

4-28-1980

# Proposal for Revision of Undergraduate Professional Program for Health Educators

The College at Brockport, College Senate

Follow this and additional works at: [https://digitalcommons.brockport.edu/senate\\_resolutions](https://digitalcommons.brockport.edu/senate_resolutions)



Part of the [Higher Education Commons](#)

---

## Repository Citation

The College at Brockport, College Senate, "Proposal for Revision of Undergraduate Professional Program for Health Educators" (1980). *College Senate Resolutions*. 505.

[https://digitalcommons.brockport.edu/senate\\_resolutions/505](https://digitalcommons.brockport.edu/senate_resolutions/505)

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](mailto:kmyers@brockport.edu).

Resolution #38  
1979-1980

Proposal for Revision of Under-graduate Professional Program for Health Educators

Routing #40 79-80

Resc...  
TO: PRESIDENT T W. BROWN

FROM: THE FACULTY SENATE

Meeting on 4/28/80  
(Date)

RE: X I. Formal Resolution (Act of Determination)  
II. Recommendation (Urging the fitness of)  
III. Other (Notice, Request, Report, etc.)

SUBJECT: Proposal for Revision of Undergraduate Professional Program for Health Educators

(see attached)

Signed Robert G. Kemmerling Sent 4/28/80  
(For the Senate) mad

Robert G. Kemmerling, President, Faculty Senate

TO: THE FACULTY SENATE

FROM: PRESIDENT ALBERT W. BROWN

RE: I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION

- a. Accepted. Effective Date 5/22/80
- b. Deferred for discussion with the Faculty Senate on \_\_\_\_\_
- c. Unacceptable for the reasons contained in the attached explanation

II., III. a. Received and acknowledged

b. Comment:

DISTRIBUTION: Vice Presidents: Douglas

Others as identified:

Distribution Date: 5/22/80

Signed: Albert Brown  
(President of the College)

Date Received by the Senate: \_\_\_\_\_

3/1/80

Department of Health Science  
Proposal for Revision of the Undergraduate  
Professional Programs for Health Educators

Rationale

Background of the Professional Program Curriculum Revision

Two years ago the Vice President for Instruction & Curriculum asked the various departments of the college to review their undergraduate programs. Three special committees of the Health Science Department developed significant data with implications for the revision of the existing undergraduate programs. During this same period of time, the Bureau of Health Manpower of HEW convened a conference of leading health educators in the country to discuss differences and commonalities of patient, school and community health educators and the implications for professional preparation. The unanimous opinion of the conferees was that "a health educator is a health educator." In essence the skills and competencies of the three types of health educators were quite similar with the work settings being the major variance.

The curriculum committee of the Health Science Department reviewed the findings and recommendations that came out of the undergraduate program review and considered the combining of the existing school and community health education programs into one program. This would, among other things, broaden the job opportunities for graduates so that they could be capable of working in all organizational settings.

The task has been difficult because it involved combining two heavy programs (in terms of numbers of course hours) and in addition, minimized the total numbers of semester hours of course work. The primary objective was to make it a more feasible program for the student.

Purpose of the Revision

The main objective for changing the requirements of the professional programs for school and community health was to encourage more professional students to elect both the community health practicum and the school health practicum. Many of the Health Science faculty observed that students make the greatest professional gains during the two practicums which prepare them to be acceptable candidates for positions as health educators in either a school or community agency setting. It has also been noted that school health teachers draw upon the special expertise of community health educators and invite them into the classroom as guest speakers.



Community health educators also make large group presentations to various adult groups, making extended experience in classroom-type presentations a valuable asset for 1) planning presentations, 2) using teaching strategies and visual aids and 3) developing effectiveness in public speaking.

During the past several years our best prepared students have tended to be those students electing dual professional preparation in which they completed both practicums and the various required courses for each. The requirements of the Department for such a program are now 117 hours in Health Science, Natural Sciences and Behavioral Sciences. Thus, when core requirements are included, these students must complete about eleven semesters (5 1/2 years) of course work at the undergraduate level. The proposed revision would standardize the preparation programs for the school and community health practicums so that a student could finish a school or community health professional preparation in 4 years and elect to do a second practicum in one more semester (which could be an extra summer, if the school health practicum were done first). Thus, a student completing dual professional preparation could be finished in 9 semesters or 4 1/2 years instead of the present 11 semesters or 5 1/2 years.

The Department of Health Science feels that with the revised program more students will be financially able to elect dual professional preparation. In addition, a much greater percentage of health science majors will finish this much stronger professional preparation with both school and community field experiences. They would thus be more qualified, prepared and marketable, and employers would tend to select these students before other less prepared applicants. Hence, the quality of the finished product, the all around health educator, would be markedly improved by revision of the health science professional programs.

#### Staffing Requirements

The proposed revision of the professional programs in Health Science will require seven (7) less credit hours in Health Science for a School Health Educator, eleven (11) less credit hours in Health Science for a Community Health Educator and twenty-one (21) less credit hours in Health Science for a student electing dual professional preparation in school and community health education. Thus, no new staff positions would be required.

#### New Courses

No new courses are projected to meet the needs of the proposed revision. However, the content of some existing courses will be modified or combined to lend themselves to both community and school health settings.

DIFFERENCES BETWEEN THE PRESENT PROFESSIONAL PROGRAMS

AND THE REVISED PROFESSIONAL PROGRAM

FOR HEALTH EDUCATORS

I. Requirements for School Health Educators including Certification for Teaching Health K-12\*

	<u>Present Program</u>	<u>Revised Program</u>
A. Required and Elective Courses in Health Science Liberal Arts Courses	41	32
B. Required Professional Health Education Courses Including Practicum	24	26
C. Required and Elective Courses in Science	17	14
D. Required and Elective Courses in Behavioral Sciences	9	9
E. Total Hours, Required and Elective	91	81

\*Note: The same teacher competencies would be attained under the revised program as are attained under the present program.

II. Requirements for Community Health Educators

A. Required and Elective Courses in Health Science Liberal Arts Courses	45	32
B. Required Professional Health Education Courses Including Practicum	24	26
C. Required and Elective Courses in Science	17	14
D. Required and Elective Courses in Behavioral Sciences	9	9
E. Total Hours, Required and Elective	95	81

III. Requirements for Students Electing Dual Professional Preparation (School and Community Health Education including Certification for Teaching Health K-12\*)

A. Required and Elective Courses in Health Science Liberal Arts Courses	45	32
B. Required Professional Health Education Courses including Practicum	46	38

	<u>Present Program</u>	<u>Revised Program</u>
C. Required and Elective Courses in Science	17	14
D. Required and Elective Courses in Behavioral Sciences	9	9
E. Total Hours, Required and Elective	117	93

\*Note: The same teacher competencies would be attained under the revised program as are attained under the present program.



Department of Health Science  
Professional Program for Health Educator

I. A. Required Health Science Liberal Arts Courses

HLS 416	Consumer Health	3 hours
HLS 303	Environmental Health	3 hours
HLS 305	Human Service Systems I	3 hours
HLS 306	Human Service Systems II	3 hours
HLS 311	Nutrition	3 hours
HLS 312	Mental and Emotional Health	3 hours
HLS 314	Family Life Science	3 hours
HLS 313	Safety	3 hours
HLS 211	First Aid	2 hours
HLS 318	Principles of Epidemiology	3 hours
HLS 491	Drug Use and Abuse	3 hours
		<u>32 hours</u>

B. Required Professional Health Education Courses

HLP 205	Foundations of Health Education	2 hours
HLP 386	Experiential Health Education	2 hours
HLP 484	Health Counseling	2 hours
HLP 488	Organ. & Admin. of Health Education	4 hours
HLP 483	Methods of Health Education	4 hours
HLP 481	Professional Practicum in School Health Education	
	OR	
HLP 482	Professional Practicum in Community Health Education	12 hours
		<u>26 hours</u>

II. Science Courses

a.	CHM 212	Chemistry of Life Science	3 hours
b.	BIO III	Principles of Biology	3 hours
		OR	
	BIO 202	Biology II - Zoology	
c.	BIO 321 & 322	Anatomy & Physiology I & II	8 hours
			<u>14 hours</u>

III. Behavioral Science

a.	PSH 384	Developmental Psychology	3 hours
b.	Electives by Advisement in Anthropology, Health, Psychology, Sociology, Speech		6 hours
			<u>9 hours</u>

Total Hours, Required and Elective      81 hours