Resolution #38 1979-1980

Proposal for Revision of Undergraduate Professional Program for Health Educators

TO: PRES. T.W. Brown
FROM: THE FACULTY SENATE

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. Kummerling, President, Faculty Senate

Sent: 4/26/80 (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 9/22/80

b. Deferred for discussion with the Faculty Senate on

II., III. a. Received and acknowledged

b. Comment:

DISTRIBUTION: Vice Presidents: Douglas

Others as identified:

Distribution Date: 9/22/80

Signed: (President of the College)

Date Received by the Senate:
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 conference 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 practica 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 practica 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.
I. Requirements for School Health Educators including Certification for Teaching Health K-12*

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

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<tbody>
<tr>
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</tr>
<tr>
<td>B. Required Professional Health Education Courses Including Practicum</td>
<td>24</td>
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</tr>
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III. Requirements for Students Electing Dual Professional Preparation (School and Community Health Education including Certification for Teaching Health K-12*)

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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

Total hours: 32 hours

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

Total hours: 26 hours

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 8 hours

c. BIO 321 & 322 Anatomy & Physiology I & II 14 hours

Total hours: 14 hours

III. Behavioral Science

a. PSY 384 Developmental Psychology 3 hours
b. Electives by Advancement in Anthropology, Health, Psychology, Sociology, Speech 6 hours

Total hours: 9 hours

Total Hours, Required and Elective: 61 hours