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. Permanent Certification in Health

(See attached)

Resolution #22
1976-1977

Signed: [Signature]
Date: 5/25/77
(For the Senate)

TO: THE FACULTY SENATE
FROM: PRESIDENT ALBERT W. BROWN
RE: I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION
   a. Accepted. Effective Date: Fall, 1977
   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: [Signature]
Others as Identified: [Signature]

Distribution Date: [Date]
Signed: [Signature]
(President of the College)

Date Received by the Senate: SEP 14, 77

9/16/77
Section I  COVER SHEET

A. Date:   April 1, 1977
B. Name of College:
    State University College at Brockport
C. Name of Participating School Districts:
    Rochester City Schools
D. Title of N.Y.S. Certificate:
    Health
E. Level of Certificate:
    Permanent
F. Degree(s): M.S. in Education (Health Science)
G. Anticipated Date of Program Implementation:
    June 1, 1978
H. Anticipated Date of Program Completion by Initial Entrants:
    June 1, 1980
<table>
<thead>
<tr>
<th>Conceptualization</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements for Entrance</td>
<td>2</td>
</tr>
<tr>
<td>Expected Skills, Knowledges and Attitudes</td>
<td>3</td>
</tr>
<tr>
<td>Assessment Procedures</td>
<td>3</td>
</tr>
<tr>
<td>Student Guidance</td>
<td>51</td>
</tr>
<tr>
<td>Program Evaluation</td>
<td>55</td>
</tr>
<tr>
<td>Collaboration</td>
<td>56</td>
</tr>
<tr>
<td>Involvement</td>
<td>58</td>
</tr>
</tbody>
</table>
Health educators should be concerned with the development of children and youth to their utmost potential. Background in health content, as well as in educational methodology should be included in professional preparation. Adequate preparation will allow teachers to help youngsters to meet individual and societal needs in order that students 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 education 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."

The particular definition of a health educator is based upon the idea that the preparation of the health educator includes training in courses in health, biological sciences, behavioral sciences and education. It includes health education history, principles, curriculum, methodology, administration, coordination, research and

---

2. Ibid.
evaluation. The health educator should be able to possess and utilize wisely student involving teaching techniques, group processes, expository lessons, as well as good communication ability.

The purpose of the proposed program is to assist the provisionally certified health educator in extending the competencies acquired during provisional certification, and to extend competence in selected areas such as research, mind-body relationships, advanced studies in human development, and philosophy of health education. In addition, the program provides for optional course selection planned mutually with student and advisor, based upon identified interests, strengths, needs, or weaknesses of the student.

A key factor in the proposed program is the recognition of, and responsiveness to, the fact that variations of role expectations exist for the health educator depending on the grade level and school system he/she is expected to serve. Specific expectations differ from school to school and are influenced by such factors as local curriculum adaptations, administrative preference, organizational structure, community aspirations, nature of the student body, and the perceptions of the individual teacher. Such wide variations in expectations mandate a permanent certification program which responds to the reality of these varied requirements.

Therefore, since not all health educators can be expected to be alike, this program allows diversity and uniqueness. The program is designed to help individuals demonstrate that they can teach well, that they can teach in certain areas very well, but not that they continually teach well. The latter attestation is a function of the tenuring process rather than the certifying process.

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. 2. REQUIREMENTS FOR ENTRANCE

The requirements for entrance into the proposed health permanent certification program will be the possession of a baccalaureate degree and a New York State Health, provisional certification.
PERMANENT CERTIFICATION HEALTH EDUCATION

B. 3. EXPECTED SKILLS, KNOWLEDGES AND ATTITUDES, combined with

B. 4. ASSESSMENT PROCEDURES

For Permanent Certification each candidate will be required to complete a thirty-three semester hour program or a thirty-six semester hour program determined in consultation with a health certification advisor. The thirty-three semester hour program shall include a thesis (generally consisting of five chapters) equal to six semester hours credit with appropriate oral examination. The thirty-six semester hour program shall include a major paper (generally consisting of Chapter 1 Introduction; Chapter 2 Review of Literature; Chapter 3 Summary, Conclusions & Recommendations) equal to three hours credit and an appropriate written comprehensive examination. A program should include the following:

1. HLS 683 Advanced Studies in Human Development

2. A competency based core in
   a. HLS 600 Seminar in Research Problems
   b. HLS 604 Mind-Body Relationships in Health
   c. HLS 602 Philosophy and Principles of Health Education.

3. A program planned mutually with the student and the advisor consisting of five courses for a student writing a thesis and consisting of seven courses for a student writing a major paper and written comprehensive examination. The courses may be selected from the following competency based courses listed or related cognate courses in such areas as education, sociology, and psychology. A program should include no more than three cognate courses.
   a. HLS 620 System Analysis in Health
   b. HLS 621 Health Values
   c. HLS 631 Current Content and Concepts of Health
   d. HLS 670 Individualizing Instruction for Health Education
   e. HLS 671 Small Group Leadership for Health Education
   f. HLS 631 Curriculum Conduct for Health Education
   g. HLS 692 Grant and Proposal Development and Funding
   h. HLS 685 Problems in the Administration of Health Education
   i. HLS 687 Curriculum Design in Health Education
   j. HLS 688 Evaluation Procedures in Health and Safety Education
   k. HLS 693 Community Health Administration
   l. HLS 693 Seminar and Internship in Community Health
B. 5. STUDENT GUIDANCE

Applicants for permanent certification in health will receive career development counseling and program advisement. When a student has been admitted to the S.U.C. Brockport Permanent Certification Program in Health, he will be assigned by the advisement coordinator to a program advisor from among the S.U.C. Brockport faculty designated as health, permanent certification program advisors in health. The program advisor will explain the completion requirements of the program, and the options available within the program requirements. The program advisor and the student will consider the expressed interests and career objectives of the applicant. At that time, an appropriate program will be filed with the advisement coordinator. Later revisions to the program must be approved by the program advisor and filed with the advisement coordinator.

The role of the program advisor is to assist the applicant with career development planning and the selection and scheduling of an appropriate academic learning experience. If, for any reason, the applicant or the initial program advisor feels that the applicant's career development would be better served by a different program advisor, such changes would be made by the advisement coordinator. The applicant, the program advisor and the advisement coordinator will at all times have an up-to-date record of the applicant's progress in the program. A report of each set of competencies attained will be filed by the assessor with the advisement coordinator.

The advisement coordinator will be responsible for maintaining the records which provide the warrant to recommend permanent certification for the applicant. When the student has completed his program as outlined in the initial advisement stages or as amended, the advisement coordinator will so notify the Certifying Officer of S.U.C. Brockport and file the set of completed competencies, with S.U.C. Brockport Placement Office and with the student's official transcript in the Registrar's Office.
B. 6. PROGRAM EVALUATION

Program evaluation will be carried on at the conclusion of each year of the program's operation. At the end of each year the policy board will meet for an evaluation session. In addition to representatives of the school administration, the teachers association, and the college faculty, student representatives from those currently enrolled in the program will be invited to participate in the evaluative sessions.

The evaluative sessions will address themselves to the following questions:

1. Has it been adequately determined that students achieved identified competencies?

2. Does the program provide for a comprehensive list of competencies and options, as determined by the health education profession?

3. What problems are identified in completing the health education competencies?

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

Student course evaluation forms and instructor program evaluations will provide data upon which policy board decisions can be made.
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 of Brockport. The teachers were selected by the President of the Rochester Teacher's Association. The representatives of the school administration were appointed by the Chief School Officer of the Rochester City Schools. The Health Science representatives were elected by the faculty, Department of Health Science, S.U.C. at 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 teachers and 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 permanent 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. & 4. INVOLVEMENT

Rights and responsibilities of the parties at interest for program implementation.

The parties of this project (The State University College at Brockport, Rochester City School District and Rochester Teachers' Association) agree to serve on the policy board of a competency-based teacher education program for health permanent certification. The parties herein referred to as the college, the school district and the teachers' association enter into this program fully cognizant of and in accord with the following conditions:

1. The college is primarily responsible for the overall education, training and assessment of their students. Assessment of the competencies will be done in peer teaching situations, from video-tapes of the students' classroom performance, from paper and pencil tests, projects, or (with the express permission of the local teachers' association and the administration of the school) by field observations of the student in the classroom by the clinical professor from the college.

2. The school district and teachers' association join in planning and evaluating the professional education program in health permanent certification.
3. The members of this consortium - the college, the school district 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 elected the Dean for Social Professions to act as its official designee to recommend applicants for permanent 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 administration of the Rochester City School District, and representatives from the Rochester Teachers' Association. These representatives shall vote within their respective agencies in matters pertaining to the policy board's functions outlined above. A majority vote within the agency dictates the direction of the vote of the agency unit. All of the agencies must agree to changes in governance policy.
   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, if 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 he or she supplant regularly employed teachers of the school district.
5. College Personnel
   College personnel will serve the following functions:
   a. Act as advisors and inform students of program objectives and expectations.
   b. Act as assessor of student achievement of competencies. Only with the express permission of local administrators and teachers' association heads will field assessments be done in policy board schools.
6. College
   The Department of Health Science at the S.U.C. Brockport will maintain
C. 5. INVOLVEMENT

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

The following letters indicate the full cooperation and involvement of the school district and teacher association agencies in the development of the various aspects of the competency-based teacher education program herein described.
Section VI  COVER SHEET

A. Date:  April 1, 1977

B. Name of College:
   State University College at Brockport

C. Name of Participating School Districts:
   Rochester City Schools

D. Title of N.Y.S. Certificate:
   Health

E. Level of Certificate:
   Permanent

F. Degree(s):  M.S. in Education (Health Science)

G. Anticipated Date of Program Implementation:
   June 1, 1979

H. Anticipated Date of Program Completion by Initial Entrants:
   June 1, 1980
<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Program</td>
<td>1</td>
</tr>
<tr>
<td>Deviations from the Program</td>
<td>1</td>
</tr>
<tr>
<td>Short Range Objectives</td>
<td>2</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>2</td>
</tr>
<tr>
<td>Transfer of Credit</td>
<td>2</td>
</tr>
<tr>
<td>Student Advisement</td>
<td>3</td>
</tr>
<tr>
<td>Campus School Involvement</td>
<td>3</td>
</tr>
</tbody>
</table>
A. Instructional Program

DEVIANCES FROM THE PROGRAM

1. Description

For permanent certification each candidate will be required to complete a thirty-three hour program with a thesis or a thirty-six hour program with a major paper and written comprehensive examination consisting of:

a. A twelve semester hour core in research, educational philosophy, human development and mind body relationships.

b. A fifteen to twenty-one semester hour program tailored to meet the student's educational goals and professional needs in the field of health curriculum development, administration and health education.

c. A major thesis or paper plus the comprehensive examination.

Part I: Core

All candidates will be required to demonstrate competence in:

- Research Problems
- Mind Body Relationships
- Philosophy
- Principles of Health Education

In addition, candidates will be required to take a psychology course in Advanced Human Development.

Part II: Areas of Special Expertise

Based on a pre-assessment conference, candidates will select, based on their professional goals and objectives, five (for a student writing a thesis) or seven (for a student writing a major paper and comprehensive examination) courses from the following or from related cognate courses:

- System Analysis in Health
- Health Values
- Current Content and Concepts of Health
- Individualizing Instruction for Health Education
- Small Group Leadership for Health Education
- Curriculum Conduct for Health Education
- Grant and Proposal Development and Funding
- Problems in the Administration of Health Education
- Curriculum Design in Health Education
Part III: Thesis or Major Paper

The student will elect to do a thesis with advisement or a major paper plus a comprehensive examination.

The student who completes the requirements for permanent certification in Health Education, K-12 will also have completed the requirements for the Master of Education (Health Science) unless, by pre-assessment, courses have been waved.

1. After drawing up an initial program with the program advisor assigned, the student may modify his program as need be with the approval of the program advisor who then files the program changes with the certification advisor.

2. Short Range Objectives
   During the year ahead the following activity will take place:
   a. Pilot assessment of competencies for courses which will be competency based.
   b. Details of the advisement process and record keeping will be developed.
   c. Guidance handouts for student on competency requirements will be developed.

B. MISCELLANEOUS

1. Credit Hours

   1.1. Competencies of a similar nature were grouped together in courses for administrative ease.

TRANSFER OF CREDIT

1. Students coming to S.U.C. at Brockport with previous competency based work toward permanent certification in health, completed in other institutions of higher education must submit records from their previous college to the certification advisor describing the competencies attained. The certification advisor, in consultation with the program advisors in health education will match these competencies and/or courses against the S.U.C. Brockport program to determine whether they will be counted as competencies or elective courses.
A maximum of 6 hours prior credit will be granted from other institutions of higher education, except a maximum of 12 hours prior credit may be counted from other S.U.N.Y. colleges or university centers. Students possessing previously attained competencies may have such competencies assessed. Demonstration of such competencies that have been deemed satisfactory in pre-assessment procedures will be waived for such students by course instructors.

No special sequence of courses will be required. Additional time for completion of competencies within courses will be granted in accordance with established college policies regarding late completion of courses.

1. 3. Distribution of credit hours among Arts and Sciences and Health Education for the M.Ed. in Health Education.

   Health Education/Professional Education  21 to 33 hours
   Liberal Arts up to 12 hours

3. The applicant and his assigned program advisor (See in main section, Student Guidance) will plan the program leading to permanent certification. The applicant, the program advisor and the advisement coordinator will at all times have an up-to-date record of the applicant's progress in the program. A report of each set of competencies attained will be filed by the assessor with the advisement coordinator.

   The advisement coordinator will be responsible for maintaining the records which provide the warrant to recommend permanent certification for the student. When the student has completed his program as outlined in the initial advisement, or as amended, the advisement coordinator will so notify the certifying officer of S.U.C. at Brockport and file the set of completed competencies with the S.U.C. Brockport Placement Office and with the student's official transcript in the registrar's office.

3. None of the health permanent certification program will take place in the S.U.C. Brockport Campus School.