

12-14-1995

# HLS Undergraduate Curriculum Revision: Professional Program in Health

The College at Brockport, College Senate

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**Resolution # 8**

**1995-96**

TO: President John E. Van de Wetering

FROM: The Faculty Senate Meeting on: **December 11, 1995**

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

SUBJ: **HLS Undergraduate Curriculum Revision: Professional Program in Health Science**

Signed: Logan M. Weber Date Sent: 12/14/95  
 (Faculty Senate President)



TO: The Faculty Senate

FROM: President John E. Van de Wetering

RE: I. Decision and Action Taken on Formal Resolution

a. Accepted. Effective Date: 1/1/96

b. Deferred for discussion with the Faculty Senate on 1/1/

c. Unacceptable for the reasons contained in the attached explanation

II, III.

a. Received and acknowledged

b. Comment: \_\_\_\_\_

DISTRIBUTION: Cover sheet only. Please contact Faculty Senate for complete resolution.

Distribution Date: 1/16/96 Signed: [Signature]  
 (President of the College)

forms disk: resform.wp6: 1995/10/31:ayk

## HLS Undergraduate Curriculum Revision: Professional Program in Health Science

### Rationale

The undergraduate curriculum committee has been evaluating the professional program in Health Science in preparation for making recommendations for change. Overall, our rationale for evaluating our current program is to determine if it continues to meet the needs of our students into the next century. The rationale for change specifically includes the following:

- 1) Our program requires 90 credit hours for students completing both internships (78 hours for students opting for either school or community). The department requires more hours than any other program in the school of professions. A student transferring to Brockport must typically spend at least one additional year to complete the professional program;
- 2) Current faculty resources are being strained. With further budget reductions anticipated, an evaluation of current required courses is merited;
- 3) There is some identified redundancy in content courses. For instance, HLS 301, 303, 304, 306, 311, and 409 all include consumer health issues within their subject matter;
- 4) Our content courses do not always focus on subjects which are emphasized in the current NYS department of education curriculum. For instance, the NYS curriculum emphasizes AIDS and tobacco and alcohol education. While HLS 409 includes alcohol and tobacco, the syllabus for this course does not reflect an emphasis. While the HIV/AIDS course is not required of professional students, HIV content material is included in 419. What is not emphasized is HIV/AIDS education.
- 5) Our curriculum needs to be consistent with other surveyed schools which have been accredited by the *American Association of Health Educators* (AAHE). Since we are seeking accreditation, our curriculum should be consistent with their guidelines;
- 6) Our content and methods courses need to adequately address diversity including the exceptional child; and
- 7) To comply with comments and suggestions made by the external site team's visit May, 1991.

Goals:

- 1) To meet the goals of NYS education department and national health education accreditation requirements;
- 2) To allow students to complete the professional program in a timely manner;
- 3) To reduce redundancy among content and methods courses;
- 4) To increase student exposure to cultural diversity including the exceptional child(included in HLP 492);
- 5) To focus on skill development including writing, public speaking, library research and computer abilities(included in HLP 302 and 493); and
- 6) To accommodate increasing numbers of students with potential reduction faculty and staff.

Objectives:

- 1) To eliminate content which is redundant or considered less essential thereby reducing the total number of hours required for graduation;
- 2) To include more emphasis in teaching methodologies including teaching controversial issues such as sexuality and AIDS education;
- 3) To include more emphasis in methodologies focusing on diversity including special education;
- 4) To redesign courses to focus on content areas not adequately addressed; and
- 5) To develop content which focuses on communication, computer and library research skills.

Measurement and Evaluation:

Our curriculum was evaluated in several ways:

- 1) Institutions accredited by AAHE were asked to supply information about their requirements and curricula. A total of nine schools responded.
- 2) The New York State Curriculum was evaluated.
- 3) Other departments within the school of professions were assessed to determine hours required for graduation.
- 4) Students who recently completed student teaching (spring, 1995) participated in a focus group.
- 5) Graduates of our professional program within the past five years were both surveyed and asked to participate in a focus group on April 25, 1995. A questionnaire was developed by the committee to determine the extent to which our department prepared these students for their current position.
- 6) Informal conversations with recent graduates;
- 7) Syllabi from HLS courses and objectives from course registration forms were analyzed to determine content;
- 8) HLS content and professional courses and courses taken outside the department have been "plugged" into CHES (Certified Health Educator Specialist) competencies; and
- 9) External site team's report of May, 1991.

Professional Program in Health Science

Proposed Revisions

Current Program

I. Required Introductory Professional Health Education course:

HLP 302 - Foundations of Health Education

HLP 302 - Foundations of Health Education

II. Required Health Science Content Courses:

HLS 301: Health Behaviors & Wellness

HLS 301: Health Behaviors & Wellness

HLS 303: Environment Health

HLS 303: Environmental Health

HLS 304: Safety/First Aid/CPR

HLS 304: Safety/First Aid/CPR

HLS 311: Nutrition

HLS 305: Human Service Systems

HLS 312: Mental health

HLS 306: Contemporary Issues in Health

HLS 314: Family Life Science

HLS 311: Nutrition

HLS 409: Introduction to Psychoactive Drug  
Use & Abuse

HLS 312: Mental Health

HLS 419: Human Sexuality

HLS 314: Family Life Science

HLS 318: Biostats. & Epidemiology

HLS 409: Introduction to Psychoactive  
Drug & Abuse

HLS 416: Consumer Health

HLS 419: Human Sexuality

Total: 24 cr.

Total: 36 cr.

III. Required Courses Outside the Department:

BIO 321: Anatomy and Physiology I\*

BIO 111: Principles of Biology

BIO 322: Anatomy and Physiology II\*

BIO 321: Anatomy & Physiology I

PSH 384: Developmental Psychology\*

BIO 322: Anatomy & Physiology II

\*Prerequisites required

PSH 384: Development Psychology

Total: 11 cr.

Total: 15 cr.

IV. Required Professional Health Education Courses:

HLP 491: Methods for Health Education

HLP 491: Methods for Health Education

HLP 492: Counseling Strategies in Health Ed.

HLP 492: Health Counseling

HLP 493: Health Education Program Planning &  
& Marketing

HLP 493: Health Education Program Org.  
& Marketing

HLP 494: Experiential Health Education

HLP 494: Experiential Health Education

Total: 12 cr.

Total: 12 cr.

V. Practica

HLP 495: Practicum in School Health Ed.  
and/or

HLP 495: Practicum in School Health Ed.  
and/or

HLP 496: Practicum in Community Health

HLP 496: Practicum in Community Health

Total: 12-24

Total: 12-24

Summary of proposed changes:

1. Combining Health Behaviors and Wellness (HLS 301) with Consumer Health (HLS 416)
2. Eliminating HLS 306 - Contemporary Issues in Health. Students will need to take a contemporary issues courses from outside the department.
3. Eliminating HLS 305 - Human Service Systems due to unclear goals and objectives of this course.
4. Eliminating HLS 318 - Biostatistics and Epidemiology. This content typically is taught at the graduate level.
5. Removing BIO 111 as a Health Science requirement. Students will still need a prerequisite for BIO 321 and 322 but this will be determined by the Biology Department.
6. Emphasizing diversity, the exceptional child, and classroom management in HLP 491, 492 and 494.
7. Renaming and refocus of HLP 492 to reflect the above.
8. Variable credit for HLP 496
9. Change in total credits from 90 to 74 for students completing both practica.