TO: PRESIDENT ALBERT W. BROWN
FROM: THE FACULTY SENATE
RE: I. Formal Resolution (Act of Determination)
     II. Recommendation (Urging the fitness of)
     III. Other (Notice, Request, Report, etc.)
SUBJECT: C.B.T.E. Provisional Certification in Health

(See attached)

Signed
Marshall R. Pugh, President
Date Sent: 5/25/77

TO: THE FACULTY SENATE
FROM: PRESIDENT ALBERT W. BROWN
RE: I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION
   a. Accepted. Effective Date: 9/16/77
   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
Others as identified:

Distribution Date:

Date Received by the Senate: SEP 14 '77

(President of the College)
9/18/77
Section A. I. Cover Sheet

Date: April 1, 1977

Name of College:
State University College at Brockport

Name of Participating School District:
City of Rochester Schools

Title of N.Y.S. Certificate:
Health

Level of Certificate:
Provisional

Degree(s):
B.S.

Anticipated Date of Program Implementation:
September 1, 1979

Anticipated Date of Program Completion by Initial Entrants:
June 1, 1981
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3.1. CONCEPTUALIZATION

Health educators should be concerned with the development of children and youth to their utmost potential. Relevant content and methodology should be included in professional preparation. This will allow youngsters to meet individual and societal needs in order that they may lead a fully productive life. The increasing importance of providing children and youth with positive prevention health education will require a re-evaluation of the requirements for health certification. The establishment and use of consistent criteria in certifying health teachers will hopefully produce the best educators possible for the children and youth of New York State.

According to the Joint Committee on Health Education Terminology, health education is defined as:

- a process with intellectual, psychological, and social dimensions relating to activities which increase the abilities of people to make informed decisions affecting their personal, family and community well-being. This process, based on scientific principle, facilitates learning and behavioral change in both health personnel and consumers, including children and youth.

A health education program is defined as:

- a planned and organized series of health education activities or procedures implemented with: (1) an educational specialist, assigned primary responsibility; (2) a budget; (3) an integrated set of objectives, sufficiently detailed to allow evaluation, and (4) administrative support.

A health Educator is:

- a professionally trained individual who attempts to bridge the gap between scientific health discoveries and an application to everyday physical, social, mental and emotional aspects of life. He/she deals in the cognitive, affective and psycho-motor domains of healthful existence to enable people to make informed decisions regarding their qualities of life. These decisions involve solving personal, family, and community health problems, as well as to assist individuals to lead personally satisfying and socially constructive lives.


2. Ibid.

This particular definition of a health educator is based upon the idea that the preparation of the health educator includes exposure to health, biological sciences, behavioral sciences, and education. It includes health education history, principles, curriculum, methodology, administration, coordination, research and evaluation. Also concerned, should be the health educators ability to possess and utilize wisely such skills as self actualizing, self renewal, self direction, ability to communicate and decision making.

A health educator must be cognizant of the important concepts and means from which health education derives its knowledge base. Humanities, social sciences, natural sciences, mathematics, physical education, home economics, and other academic areas are the bases for currently known health education cognitive knowledge, and should be justly utilized as such. In addition, the health educator must be able to utilize inquiry skills and affective techniques in assisting youngsters in developing positive interactions, establishing social values, and practicing decision-making processes related to effective and efficient living.

The health educator must be a facilitator of learning whether the learning occurs in a formal classroom or not. Learning is not a solitary achievement uninfluenced by humans. Educators can make a profound and enduring impact upon children if a teacher training program is committed to insuring that the classroom climate is positive, in order to develop the intellectual and social development of children and youth to their utmost potential. As such, a health educator must be able to understand and apply the theory and practices of health education. This will include an emphasis on child growth and development, teaching strategies, the use of instructional media, curriculum design and conduct, evaluation of learning, and testing procedures. These and others will help the teacher meet the individual needs and interests of the children to be served.

Thus, teaching techniques which provide for student development and practice of the basic cognitive and affective skills, will include ability to use the values analysis process, and the imparting of skills which provide for lifetime learning. Teachers should be in a unique position to provide learning experiences which promote students understanding of basic human relations, effective citizenship practices, as well as a knowledge of health education in an interdisciplinary approach at a level required to participate in an ever increasing complex life.

4. Regents' Goals for Elementary, Secondary, and Continuing Education, as stated in a paper sent to teacher education contact person, April, 1974.
In addition to the Regents' Goals, and documents from The American School Health Association, The Association for the Advancement of Health Education, The Society of Public Health Educators, and The American Public Health Association, the suggested New York State Curriculum guidelines for Health Education, K-12, were analyzed to identify necessary knowledges and skills required by a health educator. This program, therefore, is designed to produce teachers who will demonstrate the characteristics, knowledges, skills and attitudes of the professional health educator described in these documents.
B. 3. EXPECTED SKILLS, KNOWLEDGES, AND ATTITUDES

B. 4. COMBINED WITH ASSESSMENT PROCEDURES

The competencies, with their respective assessment procedures, written in cooperation with representatives of the Rochester City Schools and the Rochester Teachers Association are found listed by health science courses in which they are generally met. The courses are as follows:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HLC 205</td>
<td>Foundations of Health</td>
</tr>
<tr>
<td>HLC 211</td>
<td>First Aid</td>
</tr>
<tr>
<td>HLS 303</td>
<td>Ecological Relations I</td>
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<td>HLS 304</td>
<td>Human Service Systems I</td>
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<td>HLS 311</td>
<td>Nutrition</td>
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<tr>
<td>HLS 312</td>
<td>Mental and Emotional Health</td>
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<tr>
<td>HLS 313</td>
<td>Introduction to Safety</td>
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<tr>
<td>HLS 314</td>
<td>Family Life Science</td>
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<tr>
<td>HLS 315</td>
<td>Principles of Epidemiology</td>
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<tr>
<td>HLS 413 or HLS 304</td>
<td>Human Service Systems II</td>
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<tr>
<td>HLS 416</td>
<td>Consumer Health</td>
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<tr>
<td>HLS 430</td>
<td>Practicum in School Health Education</td>
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<tr>
<td>HLS 463</td>
<td>School and Community Health Education Methods</td>
</tr>
<tr>
<td>HLS 494</td>
<td>School Health Counseling</td>
</tr>
<tr>
<td>HLS 497</td>
<td>Curriculum Design &amp; Evaluation</td>
</tr>
<tr>
<td>HLS 491</td>
<td>Procedures in School Health Education</td>
</tr>
<tr>
<td></td>
<td>Seminar in Drug, Use and Abuse</td>
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</tbody>
</table>

The student will complete the following in order to be eligible for health certification, K-12.

A. A sequence of health science content courses from the above.
B. A sequence of health science methodology courses from the above.
C. A sequence of science courses.
D. A course in developmental psychology and six hours of elective credit in the area of behavioral sciences by advisement.

The competencies
B. 5. STUDENT GUIDANCE

Applicants for provisional certification in health receive program advisement through an advisor in the Department of Health Science. The student, upon declaring the major, will be provided with appropriate college handbooks and with the details of the specific competencies, assessment procedures and assessment criteria of the program as well as information as to how these competencies can be attained. The advisement coordinator of the Department of Health Science will be the chief means of making materials available to prospective entrants into the professional preparation program.

The advisement coordinator for the Department of Health Science will explain the certification requirements of the professional program and the options available within the program requirements. The advisement coordinator will initially counsel the candidates concerning the selection of appropriate course work prior to the professional semesters. As soon as feasible, the applicant, with the guidance of the advisement coordinator, will select an education certification advisor from the Department of Health Science faculty members designated as advisors for health certification. The advisor in coordination with the student will plan a complete program with the student to meet certification requirements.

Advisement then takes the role of continuing re-evaluation of the student's progress and recommendations for alternate directions within the general framework of the program, with more intensive advisement and counseling from clinical professors and supervising teachers during the student teaching semester. A copy of the student's approved individual program will be signed by the education certification advisor and a copy filed with the advisement coordinator.

Upon beginning the professional education program, the student will be provided with a cumulative student teaching achievement record. (See below.) As each competency is met, the assessor signs the student's form providing for the student an up-to-date record of his progress. Copies of this will be kept by the methods professor, the clinical professor, and the sponsor teacher while they are working with the student teacher. An up-to-date copy will be filed at the end of each semester in the advisement coordinator's office by the professor working with the student. When the student's cumulative student teaching achievement record has been completed and signed by the Chairman of the Policy Board, the completed document is filed with the advisement coordinator who then notifies the certifying Officer of SUC at Brockport of the completion of the required competencies by the student. The advisement coordinator then forwards the completed cumulative student teaching achievement record to the SUC Brockport Placement Office to become part of the student's cumulative professional record.
Section B. 5.

STATE UNIVERSITY COLLEGE AT BROCKPORT
CUMULATIVE COMPETENCY ACHIEVEMENT PROOF
HEALTH CERTIFICATION
OF

STUDENT

Name

Social Security Number

Location(s) of Field Experiences

1)

2)

3)

Instructions to Assessors:

The required competencies listed on the preceding pages are those all students are expected to acquire and demonstrate during the professional training.

Assessors—who may be the supervising teacher, clinical professor, and/or other professionals—are asked to write the date of completion and sign after the competencies demonstrated by the students.

The student is responsible for obtaining the signature of approval for all competencies listed before applying for the S.U.C. Brockport recommendation for New York State Provisional Teacher Certification in Health.

Completion of Competencies

Completion Dates:

Phase I Health Content

HLS 205 Foundations of Health
HLS 303 Ecological Relationships
HLS 303 Human Service Systems I
HLS 304 Human Service Systems II
HLS 313 Principles of Epidemiology
HLS 211 First Aid
HLS 311 Nutrition
HLS 312 Mental and Emotional Health
HLS 313 Introduction to Safety
HLS 314 Family Life Science
HLS 416 Consumer Health
HLS 491 Drug Use and Abuse
PHASE II Health Education Methodology

HLS 493 Methods in Health Education
HLS 494 Health Counseling
HLS 497 Curriculum Design and Evaluation Procedures
HLS 491 Professional Practicum in School Health Education

Authorizing Signatures

Supervising Teacher(s)          Center          Date

Clinical Professor

Chairman of Policy Board

(Seal)
Program evaluation will be carried on at the conclusion of each semester of the program's operation. At the end of each semester the site committees and the policy board will meet for an evaluation session. In addition to representatives of the administration, the teachers association and the college faculty, student representatives from the methods course and the practicum will be invited to participate in the evaluation sessions. Points that may be considered at the evaluative session are:

a. Adequacy of student preparation.

b. Problems of evaluation.

c. Time commitments.

d. Relevancy of competencies.

Recommendations for changes in the program will be brought before the policy board. Recommendations for changes will be studied by special ad hoc committees, if necessary, before a vote of the full policy board is called.

Section C  Collaboration

C. 1. A policy board was created consisting of representatives of the Rochester Teachers Association, the administration of the Rochester City Schools, and of the Health Science Faculty at Brockport. The teachers were selected by the President of the Rochester Teachers' Association. The representatives of the school administration were appointed by the Chief School Officer of the City of Rochester School District. The Health Science Representatives were elected by the Faculty, Department of Health Science, S.U.C. Brockport.

C. 2. The original draft of this proposal for permanent certification in health was developed by health science staff members of the Department, State University College at Brockport and submitted to the policy board described above. During Fall, 1976, a series of meetings was held. At the first meeting, the original rough draft of the proposal was submitted to the policy board for review and modification. Changes and alterations suggested at the policy board meeting by representatives of the teachers and the administration were written into the document. The revised document was again submitted to the policy board for approval. At these meetings
details of the proposed implementation of the provisional certification program for health teachers were worked out so that the respective roles of college personnel and school personnel were identified and agreed upon.

C.3. EXPECTATIONS OF PARTICIPATING AGENCIES

The following is a description of the expectations of each of the participating agencies and their members.

I. General Expectations:

The agencies will continue their involvement in activities of the Health Provisional Certification Project through their representatives to the Policy Board.

This involvement includes:

a. Continuing participation in the policy-making aspects of the project for the implementation of the provisional program.

b. Providing data from the respective agency members and assisting in the evaluation of the program as data on the operation of the program becomes available.

c. Participation in the implementation of the provisional program.

II. Provisional Certification Program Expectations:

The successful implementation of this aspect of the project requires that each group contribute in those areas unique to it while the policy board provides for the effective coordination of these areas.

The expectations for each agency are:

a. The college - will provide staff to implement the instructional phase of the program both on campus and in the intensive field experience (practicum); provide coordination of the intensive field experience; provide staff to work closely with the sponsor teacher in assessing and evaluating the student during the intensive field experience; provide program data for consideration by the policy board with recommendations for certification of those students completing the program.

b. The teachers - will aid in the assessment and evaluation of the student teacher; will contribute program feedback for policy board use in evaluating the program. The sponsor teacher role will be similar in time commitment to that of a good sponsor teacher under past programs.

c. The school administrator - will facilitate the placement of student teachers; contribute program feedback for the policy board’s use in the ongoing evaluation of the program; and cooperate with the college in arranging for use of facilities by the college supervisor and students.

d. Other professional agencies - will continue to support the efforts of the policy board in program development and implementation.
IV. POLICY BOARD FUNCTION:

The policy board will continue to operate under the governance procedures agreed to by all agencies when the board was organized during its first meetings.

In addition, the policy board will develop procedures which will permit additional school districts and associations to participate in the program. Such involvement, as with involvement at any level of the project, must be voluntary by all parties concerned. The policy board recognized that the program which has been developed is an instructional program. It is designed for those desiring to acquire the skills, knowledge, and attitudes which will enable them to become certified. The program and its components should not be looked upon as providing the instruments or procedures for the evaluation of in-service teachers for any reason.

The policy board will continue to set the policies which govern its program and the implementation of the program. It will periodically review those persons being recommended for certification continually evaluate its program and strive to improve it, receive and respond to complaints by any agencies or its members regarding the program and its implementation and seek methods of improving the current program.

C. 4. INVOLVEMENT

A. Rights and responsibilities of the Parties at Interest for Program Implementation. The parties to this project (The State University, College at Brockport; Rochester School District and the Rochester Teachers' Association) agree to conduct a competency-based Teacher Education Program. The parties herein referred to as the colleges, the school districts, and the teachers' association enter into this program fully cognizant of and in accord with the following conditions:

1. All shall fulfill their obligations to the student trainees as their joint and separate responsibilities to train students in the art and science of teaching, to assess their progress, and to evaluate periodically the teacher education program herein described.

2. The college is primarily responsible for the overall education and training of their students, with the School Districts and the Teachers' Associations joining in the professional education and training of said students. For provisional certification the Rochester School District and the Rochester Teachers' Association are parties to the teacher education program development, performing certain supervisory and counseling functions.
during the field experiences of the students and sharing with the college the assessment of certain student performances described herein.

3. The members of this consortium—the college, the school district administration, and the teachers' association—will form a policy board to govern the program.
   a. Policy Board Function
      The policy board will assess and evaluate the program as herein described and prescribe changes as they become necessary. The policy board has selected the State University College at Brockport, to act as its official designee to recommend applicants for provisional certification to the New York State Department of Education.
   b. Policy Board Composition
      The policy board shall consist of representatives from the College, representatives from the Rochester City Schools, and representatives from the Rochester Teachers' Association. These representatives vote within their respective agencies in matters pertaining to the policy boards' functions outlined above. A majority vote within the agency dictates the direction of the agency unit's vote. All agencies must agree to changes in governance policy.

4. Student's Rights and Responsibilities:
   a. The student is a legal enrollee of the college and as such must comply with the policies and regulations governing student activities and program requirements which are made explicit in college descriptions of program requirements.
   b. The student, when engaged in field experiences at the cooperating school district, is responsible for regulations formulated by the school district as well as those required by the college.
   c. The student shall not be used regularly by the school districts or their personnel as sources of paraprofessional or clerical help, nor shall the student supplant regularly employed teachers of the school districts.

5. Cooperating Teachers (School District Personnel)
   Cooperating teachers volunteer to be assigned as field associates to work with teacher education candidates in guided experiences which are planned in accordance with the levels of readiness and the needs of the teaching candidates. This assignment shall be in accord with the State University College at Brockport's policies and procedures.

6. The Schools and Colleges
   In order to provide close liaison, coordination and continuous feedback as to program objectives, implementation, and assessment, a Site Committee will be formed in each school district where any component of the program is
in operation. Such a committee will consist of representatives of the college, the school district, the teachers' associations, and of the school district administration. Decisions by the site committee are constrained by all directives from the State Education Department and the policy board. The role of the site committee is to provide decentralized and flexible decision making within general policy limits.

7. College Personnel

College personnel will serve the following functions:

a. Act as advisors and inform students of program objectives and expectations.

b. Serve as clinical professors on the site committees.

c. Serve as coordinators of the field experiences and make the necessary arrangements for assigning students to school sites.

d. Make provisions for the cooperating teachers to receive necessary training related to the guidance, supervision, and evaluation of preservice students.

8. The School District and the Colleges

These parties shall be responsible for orienting students and teachers to this competency-based program and for informing both participating and non-participating teachers about development, implementation, and progress of the programs. The school districts and colleges shall do this only after having consulted with representatives from the teachers' associations.

9. College

The Department of Health Science at the State University College at Brockport will maintain a record-keeping system which will provide data on the progress of the students.

C. 5. This document is accepted by all agencies of the policy board with no reservations.

The following letters indicate the full cooperation and involvement in the development of the various aspects of the competency-based teacher education program described herein.