Journal of Health Science*. 2015;7(3):171-176. PMID: 25948456

Basch, C.H., **Ethan, D.**, Zybert, P., Afzaal, S., Spillane, M. & Basch, C.E. Public bike sharing in New York City: Helmet use behavior patterns at 25 Citi Bike™ Stations. *Journal of Community Health*. 2015;40(3):530-533. PMID: 25388627

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Ethan, D., Rennis, L., Samuel, L., Seidel, E.J. & Basch, C.H. A review of college-level health textbooks for coverage of type 2 diabetes, prediabetes, and metabolic syndrome. *Health Education Journal*. 2014;73(2):217-227.

Basch, C.H., **Ethan, D.**, Hillyer, G.C. & Berdnik, A. Skin cancer prevention coverage in popular women's health and fitness magazines: An analysis of advertisements and articles. *Global Journal of Health Science*. 2014; 6(4):42-48.

Samuel, L., Basch, C.H., **Ethan, D.** & Hammond, R. An analysis of sodium, total fat and saturated fat contents of packaged food products advertised in Bronx-based supermarket circulars. *Journal of Community Health*. 2014;39:775-782.

Samuel, L., **Ethan, D.**, Basch, C. & Samuel, B. A comparative study on the sodium content and calories from sugar in toddler foods sold in low- and high-income New York City supermarkets. *Global Journal of Health Science*. 2014;6(5):22-29.

Basch, C.H., Hammond, R.N., **Ethan, D.** & Samuel, L. Food advertisements in two popular parenting magazines: Results of a five-year analysis. *Global Journal of Health Science*. 2014; 6(2):175-182.

Basch, C.H., **Ethan, D.**, Samuel, L. & Zagnit, E. Nutritional content of meal items and beverages promoted at a popular fast food chain in New York City. *Annals of Public Health and Research*. 2014;1(1):1-4.

Basch, C.H., **Ethan, D.**, Rajan, S. & Basch, C.E. Technology-related distracted walking behaviors in Manhattan's most dangerous intersections. *Injury Prevention*. 2014; 20(5):343-346.

Basch, C.H., **Ethan, D.**, Rajan, S., Samayoa-Kozlowsky, S. & Basch, C.E. Helmet use among users of the Citi Bike bicycle-sharing program: A pilot study in New York City. *Journal of Community Health*. 2014;39(3):503-507.

Basch, C.H., Zagnit, E., Rajan, S., **Ethan, D.**, Basch, C. Helmet use among cyclists in New York City. *Journal of Community Health*. 2014;39(5):956-958.

Ethan, D., Samuel, L. & Basch, C.H. An analysis of Bronx-based online grocery store circulars for nutritional content of food and beverage products. *Journal of Community Health*. 2013; June; 38(3):521-528.

Ethan, D., Samuel, L., Basch, C.H. & Hammond, R. Disparate advertising of sugary drinks: An analysis of beverages promoted in circulars from grocery stores in high- and low-income New York City zip codes. *Journal of Community Medicine and Health Education*. 2013;4:e1.

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Basch, C.H., Samuel, L. & **Ethan, D.** Obesity, diabetes and heart disease: Consequences of globalization on population health and the importance of social change. *International Journal of Health Promotion and Education*. 2013;51(4):185-197.

Ethan, D., Basch, C.H. & Rajan, S. Promoting healthy vision in children through the use of social marketing. *Journal of Mass Communication*. 2013; 3:e140.

Ethan, D. & Seidel, E. On the front lines of student crisis: Urban community college professors' experiences and perceived role in handling students in distress. *Student Affairs Journal*. 2013; 31(1):15-26.

Seidel, E., **Ethan, D.** & Basch, C.H. Using social media to connect college students with mental health services. *Journal of Mass Communication and Journalism*. 2013;4:e1.

Ethan, D. & Basch, C.H. Using social marketing as a tool to increase helmet use among bicycle-share riders in urban settings. *Journal of Mass Communication and Journalism*. 2013;3:e7.

Rajan, S, Basch, C.H. & **Ethan, D.** Observational data collection of environmental and behavioral characteristics: Strengths, limitations, and implications for health communication. *Journal of Mass Communication and Journalism*. 2013;3:e141.

Conference Presentations

Ethan, D. *Using Torch™: A Mission-Driven Platform to Analyze Public Health Social Media Posts*. Poster Presenter, Promoting Research in Social Media (PRISM) and Health Symposium (December 2019, San Francisco, CA).

Ethan, D., Basch, C.H., *Food Advertising on LinkNYC Kiosks in New York City*. Poster Presenter, Obesity Week 2018 (November 2018, Nashville, TN).

Ethan, D., Johnson, G. & Basch, C.H. *Obstructions in popular bike lanes in New York City: Implications for policy.* Poster, Society of Behavioral Medicine's 37th Annual Meeting & Scientific Sessions, (April 2016, Washington, DC).

Ethan, D., Samuel, L., Basch, C. & Berdnik, A. *Dietary Supplement Ad Strategies in Muscle Enthusiast Magazines.* Poster, International Conference on Masculinities: Engaging Men and Boys for Gender Equality (March 2015, New York, NY).

Ethan, D., Basch, C. & Hammond, R. *Exploring the Prevalence of Health-Related Content in Women's Magazines: An Ethnically Diverse Form of Health Communication.* Poster, Seventh Annual Health Disparities Conference, Teachers College, Columbia University (March 2015, New York, NY).

Samuel, L., Basch, C.H., **Ethan, D.,** Dunne, S., Quinn, S. *Using Nutrition Labels of Pediatric Multi-Vitamin Supplements to Identify Risk of Over-Exposure to Fat-Soluble Vitamins.* Poster, Annual Conference for the Society of Nutrition Education and Behavior (June 2015, Pittsburgh, PA).

Basch, C., **Ethan, D.** & Hammond, R. *Assessing the Prevalence and Type of Medication Advertisements in Ethnic-Focused Magazines.* Poster, Seventh Annual Health Disparities Conference, Teachers College, Columbia University (March 2015, New York, NY).

MacDonald, Z., Basch, C., **Ethan, D.** & Hammond, R. *An Advertisement Analysis of Skin Products in Ethnically Diverse Magazines: Implications for Skin Cancer Prevention.* Poster, Seventh Annual Health Disparities Conference, Teachers College, Columbia University (March 2015, New York, NY).

Berdnik, A., Basch, C., **Ethan, D.** & Hammond, R. *E-Cigarette and Cigarette Advertising in Women's Magazines.* Panel, Seventh Annual Health Disparities Conference, Teachers College, Columbia University (March 2015, New York, NY).

Samuel, L., Basch, C.H., **Ethan, D.,** Hammond, R. & Chaiezzese, K. *The Need for Consumer Nutrition Education to Identify High-Sodium Processed Foods Advertised in Bronx-based Supermarket Circulars.* Poster, Society for Nutrition Education and Behavior 2014 Annual Conference (June 2014, Milwaukee, WI).

Samuel, L., **Ethan, D.,** Basch, C.H., Samuel, B. *The Need for Nutrition Education among Parents Purchasing Toddler Foods in New York City Supermarkets.* Poster, Society for Nutrition Education and Behavior 2014 Annual Conference (June 2014, Milwaukee, WI).

Ethan, D., Basch, C. & Samuel, L. *Marketing Children's Multivitamins: An Analysis of Labels for Graphics and Language that Enhance Product Appeal.* Poster, Society of Behavioral Medicine's 35th Annual Meeting, (April 2014, Philadelphia, PA).

Ethan, D. *Food Product Placement and Pricing as Environmental Determinants: A Presentation of the Research and Innovative Strategies to Address Nutrition-Related Health Disparities.* Presenter, "The Obesity Epidemic and Health Disparities" Panel, Sixth Annual Health Disparities Conference, Teachers College, Columbia University (March 2014, New York, NY).

Samuel, L., **Ethan, D.**, Basch, C.H., Hammond, R. & Chaiezzese, K. *Disparate Prevalence of Sweetened Toddler Foods in Supermarkets Located in Low-Income Neighborhoods of New York City.* Poster, Sixth Annual Health Disparities Conference, Teachers College, Columbia University (March 2014, New York, NY).

Hammond, R., **Ethan, D.**, Basch, C. & Samuel, L. *Disparities in Food Marketing in New York City Grocery Stores: Results of a Pilot Study.* Poster, Sixth Annual Health Disparities Conference, Teachers College, Columbia University (March 2014, New York, NY).

Seidel, E.J. & **Ethan, D.** *Faculty Response to Emotionally Distressed Students: Supporting College Student Wellness Beyond the Counseling Center Walls.* Poster, American Counseling Association Conference & Expo (March 2014, Honolulu, Hawaii).

Zagnit, E., Basch, C., **Ethan, D.**, Rajan, S. & Samuel, L. *A New York City Fast Food Chain in High- and Low-Income Neighborhoods: Analyzing and Comparing the Nutritional Content of Promoted Meal Items and Beverages.* Poster, Sixth Annual Health Disparities Conference, Teachers College, Columbia University (March 2014, New York, NY).

Rajan, S., Basch, C. & **Ethan, D.** *Redefining the School Food Environment: Pricing and Promotions at a Fast-Food Chain in NYC and Implications for Adolescent Health.* Poster, Society for Research on Adolescence Conference (March 2014, Austin, TX).

Kunhart, T., DeLaCruz, N., Samuel, L., **Ethan, D.** & Basch, C. *Children's Multivitamin Supplements: A Pilot Study Exploring the Potential for Excess Consumption of Fat-Soluble Vitamins.* Poster, Lehman College's 6th Annual Undergraduate Research and Scholarship Day (April 2014, Bronx, NY).

Ed.D. THESIS TITLE

A Vision for Success: Implementing and Evaluating a School-based Program to Improve Childhood Vision.

GRANTS RECEIVED**a. Multiple**

Award from CUNY Office of the University Dean for Health and Human Services (February, 2012) for *"On the Front Lines of Student Crisis: Increasing the Capacity of CUNY Faculty and Staff to Support Students in Distress."*

Total: \$16,600 (\$8,200 to Danna Ethan, Lehman College; \$8,400 to Erica Seidel, Borough of Manhattan Community College).

b. Individual

Faculty Travel Grant (November, 2019).

Total: \$670.

PSC-CUNY Round 45 Traditional B Research Award (2014-15): *"A Proposal to Assess Distracted Biking Behaviors in New York City."*

Total: \$5,998.65.

Shuster Award (2014-15): *"A Proposal to Assess Distracted Biking in New York City."*

Total: \$1,098.

PSC-CUNY 44 Traditional B Research Award (2013-14): *"Analyzing Online Grocery Store Circulars for Nutritional Content of Food and Beverage Products in Disparate New York City Neighborhoods."*

Total: \$5,747.20.

Faculty Travel Grant (December, 2015).

Total: \$849.

William Stewart Travel Award (2014).

Total: \$300.

PSC-CUNY 41 Research Award (March, 2010): *"Implementing the American College Health Association's National College Health Assessment (NCHA) at the Borough of Manhattan Community College, City University of New York."*

Total: \$5,610.

Borough of Manhattan Community College Faculty Development Grant (Summer, 2010): *"Assessing Urban Community College Professors' Perceived Role in Responding to Students in Emotional Distress."*

Total: \$3,000.

Teachers College 2006-07 Dean's Grant.

Total: \$2,000.

Grants Not Funded:

Lehman College Student Technology Fee Funding Proposal (2014-15): *"Technology Request for Study of Distracted Biking Behaviors in New York City."*

Total amount requested: \$902.

SERVICE TO THE COLLEGE**Department:**

- Chair, Department of Health Sciences (July, 2017 – August, 2020)

- Oversaw all administrative and operational functions of a complex department that serves almost 2,000 student majors and minors
- Supervised 21 full-time faculty (5 tenure-track), over 60 adjunct faculty, and 3 administrative staff across 7 undergraduate programs and 7 graduate programs in Health Education and Promotion; Health Services Administration; Dietetics, Foods, and Nutrition; Public Health; Exercise Science, Recreation Education and Therapeutic Recreation
- Successfully presented three faculty for promotion, two for CCE, and one for early tenure (Fall, 2017-Fall, 2019)
- Collaborated with I.T. Division to develop and implement pilot advisement software program to reduce wait time for students (Fall, 2019-Present)
- Spearheaded and expedited development and approval of Health Education Advanced Certificate Program for 500 NYC middle and high school teachers. Oversee planning and implementation of program (Fall, 2018-Present)
- Oversaw development and approval of new Exercise Science M.S. degree (Fall, 2018-Spring, 2019)
- Collaborated with Director of Strategic Initiatives to develop and offer two Summer Minors (Exercise Science; Health Education and Promotion) to promote timely graduation (Spring, 2017-Present)
- Instituted a multi-pronged effort to increase departmental connection with and recognition of adjunct faculty members (Fall, 2017-Present)
- Developed and introduced a voluntary departmental Mentoring Program designed to be driven by Junior Faculty (Spring, 2017-Present)

- Director for Health Education and Promotion (HEA) Undergraduate Program with over 170 student majors (2010 – Present)
 - Responsibilities include: student advisement and recruitment, coordination, outreach and site development for Community Health Internship Program, course scheduling, liaison between adjuncts and Department, develop and maintain curriculum and resource materials for students)
- Member, Health Sciences Personnel and Budget Committee (Fall, 2017 – Summer, 2020)
- Member, Health Sciences Curriculum Committee, (2010 – Summer, 2020)
- Member, Health Services Administration Search Committee for Lecturer position (Fall, 2018 and Fall, 2019)
- Member, Health Services Administration Search Committee for Open Rank position (Fall, 2017)
- “Advisement Basics” Coordinator, Health Sciences Department (Spring, 2017). Responsible for coordinating and developing a departmental advisement tool for the Office of the Dean of Health Sciences, Human Services, and Nursing
- Member, Health Services Administration Search Committee for Open Rank position (Spring, 2017)
- Chair, B.S., Public Health Search Committee for Open Rank position (Spring, 2016)
- Member, MPH Search Committee for Open Rank position (Fall, 2015)
- Member, Recreation Education Program Search Committee for Open Rank position (Spring, 2014)
- Supervise Dietetics, Food & Nutrition graduate students on research rotation and manuscript development for submission to peer-reviewed journals (2014 – 2016)
- Health Education & Promotion Program Representative, Specialized Academic Information Session for Prospective Students (February 23, 2016)
- Health Education & Promotion Program Representative, New Graduate Student Orientation (January 21, 2015)
- Department Representative, Health Science Transfer Fair (November 4, 2014)
- Department Representative, Majors and Minors Fair (October 20, 2014)
- Department Representative, Majors and Minors Fair (October 23, 2013)

- Presented Career Services workshop on Health Education and Promotion major and career opportunities (October 24, 2012)

- Repertoire of courses taught at Lehman:

Graduate:

HEA 603 - History and Philosophy of Health Education & Promotion (classroom and online)

HEA 623 - Program Planning and Evaluation in Health Education (classroom)

HEA 670 - Field Experience in Health Education

Undergraduate:

HEA 249-Foundations of Health (classroom and online)

HEA 400 - Program Planning and Evaluation (classroom)

HEA 440 - Seminar in Community Health

HEA 470 - Internship in Community Health

HEA 493 - Special Projects

HEA 485 - Honors

College:

- Member, Executive Committee of the General Faculty (Starting Spring, 2022)
- Member, 2020-2025 Strategic Planning Taskforce – *Faculty and Staff Success* Subcommittee (Fall, 2019)
- Member, School of Health Sciences, Human Services, and Nursing Search Committee, Dean position (Fall, 2019-Spring, 2020)
- Member, Library Executive Committee (Fall, 2019)
- Member, Faculty Personnel and Budget Committee (Fall, 2017-Present)
- Member, Tenure, Promotion and CCE Committee (Fall, 2017-Spring, 2019)
- Member, Senate Curriculum Committee (Spring, 2015-Spring, 2018)
- Moderator, *Meet the Firms* Panel. “Healthcare Night” hosted by Career Exploration & Development Center (February 9, 2017)
- Member, Interdisciplinary Minor in Aging Steering Committee (Spring, 2016-Spring 2019)
- Member, Undergraduate Curriculum Committee (Spring, 2015-Spring, 2018)

- Member, School of Health Sciences, Human Services, and Nursing (HS2N) Dean's Task Force on Research Collaboration. Responsible for creating survey instrument for distribution to HS2N faculty and developing recommendations for enhancing collaborative and grant-driven research. Designed and implemented School-wide Research Day (Feb 9, 2016). (Spring, 2015 – Spring, 2016)
- Chair, Faculty Elections Committee. Responsible for running elections for 1) General Faculty Executive Committee, and 2) University Faculty Senate. Spearheaded and designed online voting mechanism for both elections. (Aug, 2014 – Aug, 2017)
- Responsible for all aspects of developing and submitting Prioritization Reports for Health Education & Promotion major and minor. (Fall, 2014)
- Assisted Director of the Graduate Health Education and Promotion Program, on development of Prioritization Report for Health Education & Promotion graduate majors. (Fall, 2014)
- Member, College's Tobacco Policy Implementation Working Group (2011-2013)
- Member, Faculty Elections Committee (2010 – Spring, 2014)
- Worked with Director of the Graduate Health Education and Promotion Program, on NCATE reaccreditation for the M.S. Ed Health Teacher Program.
- Responsible for all aspects of NCATE reaccreditation for the B.S., N-12 Health Teacher Program. This major undertaking included: revising all undergraduate syllabi, working with faculty in tailoring all assignments to adhere to AAHE Standards, collecting and analyzing data, working with the Division of Education to obtain institutional data and to ensure that everything was being done correctly, and writing a Program Report. Final Program Report was submitted to NCATE in February, 2013.
- Member, Search Committee for Director, Wellness Education and Promotion (Spring, 2012)
- Completed Mental Health First Aid Instructor Course (Washington, DC; May, 2012)
- Participated in WAC's Writing-in-the-Majors (WIM) Guidelines Review Day (May 25, 2011)

SERVICE TO THE UNIVERSITY

Member, CUNY Council of Chairs for Health and Physical Education (2011-Present)

Featured in *CUNY SUM*: "SNAPSHOT: Readability of Prostate Cancer Info." (November 26, 2018). <https://sum.cuny.edu/snapshot-readability-of-cancer-info/>;
<https://twitter.com/literarydj/status/1067432460466573314>;
https://twitter.com/sum_research/status/1067121386391576576

Featured in *University Faculty Senate Blog*: "Improving faculty participation in the election process through online voting: One professor's story." (December 17, 2015).
<https://sites.google.com/site/universityfacultysenatecuny/UFS-blog/improvingfacultyparticipationintheelectionprocessthroughonlinevotingoneprofessorsstory>

Featured in *CUNY Newswire*: "Study co-authored by Lehman professor featured in the New York Daily News." (March 16, 2015). <http://www1.cuny.edu/mu/forum/2015/03/16/study-co-authored-by-lehman-professor-featured-in-the-new-york-daily-news/>

SERVICE TO THE PROFESSION

Liaison/Member Program, CDC/SOPHE Hispanic/Latino Outreach Pipeline Program (as of Spring, 2022)

National Commission for Health Education Credentialing (NCHEC) Ambassador for Lehman College. (March, 2016 – Present)

External Reviewer (First Reviewer), Nassau Community College Health Studies A.S. Degree Program (April, 2017).

Participant, New York City Mayor's Office Vision Zero's *Research on the Road*. (October 18, 2016).

Manuscript reviewer in areas of health promotion, school health, and nutrition education for following peer-reviewed journals: *Preventing Chronic Disease; Journal of School Health; Injury Prevention; International Journal of Health Promotion and Education; Health Education Journal; Public Health Nutrition; Eating and Weight Disorders; Journal of Child & Adolescent Substance Abuse; Behavioral Medicine; Therapeutic Advances in Gastroenterology; The American Journal of Clinical Nutrition* (2011-2016; 2022).

Chapter Reviewer, "Inclusion: The Dream and The Reality in Special Education." (Rowman and Littlefield, Lanham, MD) (September, 2015).

COMMUNITY SERVICE

Lehman College Health Sciences Liaison, Bronx #Not62 Campaign (Spring, 2016 – Spring, 2017).

Rutgers S.A.F.E.T.Y. (Sports Awareness For Educating Today's Youth) Clinic Certified (March, 2015).

Red Cross Certified in Adult and Pediatric First Aid/CPR/AED (June 4, 2014).

Health activities volunteer for Maplewood, New Jersey elementary school (2010-Present).

MEDIA CONTRIBUTIONS

Guest on *Public Health Minute*, produced and hosted by Dr. William Latimer, Dean, Lehman College School of Health Sciences, Human Services, and Nursing: "Helmet use among bike sharers" (January 16, 2015). <http://wp.lehman.edu/public-health-minute-with-william-latimer/danna-ethan-edd-msw-lehman-college-cuny-helmet-use-among-bike-sharers-2/>

National and international press coverage of study, "Pedestrian behavior at five dangerous and busy Manhattan intersections" (*Journal of Community Health*):

- *Fox5NY*: "Could New Jersey outlaw texting while walking?" (March 18, 2016). <http://www.fox5ny.com/news/109440639-story>

- *ABC Eyewitness News 7*: "New Jersey lawmaker introduces bill to criminalize texting while walking." (March 20, 2016). <http://abc7ny.com/politics/new-jersey-lawmaker-introduces-bill-to-criminalize-texting-while-walking/1252308/>

- *Daily News*: "Texting while walking in New Jersey could mean jail time, \$50 fine." (March 27, 2016). <http://www.nydailynews.com/news/crime/walking-texting-nj-land-jail-article-1.2579363>

- *Self.com*: "You could end up in jail for texting while walking." (March 23, 2016). <http://www.self.com/trending/2016/03/you-could-end-up-in-jail-for-texting-while-walking/>

- *Philly Voice*: "New Jersey lawmaker proposes ban on texting while walking." (March 19, 2016). <http://www.phillyvoice.com/nj-lawmaker-proposes-ban-texting-while-walking/>

- *Lawyer Herald*: "New Jersey texting while walking could sentence offenders to 15 days and pay \$50 fine." (March 21, 2016). <http://www.lawyerherald.com/articles/39615/20160321/new-jersey-texting-walking-sentenced-offenders-15-days-pay-50.htm>

- *Fox News First*: "Texting and Walking: Should it be illegal?" (March 18, 2016). <http://www.myfoxzone.com/story/31513795/texting-and-walking-should-it-be-illegal>

- *Mahwah Patch*: "Texting While Walking Could Become Illegal In N.J. Under Proposed Bill." (March 16, 2016). <http://patch.com/new-jersey/mahwah/nj-lawmaker-trying-crack-down-texting-while-walking-0>
- *Local 12.com WKRC Cincinnati*: "Walking and texting could soon be against the law in New Jersey." (March 21, 2016). <http://local12.com/news/around-the-web/walking-and-texting-could-soon-be-against-the-law-in-new-jersey-03-21-2016>
- *700WLW NewsRadio*: "Blazer and Bangert: Listen live on iHeartRADIO." (March 27, 2016). <http://www.700wlw.com/media/play/26851915/>
- *News.com.au*: "Politician in New Jersey is proposing issuing fines to pedestrians who text while walking." (March 24, 2016). <http://www.news.com.au/technology/gadgets/mobile-phones/politician-in-new-jersey-is-proposing-issuing-fines-to-pedestrians-who-text-while-walking/news-story/764de3d9abea8ac02f5d9e2f6ba17260>
- *RT News*: "New Jersey bill could criminalize texting while walking." (March 19, 2016). <https://www.rt.com/usa/336308-text-walk-bill-pedestrians/>
- *Daily News*: "Nearly half of pedestrians at busy Manhattan intersections distracted by devices while crossing: Study." (March 14, 2015). <http://www.nydailynews.com/new-york/nyers-distracted-devices-crossing-streets-study-article-1.2149015>
- *The Washington Post*: "Nearly half of NYC walkers ignoring 'Don't Walk' signals were distracted, study finds." (February 25, 2015). <https://www.washingtonpost.com/news/dr-gridlock/wp/2015/02/25/nearly-half-of-nyc-walkers-ignoring-dont-walk-signals-were-distracted-study-finds/>
- *NJ.com*: "Distracted walking? Thanks to cellphones, that's now a thing." (February 28, 2015). http://blog.nj.com/health_and_fitness_multiblog/print.html?entry=/2015/02/distracted_walking_thanks_to_cellphones_thats_now.html
- *CBS New York*: "University researcher studies prevalence of distracted walking." (February 26, 2015). <http://newyork.cbslocal.com/2015/02/26/university-researcher-studying-prevalence-of-distracted-walking/>
- *NJTVOnline.org*: "The dangers of distracted walking." (March 31, 2015). <http://www.njtvonline.org/news/video/the-dangers-of-distracted-walking/>
- *Safe Kids Worldwide*: "Teens on the Move." (October, 2014). http://www.safekids.org/sites/default/files/documents/ResearchReports/skw_pedestrian_study_2014_final.pdf
- Alan M. Voorhees Transportation Center for New Jersey Department of Transportation: "Potential solutions to address distracted driving and walking in New Jersey."

[http://njbikeped.org/wp-content/uploads/2015/03/Final Distracted Driving Report 3-18-15.pdf](http://njbikeped.org/wp-content/uploads/2015/03/Final_Distracted_Driving_Report_3-18-15.pdf)

- Featured/quoted in *Lehman Today* magazine:

“Lehman Students to Gain Early Acceptance into Physical Therapy Ph.D. Program” (July 17, 2019). <http://www.lehman.edu/news/Lehman-Students-to-Gain-Early-Acceptance-into-Physical-Therapy-PhD-Program.php>

“Lehman Health Sciences Professors Publish Study About Technology Related Distracted Bicycling and Helmet Use Among Manhattan Cyclists.” (November 2, 2015). <http://wp.lehman.edu/lehman-today/2015/11/lehman-health-sciences-professors-publish-study-about-technology-related-distracted-driving-and-helmet-use-among-manhattan-cyclists/>

“Study Co-Authored by Lehman Professor Featured in the New York Daily News.” (March 10, 2015). <http://wp.lehman.edu/lehman-today/2015/03/study-co-authored-by-lehman-professor-cited-in-washington-post/>

“The City That Never Sleeps... Or Wears a Helmet: Professor Danna Ethan on the Helmet Habits of Citi Bike Riders.” (November 25, 2013). <http://wp.lehman.edu/lehman-today/2013/11/the-city-that-never-sleepsor-wears-a-helmet/>

“Supermarket Flyers Promote Less Healthful Foods According to New Study.” (March 20, 2013). <http://wp.lehman.edu/lehman-today/2013/03/supermarket-flyers-promote-less-healthful-foods-according-to-new-study/>

- Featured in The Office of Research and Sponsored Programs' Newsletter, *Research Matters*:

“RU PAYING A10TION? Health Sciences Professor's Study on Texting and Walking Informs Proposed Legislation.” (Summer, 2016).

MEMBERSHIP IN PROFESSIONAL SOCIETIES

Member of SOPHE (Society for Public Health Education)

American Council on Education (ACE) Women's Group, Lehman College Chapter (2013-2016; 2021-Present)

CURRICULUM VITAE**NAME:** Lisa Fusco**COLLEGE:** Lehman College**RECOMMENDATION FOR:**

APPOINTMENT ____

PROMOTION ____

REAPPOINTMENT ____

REAPPOINTMENT WITH TENURE

OTHER (Designation as Vice President, Dean, etc.) _____

TITLE: Doctoral Lecturer**DEPARTMENT:** Health Sciences**EFFECTIVE DATE:** 1/1/2013**SALARY RATE:****HIGHER EDUCATION**

<u>Institution</u>	<u>Dates Attended</u>	<u>Degree & Major</u>	<u>Date Conferred</u>
Teachers College, Columbia University	9/2012 – 5/2016	Health Education, Ed.D.	5/2016
Adelphi University	1/2006 – 5/2008	Health Studies, M.A.	5/2008
Hofstra University	9/2001 – 5/2005	Public Relations, B.A.	5/2005

EXPERIENCE**A. Teaching**

<u>Institution</u>	<u>Dates</u>	<u>Rank</u>	<u>Department</u>
Lehman College	9/2016 – Present	Doctoral Lecturer	Health Sciences
	1/2013-8/2016	Lecturer	
Adelphi University	9/2010 – Present	Adjunct Professor	Health Studies
Hofstra University	7/2018 – Present	Adjunct Professor	Health Education
Paul D. Schreiber HS, Port Washington UFSD	9/2008 – 8/2010	Teacher	Health Education

CURRICULUM VITAE

The Mary Louis Academy	9/2005 – 8/2008	Teacher	Health & Physical Education
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B. Others

Institute	Dates	Rank	Department
Lehman College	9/2016 – Present	Program Director Health Education MS Ed and Advanced Certificate	Health Sciences
Adelphi University	9/2010 - 1/2013	Health Educator	Health Services

CURRICULUM VITAE

NAME: Lisa Fusco

COLLEGE: LEHMAN COLLEGE

ACADEMIC AND PROFESSIONAL HONORS

- 2021 Dignity for All Students Act (DASA), Certified Instructor
- 2018 Certificate of Appreciation, Lehman College School of Education
- 2018 Certificate of Continuing Employment (CCE), Lehman College
- 2012 National Residence Hall Honor Society Recognition Award Faculty/Staff, Adelphi University
- 2011 New York State College Health Association Recognized Student Group, Adelphi University Peer Educators
- 2008, 2010 – 2012 Health Nets Conference Planning Committee, Adelphi University
- NYS Professional Teaching Certification in Health Education (K-12)
- SOPHE Member 2010 -2013
- AAPHERD Member 2010 -2013
- ACHA Member 2010-2013
- Certified American Red Cross Instructor 2005 – Current
- Certified American Heart Association Instructor 2008 – Current
- Adelphi University Graduate Assistant, Health Studies Department
- Eta Sigma Gamma, National Honor Society for Health Education, Graduate Member
- Alpha Phi Sorority, Alumna, Past Executive Board Member

PRESENTATIONS (in reverse chronological order)

- 2019 Health Nets Conference Presenter, “Skill Based Sexuality Education” – Adelphi University
- 2017 Women’s Studies Lecture Series Guest, “Breast Cancer in Young Women” – Lehman College, October 25, 2017
- 2014 Health Nets Conference Presenter, “Life Skills for the Classroom” – Adelphi University
- 2010 Health Nets Conference Presenter, “Adaptable Activities for the Modern Health Teacher” – Adelphi University

Ed.D. THESIS TITLE:

The Design, Implementation and Evaluation of an E-Health Video for Women under Age Forty Not Eligible for Mammograms: Predictors of a High Rating of the Video

CURRICULUM VITAE

SERVICE TO THE DEPARTMENT

- Organizer Health Ed Works Advanced Certificate (HEWC) New Student Orientation for Cohort III, Winter 2022
- Curriculum Committee Member: Department of Health Sciences, Fall 2020 - Current
- Organizer Health Ed Works Advanced Certificate (HEWC) New Student Orientation for Cohort II, Spring 2020
- Search Committee Member: Health Sciences Department (HSD), Spring 2020
- Program Coordinator of the Health Ed Works Health Education Advanced Certificate (HEWC) program with funding from the NYC Department of Education (DOE) 2019 – Current
 - Received funding from DOE to design and implement the HEWC program to funnel DOE teachers teaching health out of certification through the Advanced Certificate program.
- Program Director and Coordinator for the Health Education Advanced Certificate 2018 – Current
 - Key faculty in designing, organizing, developing, and implementation of the Advanced Certificate in Health Education.
 - Registered program with NYS
- Organizer/Trainer; Digital Measures Training for Junior Faculty, March 2018
- Observed and Prepared Observation Reports for Adjunct Faculty, Fall 2017- Current.
- Search Committee Member: Recreation Education and Therapeutic Recreation (REC), Spring 2017
- Program Director: MS Ed Health Teacher Program, September 1, 2016 - Present
 - student advisement, recruitment, liaison between department and the School of Education, coordination for all Student Internship in various schools and classrooms, develop and maintain resources for students, administrator of the program Blackboard Organization, application review)
- Website Coordinator for the Department of Health Sciences, Fall 2016- Spring 2019
- Search Committee Member: Health Services Administration (HSA), Fall 2016
- Department Representative; Majors & Minors Fair Health Sciences, October 19th 2016
- Search Committee Member: Public Health (PHE), Spring 2016
- Student Teaching Coordinator, 2013 - Present
- Department Representative: Majors & Minors Fair Health Sciences, October 21, 2015

CURRICULUM VITAE

- Department Representative: Health Sciences & Nursing Information Session, May 12, 2014
- Department Representative: Majors & Minors Fair, October 20, 2014

TEACHING:

- Teaching/have taught the following courses: January 2013- Present
 - Undergraduate:
 - *Foundations of Health*
 - *Strategies in Community Health and Nutrition Education*
 - *Women and Health*
 - *Alcohol, Tobacco, and Other Drugs*
 - *CPR/AED*
 - *First Aid*
 - *Health Problems and Issues in Contemporary Society*
 - Graduate:
 - *Teaching Strategies in Health; Psychosocial Wellness*
 - *Teaching Strategies in Health; Health Promotion Behaviors*
 - *Teaching Strategies in Health; Disease and Disability*
 - *Women and Health*
 - *Human Sexuality*
 - *Alcohol, Tobacco, and Other Drugs*
 - *Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas*
 - *Health Problems and Issues in Contemporary Society*
 - *Human Sexuality*

CURRICULUM DEVELOPMENT:

- Evaluated enrollment increase and need for online education during COVID remote learning. Redeveloped curriculum and received NYSED approval to offer both Health Education M.S.Ed. and Advanced Certification programs in distance learning format.
- Redesign assessments to meet updated CAEP requirements to meet the new SHAPE standards.
- Collaborate with New York State Department of Education (NYSED) and the School of Education (SOE) to fulfill student certification requirements considering COVID-19 emergency.
- Collaborate with the NYC Department of Education to roll out the Health Ed Works Advanced Certificate (HEWC) through DOE funding, effective Summer 2019.
- Designed and received NYSED approval for new Advanced Certificate Program in Health Education, effective Fall 2018.
- Prepared new course and developed new prep for Health Problems and Issues in Contemporary Society, Summer 2018.

CURRICULUM VITAE

- Continual design and update of rubrics and key assessments for CAEP reports.
- Developed, trained faculty and students on Taskstream system for maintenance of key assessments for CAEP, March 2018 - Current.
- Implementation and design of new online format through McGraw Hill Connect for online courses, Spring 2018 - Current.
- Curriculum Design and Development: Student Internship Program and Courses, Fall 2013 – Present
 - *Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas*
 - *Internship in Classroom Teaching*
 - *Student Internship Seminar in Health Education*

SERVICE TO SCHOOL

- Designed new curriculum for CPR/AED and First Aid course to be offered in the Winter 2019 semester.
- Developed and began implementation of new Advanced Certificate in Health Education P-12, May 2018.
- MS Ed Health Teacher Program Liaison to School of Education 2013 - present
- Prepared Quarterly Reports for CAEP for MS Ed Program – Full Accreditation Awarded 2016
- Member: Integrative Learning Council at Lehman College Spring 2015 - present
- Committee Member: Educator Preparation Policy Council (EPPC) of the School of Education 2014 - present

SERVICE TO THE PROFESSION

- Dignity for All Students Act (DASA), Certified Instructor 2021 – present
- Certified American Red Cross Instructor 2005 – present
- Certified American Heart Association Instructor 2008 – present
- Eta Sigma Gamma, National Honor Society for Health Education, Graduate Member

COMMUNITY SERVICE

- Rockville Centre UFSD COVID Reopening Planning Member, 2020 - Present
- Rockville Centre UFSD Coalition for Youth Drug and Alcohol Representative, 2019 - Present
- Susan G. Komen Race for the Cure, Greater NYC Participant and Fundraiser 1998 – Present
- Susan G. Komen Survivor of the Year 2011 & 2015
- Susan G. Komen Race for the Cure, Greater NYC Survivor Chairperson and Committee Member 2012
- Creator of Lisa's Pink Party, a benefit to raise funds for SGK Breast Cancer Research Foundation www.lisaspinkparty.com

CURRICULUM VITAE

- Relay for Life, American Cancer Society Organizing Committee Volunteer, Adelphi University 2012
- Relay for Life, American Cancer Society Organizing Committee Volunteer, Port Washington UFSD 2009 & 2010
- Past Vice President, Director of Marketing, Academic Advisor, and Sister of Alpha Phi Sorority 2002 – present
- Special Olympics Volunteer, Hofstra University 2002 & 2003
- Planned, Implemented and Organized event “Eat Your Heart Out” fundraiser for Cardiac Care 2004-2006
- Participation and Organization of fundraising for the SJK Foundation 2002-2006