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Resolution # 19 2011-2012 College Senate

Supersedes Res #: _____

TO: Dr. John R. Halstead, College President

FROM: The College Senate: **4/16/12**

- RE: **→**
- I. Formal Resolution (*Act of Determination*)
 - II. Recommendation (*Urging the Fitness of*)
 - III. Other, For Your Information (*Notice, Request, Report, etc.*)

SUBJ: **Revision Undergrad Professional Prog** (*routing #37_11-12UC*)

Signed: _____ Date: ____/____/____
(John P. Daly 2011-2012, College Senate President)

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: John P. Daly, College Senate President

FROM: John R. Halstead, College President

- RE: **→**
- I. Decision and Action Taken on Formal Resolution (**circle choice**)
 - a. Accepted - **Implementation Effective Date:** _____ Fall 2013
 - b. Deferred for discussion with the Faculty Senate on ____/____/____
 - c. Unacceptable for the reasons contained in the attached explanation
 - II, III. Response to Recommendation or Other/FYI
 - a. Received and acknowledged ____/____/____
 - b. Comment:

Resolution forwarded to Albany by President's Office for final approval. YES NO

Signed: _____ Date: _____
(Dr. John R. Halstead, President, The College at Brockport)

DISTRIBUTION:

Upon approval, the College President will forward copies of resolutions to his staff who will, in turn, forward copies to their staff. The College Senate Office will post resolutions to the College Senate Web at <http://www.brockport.edu/collegesenate/resolutions>

**COLLEGE SENATE OFFICE
RESOLUTION PROPOSAL COVER PAGE
DEADLINE FOR SUBMISSIONS: FEBRUARY 28**

Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

Routing Number <i>Routing # assigned by Senate Office</i> 2011-2012	#37_11-12UC <i>Use routing number and title in all reference to this proposal.</i>
This Proposal Replaces Resolution	

INSTRUCTIONS

- Use committee guidelines and General Education forms available at brockport.edu/collegesenate/proposal.html.
- Prepare ONE complete document in **Word format**: include this proposal cover page, proposal, attachments and support letters from your department chair and dean.
- **Locate the Resolution # and date this proposal will replace at our "Approved Resolutions" page on our Web site.**
- Do not submit your proposal as a .pdf file unless using Gen Ed forms. They are difficult to merge.
- Email completed proposal to senate@brockport.edu. (General Education Proposals go to diamphron@brockport.edu first.)
- All revisions must be resubmitted to senate@brockport.edu with the original cover page including routing number.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. **PROPOSAL TITLE:** Please be somewhat descriptive, ie. *Graduate Probation/Dismissal Proposal* rather than *Graduate Proposal*.

Revision of the Undergraduate Professional Program in Health Education to Create a New Track in Community Health Education

2. BRIEF DESCRIPTION OF PROPOSAL:

The current Undergraduate Professional Program in Health Education serves both students who wish to be school health educators and those who wish to be community health educators. The Department of Health Science is proposing a major change to the program such that a new track will be formed that will include only those students interested in community health education (CHE). This new track will better align the CHE program with the state of the art in preparing community health educators. A second proposal is being submitted to senate that describes the revision of the existing Health Education track to serve those students interested in school health education (SHE).

3. **WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED?** ___ NO ___X YES **EXPLAIN YES**
One adjunct is needed to teach HLP XXX Leadership in Health Education.

4. **DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.**

Students enrolled in the current program participated in a focus group to assess their perceptions of the extent to which the program prepared them to be school or community health educators. Students supported the separation of SHE and CHE training. The extent to which the current program prepares students to function as health educators was also assessed by evaluating the degree to which the discipline's national competencies are addressed. As currently implemented, the program does not do an adequate job of addressing all the competencies. This is believed to be because the program is trying to do too much in too short of a time.

5. **HOW WILL THIS EFFECT TRANSFER STUDENTS:**

There will be no change in how transfer students enter the program

6. **ANTICIPATED EFFECTIVE DATE:**

Fall 2013

7. **SUBMISSION & REVISION DATES:** PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

<i>First Submission</i>	<i>Updated on</i>	<i>Updated on</i>	<i>Updated on</i>
2/28/12			

8. **SUBMITTED BY: (contact person)**

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
<i>Jennifer Boyle-Wittman</i>	<i>Health Science</i>	<i>X2764</i>	<i>jboyle@brockport.edu</i>

9. **COMMITTEES TO COPY: (Senate office use only)**

Standing Committee	Forwarded To	Dates Forwarded
<input type="checkbox"/> Executive Committee	Standing Committee	3/6/12
<input type="checkbox"/> Enrollment Planning & Policies	Executive Committee	3/26/12
<input type="checkbox"/> Faculty & Professional Staff Policies	Passed GED's to Vice Provost	
<input type="checkbox"/> General Education & Curriculum Policies	Senate	
<input type="checkbox"/> Graduate Curriculum & Policies	College President	
<input type="checkbox"/> Student Policies	OTHER	
<input checked="" type="checkbox"/> Undergraduate Curriculum & Policies	REJECTED -WITHDRAWN	

NOTES:

A side-by-side comparison of the old and new program Credit hours must be included for each course and totaled in clear tabular form.

Old Program	New Program	Comment
HLP 491: Methods for Health Education (3cr)		Deleted.
HLP 485: Dimensions of Teaching School and Community Health (3cr)		Deleted.
HLP 486: Field Experience (3cr)		Deleted.
	HLS XXX: Leadership in Health Education (3cr) (Pre-req HLS 317, HLP 302, HLS 488; Co-reqs HLP 493, HLP XXX (evaluation), HLP XXX (communication))	Added course.
HLP 492: Interpersonal Communication in Health Education (3cr)		Deleted.
	HLS XXX: Health Communication (3cr)(Pre-req HLS 317, HLP 302, HLS 488; Co-reqs HLP 493, HLP XXX (evaluation), HLP XXX (leadership))	Added course.
	HLS 317: Introduction to Public Health (3cr)	Added course.
HLP 493: Program Planning & Evaluation (3cr)	HLP 493: Planning Health Education Programs (3cr) (Pre-req HLS 317, HLP 302, HLS 488; Co-reqs HLP XXX (evaluation), HLP XXX (communication), HLP XXX (leadership))	Title and course content will be modified to focus only on program planning.
	HLP XXX: Evaluating Health Education Programs (3cr) (Pre-req HLS 317, HLP 302, HLS 488; Co-reqs HLP 493, HLP XXX (leadership), HLP XXX (communication))	Added course. Students will learn methods of evaluation and will build evaluation skills.
	HLS 410: Introduction to Health Care Administration (3cr)	Added course.
	HLP XXX: Health Behavior (3cr) (pre or co-req HLP 302, HLS 488)	Added course. Students will learn various theories of learning and health behavior and will practice applying theory.
HLS 488: Applied Biostatistics and Epidemiology (3cr)	HLS 488: Applied Biostatistics and Epidemiology (3cr)	No change.
EDI 409: Teaching Students with Special Needs (3cr)		Deleted.
PSH 384: Child Psychology (3cr)		Deleted.
	PSH 110 Introduction to	Added.

	Psychology OR SOC 100 Introduction to Sociology (3cr)	
HLP 302: Foundations of Health Education (3cr)	HLP 302: Foundations of Health Education (3cr)	Course content will be revised to include more emphasis on social determinants of health and community resources. Coverage of health behavior theories will be removed.
BIO 321: Anatomy and Physiology I (4cr)		Deleted.
BIO 322: Anatomy and Physiology II (4cr)		Deleted.
	BIO 221: Survey of Anatomy and Physiology (4cr)	Added course.
Required Content Courses: HLS 311 (Nutrition), HLS 313 (Safety), HLS 312 (Mental Health), HLS 314 (Family Life Science), HLS 409 (Alcohol & Other Drugs), HLS 419 (Human Sexuality) (3cr each, total of 21cr)	Choose 5 content courses from the following: HLS 311 (Nutrition), HLS 313 (Safety), HLS 312 (Mental Health), HLS 314 (Family Life Science), HLS 409 (Alcohol & Other Drugs), HLS 419 (Human Sexuality), PES 335 (Physiology of Exercise & Sport, 4cr) (3cr each, total 15-16 cr)	
HLS 303: Environmental Health (3cr)	HLS 303: Environmental Health (3cr)	No Change.
HLP 496: Practicum in Community Health Education (12cr) (pre-req completion of all other required courses with a grade of C or better and a 2.5 GPA)	HLP 496: Practicum in Community Health Education (12cr) (pre-req completion of all other required courses with a grade of C or better and a 2.5 GPA)	No Change.
TOTAL CREDITS = 68	TOTAL CREDITS = 64-65	Total credits are reduced by 3-4.

Suggested Course Sequencing

Freshman/Sophomore Year – at least one content, PSH 110 OR SOC 100, BIO 221

Junior Fall

HLS 317 Intro to Public Health
HLP 302 Foundations of HE
HLS 488 Biostatistics & Epidemiology
HLS 303 Environmental Health
Content

Junior Spring

HLS 410 Intro to Health Care Admin
HLP XXX Health Behavior Theory
Content
Content
Content

Senior Fall

HLP 493 Planning HE Programs
HLP XXX Evaluating HE Programs
HLP XXX Health Communication
HLP XXX Leadership in Health Communication

Senior Spring

HLP 496 Practicum in CHE (12cr)

Transition to the new program:

The suggested Junior year courses will take effect in the Fall of 2013. The Senior year courses of the old program will continue to run Fall of 2013. Beginning the Fall of 2014 the entire new program will be in effect. Thus, a two phased process for instituting the new program will be utilized. In addition, BIO 321 and BIO 322 (in combination) will be accepted in lieu of BIO 221 for any student who desires to take the upper division BIO courses.

A brief rationale for changes, e.g. new direction in field

The Department of Health Science (HLS) completed a needs assessment of the Professional Program in School and Community Health Education (HLE) in Fall 2012. Data was collected through the following strategies:

- a. Assessment of the extent to which the HLE program is prepared for national accreditation
- b. Review of literature
- c. Assessing the extent to which the HLE program addresses national, discipline specific competencies
- d. Reviews of model programs
- e. Expert interviews
- f. Surveys of all HLS majors
- g. Focus groups with current HLE students
- h. Surveys of field supervisors (i.e. school based teacher educators)

Data from the needs assessment and the subsequent proposed changes to the HLE program supports the mission of the college in the following manner:

1. Change in the program is necessary for *student success*: One of the main findings of the needs assessment was that the HLE track should be split so that students interested in school health education would be trained separately from students interested in community health education. Evidence supporting this included the fact that 80% (n=160) of the responding HLS majors reported a desire to become community health educators and 62% (n=124) of the responding students indicated that they would be interested in joining a track that was focused on community health (as opposed to a combined school/community program). The survey of majors and the focus groups with current HLE students revealed that students believe that the current HLE track focuses mainly on school health education.

A separate track that attracts more future community health educators will also serve the needs of the profession. The Health Education job market is projected to grow faster than average for all careers through 2018. Specifically, employment of health educators is expected to grow by 18%.

2. Change in the program is necessary to improve overall *quality* of the program. Expert interviews and the model program reviews revealed that, in order to train students to “state of the art” standards, more setting specific course time than can currently be given in the combined curriculum is needed. In addition, by assessing the extent to which the program trains students in the national competencies (both school and community) it became clear that many competencies were overlooked because of the lack of time to deliver the necessary curriculum to both groups.

3. Change in the program is necessary to improve *marketability* of our graduates. The College at Brockport is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the health education program within the Department of Health Science is nationally recognized by the American Association for Health Education (AAHE), health education's Specialty Professional Association (SPA). However, this accreditation is specific to teacher preparation. HLS also has the potential to obtain national approval by The SOPHE-AAHE Baccalaureate Program Approval Committee (SABPAC) for its work preparing community health educators. However, in order to meet the requirements for SABPAC approval, more course time will need to be devoted to topics particularly relevant to community health.

Thus, HLS has concluded that separate training of our school and community health educators is necessary. This proposal details the curricular changes requested to establish a new HLE track for preparing community health educators. A second proposal is being submitted to the Faculty Senate to revise the existing health education track to better suit school health educators. While school and community health students will share some course work, there is a significant portion of each curriculum that is unique for each track.

The second major finding of the HLE needs assessment regarded specific changes to the curriculum for community health educators. Findings from the review of model programs, expert interviews, student focus groups, review of the literature, and review of the national competencies directed the changes to the health education curriculum for community health educators that are being requested here. In general, the findings indicated that the HLE program should include more training in health communication, program evaluation, leadership, and the application of theory. Several other curricular changes are requested based on this evidence as well.

The full report of the HLE needs assessment is available upon request.

Description of any new courses

HLS XXX Leadership in Health Education (3cr) – Addresses leadership skills needed in health education including recruiting, managing, training and evaluating staff and volunteers, procuring resources, team building, analyzing and changing organizational culture and developing organizational policies. Students will also learn how to develop, facilitate and maintain collaborative efforts, partnerships, and coalitions with emphasis on community organizing principles.

HLS XXX Health Communication (3cr) - Addresses basic principles of interpersonal communication and communication strategies, models, and theories used by health educators in the delivery of health information. Students will design educational materials to address health literacy in various populations using multiple channels of communication.

HLP 493 Planning Health Education Programs (3cr) (revised) - A systematic approach to the planning and evaluation of Health Education programs. Students learn and apply theories, methods, strategies, and techniques of health education program planning, and implementation. Students will learn how to diagnosis the social, epidemiological,

behavioral/environmental, psychological/educational and administrative aspects of the health education program and to develop appropriate, justified health education programs.

HLP XXX Evaluating Health Education Programs (3cr) - Focuses on systematic methods of evaluating health programs. Students will learn how to plan and carry out needs assessments, program monitoring, impact assessment, and measurement of program efficacy.

HLP XXX: Health Behavior (3cr) - Explores the fundamental, theoretical foundations of social and behavioral science. The course will provide an introduction to behavior change models and theories, the history of the theories, and principles of ethical decision making for intervention research. Students will become familiar with the health behavior literature and research, and will develop an understanding of the theoretical and scientific basis of health education programs. Students will apply theoretical models to develop health education interventions.

HLP 302: Foundations of Health Education (3cr) (revised) – Addresses health education history and philosophy, determinants of health, the role of the health educator, key aspects related to the promotion of healthful lifestyles, professional ethics, and professional organizations and resources relevant to health educators.

Staffing issues

One adjunct will be needed to teach HLP XXX Leadership in Health Education.

Academic administration commentary

The following letters are attached:

- a) Letter of recommendation from chair
- b) Letter of recommendation from Dean of School

Resources, facilities that may be needed to implement the program

No additional resources or facilities will be needed.

If appropriate, letters of support from cooperating or affected agencies, ITS, library or other units/departments that may be involved.

Letters supporting the inclusion of the following courses are attached:

BIO 221: Survey of Anatomy and Physiology
PES 335: Physiological Basis of Exercise and Sport
PSH 110: Introduction to Psychology
SOC 100: Introduction to Sociology

A letter from Diane Maurer, Director of Field Experience and Certification, is also attached.

TO: Undergraduate Curriculum Committee, College Senate

FROM: Patti Follansbee, Chair, Department of Health Science

RE: Changes in the Professional Community Health program major

DATE: February 24, 2012

Please accept this brief memorandum in support of the proposed curriculum changes in the undergraduate community health education program in the Department of Health Science. Proposed changes to the community program are necessary for student success. Through the assessment of the current programs, it became clear that students in the community health program should be trained separately from those in the school health program, since the current health emphasis was mainly on school health, and the community students get short-changed. A separate focus on community also enhances the community student's employment prospects in an area that is growing for the future. While it is clear that the school and community programs can share some courses, a separation of the two programs will enhance the quality of the community program, and the students will be better prepared to meet state-of-the-art standards in community health. The proposed changes have been well researched, reviewed, and developed in depth by the Undergraduate Curriculum Committee of Health Science, and thoroughly reviewed and discussed by the Health Science Faculty. As chair, I have overseen this important process by the faculty. There are many important changes to the curriculum, which will result in a stronger and more relevant program for our community health students, and will better meet the needs of future majors. (A separate proposal has been submitted to make important changes in the school health program as well). These proposed changes in the community health program would require an additional adjunct line to teach HLP XXX Leadership in Health Education. In addition, graduating seniors should be well prepared to successfully complete the CHES (Certified Health Education Specialist) exam once they graduate, earning them the CHES credential, enhancing their employability.

To sum up, I am confident that the proposed program changes can only improve the community program, and position it positively for the future. The program has my complete support. Please contact me if you have any specific questions or concerns. Thank you.



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

School of Health and Human Performance

To: Undergraduate Curriculum Committee
College Senate

From: Francis X. Short, Dean ~ < >
School of Health & Human Performance

Subj.: Curricular Change
Department of Health Science

Date: February 24, 2012

Please accept this brief memo in support of the proposal to create a separate track for the undergraduate community health education program in the Department of Health Science. The current curriculum is meant to serve both school and community health educators, but it appears that its "duality" results in an education that fails to meet all the needs of students from either group. (A separate proposal is being submitted for modifying the school health program.) As I understand this proposal, it requests several changes to the current dual program: 1) it changes the name and/ or content of two courses in the existing curriculum, 2) it eliminates eight courses from the existing program, 3) it adds eight new courses to the curriculum, and 4) it reduces the total number of credits by 3-4. Taken as a whole, these changes result in a more relevant curriculum for community health educators. The department has indicated that to offer this new and independent track in community health education, they will need to hire one adjunct to teach one course in the curriculum. This request comes at a time when we are trying to control instructional costs, but this seems to me to be a very modest expense for offering separate curricula in both school and community health and thereby improving the education of students in both programs.

Inasmuch as these changes a) will improve the preparation of our students in community health education, b) are the result of a systematic assessment of the undergraduate curriculum, and c) require minimal additional financial resources to implement, I support the proposal without reservation. Please contact me if you have any questions. Thank you for the consideration.

MEMORANDUM

To: College Senate
From: Dr. Rey A. Sia, Chair, Department of Biology
Re: Health Science Undergraduate Professional School & Community Program Revision
Proposal
Date: February 24, 2012

On behalf of the department of Biology, I am writing to support the Health Science undergraduate program revision proposal. The proposal appears to be based on a solid rationale that will help students. The proposal can be supported with existing resources and the department of Biology does not foresee any additional resource demands with possible additional enrollment of BIO 221, and the elimination of BIO 321 & 322.

If there are any questions, please contact me at rsia@brockport.edu.



**The College at Brockport
Department of Kinesiology, Sport Studies, and Physical Education**

MEMO

To: College Senate, Undergraduate Curriculum Committee

From: Susan C. Petersen, Chair, Department of KSSPE

Date: February 21, 2012

Re: Letter of support for HLS addition of PES 335 for Community Health Education students

Please accept this letter of support of the Department of Health Science's request to add PES 335 as an option for students in the new track in community health education. The Department is seeking a course that addresses exercise and fitness issues. PES 335, Physiological Bases of Exercise and Sport (content class – 4 credits, with a lab) will fulfill this requirement for them.

The HLS chair indicates that the number of students would likely be low, at least initially. KSSPE is certainly sympathetic to this request and faculty indicates that they would like to help but it should be noted that 335 ordinarily closes and so to honor this request KSSPE may need to create more seats, (especially down the road as the program grows). Finding more seats is going to take some creativity given space and faculty workload constraints. However, with college support for adjunct faculty, GAs to help with lab sections, or additional FT lines, it's feasible to open another lab section or two and move the current 120 seat lecture to a larger space. With Exercise Physiology, Kinesiology, and Athletic Training majors also increasing enrollment at a rapid rate, it is likely that KSSPE will need to find more seats in 335 even without HLS students. Therefore, I support this proposal and commit to doing whatever we can to find the necessary seats.

If you have any questions, please don't hesitate to contact me at 5341 or speterse@brockport.edu.

MEMORANDUM

To: College Senate
From: Melissa Brown, Chair, Department of Psychology
Re: Health Science Undergraduate Professional School & Community Program Revision Proposal
Date: February 24, 2012

On behalf of the department of Psychology, I am writing to support the Health Science undergraduate program revision proposal. The proposal appears to be based on a solid rationale that will help students. The proposal can be supported with existing resources and the department of Psychology does not foresee any additional resource demands with possible additional enrollment of community health students choosing PSH 110, and the school health students taking PSH 484 Adolescence, and eliminating the prior requirement of taking PSH 384.

If there are any questions, please contact me at mmbrown@brockport.edu.

MEMORANDUM

To: College Senate
From: Dr. Julie Ford, Chair, Department of Sociology
Re: Health Science Undergraduate Professional School & Community Program Revision Proposal
Date: February 24, 2012

On behalf of the department of Sociology, I am writing to support the Health Science undergraduate program revision proposal. The proposal appears to be based on a solid rationale that will help students. The proposal can be supported with existing resources and the department of Sociology does not foresee any additional resource demands with possible additional enrollment of SOC 100.

If there are any questions, please contact me at jford@brockport.edu.



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

Department of Education and Human Development

To: College Senate

From: Diane Maurer, Director of Field Experience & Certification
Professional Education Unit *Diane Maurer*

Re: Health Science Undergraduate Professional School & Community Program Revision Proposal; and Graduate School Health Revision Proposal

Date: February 24, 2012

On behalf of the Professional Education Unit, I am writing to support the Health Science undergraduate and graduate professional school and community health program revision proposals. The proposals appear to be based on a solid rationale that will better prepare teacher candidates for their work in the schools.

While it appears that the program can be supported with existing resources, I am requesting that the details related to the change in field experience be further discussed with the Coordinator of Field Experience for Physical and Health Education, Janet Peluso-Militello. It is my understanding that the program change requires the same amount of field experience hours, but the hours will be divided between two rather than remaining in one semester as noted below:

UNDERGRADUATE School Health Education

Field Experience I (1 credit)--Spring, Junior year
Field Experience II (1 credit)--Fall, Senior Year
Student Teaching HLP 495 (12 credits)—Spring, Senior Year

UNDERGRADUATE Community Health Education

Internship HLP 496 (12 cr.)—Spring, Senior Year

GRADUATE School Health Education*

Spring II – HLS XXX Field Experience with Seminar

*Includes candidates already initially certified in another teaching area as well as candidates NOT certified in any other teaching area, who are seeking initial certification in Health Education.
[Student Teaching HLP 595 (9 credits)]

*Includes only those candidates NOT certified in any other teaching area, who are seeking initial certification in Health Education.

If there are any questions, please contact me at dmaurer@brockport.edu.

certification in Health Education.

If there are any questions, please contact me at dmaurer@brockport.edu.