

**Reviewed By: AAHE/NCATE
Compliance with Specialty Guidelines**

Professional Organization: American Association for Health Education (AAHE)

Institution Submitting Program: Southern Connecticut State University

Program: Health Education

Date of Review: July 14, 2002

Degree Level(s): Basic-Master's Level

Guidelines/Competencies NOT Met:

The reviewers have suggested that **the syllabi do not provide evidence** that the following competencies and sub-competencies have been met or that these were minimally addressed:

Responsibility II Comp B, D
Responsibility III Comp A (2)
Responsibility IV Comp A (3), B(1,2)
Responsibility V Comp A (2, 3), C (3)
Responsibility VI Comp B (4)
Responsibility VII Comp A, C

Perceived Program Strengths:

The faculty who prepared this document are to be commended for completing this program evaluation and self-study. The following were noted program strengths:

- The applicant identified relevant entry level as well as graduate-level competencies for each course.
- The program is strong in computer and Internet usage.
- The course on group interactions provides useful skill development for the practice of health education.
- The faculty has professional preparation in health education, several at the doctoral level.
- Faculty are involved professionally.
- The program builds upon the foundations of the Competencies and appropriate models and theories of health behavior change.
- The program provides the opportunity for students to earn a graduate degree and come a certified health education specialist.

Perceived Program Weaknesses:

The reviewers have also noted the following program weaknesses:

- The folio made overall evaluation of the program difficulty, primarily because of inconsistencies from one section to another regarding what is required.
- The Overview and Scope section of the folio have several required courses listed whose syllabi are not included. It is unclear whether SHE 302, 547, 561, and 579 (listed as required courses) are taken by all candidates. The syllabi for required courses from other department are also not included. These omissions give an incomplete picture of what knowledge and skills graduates will have at the completion of the degree program.
- Table A includes a table of courses required of health education majors and this matches neither the list of required courses in the Overview and Scope nor the syllabi included in the folio.
- Table B lists courses offered in the Department and indicates which are required and which are elective. The following are listed as required, but do not have syllabi: HSE 302 Mental Health, HSE 547 Drug Prevention Education, and HSE 579 Holistic Health.
- Table C lists required courses that teach content, yet many of the listed courses appear to be undergraduate courses and are not included among the syllabi.
- The matrix lists SHE 570 (Organization and Administration) as one of the required courses, but mentions it no where else as a required or elective and the syllabus is not provided. The reader must make assumptions about the course and believe that it will be developed as proposed. (No syllabus provided)
- The indication of fully or partially met for each competency and each course within the matrix does not match the rating given with each course syllabus.
- The program description indicates that the National Standards for Health Education form part of the framework for the coursework, yet it is not listed in the bibliographies of any syllabi. Key elements of the Standards are learning how to teach social and communication skills which was not found in the syllabi.
- Syllabi seem outdated when mentioning the Programs that Work. No syllabus included mentions the U.S. Department of Education's Principles of Effectiveness or other Safe and Drug Free Schools provisions. The U.S. Department of Education's National Diffusion Network is no longer existent.
- The group interactions course includes no mention of cooperative learning groups, which is important to school health.
- Two courses, SHE 554 and 556, appear to provide the majority of the areas of responsibility.

Other Comments:

- The folio has typos in several places.
- It is unclear whether this is considered an entry-level degree. In some states, requirements for a teaching certificate are a bachelor's degree in a content area and a master's in pedagogy of some sort. Since this program appears to require a student

teaching experience in addition to the course work, the inference is that this is an entry-level program at the Master's level.

Professional Association's Recommendation Regarding Compliance or Non-Compliance with the Specialty Guidelines (i.e. has the institution adequately met the specialty guidelines):

Program(s) in Compliance: (No)

Program(s) NOT in Compliance: **Southern Connecticut University--Basic Level (Masters)**

Additional Information Needed to Determine Compliance:

To meet compliance, please:

- Clarify the courses that are and are not required
- Include detailed and descriptive syllabi for all required courses, both those taught within the department and those taught externally
- Clarify whether this is an entry-level degree program for teachers or whether some students would already have teaching experience and education coursework

If a second review of the program folio is requested by the institution, how many copies of the rejoinder should be submitted? Five

Special directions for the preparation of a rejoinder:

- Address all the unmet guidelines, responsibilities, competencies and sub-competencies
- Address all program weaknesses and other folio problems identified in "other comments"
- Strive for better balance between program areas

Folio coordinator is available for consultation.