

4-30-2012

Revision of the Undergrad Professional Program in Health Education- School Health Education

The College at Brockport, College Senate

Follow this and additional works at: https://digitalcommons.brockport.edu/senate_resolutions



Part of the [Higher Education Commons](#)

Repository Citation

The College at Brockport, College Senate, "Revision of the Undergrad Professional Program in Health Education- School Health Education" (2012). *College Senate Resolutions*. 352.

https://digitalcommons.brockport.edu/senate_resolutions/352


This Resolution is brought to you for free and open access by Digital Commons @Brockport. It has been accepted for inclusion in College Senate Resolutions by an authorized administrator of Digital Commons @Brockport. For more information, please contact kmyers@brockport.edu.



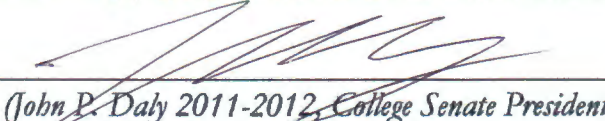
Supersedes Res #: _____

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 Undergrad Professional Program in Health Education – School Health Education** (*routing #35_11-12UC*)

Signed:  Date: 5/7/12
(John P. Daly 2011-2012, College Senate President)

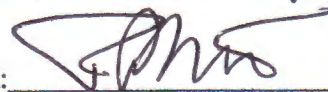
Please fill out the bottom portion and follow the distribution instructions at the end of this page.

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: 5/5/12
(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>.

**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 2011-2012</i>	#35_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 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 Undergraduate Professional Program in Health Education – School 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 it will be refocused to include only those students interested in school health education (SHE). The Department proposes a curriculum revision for SHE that will better align the program with the state of the art in preparing school health educators. A second proposal is being submitted to senate that proposes the creation of a new track within the Department of Health Science to serve those students interested in community health education (CHE).

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.

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. Students also indicated that they needed more preparation in teaching elementary level children, classroom management, and conducting assessments. They also indicated the need for more field experience. Students felt that courses should be spread over more than one semester. Field supervisors were surveyed about the strengths and weaknesses of the program and the responses received echoed those of the students. Field supervisors felt that students needed more field experience, and more training in lesson planning, unit planning, use of materials, classroom management skills, and technological skills. 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>
2/28/2012	3/2/12	3/23/12	

8. SUBMITTED BY: (contact person)

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

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

Standing Committee	Forwarded To	Dates Forwarded
<input type="checkbox"/> Executive Committee	Standing Committee	3/2/12, 3/23/12
<input type="checkbox"/> Enrollment Planning & Policies	Executive Committee	4/9/12
<input type="checkbox"/> Faculty & Professional Staff Policies	Passed GED's to Vice Provost	
<input type="checkbox"/> General Education & Curriculum Policies	Senate	4/16/12
<input type="checkbox"/> Graduate Curriculum & Policies	College President	
<input type="checkbox"/> Student Policies	OTHER	
<input checked="" type="checkbox"/> Undergraduate Curriculum & Policies	REJECTED -WITHDRAWN	

NOTES:

2. 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	Rationale
HLP 491: Methods for Health Education (3cr)	HLP 491: Methods for Health Education II (3cr) (pre-req Methods I, Health Behavior Theory, Field Experience I, EDI 409, HLP 302, HLS 488, co-req HLP 486, seminar)	Title and course content will be modified to focus only advanced methods in health education.	One methods course has proven to be insufficient to cover all necessary material for school health educators. Thus, two methods courses will now be required. One will cover beginning level methods and the other will cover the more advanced methods.
	HLP XXX: Methods for Health Education I (3cr) (pre-req HLP 302, co-req field experience I)	Added course. Course will cover beginning methods in health education.	
HLP 485: Dimensions of Teaching School and Community Health (3cr)		Deleted.	The content of this course will be covered in other courses. For example, social determinants of health and learning will be covered in HLP 302 and the guest speaker series will be covered in HLS XXX (seminar).
HLP 486: Field Experience (3cr)	HLP 486: Field Experience II (1cr) (pre-req Methods I, Health Behavior Theory, Field Experience I, EDI 409, HLP 302, HLS 488, co-req HLP 491, seminar)	Title and credit hours will be modified.	Field experience hours will remain the same, but will be split between the junior and senior years. Thus, students will have context for what they learn during their methods courses and will also be able to develop teaching skills over an extended period of time.
	HLP XXX: Field Experience I (1cr) (pre-req HLP 302, co-req Methods I)	Added course. Students will have an early field experience in their junior year.	
HLP 492: Interpersonal Communication in Health Education (3cr)		Deleted.	Much of the content of this course will be covered in HLS XXX (Health Behavior Theory). Remaining content was most appropriate for community health educators and was eliminated from the school health education curriculum.
	HLS 317: Introduction to Public Health (3cr)	Added course. This course will sensitize students interested in school health education to community	At an introductory level, this course addresses issues relevant to community

		health issues.	health as well as the social determinants of health. Courses that previously covered these topics have been deleted (e.g. HLP 492, HLP 486). Coverage of these topics need only be at an introductory level for students enrolled in the school health education track.
HLP 493: Program Planning & Evaluation (3cr)		Deleted.	This course is most relevant for students enrolled only in the community health education track.
	HLP XXX: Seminar in Health Education (1cr) (pre-req Methods I, Health Behavior Theory, Field Experience I, EDI 409, HLP 302, HLS 488, co-req HLP 491, HLP 486)	Added course. Students will be exposed to various guest speakers working in the field. Issues relating to diversity will be emphasized.	This course will welcome a series of guest speakers from the field of school health education. This program feature was previously offered in HLS 485.
	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.	Previously, many courses covered health behavior theory. In the new program, theory will be covered in this stand alone course, thereby improving the consistency with which the topic is taught and freeing up time in the other courses for alternate content.
	PRO 410: Grants Writing (1cr)	Added course.	Grant writing was previously covered in HLP 493, which has been deleted from the school health curriculum. While grant writing is a useful skill for teachers, they do not need training at the level offered in HLP 493 (which is most appropriate for community health educators). Instead, PRO 410 will offer future teachers a snapshot of grant writing at a level that will be more appropriate for

			their careers.
HLS 488: Applied Biostatistics and Epidemiology (3cr)	HLS 488: Applied Biostatistics and Epidemiology (3cr)	No change.	
EDI 409: Teaching Students with Special Needs (3cr)	EDI 409: Teaching Students with Special Needs (3cr)	No change.	
	PSH 484: Adolescence (3cr)	Added course.	PSH 484 is replacing PSH 384 due to the nature of the job market for school health educators. Almost all school health educators are hired to teach middle school and high school health, the period of adolescence. Very few school districts hire health educators for their elementary schools. Health at this level is taught by the regular classroom teacher. Thus, training in adolescent psychology is most appropriate for future school health educators.
PSH 384: Child Psychology (3cr)		Deleted.	
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.	The level of detail covered in BIO 321 and BIO 322 is beyond that needed for health educators. Reduction of the BIO requirement to the 4 credits of BIO 221 frees up 4 credits of course time to address the methodology of teaching health and behavior change.
BIO 322: Anatomy and Physiology II (4cr)		Deleted.	
	BIO 221: Survey of Anatomy and Physiology (4cr)	Added course.	
HLS 312: Mental Health (3cr)	HLS 312: Mental Health (3cr)	No Change.	
HLS 314: Family Life (3cr)		Deleted.	In terms of preparing to teach health, HLS 314 does not provide much additional value above and beyond HLS 419, Human Sexuality. Thus, this course was deleted to free up

			credits for the other added courses that were identified as more relevant.
HLS 303: Environmental Health (3cr)		Deleted.	In terms of preparing to teach health, HLS 303 does not provide much additional value as it is not one of the topics typically covered in a school health education curriculum. Thus, this course was deleted to free up credits for the other added courses that were identified as more relevant.
HLS 311: Nutrition (3cr)	HLS 311: Nutrition (3cr)	No Change.	
HLS 313: Introduction to Safety (3cr)	HLS 313: Introduction to Safety (3cr)	No Change.	
HLS 409: Introduction to Alcohol & Drugs (3cr)	HLS 409: Introduction to Alcohol & Drugs (3cr)	No Change.	
HLS 419: Human Sexuality (3cr)	HLS 419: Human Sexuality (3cr)	No Change.	
	PES 335: Physiological Basis of Exercise and Sport (4cr)	Added.	PES 335 was added because school health teachers quite frequently cover the topic of physical activity as part of their curriculum. The previous program did not prepare school health educators to teach about physical activity.
HLP 495: Practicum in School Health Education (12cr) (pre-req completion of all other required courses with a grade of C or better and a 2.5 GPA)	HLP 495: Practicum in School 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 = 63	Total credits are reduced by 5.	

Suggested Course Sequencing

Freshman/Sophomore Year – at least one content, BIO 221

Junior Fall

HLS 317
HLP 302
HLS 488
Content
Content

Junior Spring

HLP XXX Methods I
HLP XXX Health Behavior Theory
HLP XXX Field Experience I (1cr)
EDI 409
PES 335 (4cr)

Senior Fall

PSH 484

HLP 491 Methods II

HLP 486 Field Experience II (1cr)

HLP XXX Seminar (1cr)

Content

Content

Senior Spring

HLP 495 (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. Moreover, old required content courses will be accepted for a full year after the full program is in effect in order to “grandfather in” students who took these courses before the initiation of the new program.

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

The Department of Health Science (HLS) completed a needs assessment of their Professional Program in School and Community Health Education (HLE) in Fall 2011. 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 a community health educator 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 majors revealed that students believe that the current HLE track focuses mainly on school health education.

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 for the existing HLE track for preparing school health educators. A second proposal is being submitted to the Faculty Senate that requests the creation of a new track within HLS, specifically designed for community health education. 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 school health educators. Findings from the review of model programs, expert interviews, field supervisor surveys, student focus groups, review of the literature, and review of the national competencies directed changes to the school health education curriculum that are being requested here. In general, the findings indicated that the HLE program should include earlier field experience time and more instruction on teaching methodology. Several other curricular changes are requested based on this evidence as well. The full report of the HLE needs assessment is available upon request.

4. Description of any new courses

HLP XXX: Methods for Health Education I (3cr) – This course is designed to develop the basic skills needed by an entry-level health educator necessary to work in the area of school health education. An examination of national and state standards, lesson planning, resources and teaching methodology will be the focus of the course. This course requires students to display respect and responsibility, as they are members in a professional learning community. In summary, this course supports the constructs of knowledge and skills, professional dispositions, and impact on P-12 learning as defined by the Conceptual Framework of the Professional Education Unit.

HLP 491: Methods for Health Education II (3cr) (revised) – The course is designed to provide the pre-service candidates with the opportunity to refine and improve those basic skills

necessary to work in the area of school health education. Candidates will examine the school and classroom environments, which includes school policy, laws and regulations, and classroom management. This course will have a deeper focus on unit planning and curricula, teaching methodology, and peer teaching. In summary, this course supports the constructs of knowledge and skills, professional dispositions, and impact on P-12 learning as defined by the Conceptual Framework of the Professional Education Unit.

HLP XXX: Field Experience I (1cr) – This course provides teacher candidates an early opportunity to observe the role of a certified health educator in the school setting. Candidates will spend 50 hours in a grade 6-12 school setting, under the supervision of a School Based Teacher Educator (SBTE). During this time candidates will link course knowledge and skills to practice. The main goal is to help students begin to develop skills in the discipline standards set by the American Association for Health Education for NCATE accreditation.

HLP 486: Field Experience II (1cr) (revised) – This course provides teacher candidates an opportunity to prepare for the student teaching experience. Candidates will spend 50 hours split between a PreK – 6 and 7 – 12 school setting, under the supervision of a School Based Teacher Educator (SBTE). During this time candidates will link course knowledge and skills to practice. The main goal is to help students begin to develop skills in the discipline standards set by the American Association for Health Education for NCATE accreditation.

HLP XXX: Seminar in Health Education (1cr) - Involves analysis and discussion of school health topics including: elements of effective instruction, classroom management, multiple intelligences, learning disabilities, controversial issues, school law, health education standards in New York State, the certification process in New York State, health education ethics, and utilization of the Office of Career Services.

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.

5. Staffing issues

No additional staff will be needed.

6. Academic administration commentary

The following letters are attached:

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

7. Resources, facilities that may be needed to implement the program

No additional resources or facilities will be needed.

8. 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:

PRO 410: Grants Writing

PSH 484: Adolescence

BIO 221: Survey of Anatomy and Physiology

PES 335: Physiological Basis of Exercise & Sport

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 School Health program major

DATE: February 24, 2012

Please accept this brief memorandum in support of the proposed curriculum changes in the undergraduate school health education program in the Department of Health Science. 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 diligent process by the faculty. There are many important changes to the curriculum, which will result in a stronger and more relevant curriculum for our school health students, and will better meet the needs of future majors. In addition, the changes are compatible with and encourage positive accreditation review (NCATE), and meet the NY State Education Department requirements for a strong teacher certification program. (A separate proposal has been submitted to make important changes in the community health program as well). These proposed changes would not require additional faculty resources.

To sum up, I am confident that we have done our homework, and that the proposed program changes can only improve an already good 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 proposed changes in the undergraduate 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, content, and/or credits of two courses in the existing curriculum, 2) it eliminates eight courses from the existing program, 3) it adds nine new courses to the curriculum, and 4) it reduces the total number of credits by 5. 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. (A separate proposal is being submitted for modifying the community health program.) 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 undergraduate 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.

MEMORANDUM

To: College Senate
From: Colleen Donaldson, Grants Development Director
Re: Health Science Undergraduate Professional School & Community Program Revision Proposal
Date: February 24, 2012

On behalf of Grants Development, 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 Office of Grants Development does not foresee any additional resource demands with possible additional enrollment of PRO 410.

If there are any questions, please contact me at cdonalds@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. 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

Please accept this letter of support for the proposed change in the Department Health Science's request to require PES 335 for students in the health education school emphasis program so that they have 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 in the 10-20 range. 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 will need to create more seats and creating 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 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.



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.