Revision of the Graduate Program in Health Education

The College at Brockport, College Senate

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TO: Dr. John R. Halstead, College President
FROM: The College Senate: 4/30/12
RE: I. Formal Resolution (Act of Determination)
II. Recommendation (Urging the Fitness of)
III. Other, For Your Information (Notice, Request, Report, etc.)

SUBJ: Revision of the Graduate Program in Health Ed (routing #34_11-12GC)
Signed: Date: 5/7/2012
(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 2012
   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: 9/1/12
(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.
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 dlamphron@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, i.e. Graduate Probation/Dismissal Proposal rather than Graduate Proposal.

Revision of the Graduate Program in Health Education

2. BRIEF DESCRIPTION OF PROPOSAL:

The Department of Health Science is proposing a revision to the existing graduate program in health education.

3. WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED? _X_ NO ___ YES

EXPLAIN YES

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

Three years of focus group data were collected from graduate students. This data indicated the current program leaves students unprepared to teach Health in the K-12 classroom. Specifically, students cited lack of skill in lesson planning, classroom management, and the use of teaching related technology (e.g. smartboards).

5. HOW WILL THIS EFFECT TRANSFER STUDENTS:

NA

6. ANTICIPATED EFFECTIVE DATE:

Fall 2012

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

<table>
<thead>
<tr>
<th>First Submission</th>
<th>Updated on 1</th>
<th>Updated on 2</th>
<th>Updated on 3</th>
</tr>
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<tbody>
<tr>
<td>2/28/12</td>
<td>3/2/12</td>
<td>4/16/12</td>
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</table>

8. SUBMITTED BY: (contact person)

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Boyle-Wittman</td>
<td>Health Science</td>
<td>X2764</td>
<td><a href="mailto:jboyle@brockport.edu">jboyle@brockport.edu</a></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Standing Committee</th>
<th>Forwarded To</th>
<th>Dates Forwarded</th>
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<tbody>
<tr>
<td>_ Executive Committee</td>
<td>Standing Committee</td>
<td>3/2/12</td>
</tr>
<tr>
<td>_ Enrollment Planning &amp; Policies</td>
<td>Executive Committee</td>
<td>4/9/12</td>
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<tr>
<td>_ Faculty &amp; Professional Staff Policies</td>
<td>Passed GED’s to Vice Provost</td>
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<td>_ General Education &amp; Curriculum Policies</td>
<td>Senate</td>
<td>4/16/12</td>
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<td>_ Graduate Curriculum &amp; Policies</td>
<td>College President</td>
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<tr>
<td>_ Student Policies</td>
<td>OTHER</td>
<td></td>
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<tr>
<td>__ Undergraduate Curriculum &amp; Policies</td>
<td>REJECTED -WITHDRAWN</td>
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NOTES:
Revision of the Graduate Program in Health Education

1. A comparison of the new program to the old program.

   a. Include a side-by-side tabular illustration

<table>
<thead>
<tr>
<th>Old Program</th>
<th>New Program</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 600: Issues in Health and Wellness (3cr)</td>
<td>HLS 600: Issues in Health and Wellness (3cr)</td>
<td>Course description will be re-written to include content relevant to the philosophical underpinnings of health education.</td>
</tr>
<tr>
<td>HLS 602: Principles and Philosophy of Health Education (3cr)</td>
<td>HLS 602: Principles of Health Education (3cr)</td>
<td>Title will be changed and course description will be re-written to include history of health education, standards in the field, the code of ethics, professional issues including dispositions, and theories of health behavior. Philosophy of health education is being removed from this course as it will now be covered in HLS 600.</td>
</tr>
<tr>
<td>HLS 640: Program Planning and Educational Strategies (3cr)</td>
<td>HLS 640: Health Education Curriculum Development (3cr)</td>
<td>Title will be changed and course description will be re-written to reflect a greater focus on the development of curriculums, unit plans and lesson plans and the application of theory using such strategies.</td>
</tr>
<tr>
<td>HLS 645: Applied Educational Strategies in Health Education (3cr)</td>
<td>HLS 645: Teaching Methods and Strategies in School Health Education (3cr)</td>
<td>Title will be changed and course description will be re-written to reflect the new focus on acquisition of teaching strategies (e.g. lecture, debate, health counseling, use of technology, classroom management, etc).</td>
</tr>
<tr>
<td>HLS 684: Statistics Measurement for Health Education Evaluation (3cr)</td>
<td>HLS 684: Assessment and Evaluation in School Health Education (3cr)</td>
<td>Title will be changed and course description will be re-written to reflect focus on evaluation of health education curriculums, lesson plans, and strategies.</td>
</tr>
</tbody>
</table>
| HLS 686: Seminar in Research Design (3cr) | HLS 686: Graduate Capstone: Research Methods (3cr) | Title will be changed and course description will be
2. A discussion regarding “Mission”, “Market”, and “Quality”. Specifically address the following issues:

a. How does the proposal reflect the campus mission focus?

The proposed revisions to the program will respond to Brockport’s graduate education mission. The four mission points of graduate education at SUNY Brockport are listed in the chart below alongside the corresponding ways in which the revised graduate program will meet these mission points.

<table>
<thead>
<tr>
<th>Mission points</th>
<th>How addressed by revised program</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The mission of graduate education at SUNY College at Brockport is to support student success by providing a high quality education that:”</td>
<td>The revised program will better prepare students with the technical skills (lesson</td>
</tr>
<tr>
<td>Leads to advanced knowledge and technical skills in the graduate field of</td>
<td>re-written to reflect new focus on student initiated research project.</td>
</tr>
<tr>
<td>HLS XXX: Communicating in Health Education (3cr)</td>
<td>Added course. Students will develop or hone professional communication and writing skills.</td>
</tr>
<tr>
<td>HLS 641: Health Education Organization in the School and Community (3cr)</td>
<td>Deleted.</td>
</tr>
<tr>
<td>HLS XXX: Graduate Capstone: Seminar &amp; Field Experience (3cr)</td>
<td>Added Course. Students will engage in 100 hours of field experience. In class, students engage in critical reflection of field experience in a group setting.</td>
</tr>
<tr>
<td>HLS 698 or HLS 700: Major Paper or Thesis (3cr/6cr)</td>
<td>Deleted</td>
</tr>
<tr>
<td>Content Electives by Advisement (9-12)</td>
<td>Students must take 12 credits of electives.</td>
</tr>
<tr>
<td>Students pursuing certification and have their initial certification in another content area may be required to complete additional health content course work. Students who are pursuing professional certification and do not possess any certification will be required to complete student teaching (nine credits), and may be required to complete a field experience and additional health content courses beyond the 36 hour core curriculum.</td>
<td>No change.</td>
</tr>
<tr>
<td>Study and prepares graduates for doctoral studies and/or professional practice</td>
<td>Planning, curriculum development, evaluation) necessary in the health education classroom. (HLS 640, 645, 684, HLS XXX (communication), HLS XXX (field experience)</td>
</tr>
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<tr>
<td>Stimulates and supports excellence in scholarly and creative pursuits among faculty and students</td>
<td>The revised program will require students to engage in scholarly research and evaluation that will improve students’ discipline related knowledge and skills (HLS 684, 686)</td>
</tr>
<tr>
<td>Fosters excellence in teaching, supervising and mentoring</td>
<td>The revised program will provide more focus on the skills needed by school health educators. With the new focus on school health education, instructors will be able to provide more breadth and depth specific to teaching related skills. (HLS 640, HLS 645, HLS 684, HLS XXX (field experience))</td>
</tr>
<tr>
<td>Develops thoughtful and articulate individuals with the integrity and adaptability for dealing with a culturally diverse and changing world and for contributing substantially to their communities</td>
<td>The revised program will challenge students to develop their professional communication skills and to better communicate with a wide audience (HLS XXX (communication)). The revised program will also better prepare students to respond to challenges, changes, and diversity in both their professional and personal worlds (HLS 600, HLS 602, HLS XXX (field experience), HLS 645).</td>
</tr>
</tbody>
</table>

b. What are the market demand factors that this proposal responds to? Include program competition from other regional colleges.

To assess the needs of students, existing focus group/nominal group process reports from the past three spring semesters were examined. During these qualitative data collection sessions, students (n2009=3, n2010=5, n2011=7) were posed questions such as What would the ideal masters degree program look like?, What could be done to improve the graduate degree program in Health Science?, Do required courses address your needs?, How do you rate the quality of instruction in your courses?, and What do you perceive to be the program’s weaknesses? The reports from each of the three years were synthesized. Content analysis was performed and common themes were identified according to methodology described by Patton.¹

Four major themes emerged from the focus group reports. The most commonly occurring theme was the lack of practicality of the current program. Students felt that the current graduate program focuses too much on writing and research and leaves them unprepared to teach health in K-12 classrooms. Students desired more
pedagogy, lesson planning skills, classroom management skills, and training in teaching-related technology (e.g. SmartBoards). Students desire a field or student teaching experience. The revised program responds to these sentiments by increasing the program’s focus on teaching skills and strategies.

The second most common theme is that students were largely dissatisfied with the major paper (HLS 698). Students felt that the current program’s requirement for a major paper is not relevant to their career goals. They empathically advocate for alternative options for a culminating project (e.g. portfolio). The revised program responds to this concern by eliminating the stand-alone major paper (HLS 698) and replacing this requirement with a requirement to complete a research project within the confines of HLS 686. Thus, students are still exposed to discipline specific research but the requirements for such are streamlined and ultimately free up program time for focusing more on teaching-specific skills.

Finally, students advocated for separation of the school health education (SHE) and community health education (CHE) tracks as they felt the program does not adequately meet the needs of both types of students. The numbers of students enrolled in the CHE concentration has been small over the past several years. The faculty also agreed that the program should focus on preparing students for only one setting and that the current program does not adequately meet the needs of CHE students. Currently, there is a moratorium on accepting students interested in CHE and there is a proposal under consideration by college administration to undertake the development of a Master of Public Health program which would more adequately fulfill the needs of students interested in CHE. Thus, the proposed program is meant to serve only SHE students.

With respect to competition from other colleges, in developing this proposal the Department of Health Science examined model graduate SHE programs. To identify model programs, the search function on the National Council for Accreditation of Teacher Education’s (NCATE) website was used to identify all graduate health education programs in the United States that are nationally recognized. Six model programs (Adelphi University, SUNY Cortland, The Sage Colleges, Southern Connecticut State University, Towson University, Kent State University, East Stroudsburg University, Indiana University of Pennsylvania, University of South Carolina) were reviewed. Of the six programs reviewed, five required a research methods course. Four programs required a course in assessment and evaluation, a course in school health program administration and policy, and some type of culminating activity. Three programs required courses in foundations, curriculum construction, health behavior, contemporary issues and sexuality. Two programs required a seminar and two required a health education methods/strategies course. Programs vary, requiring between 9-12 credits of electives. None of the model programs require a “stand alone” statistics course. These findings strongly influenced the revision of the SHE program. The proposed program resembles the...
program requirements at these model institutions, including our closest competitor, SUNY Cortland.

c. How is program quality addressed in this proposal?

Program quality has been addressed by the department by defining “state of the art” in graduate SHE training and proposing revisions to the current program that reflect the “state of the art.” To define “state of the art” for the professional preparation of health educators, a literature search was conducted to identify peer reviewed articles and other relevant publications that define best practices and deliver recommendations for preparing health educators. The literature revealed that at the program level, accreditation is considered the best means of quality assurance in professional preparation of health educators. NCATE is considered the preferred accrediting body for school health education programs. The College at Brockport is accredited by 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). In order for the Institution to earn and maintain NCATE accreditation, the health education program must be nationally recognized by its SPA. The proposed program will continue to adhere to NCATE and AAHE standards.

3. Description of the new courses.

HLS XXX – Communicating in Health Education Students will develop or hone professional written and oral communication skills, in the areas of public speaking, classroom teaching, health advocacy, developing effective collaborations with health resources, counseling and communicating with parents, and utilizing technology appropriately and effectively.

HLS XXX – Graduate Capstone: Seminar and Field Experience This seminar based course provides graduate students seeking initial and professional certification in health education 100 hours of field experience. Students will be placed in a secondary (7 - 12) setting. Observing, assisting, and teaching health classes where skills from previous courses will be applied. Students will receive feedback from a school based teacher educator (SBTE) and college supervisor during the experience. In class students will reflect on their teaching and experience on a personal and group level. All students will be required to complete a teacher work sample which shows an impact on the P - 12 learner.

4. Staffing.

The proposed program will require no additional staff.

5. Academic administration commentary. It is strongly recommended that the department consult with the Graduate Dean EARLY in the process.

The following letters are attached:
a. Letter of review/comment from the Graduate Dean  
b. Letter of review/comment from Dean of the School.  
c. Letter of review/comment from Department Chair.

6. **Resources, facilities, and non-teaching staff needed to implement the program.**

The following letter is attached:  
a. Statement of review and comment from Drake Library.

When asked for a letter of comment, Academic Computing Services responded that this proposal would not impact them and that we should indicate N/A in the proposal in lieu of a letter.  
b. Statement of review and comment from Academic Computing Services.

7. **Letters of support from cooperating departments, agencies, institutions, etc., including a statement of probable/likely impact on departments.**

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

Date: 2/27/12

To: Patti Follansbee,
   Chair, Department of Health Science

From: Susan Seem,
      Assistant to the Provost for Graduate Education and Scholarship

Re: Proposed revision to the graduate program in Health Education

I appreciate the background work that was done for this revision (i.e., student focus groups, examination of model graduate programs in SHE, adherence to NCATE and AAHE standards). I strongly support this proposal to the school health education option because the revisions address the needs of students, align with model graduate programs in SHE and adhere to national standards.
To: Graduate 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 proposed changes in the graduate health education program in the Department of Health Science. As I understand the proposal, it requests several changes to the current program: 1) it changes the names and content of several courses in the existing curriculum, 2) it eliminates two courses from the existing program, and 3) it adds two new courses to the curriculum. Taken as a whole, these changes result in a more relevant curriculum for school health educators. 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. (The community program has been suspended while the faculty work to propose a stand-alone program for that group.) The department has assured me that by re-working current teaching assignments, coverage of the new courses will not require any additional faculty resources.

Inasmuch as these changes a) will improve the preparation of our students in school health education, b) will better position the program for a positive accreditation-related review (NCATE), c) are the result of a systematic assessment of the graduate curriculum, and d) do not require any additional financial resources to implement, I support the proposal without reservation. Please contact me if you have any questions. Thank you for the consideration.
TO: Graduate Curriculum Committee, College Senate

FROM: Patti Follansbee, Chair, Department of Health Science

RE: Curricular Changes in the Graduate School Health program

DATE: February 24, 2012

Please accept this brief memo in support of the proposed changes in the graduate health education program in the Department of Health Science. The HLS Graduate Curriculum Committee did a thorough examination of the current school and community health programs. The committee researched, reviewed and developed proposed changes to the program. As a result, a more practical teaching-skills based curriculum was developed, that incorporates the valuable strategies our graduate students in school health need to be successful teachers in the future. The program changes also meet the NCATE accreditation standards, and prepare our students well to be NY State certified school health teachers. The current curriculum attempts to meet the needs of both school and community health educators; however, in its attempts to cover both areas, it does not serve either the needs of school or community students very well. (In fact, there is currently a moratorium on the community health program, while the department works to develop a premier program to meet the needs of the community group).

By re-working the current school health courses and their teaching assignments, we do not anticipate the need for any additional resources.

Through the proposed curricular changes to the graduate school health program, our students will be better prepared to teach school health, and compete effectively with other similar programs regionally and nationally. These proposed changes would also help the program to align more closely with the strategic goals set forth for graduate education at The College at Brockport. As chair, I have overseen the development of these proposed changes, and wholeheartedly support them. Please contact me if you have any questions or concerns. Thank you.
To: Patti Follansbee, Chair, Health Science
From: Mary Jo Orzech, Director, Drake Memorial Library, LITS
Date: February 26, 2012
Subject: Library Support for Changes to Health Education Graduate program

No changes in library programs or services are anticipated due to the proposed revision to the graduate program in health education. The library strives to keep health related information resources current and up to date for our students and faculty within existing budget constraints. Drake Library supports the Health Science program in its efforts.
1- The background report identified conducting student focus groups, which identified a theme of students' perceiving an overemphasis on research and writing. With all due respect to student feedback, we are concerned that the value of scholar-practitioners research is reduced. While our graduate programs prepare primarily practitioners of whatever discipline they enter, losing this research competence will impact the degree to which they will see themselves as contributing their eventual professional experience through scholarship to the ongoing body of professional knowledge. We are interested in the HLS view on this point.

Response-
The graduate program in the department of Health Science prepares students to teach K-12 health education. Most of our applicants have teaching certification in another area, primarily physical education (PE). The PE classroom and curriculum is vastly different from health education, as most other K-12 subject areas are. School health educators are not only responsible for delivering content and developing students’ critical thinking skills, but they are also responsible for creating healthful behavior changes amongst their students. Thus, in our two year program we must take the physical educator and transform them into a health educator. Additionally, we face the challenge that most of our students come to our program underprepared in the skills of written and oral communication. We also highly value the standards of graduate education – that is, that masters prepared students must be prepared to create new knowledge and contribute new knowledge to their discipline. Essentially, our graduate program has the task of teaching both undergraduate content and skills simultaneous with graduate research skills. The proposed changes to the program greatly improve these outcomes as classes have been revised to focus on teaching, communication, and research skills.

The department would argue that the program revisions will actually improve research skill outcomes and the ability of students to contribute to the knowledge of the field. Specifically, HLS 684 will now require students to evaluate health education curricula, lesson plans, and strategies. Admissions criteria for the graduate program include completion of one semester of undergraduate statistics. The proposed program revision requires students to draw upon their previous statistical experience to solve real-world, educational problems. Secondly, HLS 686 has been revised to teach students how to engage in research from start to finish. Students will be required to select a new problem in the field of health education, develop methods to add to the literature regarding this problem, seek IRB approval for their study, gather data, analyze and interpret data. Students will then be required to present their findings at the College’s Graduate Research Symposium as well as prepare a manuscript for an appropriate journal. In the past, students only completed chapter 3 of their major paper in HLS 686 (chapters 1 & 2 were completed in other, pre-requisite classes). The major paper was a proposal for the evaluation of a curriculum, but students never completed the project- i.e. they never collected, analyzed or interpreted their data, it was simply a proposal. Almost all of our graduate students chose to complete this major paper. Thus, removing the major paper requirement and revising HLS 686 will prepare all students to not only plan but also complete a research project as well as to professionally communicate the findings of the project. This reflects best practices of graduate education pertaining to research methods in Health Education.
2- The College (based on what we’ve heard from the Provost and others) wants to *enhance* graduate programs—to make them more "robust." However, in this proposal, we're losing "original research." Also, we're teaching MS students basic skills (e.g., writing and public speaking) they're "supposed" to get in undergraduate studies. Again, what is the HLS view on this point?

Response-
With regard to the concern about teaching Masters students communication skills, this strategy aligns with what is prescribed by the American Association for Health Education (Health Education’s Specialty Professional Association) and thus reflective of best practices. The health communication course will cover methods of communication relevant to the discipline (e.g. newsletters, advocacy communications, etc.).
To: College Senate

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

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.