Resolution #25 2014-2015
College Senate

TO: Dr. John R. Halstead, College President
FROM: The College Senate: 04/20/2015
RE:      I. Formal Resolution (Act of Determination)
         II. Recommendation (Urging the Fitness of)
         III. Other, For Your Information (Notice, Request, Report, etc.)
SUBJ: Revision of the Alternate MS Ed in Health Education (RES-14-15GC)
Signed: Date: 4/20/15
(P. Gibson Ralph, 2014-15 College Senate President)

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: P. Ralph Gibson, College Senate President
FROM: John R. Halstead, College President
RE:      I. Decision and Action Taken on Formal Resolution (circle choice)
         a. Accepted - Implementation Effective Date**: Fall 2015
         **Implementation of resolution requires final approval from SUNY- State Education Department.  X YES  NO
         b. Deferred for discussion with the Faculty Senate on ____/____/____
         c. Unacceptable for the reasons contained in the attached explanation
II, III. Response to Recommendation or Other/FYI
         a. Received and acknowledged ____/____/____
         b. Comment: Date: 4/23/15
(Dr. John R. Halstead, President, The College at Brockport)

DISTRIBUTION: Upon approval, the College President will forward copies of resolutions to his staff who will, in turn, forward copies to their staff. The College Senate Office will post resolutions to the College Senate Web at http://www.brockport.edu/collegesenate/resolutions.
COLLEGE SENATE OFFICE
RESOLUTION PROPOSAL COVER PAGE
DEADLINE FOR SUBMISSIONS: FEBRUARY 28
Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

INSTRUCTIONS
• Use committee guidelines available at brockport.edu/collegesenate/proposal.html.
• Prepare ONE complete document in Word format: include this proposal cover page, proposal, attachments and support letters from your department chair and dean if applicable.
• Locate the Resolution # and date this proposal will replace at our “Approved Resolutions” page on our Web site.
• Email completed proposal to senate@brockport.edu. (General Education Proposals and questions go to dlamphro@brockport.edu in the Vice Provost’s Office first.)
• Make revisions on the paperwork emailed to you from the Senate office that shows the assigned routing number on top. Submit updated document to senate@brockport.edu.
• Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. PROPOSAL TITLE: Please be somewhat descriptive, ie. Use a course number and/or title, indicate if for GED code, etc.

Revision of the Alternate MS Ed in Health Education

2. BRIEF DESCRIPTION OF PROPOSAL:

The Department is proposing changes in the alternate MS Ed to meet NYS certification requirements and national standards for health education for students without initial certification in any discipline and for those holding initial certification in a discipline other than health education. In addition, the program will be offered in a distance learning format.

3. WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED? __x__ NO __ YES  EXPLAIN YES

N/A

4. DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.

N/A

5. HOW WILL THIS AFFECT TRANSFER STUDENTS: N/A

6. ANTICIPATED EFFECTIVE DATE: Fall, 2015

7. SUBMISSION & REVISION DATES: PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

<table>
<thead>
<tr>
<th>First Submission</th>
<th>Updated on</th>
<th>Updated on</th>
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<tr>
<td>2/24/15</td>
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8. SUBMITTED BY: (contact person)

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph Balog, Ph.D.</td>
<td>Health Science</td>
<td>5474</td>
<td><a href="mailto:jbalog@brockport.edu">jbalog@brockport.edu</a></td>
</tr>
</tbody>
</table>

9. COMMITTEES: (Senate office use only)

<table>
<thead>
<tr>
<th>Standing Committee</th>
<th>Forwarded To</th>
<th>Dates Forwarded</th>
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<tbody>
<tr>
<td></td>
<td>Standing Committee</td>
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<td>Executive Committee</td>
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<td>Senate</td>
<td>04/06/15, 04/20/15</td>
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<td></td>
<td>Passed GED’s go to Vice Provost</td>
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<td>College President</td>
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NOTES: RES # 25
Revision of Alternate MS Ed in Health Education

The Department of Health Science is proposing a change to the alternate MS Ed to meet New York State certification requirements for students without initial certification in Health and for those with initial certification in another discipline. The proposal is also designed to meet national standards for health education.

1. A comparison of the existing program to the proposed programs.

   a. Include a side-by-side tabular illustration

<table>
<thead>
<tr>
<th>Existing Program</th>
<th>Revision ALT MS Ed Program (1)*</th>
<th>Revision MS ED Alt Program (2)**</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 600: Issues in Health and Wellness (3cr)</td>
<td>HLS 600: Issues in School Health Education (3cr)</td>
<td>HLS 600: Issues in School Health Education (3cr)</td>
<td>Title and content revisions</td>
</tr>
<tr>
<td>HLS 602: Principles and Philosophy of Health Education (3cr)</td>
<td>HLS 602: Principles and Philosophy in Health Education (3cr)</td>
<td>HLS 602: Principles and Philosophy in Health Education (3cr)</td>
<td>Title and content revisions</td>
</tr>
<tr>
<td>HLS 640: Program Planning and Educational Strategies (3cr)</td>
<td>HLS 640: Health Education Curriculum Development (3cr)</td>
<td>HLS 640: Health Education Curriculum Development (3cr)</td>
<td>Title and content revisions</td>
</tr>
<tr>
<td>HLS 641: Health Education Organization in the School and Community (3cr)</td>
<td>HLS 650: Communication Skills in Health Education (3cr)</td>
<td>HLS 650: Communication Skills in Health Education (3cr)</td>
<td>New course to meet certification requirements</td>
</tr>
<tr>
<td>HLS 645: Applied Educational Strategies in Health Education (3cr)</td>
<td>HLS 645: Teaching Methods and Strategies in School Health Education (3cr)</td>
<td>HLS 645: Teaching Methods and Strategies in School Health Education (3cr)</td>
<td>Title and content revisions</td>
</tr>
<tr>
<td>HLS 684: Statistics Measurement for Health Education (3cr)</td>
<td>HLS 684: Assessment and Evaluation in Health Education (3cr)</td>
<td>HLS 684: Assessment and Evaluation in Health Education (3cr)</td>
<td>Title and content revisions</td>
</tr>
<tr>
<td>HLS 686: Seminar in Research Design (3 cr)</td>
<td>HLS 686: Graduate Capstone Research Methods (3cr)</td>
<td>HLS 686: Graduate Capstone Research Methods (3cr)</td>
<td>Title and content revisions</td>
</tr>
<tr>
<td>HLS 698 Major Paper (3 Cr) or HLS 708 Thesis (6 Cr)</td>
<td>HLS 586: Field Experience (3cr)</td>
<td>HLS 586: Field Experience (3cr)</td>
<td>Eliminate</td>
</tr>
<tr>
<td>HLS 586: Field Experience (3cr)</td>
<td>HLS 586: Field Experience (3cr)</td>
<td>HLS 586: Field Experience (3cr)</td>
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<tr>
<td>HLS 595: Student Teaching (9cr)</td>
<td>HLS 595: Practicum in School Health Education (9cr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Electives by Advisement (12 cr)</td>
<td>Content Electives by Advisement (9cr)</td>
<td>Content Electives by Advisement (9cr)</td>
<td>Students who hold initial certification in another content area may be required to complete additional health content courses beyond the 33 hour curriculum.</td>
</tr>
</tbody>
</table>

Total Credits = 45 Total Credits = 42 Total Credits = 33

*(1) Designed to offer initial certification in Health Education for students without initial certification in any discipline. This program also qualifies student for professional certification

**(2) Designed to offer certification in Health Education for students who hold initial teacher certification in another discipline. This program also qualifies students for professional certification in health
2. A discussion regarding “Mission,” and “Quality.” Specifically address the following issues:

a. How does the proposal reflect the campus mission focus?

In general, the proposed program addresses three key goals of the College and the Department of Health Science, including the:

1. Graduate mission of The College at Brockport;
2. Department of Health Science’s need to update its Alternative MS Ed Programs in Health Education to meet new state requirements for teacher certification and national standards;
3. Department of Health Science’s need to implement curricular changes and best practices for serving a “new” population of graduate students seeking certification in health education.

More specifically, the above points are addressed by implementing curricular changes in the proposed health education programs that better meet The College at Brockport’s graduate education mission. Key mission items and the proposed revisions of the program are identified and listed in the table below:

**GRADUATE EDUCATION MISSION**

The mission of graduate education at The College at Brockport is to support student success by providing a high quality education that:

<table>
<thead>
<tr>
<th>Mission Points</th>
<th>Program Revisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads to advanced knowledge and technical skills in the graduate field of study and prepares graduates for doctoral studies and/or professional practice</td>
<td>The revised program better prepares students with additional knowledge and technical skills in curriculum development and lesson planning in HLS 640, HLS 645; with additional research and evaluation knowledge and skills in HLS 684 and HLS 686</td>
</tr>
<tr>
<td>Stimulates and supports excellence in scholarly and creative pursuits among faculty and students</td>
<td>The revised program better prepares students to assess, evaluate and analyze the health needs of children in HLS 684 and to produce a scholarly project on evaluating the effectiveness of a health education intervention in HLS 686</td>
</tr>
<tr>
<td>Fosters excellence in teaching, supervising and mentoring</td>
<td>The revised program better prepares students in content knowledge, theories and educational teaching skills and integrates state and national standards into HLS 600, 602, 640, 645, 650 and offers field experiences in HLS 586 and HLS 595</td>
</tr>
<tr>
<td>Develops thoughtful and articulate individuals with the integrity and adaptability for dealing with a culturally diverse and changing world and for contributing substantially to their communities</td>
<td>The revised program challenges students to develop their professional communications skills and to better communicate with diverse audiences in HLS 650 and integrates knowledge about health problems disproportionately associated with diverse populations in HLS 600, 602, and in field placement courses – HLS 586 &amp; 595.</td>
</tr>
</tbody>
</table>

b. What are the market demand factors that this proposal responds to? Include program competition from other regional colleges.

The Department of Health Science proposes to revise its program in health education for the purposes of: (1) meeting the required changes in New York State certification for teacher education preparation programs in health education and to meet the national standards in health education that are established by the National Council for the Accreditation of Teacher Education (NCATE) which soon will be named the Council for the Accreditation of Education Preparation (CAAP); (2) offering a curriculum that is in alignment with peer institution preparation programs for health education; and (3) integrating best practices in health education into the curriculum to better meet the needs of the Department’s graduate population.

Items 1 & 2 - State Requirements and National Standards

Emphasis on assessment activities in the College and assessments of New York State requirements for teacher preparation programs led to revisions in field placement (HLS 586), practicum in health education (HLS 595) and in the capstone project (HLS 686). In
addition, the national accreditation body, NCATE/CAEP, provides standards and guidelines that led to the revision of several existing courses that are listed below.

Developers of this proposal investigated and reviewed six model programs in health education (Adelphi University, SUNY Cortland, The Sage Colleges, Southern Connecticut State University, Towson University, Kent State University, East Stroudsburg University Indiana University of Pennsylvania and the University of South Carolina) in constructing this proposal. In response to this review, the proposed program resembles the program requirements at these model institutions, including our closest peer institution - SUNY Cortland.

**Item 3 – Best practices and student population Experiential findings**

Faculty’s assessment of the curriculum and solicited feedback from students were used to identify and integrate best practices in health education that would improve the curricular offerings for a changing population of graduate students enrolled in the Department’s Graduate Program in Health Education. Several changes in the curriculum were made and these changes are listed below in the sections of general and specific curricular changes. In particular, two major themes emerged from the faculty assessments and from faculty discussions with students. The changes include revolve around the themes listed below:

**Theme 1** Include additional practical skills and content in the areas of pedagogy, lesson planning, classroom management, educational teaching –related technology, and overall teaching skills and strategies.

**Theme 2** Restructure the major paper to include a more relevant research project related to health education in school-site settings

These changes are in line with state and national requirements.

In general, the above findings from Items 1, 2 & 3 led to the following two major program and curricular changes:

1. **The offering of two Alternate MS Ed. Programs in health education,**
   a. a program designed to offer initial certification in health education for students without initial teacher certification in any discipline, and
   b. a program designed to offer certification in health education to students who hold initial teacher certification in another discipline

2. **The currently enrolled population in graduate health education is primarily students who have an undergraduate degree in physical education. These students have an initial certification in physical education and are seeking dual certification in health education.**

   In response to the current demand and reality of limited resources, the Department has revised its graduate course offerings to better meet the needs of this population and to better serve the profession in preparing graduate level educated health education majors.

More specifically, the above findings led to the following program and curricular changes:

1. Increased pedagogical knowledge and skills were integrated into HLS 600, 640, 645
2. Increased lesson planning knowledge and skills were integrated into HLS 640
3. Increased classroom management knowledge and skills were integrated into HLS 645, 586, 595
4. Increased attention on knowledge of teaching strategies and teaching skills in were integrated into HLS 600, 640
5. Increased teaching-related technology skills were integrated into HLS 645
6. A revised field experience course, HLS 586, and a full student teaching course, HLS 595 are offered for students who need to meet NYS teaching certification requirements.
7. Increased curricular content in the areas of writing or public speaking by developing a new course entitled HLS 650, Communication Skills in Health Education.
8. Student interests in, and state requirements for, an educational focused and relevant research project on evaluating the effectiveness of a health education intervention was integrated into HLS 686. This requirement replaces the former research projects in HLS 698 and HLS 700. Knowledge in statistics, research and evaluation were integrated into HLS 684, 686

   c. **How is program quality addressed in this proposal?**
Literature review reveals that at the program level, accreditation is considered the best means of quality assurance for the professional preparation of health educators. NCATE/CAEP is considered the preferred accrediting body for school health education programs. The College at Brockport is accredited by NCATE/CAEP. In addition, the health education program within the Department of Health Science is nationally recognized by the American Association for Health Education (AAHE), and by health education’s Specialty Professional Association (SPA). In order for the Institution to earn and maintain NCATE/CAEP accreditation, the health education program must be nationally recognized by its SPA. The proposed program will continue to adhere to NCATE/CAEP and AAHE standards.

3. Description of new and revised courses.

The following is a listing and description of new and revised courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>HLS 600</td>
<td>Issues in School Health</td>
<td>This course serves as an introduction to the field of school health education. Using the Coordinated School Health Program Model students identify community agencies which advocate for healthy families and communities, describe family and community health issues, propose various solutions to address health issues, identify priorities for school health education, explore ways to communicate and advocate for health and school health education, and develop abilities to serve as a resource person in health education.</td>
</tr>
<tr>
<td>HLS 602</td>
<td>Principles and Philosophy in Health Education</td>
<td>This course explores and discusses the history, principles and philosophy of health education and how the roles of health education evolved in modern times. Students are also introduced to: key concepts of public health and epidemiology that shape the roles and responsibilities of health education; theories of behavior that offer strategies for disease prevention and health promotion programs; and national standards and codes of ethics that provide guidelines for conducting health education practice. Finally, this course addresses several contemporary, professional, controversial, and ethical issues confronting the field of health education and investigates ethical principles and theories that provide justifications for health education interventions.</td>
</tr>
<tr>
<td>HLS 640</td>
<td>Health Education Curriculum Development</td>
<td>Apply knowledge and skills of a school health educator by planning effective comprehensive school health education curricula and programs based on priorities for school health education. Health education theory will provide the foundation for curriculum development and include empirically based and culturally relevant instructional strategies, student diagnostic assessment plans, and evaluations plans of student learning.</td>
</tr>
<tr>
<td>HLS 645</td>
<td>Teaching Methods and Strategies in School Health Education</td>
<td>Emphasizes health education instructional methodologies in school settings that affect health behaviors. Students demonstrate health education instructional strategies and evaluate student-learning objectives. Some instructional methodologies may include discussion, lecture, problem solving, demonstration, experiment, role-play, cooperative learning, educational games, debates, goal setting, peer evaluation, use of media, and computer-assisted instruction.</td>
</tr>
<tr>
<td>HLS 650</td>
<td>Communication Skills in Health Education</td>
<td>Students will develop consumer health skills and use methods, techniques and strategies of communication to deliver health information to diverse target audiences. By employing their knowledge and skills of a health literate educator, students will learn how to advocate for health education and improve communications between health educators and the populations that they serve. Students will develop appropriate and relevant health education messages for disseminating information about topics of health and the public’s need for health resources and services in school and community settings. Within the context of communications, students will learn how to promote consumer health and enhance health communication using theory-driven health messages, technology, and social marketing and media.</td>
</tr>
<tr>
<td>HLS 684</td>
<td>Statistics Measurement for Health Education</td>
<td>The course is designed to provide</td>
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students with the skills to assess and evaluate health related information. Students learn the fundamentals of epidemiology, statistics, evaluation and research methods that are used in health education. Includes discussions about frequency with which disease occurs in a population, issues affecting health services, to populations, instrumentation, experimental research and ethical treatment of human subjects.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tr>
<td>HLS 686</td>
<td><em>Graduate Capstone Research.</em> This course provides students with the skills needed to effectively use health related information from secondary sources to determine how health is affected. Students will use health information to design a health education research project. Students will present their findings and prepare a manuscript that describes how health was effected. In addition to researching health topics, students will learn research design and how to write a proposal for a research study, including a review of literature, research questions/hypotheses, analysis, interpretation and application of qualitative and quantitative research methods.</td>
</tr>
<tr>
<td>HLS 586</td>
<td><em>Field Experience.</em> Provides a field experience in a school health education requiring a minimum of 100-hours. Includes planning, teaching and evaluation of health education plus other complementary responsibilities of a health education teacher.</td>
</tr>
<tr>
<td>HLS 595</td>
<td><em>Practicum in School Health Education.</em> Provides students with the opportunity to use all of their knowledge, attitude, and behavior skills on a full-time basis in an elementary school site and in a secondary school site under the supervision of an elementary teacher and a health educator, respectively. Also provides students with the opportunity to become proficient in delivering content related to the implementation of the three New York State Learning Standards for Health, Physical Education, and Family and Consumer Sciences.</td>
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</table>

4. **Staffing**

The proposed program will require no additional staff.

5. **Academic administration commentary. It is strongly recommended that the department consult with the Graduate Dean EARLY in the process.**

The following letters are attached:

a. Letter of review/comment from the Graduate Dean  
b. Letter of review/comment from Dean of the School  
c. Letter of review/comment from Department Chair  
d. Letter of review/comment from Online Learning Systems  
e. Letter of review/comment from Drake Library

6. **Resources, facilities and nonteaching staff needed to implement the program.**

The following letter is attached:

a. Statement of review and comment from Drake Library

7. **Letters of support from cooperating departments, agencies, institutions, etc., including a statement of probable/likely impact on departments.**
To: Graduate Curriculum Committee
   College Senate

From: Francis X. Short, Dean
   School of Health & Human Performance

Date: February 10, 2015

Subj: Proposal to modify the Alternate MS Ed programs in Health Science

Please accept this brief memo in support of the proposed revisions for the Alternate MS Ed programs in the Department of Health Science. In 2011-12, Senate approved, and the President subsequently signed, Resolution #24 which revised the school health curriculum at the graduate level, and that is fine. It turns out, however, that HLS has three “types” of students who might be interested in pursuing graduate work in teacher education: 1) students who have initial certification in health, 2) students who have initial certification in another subject matter (e.g., physical education), and 3) students who do not have teacher certification in any subject matter. Resolution #24 (2011-12) covers students who have initial certification in health. This proposal seeks to create registered programs with NYSED for the other two “types” of students.

Inasmuch as this proposal a) addresses the certification needs of different student audiences, b) meets NYS standards for health education, c) meets CAEP standards for accreditation, d) has the potential to increase graduate enrollment in HLS, and e) requires no additional resources, I support it without reservation. Please contact me if there are any questions or if more information is necessary. Thank you for the consideration.
Drake Memorial Library

Dr. Linda Snell  
Associate Dean Health and Human Performance  
The College at Brockport  
State University of New York  
278 Brown Building  
350 New Campus Drive  
Brockport, NY 14420

February 17, 2015

Dear Linda,

Drake Memorial Library strongly supports the proposal for the Alternate MS Ed in Health Education. The program will provide additional pathways for students seeking a degree and will better align with national standards in health education. No additional resources are required in Drake Library at this time, although it will be critical to keep health information resources up to date moving forward. We wish the program much success.

Sincerely,

Mary Jo Orzech

Mary Jo Orzech, MLS, PhD.  
Director, Drake Memorial Library  
Library and Information Technology Services
TO: Dr. Linda Snell, Associate Dean, School of Health and Human Performance

CC: Mr. Jeffrey S. Smith, Interim Associate Provost and CIO

FROM: Brendan Post, Manager of Online Learning Systems

DATE: February 18, 2015

RE: IT Support for the online delivery of the Alternative MSEd in Health Education Program

On behalf of the Learning Systems Team within Library, Information and Technology Services (LITS), we would like to express our support and technology readiness for the revision of the Alternative MSEd in Health Education program to be delivered fully online. We’ve been actively working with similar programs such as the MALS program since fall 2010 and are experienced with providing support to the faculty and students participating in these types of programs.

With the combination of a robust Learning Systems Team that supports Blackboard and the expansion of our Help Desk services to providing a phone center that is available 24/7, we believe we are well positioned to support these new programs and any growth in enrollments. We also believe this positions our department to strategically support both College and SUNY initiatives related to online learning.

Please accept this letter as an indication of our support and readiness to meet the technological needs of the faculty and students of the online Alternative MSEd in Health Education program.
To: Graduate Curriculum Committee
    College Senate

From: James Spiller, Dean
    The Graduate School

Date: February 24, 2015

I am happy to include this brief letter of support for the proposed revision for the Alternate MS Ed programs in Health Education.

These proposals more efficient use of program resources and streamline curricula at the same time they maintain academic rigor, align with accreditation standards, and support the needs of students seeking certification to teach Health Education.

Thank you for your consideration.
February 23, 2015

To: Graduate Curriculum Committee, College Senate

From: Linda Snell, Interim Chair, Department of Health Science

Re: Proposal to modify the Alternate MS Ed Programs in Health Science

I am pleased to fully support the attached proposal to modify the Alternate MS Ed Programs in Health Science. The proposed program revisions are designed to meet the certification needs of potential students with differing educational backgrounds and career goals. The modifications were also specifically designed to meet the accreditation requirements of programs in Health Education. In addition, the department is proposing to offer the program in an entirely on-line format. It is the opinion of the graduate faculty that these proposed changes will increase the numbers of students pursuing graduate degrees in Health Science.

I agree that these modifications have a strong potential to increase graduate enrollment in Health Science. They support the continuing accreditation status of the graduate programs and do not require any additional college resources for implementation. Thank you for considering this proposal.
TO: Melissa Brown  
Chair, College Senate Graduate Curriculum & Policies Committee  

FR: Joseph E. Balog  
Chair, The Department of Health Science Graduate Committee  

RE: #31_14-15GC Revise and Resubmit Additions

Thank you for sharing with me the Executive Committee’s questions about our proposal (#31_14-15GC). I brought these questions to the Department of Health Science’s Graduate Committee and the committee discussed these items. Below, you will find a listing of the Executive Committee’s questions and the Department of Health Science Graduate Committee’s answers to these questions:

1. To what degree does the online format complement or replace face-to-face instruction. If in addition to face-to-face what is the frequency with which online sections will be offered?

   The proposed program replaces the previous Alternate MS Ed in Health Education. The new program will be offered online and the sequencing of courses will following the previous sequencing of courses that were offered in the old program.

2. What do you mean by distance learning format, will classes be totally online, or hybrid?

   The phrase distance learning format is the terminology that SUNY uses for online education. All the courses in the programs will be online. By using the available technology, each course will mirror, as closely as possible, face-to-face instruction.

3. Who is teaching which classes, what is their experience with online courses, which are already taught online?

   The Department of Health Science will use Health Science faculty to teach courses in the graduate program. Several faculty already have created and currently teach online courses in the department. Some of these faculty will teach in the online program and some of these faculty will act as resources for the online program. In addition, several Health Science faculty have attended ITT’s Blackboard workshops. The plan is to continue to use the College at Brockport’s infrastructure for online teaching that includes: (a.) Blackboard workshops, (b.) a full time instructional designer, (c.) a three-person support team for online education (SLN team), (d.) a walk-in instruction format, and (e.) a 24/7 help desk.

4. For faculty who may have limited experience with online, how will you get them up to speed?

   In addition to answer provided in response to question 3, faculty in the graduate program will create an “in-house” support group.

5. How will you manage distance supervision of student teaching, field experience, research supervision? And how do you expect online format to affect quality of student experience?

   Precedence already has been established concerning these items and currently online education has been using this technology in attending to these items. For example, the department and the college have established procedures for identifying supervising teachers in the field and for using videotaping of student teaching. In addition, the taping of student teaching offers another tool that provides student teachers with the opportunity to view and reflect upon their instructions. Concerning research supervision, the department will use established research procedures and apply the same quality and standards that are currently applied in the department. In addition, the department has accreditation standards that are applied in the curriculum and which are evaluated by visiting accreditation teams. In summary, the department will continue to implement and attain the same quality and rigor in its graduate program.

Concerning your comment about how “typically proposals for online programs have a letter of support from Karen Schuhle-Williams,” this letter of support is attached in a Word Document.
March 18, 2015

To Whom It May Concern:

It is my distinct pleasure to submit this letter of support for the proposed changes to the Alternate MS Ed in Health Education, specifically as an online degree program, as proposed by the Department of Health Science. Well ahead of many of our colleagues in SUNY and responding proactively to education and professional job-market trending, as well as the precipitous decline in graduate enrollments throughout the state, the department’s proposal is innovative, rigorous, and “spot on” in continuing the College’s tradition of providing pertinent, accessible, and rigorous graduate programs.

As the Academic Coordinator for Brockport’s distance education programs, I can attest to the quality of our online instructors and their relevant course content, our above average student retention rates (consistently exceeding 90% by course), and the support systems in place ensuring our online students and faculty are well served, including:

- 24-7 HelpDesk support, including online course ticket escalation protocols
- ITEC-hosted Blackboard Learning Management System
- In-house Instructional Design Specialist
- Learning Systems Support Team dedicated to online instruction and technologies
- Extensive Drake Library resources for online research and learning, included embedded librarian availability for online courses
- On-going investment by LITS in technologies specifically for online teaching and learning
- Student Learning Center Remote Writing Tutoring services
- Blackboard training throughout the semester
- CELT events addressing best practices in online teaching and learning
- Campus representation on FACT2
- Support for faculty attendance at online teaching conferences and workshops
- Online/Hybrid Support Team
- Online-Hybrid Education Taskforce, as charged by the Provost.
Across campus, our online faculty are well supported and our students are successful and engaged in continuing their educational pursuits in what is now an established, high-demand, and rigorous instructional venue.

From an enrollment management perspective, HLS is a front-runner in responding to increased student demand for online degree programs, referenced in the College of 2020: Students report and Chancellor Zimpher’s 2015 State of the University address, and aligned with her Open SUNY strategic goals. This degree will have wide appeal to our own alums (retaining them as Brockport graduate students), and to prospective students within the region and entire state. Students have been “voting with their feet” to attend private colleges’ master’s programs offered in alternative (often accelerated) delivery venues, accommodating the convenience they seek. Now students will “vote with the click of a button” to choose Brockport’s online Alternate MS Ed in Health Education program.

In an era of declining graduate enrollments and increasingly non-traditional and tech-savvy prospective student populations, the proposed program change is a sustainable, relevant solution to providing high-need graduate education options to benefit students, health educators and professionals, and the College. HLS is embracing education where it has currently evolved and where it is certainly headed in the future. Please give this program proposal your utmost support. Thank you.

Sincerely,

Karen Schuhle-Williams, PhD, Executive Director