Resolution 21 1989-90

TO: President John E. Van de Watering
FROM: The Faculty Senate  Meeting on 4-16-90
       (Date)
RE:  X  I. Formal Resolution (Act of Determination)
      II. Recommendation (Urging the fitness of)
      III. Other (Notice, Request, Report, etc.)

SUBJECT: Revision of Core Requirements: Graduate Degree in Health Education

Signed  [Signature]  Date Sent 4-26-90
(For the Senate)

TO: The Faculty Senate
FROM: President John E. Van de Watering
RE: I. Decision and Action Taken on Formal Resolution
   a. Accepted. Effective Date
   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: [The Faculty Senate for attachment]

[Attachment]

Distribution Date 5/24/90  Signed: [Signature]
(President of the College)
A Proposal for the Revision of Core Requirements: Graduate Degree in Health Education

March 12, 1990

Contact Persons:
Eileen L. Daniel, D.Ed.
Assistant Professor
Chair, Graduate Studies Committee

Andrew J. Brown, Ed.D.
Professor and Chair
Dept. of Health Science/Recreation and Leisure Studies

120 Holmes Hall
Brockport, New York 14420
Phone: (716) 395-2643
1. A comparison of the old [current] program and the new [proposed] program:

CURRENT PROGRAM [21 cr. core]  PROPOSED PROGRAM [18 cr. core]

School Health Course of Studies
HLS 602: Prin. + Phil. of He. Ed.  3 cr.
HLS 603: Environmental Health  3 cr.
HLS 612: Sem. in Research Des.  3 cr.
HLS 688: Prob. Admin. of He. Ed.  3 cr.
HLS 687: Curr. Design in He. Ed.  3 cr.
HLS 685: Eval. Proced. in He. Ed.  3 cr.
584: Adolescent Psychology  3 cr.
Electives by advisement  6-12 cr.
HLS 698: Major Paper  3 cr.  [requires 12 cr. of elect.]
HLS 699: Thesis  6 cr.  [requires 6 cr. of elect.]

Community Health Course of Studies
HLS 602: Prin. + Phil. of He. Ed.  3 cr.
HLS 603: Environmental Health  3 cr.
HLS 611: Stat. He. Care Managers  3 cr.
HLS 612: Sem. in Research Des.  3 cr.
HLS 613: Health Care In America  3 cr.
HLS 618: Epidemiological Methods  3 cr.
Electives by advisement  6-12 cr.
HLS 698: Major Paper  3 cr.  [requires 12 cr. of elect.]
HLS 699: Thesis  6 cr.  [requires 6 cr. of elect.]
TOTAL EACH OPTION  33-36 cr.

Course of Studies All M.S. Ed. Students
HLS 600: Issues He. and Wellness  3 cr.
HLS 602: Prin. + Phil. of He. Ed.  3 cr.
HLS 640: Program Planning in School and Community  3 cr.  [expands and replaces HLS 687]
HLS 641: He. Ed. Organization in the School and Community  3 cr.  [replaced HLS 685]
HLS 684: Meas. for He. Ed. Eval.  3 cr.  [combines HLS 611 + 688]
HLS 685: Sem. in Research Des.  3 cr.  [renumber only of HLS 612]  3 cr.
Electives by advisement  12-15 cr.
HLS 698: Major Paper  3 cr.  [requires 15 cr. of elect.]
HLS 700: Thesis  6 cr.  [requires 12 cr. of elect.]
TOTAL  36 cr.

The changes are as follows:
A] The establishment of a single core for candidates for the M.S. in Ed. in Health Education.
B] Elimination of the variance in total credit hours required to complete the program based on the thesis vs. major paper options [33 and 36 cr. respectively].
C] The addition of a content issues course, HLS 600: Issues in Health and Wellness.
E] The expansion of the substantive focus in HLS 687 Curriculum Design in Health Education to include Community Organization-Networking-Program Planning and the creation for this purpose of the new course HLS 640: Program Planning and Educational Strategies.
F) The replacement of the School Health oriented course HLS 685: Administration of Health Education with the new course HLS 641: Health Education Organization in the School and Community which incorporates an understanding of the community health resource system.

G) The change in designation from required to elective status for each of the following:
   HLS 603: Environmental Health
   HLS 613: Health Care in America
   HLS 618: Epidemiological Methods
   PSH 584: Adolescent Psychology

2. Rationale for the Changes

Periodically the Health Science faculty reviews the requirements for the M.S. degree in Health Education. This review is conducted in the light of current professional literature reflecting changes in the field, and with input from health education professionals in the schools and community agencies affiliated with the department, as well as, alumni and currently enrolled students. As a result of the review conducted by the department over the past three semesters, a number of changes appear necessary at the graduate level of preparation to more adequately respond to the educational needs of the professional Health Educator. Principal among these changes are the decisions:

1. to end the separate School and Community Health Education core requirements at the graduate level and develop a singular graduate core curriculum for Health Educators, and
2. to end the disparity between the Thesis and Major Paper options in total credits required (currently 33 and 36 credits respectively) making both options require a total of 36 credits. The singular core will bring our graduate program into line with a similar curricular organization approved some years past for School and Community Health Education majors at the undergraduate level. The rationale for each of the remaining changes is as follows:

   A) HLS 601: Issues in Health and Wellness is intended to respond to the divergence of Health content background resulting from the multiple undergraduate disciplines represented among students choosing to pursue the M.S. Ed. in Health Education.

   B) Combining HLS 611 with HLS 688 assures the presence in the combined curriculum of statistics and evaluation which meets the needs of our students (statistics is not required in the current-old School Health Education focus) while not adding another full course to the core.

   C) Adding the Health Education methodologies associated with community organization, networking, and program planning (new course 640: Program Planning and Education Strategies) to the skills associated with curriculum construction (old course HLS 687: Curriculum Design) recognizes the methodological commonalities required by Health Educators regardless of the setting in which they practice.

   D) Expanding the administrative focus of the old course HLS 685: Problems in Administration of Health Education to include Health Education in the community setting acknowledges the expensive school-community resource base across which all Health Educators must be prepared to function.
Moving the courses HLS 603: Environmental Health, HLS 613: Health Care in America, HLS 618: Epidemiological Methods, and PSH 584: Adolescent Psychology allows the student to select from among these electives (and others) in planning the use of his/her electives in a way that best reflects his/her intended professional use of the degree being pursued.

3. Evidence of demand for any new focus or emphasis in the program.

There is no new focus or emphasis being proposed. Rather, what is proposed is a revision that will provide consistency in the core requirements for graduate preparation of School and Community Health Educators. However, Health Educators today, whether in the schools or public, private or voluntary agencies, must be prepared to respond to a multiplicity of ‘communities.’ Through the increased opportunity for elective inclusion within the program of studies, the proposed changes will enhance the potential for graduate Health Education students to develop cognate areas pertinent to the particular constituencies they propose to serve. Under the current [old] program a student could complete his/her graduate degree in Health Education with as few as 6 credits of elective. Under the proposed [new] program a minimum of 12 elective credits will be required and these must be selected subject to advisement.

4. Potential Clientele

The potential clientele for the proposed changes includes all graduate students matriculating in the M.S. in Ed. program in Health Education beginning with the fall 1990 semester.

5. Description of New Courses

HLS 600: Issues in Health and Wellness
This course explores current research, theory and knowledge of the relationship between lifestyle and wellness, individual responsibility and wellness, and disease prevention and health behaviors.

HLS 640: Program Planning and Educational Strategies
Students will evaluate and design community and/or school health curriculum combining the resources of the community, schools, and health agencies demonstrating their ability to utilize the variety of health education talents contained in the community. Students will design educational strategies for developing desirable health knowledge, attitudes, and behaviors.

HLS 641: Health Education Organization in the School and Community
Examines the school and community organizational context within which health education flourishes; attention is given to the identification of the existing school and community health resource network associated with the delivery of health education services; specific proposals are developed for establishing an effective school and community partnership for health promotion and the prevention of disease, disability, and premature death.
HLS 684: Measurement for Health Education Evaluation
Survey of theories and practices of measurement and evaluation in health education; review of current instruments for test and non-test measurement, inspection of the methods used to assess levels of knowledge, attitudes, and behavior; development of needs assessment skills, individual learning plans, improvement of test construction skills, and the use of descriptive statistics in measurement and evaluation.

6. Staffing
The current staffing within the Health Science staff (including the two positions presently under search) is adequate for meeting the proposed changes in the M.S. Ed. program. No new staff will be needed.

7. Resources, facilities, and non-teaching staff needed to implement the changes.
No additional resources, facilities, or non-teaching staff will be needed to implement the changes proposed.

8. Letters of support from cooperating departments, agencies, etc.
The changes proposed involve only internal Health Science resources and therefore no letters of support are required.

9. Competition the program has from other Rochester area colleges.
No other Rochester area colleges offer graduate level preparation in Health Education.
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**SUNY COLLEGE at BROCKPORT**

**COURSE REGISTRATION FORM**

Complete both sides of form and return to

**OFFICE OF ACADEMIC AFFAIRS**

1. **New Course**
   - Title Change (Prev. Title:)
   - Number Change (Prev. No.:)
   - Umbrella Course
   - Topics Course (if checked, complete item 2)
   - Other (describe:)

2. **TOPICS COURSE ONLY:**
   - A. Umbrella Course:
   - B. Umbrella Course Title:
   - C. Topics Course Title:
   - D. Topics Courses offered

3. a. **Discipline:** H I S  Number: 6 0 0
   - b. Undergraduate
   - c. Graduate

4. a. **Official Course Title:** Issues in Health and Wellness
   - b. Course Start Date: Fall 89 (semester/year)

5. **Abbreviated Course Title:** (10 spaces)

6. a. **Variable Credit?** (Y/N) N
   - b. Semester Hours of Credit

7. **Type of course:** X Liberal Arts
   - ___ Non-Liberal Arts
   - ___ G.E. Code

8. **Cross Listed?** Give Discipline(s) and Number(s):
   - No
   - Corequisite Courses (Disc/No.):

9. **If this course is offered in the same discipline at another level under another number, give numbers (i.e., 428/528):**

10. **Frequency of Offering** (check only one)
   - (A) Every Semester X
   - (B) Every Fall
   - (C) Every Spring
   - (D) Every Summer
   - (E) Irregularly
   - (F) Every Other Summer
   - (G) Every Other Fall
   - (H) Every Three Years
   - (I) Every Odd Fall
   - (J) Every Odd Spring
   - (K) Every Every Spring
   - (L) Every Every Fall
   - (M) Every Every Year

11. **This course is offered exclusively on Satisfactory/Unsatisfactory basis** (Y/N) N

12. **Is this course repeatable for multiple credit?** N

13. **Course Description** (Copy for catalog: 65 word maximum)

   This course explores current research, theory, and knowledge of the relationship between lifestyle and wellness, individual responsibility and wellness, and disease prevention and health behaviors.

14. **Relation to Degrees/Programs?** X Requirement
   - ___ Elective
   - ___ Other

   Masters of Science
   - HHS/School/Community Health
   - Degree, Major, Program
15. In the space provided, describe:

(1) Objectives:
1. Students will identify the lifestyle factors responsible for maintaining personal wellness and prevention of disease.
2. Students will become acquainted with current research in the field of health and wellness.
3. Students will contribute to and participate in numerous discussions and debates related to current health and wellness issues.
4. Students will become aware of facts relating to various health content areas such as nutrition, dental health, disease concepts, safety issues, and physical fitness.

(2) Outline of Course:
- Introduction
- Wellness Concepts
- Disease Prevention
- Current Issues in Nutrition
- Dental Health
- Physical Fitness
- Midterm Exam
- Disease and Lifestyle
- Health and Safety
- Pregnancy, Childbirth and Birth Control
- Tobacco
- Women's Health Issues
- Project Presentations

(3) Assessment:
- Completion of Assigned Readings
- Completion of Written Assignments
- Class Participation
- One Class Presentation
- Regular Class Attendance
- Midterm and Final Examinations
- Project Paper

(4) Materials:
A packet of current readings is available at the college bookstore and on reserve at the Drake Library.

Submitted by: Eileen Daniel Date: 6/4/88
Chairperson's Approval: 6/4/88
Dean's Approval: Date: 6/3/88
Director of General Education (if appropriate): Date: 

5/88 Office of Academic Affairs

Return to:
OFFICE OF ACADEMIC AFFAIRS
1. New Course
   - Content Revised
   - Umbrella Course
   - Topics Course (if checked, complete item 2)
   - Other (describe):

2. TOPICS COURSE ONLY:
   A. Umbrella Course:
   B. Umbrella course Title:
   C. Topics Course Title:
   D. Topics Courses offered

3. a. Discipline: __________ Number: __________
   b. Undergraduate Graduate

4. a. Official Course Title: Program Planning and Educational Strategies
   b. Course Start Date: Spring 1991 (semester/year)

5. Abbreviated Course Title: (16 spaces)

6. A. Variable Credit? (Y/N) N
   b. Semester Hours of Credit: 03

7. Type of course: Liberal Arts G.E. Code
   Non-Liberal Arts

8. Cross Listed? Give Discipline(s) and Number(s):
   Prerequisite Courses (Disc/No.):
   Corequisite Courses (Disc/No.):

9. If this course is offered in the same discipline at another level under another number, give numbers (i.e., 428/528):

10. Frequency of Offering (check only one)
    (B) Every Fall
    (C) Every Spring
    (T) Every Summer
    (O) Irregularly
    (N) Upon Special Arrangement
    (A) Every Semester
    (F) Every Even Fall
    (E) Every Odd Fall
    (E) Every Every Spring
    (M) Every Odd Spring
    (F) Every Other Summer
    (G) Every Two Years
    (H) Every Three Years

11. This course is offered exclusively on Satisfactory/Unsatisfactory basis (Y/N) N

12. Is this course repeatable for multiple credit? No

13. Course Description (Copy for catalog: 65 word maximum)

14. Relation to Degrees/Programs? Requirement
    Elective Other

M.S.Ed/Health Education Technician, Major, Program
1. Objectives
   - Understand the fundamental steps of program planning for the field of health education in community and school settings.
   - Develop a needs assessment strategy in community and school settings.
   - Analyze and apply a theoretical and practical health education strategy and solution to a leading health problem contained in a community or school setting.
   - Conduct an administrative and community diagnosis that assesses the organizational problems and barriers to program implementation.
   - Develop a program implementation strategy that applies fundamental principles of marketing and community organization.
   - Develop a health education program evaluation plan and integrate objectives 1-6 into a comprehensive health education program plan.

2. Outline of Course
   1. Introduction: General Overview of Health Education Program Planning
   2. The Role of Health Education in Community and School Settings
   3. Needs Assessment: Conducting a Community Analysis; Social and Epidemiological Diagnosis in Community and School Settings
   4. Behavioral Diagnosis: Assessing Behavioral Determinants of Health
   5. Educational Diagnosis: Assessing the Cause of Health Behavior
   6. Analyzing and Applying Behavioral Change Strategies to Health Promotion
   7. Selecting and Developing Health Education Methods and Materials
   8. Curriculum Development
   9. Program Development
   10. Administrative Diagnosis: Assessing Organizational Problems
   11. Program Implementation: Marketing and Community Organization Strategies
   12. Program Evaluation

3. Methods of Assessing Student Performance
   1. Completion of Assigned Readings
   2. Active Class Participation
   3. Outside Readings and Homework
   4. Two Examinations
   5. Behavioral Change Paper
   6. Program Planning Paper

4. Required Texts:

References:
## SUNY COLLEGE at BROCKPORT COURSE REGISTRATION FORM

Complete both sides of form and return to
OFFICE OF ACADEMIC AFFAIRS

1. **New Course**
   - Title Change (Prev. Title: ______________________)
   - Content Revised
   - Umbrella Course
   - Topics Course (if checked, complete item 2)
   - Other (describe: ______________________)

2. **TOPICS COURSE ONLY:**
   - A. Umbrella Course:
   - Discipline ________  Number ________
   - B. Umbrella Course Title:
   - C. Topics Course Title:
   - D. Topics Courses offered ________  Semester, ________  Year

3. **a. Discipline: N L S**
   - Number: 6 4 1
   - b. Undergraduate _____  Graduate X

4. a. **Official Course Title:** Health Education Organization in the School and Community
   - b. **Course Start Date:** (semester/year)

5. **Abbreviated Course Title:** (16 spaces) "HE EDUC ORG S & C"

6. **a. Variable Credit?** (Y/N) X
   - **b. Semester Hours of Credit:** 3

7. **Type of course:** X Liberal Arts  __ Non-Liberal Arts  __ G.E. Code

8. **Cross Listed?** Give Discipline(s) and Number(s):
   - Prerequisite Courses (Disc/No.):
   - Corequisite Courses (Disc/No.):

9. **If this course is offered in the same discipline at another level under another number, give numbers (i.e., 428/528):**

10. **Frequency of Offering** (check only one)
    - (A) Every Semester
    - (B) Every Fall
    - (C) Every Spring X
    - (D) Every Summer
    - (E) Every Odd Fall
    - (F) Every Even Fall
    - (G) Every Even Spring
    - (H) Every Odd Spring
    - (I) Every Other Summer
    - (J) Every Other Spring
    - (K) Every Year
    - (L) Every Three Years
    - (M) Upon Special Arrangement X

11. **This course is offered exclusively on Satisfactory/Unsatisfactory basis** (Y/N) X

12. **Is this course Repeatable for Multiple Credit?** No

13. **Course Description** (Copy for catalog: 65 word maximum)
    Examines the school and community organizational context within which health education flourishes; attention is given to the identification of the existing school and community health resource network associated with the delivery of health education services; specific proposals are developed for establishing an effective school and community partnership for health promotion, and the prevention of disease, disability, and premature death.

14. **Relation to Degrees/Programs?** X Requirement
    - Elective
    - Other
    - M.S.E. in Health Education
    - Degree, Major, Program
(1) Objectives:

At the completion of this course students will be expected to:

A. Understand the complex organizational settings within which school and community health education programs are found and health educators must function.

B. Demonstrate knowledge and understanding of the subsystems within a comprehensive school health program including school health services, healthful school environment, and school health curriculum and instruction and the necessary linkages among these subsystems.

C. Cite the goals and objectives, administrative structure, service role, staffing pattern, funding sources of selected school health programs in the Rochester region.

D. Demonstrate knowledge of and appreciation for the complexity of the community health education resource network.

E. Cite the goals and objectives, administrative structure, overall service role, staffing pattern, funding sources, clients' eligibility standards, and referral processes of selected community health organizations actively engaged in the delivery of health education services.

F. Identify/design a community of solution which effectively links the school and community health resource networks for the resolution/abatement of selected health-related problems which have significant health education components.

G. Demonstrate the potential for contributing to the further development of an integrated, effective and successful school-community health education resource network.

H. Further refine his/her philosophy as a member of a helping profession.

(2) Outline of Course:

A. The Comprehensive School Health Program
   1. School Health Services
   2. School Health Environment
   3. School Health Instruction
      a) Personal
      b) Curriculum
      c) Evaluation
   4. Health Needs of the School Age Child

B. Legal Basis for the Existence of Comprehensive School Programs
C. The Administrative Organization of a Comprehensive School Health Program
   1. Planning and Policy Making in School Health Education
   2. School Health within the School System

D. The Comprehensive School Health Program and the Community
   1. Planning and Policy Making in Community Health Education

E. Administrative and Programmatic Organization of Health Education within the Community/Agency/Organization Setting
   1. Understanding the Organizational Context of the Community Health Education Resource Network

H. Assessing School and Community Health Education Needs

Submitted by: [Signature]
Chairperson’s Approval: [Signature]
Dean’s Approval: [Signature]
Date: 12/4/88
Date: 12/8/88
Date: [ ]

Director of General Education (if appropriate)

Return to: OFFICE OF ACADEMIC AFFAIRS
Methods of Assessing Student Performance:

1. Completion of all readings and other assignments required in preparation for class and active participation in the lecture/seminar discussions.

2. As part of a team assignment, development of a descriptive administrative and programmatic report on the school health program of a selected school system in the Rochester region.

3. As part of a team assignment, development of a descriptive administrative and programmatic report on the school health education program(s) of a selected community agency/organization with a major health education community service role.

4. As an individual assignment, identification of a specific health-related problem requiring a comprehensive (school and community) health education effort for its resolution/abatement and the development of a community of solution plan effectively linking the school health program and appropriate selected community organizations in a concerted health education effort. This activity includes the development of a community of solution directory of community health agencies/organizations in the Rochester region providing services related to the specific health-related problem selected.

Materials

Books (Potential List)


Periodicals (Potential List)

1. X New Course
   — Title Change (Prev. Title: ______________________)
   — Content Revised
   — Umbrella Course
   — Topics Course (if checked, complete item 2)
   — Other (describe: ______________________)

2. TOPICS COURSE ONLY:
   A. Umbrella Course:
      Discipline ___ ___ Number ___ ___
   B. Umbrella Course Title:
   C. Topics Course Title:
   D. Topics Courses offered ___ Semester, ___ Year

3. a. Discipline: H L S Number: 6 8 4
   b. Undergraduate ___ Graduate ___

4. a. Official Course Title: Measurement for Health Education Evaluation
   b. Course Start Date: Fall 1989 (semester/year)

5. Abbreviated Course Title: (16 spaces)

6. a. Variable Credit? (Y/N) ___ b. Semester Hours of Credit ___

7. Type of course: ___ Liberal Arts ___ Non-Liberal Arts ___ G.E. Code

8. Cross Listed? Give Discipline(s) and Number(s):
   Prerequisite Courses (Disc/No.):
   Corequisite Courses (Disc/No.):

9. If this course is offered in the same discipline at another level under another number, give numbers (i.e., 428/528):

10. Frequency of Offering (check only one)
    (A) Every Semester
    (B) Every Fall ___ (P) Every Even Fall ___ (L) Every Odd Fall ___
    (C) Every Spring ___ (Q) Every Even Spring ___ (N) Every Spring ___
    (I) Every Summer ___ (J) Every Other Summer ___ (F) Every Year ___
    (O) Irregularly ___ (G) Every Two Years ___ (T) Every Three Years ___
    (N) Upon Special Arrangement

11. This course is offered exclusively on Satisfactory/Unsatisfactory basis (Y/N) ___

12. Is this course repeatable for multiple credit? ___ No ___

13. Course Description (Copy for catalog; 65 word maximum)
   Survey of theories and practices of measurement and evaluation in health education; review of current instruments for test and non-test measurement; inspection of the methods used to assess levels of knowledge, attitudes, and behavior; development of needs assessment skills, individual learning plans, improvement of test construction skills, and the use of descriptive statistics in measurement and evaluation.

14. Relation to Degrees/Programs? ___ Requirement ___ Degree, Major, Program
    ___ Elective ___ Other
15. In the space provided, describe: (1) Objectives
1) To explain the importance of measurement and evaluation in learning by relating these to current philosophy of education, learning theory, and the theory of program/curricular development.

2) To develop a plan to evaluate either an individual learning plan or a unit of program or curricular instruction by creating or selecting appropriate measurement instruments, and put together a plan for administration and data collection.

3) To demonstrate factors and considerations involved in the use of descriptive statistics by analyzing the data generated in various testing situations.

2. Outline of Course
1) Philosophical basis to measurement and evaluation
2) Program/curriculum development — relationship to measurement and evaluation
3) Definition of terms
4) Behavioral objectives in testing
5) Program or curricular evaluation
6) Teacher-made tests
   a. Characteristics
   b. Writing test items
   c. Essay examinations
   d. Interpreting test scores
   e. Observational techniques
7) Measurement applied
8) Descriptive statistics for univariate distributions
   a. Frequency distributions
   b. Measures of central tendency
   c. Measures of variability
   d. The normal distribution
   e. Probability
   f. Correlation — Pearson and Spearman

3. Methods of assessing student performance

Submitted by: [Signature]
Chairperson's Approval: [Signature]
Dean's Approval: [Signature]
Director of General Education (if appropriate): [Signature]
Date: [Date]

5/88
Office of Academic Affairs

Return to:
OFFICE OF ACADEMIC AFFAIRS
3. Methods of assessing student performance

1) Quizzes, tests, and examinations
2) Evaluation plan development project
3) Testing instrument construction project
4) Individual and/or group presentation(s)

4. Materials

Textbooks

Audio-visual
Films, slides, tapes and other AV materials will be used as necessary.