School Health Education
Graduate Program Prioritization Criteria and Questions/Elements

1. History, Development and Expectations of the Program

a. Provide, to the best of your ability, a brief description of the program’s history including the evolution of the program over the years. Describe specific changes that have been made to the program curriculum, changes to student demographics and the impact of these changes on the program, and efforts to recruit students to the program. If this is a new program, describe efforts to build the program and the progress of these efforts to date. (550 words)

   i. The inception of the School Health Education Program began around 1974 in another department and school (Social Work and Health Services). The School Health Education Program offered a Bachelor’s Degree and certification to teach Health. During the academic year of 1991-1992 the School Health Education Program moved to the Physical Education Department (now the Exercise Science Department) in the School of Education and became a graduate program with an undergraduate minor in health.

   The Master of Science Degree in School Health Education is designed to provide students with the academic background to teach Health Education in grades Pre-Kindergarten through 12. This Program educates students to plan, implement, and evaluate a Comprehensive School Health Education curriculum in schools. Students completing the program may obtain an initial certification, cross-endorsement, or master’s degree only in School Health Education. Our mission is to provide students with the content, skills, and pedagogy necessary to prepare them to teach effective health education Pre-K – 12.

   ii. To apply for the first national accreditation required the program to design changes in the curriculum for two new courses and revisions of four courses to meet the National Health Education Standards (AAHE) using the Comprehensive School Health Education curriculum. Students must learn pedagogical skills necessary to teach the ten specific health content areas (e.g., mental health, drug education, communicable diseases, consumer health, etc.). With the curriculum revisions we also continued to meet the State requirements for certification and cross endorsements.

   Since 2004, the School Health Education Program has been nationally recognized as an accredited program by the American Association for Health Education (AAHE) and the National Council for Accreditation of Teacher Education (NCATE).

   iii. Our students’ demographics have remained consistent. The majority of our students teach health in middle school and high school. However, some students have been hired to teach health in elementary schools in several districts throughout Connecticut (e.g., Hartford, Fairfield, and Ridgefield). There is a continuous need for our students to obtain their certification to teach health. Most school districts in Connecticut will only hire physical education teachers who have a cross endorsement in health education. Our program serves all school districts in our state.
iv. We recruit mostly students with an undergraduate degree in physical education that want a graduate degree in school health education. Although we do not formally advertise our program, we do attend open houses, conferences and workshops where perspective students learn about our program. We draw students from the University of Connecticut, Springfield College and school districts throughout Connecticut. Alumni have also shared their experiences with colleagues at their school that have become students. Many initial certification students hold a Bachelor’s degree in a variety of non-education majors such as human development, communication, journalism, and business.

Since we are the only graduate school health education program in the state we draw students from all areas of the state as well as New York and Massachusetts. They come from a variety of educational backgrounds with the majority being physical educators.

b. Is there anything else you would like us to know? (Issues you might choose to discuss could include visibility of the program, relationships the program has external to the university, changes in the economic support for the program, staffing, etc.) (150 words)

Our program is very visible because the state and students recognize that we are the ONLY graduate school health education program in the State that offers a certification or cross-endorsement in School Health Education.

We have developed relationships with teachers that are now trained to be cooperating student teacher supervisors. Several of our professors have also served as advisers and evaluators for State programs that help our students become a part of new changes and initiatives taking place in the state. Some faculty have also worked with schools/school districts in developing their health education curriculum. This has enhanced our visibility outside of the University and within the State.

Many students come into the program that obtained a Bachelor’s Degree in non-teaching majors with a desire to become a health education teacher. They enroll in our program so they can pursue this career.

2. External Demand for the Program

a. Using the data provided, review and explain the relationship between the program and external factors that impact the:
   i. number of applicants and percentage of applicants accepted
   ii. 5-year enrollment trends (450 words)

   i. Number of applicants and percentage of applicants accepted
ii. 5-year enrollment trends

<table>
<thead>
<tr>
<th>Enrollments</th>
<th>Fall '08</th>
<th>Spr '09</th>
<th>Fall '09</th>
<th>Spr '09</th>
<th>Fall '10</th>
<th>Spr '11</th>
<th>Fall '12</th>
<th>Spr '12</th>
<th>Fall '13</th>
<th>Avg</th>
<th>Spring Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
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<td>19</td>
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<tr>
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<tr>
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</tr>
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</table>

i. The applications for admissions to our program are reviewed by the program Coordinator. Admission requirements include submitting an application through the School of Graduate Studies, a minimum GPA of 3.0, two letters of recommendation, and a 250-word essay. Additional requirements must be met for initial certification applicants. There are five options for Master’s of Science in School Health Education (master’s degree only, master’s degree with certification, master’s degree and cross endorsement, certification only, and cross endorsement only).

Applications have decreased as shown in the above five-year span. The acceptance rate also varied because some applicant’s files were incomplete or they chose not to attend for various reasons. But most applicants that meet the requirements for admissions are accepted.

ii. With the economic status of many school districts and limited employment opportunities, some applicants that wanted to begin their Master’s degree program delayed their enrollment until they felt comfortable financially. Many of our students are full-time teachers so their enrollment is usually part-time. If they could not or wish not to use financial aid they pay for their courses as they take them. This may require some students to enroll in one course a semester instead of two courses. Most students still finish the Master’s within the six year guideline. Some applicants have expressed a desire to enroll but hesitate for fear of not finding employment because of budget restraints in school districts. However, the majority of our initial certification students are hired right after their student teaching experiences. Many schools do not follow the state requirements for providing health education. Since the majority of our candidates work full time in the public schools, we have always had more part-time students than full-time student enrolled. This trend will most likely continue.
b. Which employers, institutions and/or communities benefit from this program? Describe how the program meets the needs of the state (e.g., economic, cultural, civic, etc.)? (150 words)

Throughout Connecticut public middle and high schools (and some private schools) benefit from our program, as it is the only school health education master's degree program in the state. Having an advanced degree or master’s is required of all teachers in Connecticut. This provides us the opportunity to reach all teachers that want to teach health full-time or as part of their assignment as physical education teachers. The program meets a necessary and important need for the state. The need for health teachers will continue as some teachers retire. Our non-certification master’s degree candidates find employment in community, non-profit and private organizations, medical settings, other health organizations, and privately as health coaches.

c. Is there anything else you would like us to know? (Issues you might choose to discuss could include competition from local, regional, and other institutions.) (100 words)

The economic trend that has affected our enrollment may change to increase enrollment. With new enforcement of state requirements that require all school districts teach school health, we anticipate that our enrollment will increase to the levels of 2008-2009. We have some competition with online programs because some teachers are also coaches which limits their time to take on ground courses. However, we have attempted to address this need by offering four courses as online or hybrid. We also are looking at options for changing other courses to online courses in order to better accommodate our students.

3. Internal Demand for the Program

a. Using the data provided, please describe how courses in your program serve students in other programs. What percentage of students in your courses comes from other programs? Please provide enrollment data for graduate courses offered by your department that are required for other graduate programs. (Some of your discussion in this section may be repetitive, but is important in understanding the internal demand for the program.) (100 words)

As a requirement for certification by the State of Connecticut ALL education majors (undergraduate and graduate) are required to take SHE 203 School Health and SHE 301 Drug Education (undergraduate)/SHE 547 Drug Education Institute (graduate). The majority of students in these courses come from other programs. Students in other programs (e.g., public health, special education, elementary education, and physical education) enroll in our other courses. Over the last five years the percentage of students from other programs taking our other courses ranged from 10% to 35%. There are no courses offered in our program that are required by other programs.
b. How is enrollment for your graduate program influenced by enrollment in your undergraduate program? Is there potential for a formal pathway between the two programs? (100 words)

Students with a minor in School Health after graduation may enroll in the master’s initial certification program. If so, they would have taken most of the prerequisite courses required for admission into the program. Some physical education students enroll in our graduate courses (e.g., Drug Education, Group Process, and Sex Education) to obtain a cross endorsement in health. The Exercise Science and School Health faculty have also talked about creating a five year program (4 plus 1) to accommodate the students that want to obtain their master’s degree prior to obtaining their first teaching position.

c. How reliant are you on non-program students taking your courses? (100 words)

Our program is not reliant on enrollment from students in other programs to take our classes. Some Liberal Studies students enroll in our undergraduate school health education minor that also want to enroll in the master’s program to obtain their certification to teach health. These students are welcome and appreciated because they may bring a different perspective, however we are not reliant on their enrollment.

d. Does the program produce services needed by other parts of the campus (e.g. clinics, testing services)? (100 words)

The program offers two undergraduate courses: School Health (SHE 203) and SHE 301 Drug Education/SHE 547 Drug Education Institute (graduate) that are required by the State of Connecticut for certification in any subject area. Twelve sections (two online) of SHE 203 with 20–25 students each are offered each fall and spring semester. There is one winter break section and two in the summer with enrollments between 15 and 20 in each. Two sections of SHE 301 are offered spring semesters with enrollments of 25, and one section of SHE 301/547 during the summer with an enrollment of 15-20.

e. Is there anything else you would like us to know? (100 words)

Some teachers in elementary schools that teach physical education and other subject areas are interested in enrolling in the School Health Education program because they feel a need to learn more about pedagogy to teach health. We have had students complete our program that have an initial certification in special education and elementary education. Their enrollment brings another dynamic to our courses that help health teachers include the needs of a diverse student population in their classes.

4. Quality of Program Inputs and Processes

a. Please provide a narrative of how the qualifications and assignments of your full- and part-time faculty align with and support the program. Please include a discussion of the
challenges and successes the department faces in providing qualified faculty to meet the needs of the program. In those programs where it is appropriate, please discuss the integration of adjuncts into the program’s curriculum. (450 words)

Previously, we had four faculty members but one retired in 2010. She was replaced with a new hire in 2012. In August 2013 another faculty member retired. Currently we have three full-time faculty members. All faculty members have doctorates in health education and have conducted research on various health topics and issues.

The full-time faculty teach the following courses: Susan Calahan (program coordinator); Health and Society (SHE 500), Drug Education (SHE 547), Adolescent Health (SHE 599), Thesis/Special Project Seminar I (SHE 590), Thesis/Special Project Seminar II (SHE 594), and School Health (SHE 203). Aukje Lamonica; School Health Intervention (SHE 552), Sex Education (SHE 561), Methods of Planning and Evaluation in School Health (SHE 556), and School Health SHE 203. Doris Marino; School Health Education Foundations (SHE 505), Research Techniques (SHE 554), Curriculum Development in Health Education (SHE 560), Organization and Administration of School Health (SHE 570), Drug Education SHE (301), Mental Health (SHE 302), and School Health (SHE 203).

Three graduate courses are taught by adjunct faculty members. Group Process (SHE 558) is taught by an adjunct that has taught this course for over twelve years and has a 6th year degree in Counseling. Holistic Health (SHE 579) is also taught by an adjunct with a certification in School Health Education. School Health Nutrition (SHE 511) is taught by an adjunct that has three degrees in Nutrition and received her certification in School Health Education. Four sections of SHE 203 are taught by three adjunct faculty members and adjunct faculty also teach one section of SHE 301 and SHE 411 Secondary Health Methods. All adjuncts have advanced degrees in health education and most are graduates of our program.

We regularly depend on an adjunct faculty member to supervise our student teachers because she currently teaches at a local high school and can readily support our students in the field. This adjunct also has knowledge regarding expectations of cooperating teachers as well as the state providing additional support for our students.

b. Briefly describe the merits and logic of your curriculum. (250 words)

The School Health Education program curriculum meets all of the National Health Education Standards (NHES) and the American Association for Health Education (AAHE)/National Council for the Accreditation of Teacher Education (NCATE) National Health Education Teacher Preparation Standards. Courses are sequenced to address the comprehensive school health curriculum regarding the knowledge, attitudes, and skills needed to design and implement curricula grades Pre-K – 12. The expectations of students acquiring the knowledge and skills comply with the accreditation standards at the state and national levels.
c. How dynamic is your program? Please identify and describe what procedures are in place to provide continued, regular evaluation and review (include formal and informal activities). Describe the impact of the review on the program and curriculum (e.g., FAAR data may be used as evidence, as well as other documentation of changes to the curriculum). (300 words)

The program must meet the health education professional teacher preparation standards of AAHE and the Connecticut State Department of Education requirements for accreditation. These standards provide the foundation for the curriculum of the program. Student performance regarding these standards are assessed using rubrics for key assignments in specific courses and documented using Tk20, the University’s online assessment software system. We also must meet the Graduate Academic Standards of the University’s Graduate Council. We submit self-studies for review every five years to the Graduate Academic Standards Committee and every seven years to AAHE/NCATE for accreditation review.

The AAHE/NCATE Specialized Professional Association (SPA) accreditation report is reviewed nationally to assess how our program and our students are meeting the professional standards. Our accreditation is dependent on our demonstration through the curriculum and data from student assessments that we adhere to the standards. Students must also demonstrate that they have met all standards and pass the Praxis II examination for certification if they are obtaining a cross-endorsement or initial certification in health education.

To prepare for the five year review for the Graduate Academic Standards Committee we conduct a survey of current students and alumni that addresses our curriculum. The semester course evaluations are also used to address curricula changes. These reviews are included with our assessment when the faculty discusses curriculum changes that may be needed.

Faculty members also keep the program dynamic by regularly updating the curricula, staying active professionally in the field of health education and school health by attending conferences, conducting research and other creative activity including the latest research from readings, assignments, and topics of discussion regarding scholarship in the field. To meet the needs of students, we have made some courses more available by offering four online or hybrid courses. We recognize that the weekly face-to-face seminar-style classes are also beneficial.

d. Is there anything else you would like us to know? (Issues you might discuss could include the quality of your incoming students, or a comparison of your curriculum, courses, assessments, experiences to similar programs. How does your program better serve students than similar programs offered elsewhere?) (200 words)

The quality of incoming students based on their GPA above 3.0 has increased in the last five-years. We draw from many students that obtained their undergraduate degree in physical education which requires them to maintain a GPA of 2.7 or above. Most students outside of education may not have the 3.0 for admission. In the past we
would apply for a QPR waiver for those that fall below 2.7 or 2.5. In the last two years we have not accepted those students. We also draw students that have high GPA's from undergraduate program from universities outside of Connecticut.

Our curriculum and assessments by the state and national organization for accreditation compares our program to similar national schools that are accredited which assures that we are within the ranks of those recognized nationally. We are required to meet all eight standards to receive this recognition. We are completing our third accreditation evaluation by AAHE/NCATE. The Graduate Academic Standards Committee also approved our program in October 2011.

5. Quality of Program Outcomes

a. How does your program use assessment data to ensure quality of student outcomes? Describe the quality of your program outcomes. (e.g., G.P.A., Student Opinion Surveys, course evaluations, alumni surveys, professional assessment/evaluation, other assessments, and participation in groups or organizations that focuses on pedagogy or andragogy. Insert a table listing your program outcomes. Note that the table does not count in the word limit). (900 words)

The School Health Education Program is committed to excellence in the preparation of professional graduate level school health educators. The program uses a variety of sources and a philosophy of health education to develop its knowledge base, goals, and student outcomes. We espouse the conceptual framework CALL recently developed by the School of Education: Collaborating, Applying, Leading and Learning. Sources currently being used to develop the curriculum and knowledge base include:

3. Ten major content areas identified in widely accepted definition of Comprehensive School Health Education.
4. The Connecticut Council of Chief State School Officers (CCSSO), the State Collaborations on Assessment and Student Standards (SCASS), and Health Education Assessment Project (HEAP).
5. Common Core of Teachers Portfolio assessment.

The above sources have provided the high quality program that has created a dynamic program that serves the needs of many school districts.

The student performance objectives are:
1. Students will be prepared to take and pass the Praxis II Exam as evidences by passing the exam.

2. Students will meet the Connecticut State Teaching competencies as evidenced by achieving the performance indicators for those standards.

3. Students will meet the American Association for Health Education and the National Council for Accreditation of Teacher Education standards by achieving the key elements for those standards.

4. Students will express their level of satisfaction with the School Health Education Program as evidenced by results from program surveys.

5. Students will be prepared for employment as school health educators or in related fields as indicated by the results from program surveys.

6. Students will be prepared to teach the 12 skills in health education and the ten major content areas as identified in the definition of Comprehensive School Health Education as evidenced by course grades.

7. Students will know and use the ten principles of the Connecticut Council of Chief State School Officers (CCSSO), the State Collaborations on Assessment and Student Standards (SCASS), and the Health Education Assessment Project (HEAP).

i. Overall GPA for enrolled students

<table>
<thead>
<tr>
<th></th>
<th>Fall '08</th>
<th>Spr '09</th>
<th>Fall '09</th>
<th>Spr '09</th>
<th>Fall '10</th>
<th>Spr '10</th>
<th>Fall '11</th>
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<th>Fall '12</th>
<th>Spr '12</th>
<th>Fall Avg</th>
<th>Spring Avg</th>
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<tbody>
<tr>
<td>Students</td>
<td>48</td>
<td>52</td>
<td>47</td>
<td>52</td>
<td>44</td>
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<td>34</td>
<td>23</td>
<td>19</td>
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<td>41</td>
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<tr>
<td>Overall GPA</td>
<td>3.79</td>
<td>3.84</td>
<td>3.87</td>
<td>3.86</td>
<td>3.79</td>
<td>3.8</td>
<td>3.75</td>
<td>3.72</td>
<td>3.92</td>
<td>3.96</td>
<td>3.82</td>
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ii. Student Opinion Survey Results

<table>
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<tr>
<th>Course Information Survey</th>
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<th>AY 09/10</th>
<th>AY 10/11</th>
<th>AY 11/12</th>
<th>AY 12/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods of instruction have helped me understand the subject matter.</td>
<td>89%</td>
<td>90%</td>
<td>78%</td>
<td>70%</td>
<td>87%</td>
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<tr>
<td>Reading the assigned material has helped me understand this subject.</td>
<td>80%</td>
<td>94%</td>
<td>82%</td>
<td>86%</td>
<td>91%</td>
</tr>
<tr>
<td>Exams and out-of-class assignments have helped me understand the subject matter.</td>
<td>85%</td>
<td>94%</td>
<td>84%</td>
<td>80%</td>
<td>91%</td>
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<tr>
<td>Number of exams &amp; other graded assignments has been sufficient to evaluate my progress.</td>
<td>88%</td>
<td>92%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>My experiences in this class make me want to learn more about this subject.</td>
<td>85%</td>
<td>91%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would rate the quality of instruction in this course as high.</td>
<td>84%</td>
<td>95%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would rate the overall quality of this course as high.</td>
<td>85%</td>
<td>92%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course helped me meet the learning goals.</td>
<td></td>
<td></td>
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</table>
This course evaluated how well I met those learning goals.

<table>
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<tr>
<th>Statement</th>
<th>85%</th>
<th>91%</th>
<th>87%</th>
</tr>
</thead>
<tbody>
<tr>
<td>My experience in this course helped me appreciate this subject.</td>
<td>79%</td>
<td>80%</td>
<td>91%</td>
</tr>
<tr>
<td>The instructor provided regular feedback on my performance in this course.</td>
<td>82%</td>
<td>91%</td>
<td>98%</td>
</tr>
<tr>
<td>The instructor had high standards for student achievement.</td>
<td>84%</td>
<td>93%</td>
<td>96%</td>
</tr>
<tr>
<td>The instructor encouraged me to take responsibility for my own learning.</td>
<td>87%</td>
<td>95%</td>
<td>93%</td>
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The School Health Education program uses several assessment methods to measure student and program outcomes to continuously improve the quality of the program:

1. Students are required to maintain a GPA of 3.0 or better in program academic courses to graduate. Students GPA since fall 2008 increased from 3.79 to 3.96 (spring 2013).
2. Students are required to obtain a passing score of 650 on Praxis II (initial certification and cross endorsement) – The National Examination of AAHE. Our program has a 100% pass rate for the last seven years.
3. Survey results from alumni and current students cited that faculty members are approachable, easily accessible, caring, and enthusiastic about teaching. Students recognize that we provide current knowledge in our field.
4. The student teaching experience has provided them with an opportunity to use their knowledge and skills to enhance them in employment. Some have been hired immediately after their student teaching assignments.
5. Course evaluations are completed by students each semester. Most students agree or strongly agree 80 – 100% on parameters of the student survey indicating that classes are intellectually stimulating, instructors are available and their points are clear. Students overall rated the courses and the instruction high (95%).
6. Student Outcome has improved as evident of 100% pass rate of Praxis II which can be attributed to revisions of courses in the curriculum.
7. Feedback from Cooperating teachers and supervisors have expressed that our student teachers are well prepared to become teachers.
8. Program outcomes benefited by revising several courses with two in particular, Research Techniques and Curriculum Development in School Health.
9. Another Program outcome has resulted in adjustment of courses content in several courses.
10. Student outcomes have also improved and shown by the quality of the capstone experience in their Special Projects.

b. Is there anything else you would like us to know? (Issues you may choose to discuss could include preparing your students for employment or further scholarly pursuits. Where possible provide data driven examples, e.g., number of students who pass the licensing exam). (300 words)
Two measures reported above indicate that our students achieve an average GPA of 3.79 to 3.96 and 100% pass rate for the Praxis II exam. We also assess students obtaining employment after graduation. In spite of the economic challenges of school districts, most of our graduates have obtained employed within the first or second year of applying for teaching positions. Students enroll in the program are mostly part-time and take two courses each semester, fall, spring and summer. Approximately 95% of students complete the program within two to three years. Students support each other in the process of completing their requirements and network among each other to share employment positions that may be coming up. Although we do not have a cohort by design many students seem to take courses together that allows them to work together on projects and get to know each other that supports continuous relationship even after graduation. Some are also colleagues on the jobs or work together within their school district. This has added to their success in the classroom.

After graduation many students enroll in a sixth year program in another area of education to obtain a certification in administration. Some students expressed a desire to complete their sixth year in School Health Education. With more faculty members we could develop other courses that would allow for a sixth year degree.

6) Size, scope and productivity of the program

a. How many credit hours does the program generate? (Table generated by OMIR)

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<th>Credits Generated</th>
<th>AY 08/09</th>
<th>AY 09/10</th>
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<th>AY 11/12</th>
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<tr>
<td>Total Academic Credits</td>
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<td>Major Credits</td>
<td>525</td>
<td>486</td>
<td>465</td>
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<tr>
<td>Total Students</td>
<td>225</td>
<td>208</td>
<td>200</td>
<td>121</td>
<td>106</td>
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</tbody>
</table>

b. What degrees or certificates are awarded? (This is a simple list of degrees and will list only one degree or certificate unless you are one of the programs approved to report your data in combination)(in table form with item c)

Master of Science Degree

c. How many degrees or certificates have been awarded (five year data)?

<table>
<thead>
<tr>
<th>Degrees Conferred</th>
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<th>AY 09/10</th>
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<th>AY 11/12</th>
<th>AY 12/13</th>
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<td>MS-School Health Education</td>
<td>14</td>
<td>29</td>
<td>18</td>
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d. Using the data provided, present and discuss the record of the graduate faculty in research/creative activity. (200 words)

Category Counts by Program Faculty Productivity Data-Master of Science in School Health Education

Report Run Date: February 9, 2014
Report Date Range: July 1, 2009 to June 30, 2013

Professional Presentations

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<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Publications</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Professional Conference Participation

<table>
<thead>
<tr>
<th>Role</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendee</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>

Contracts, Grants and Sponsored Research

<table>
<thead>
<tr>
<th>Type</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sponsored Research</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The FAAR data that generated the above report is not accurate because several faculty members did not consistently submit their information to FAAR. Two faculty members presented papers at state/national conferences that are not reflected in the above table. It also does not include grants that were submitted and not funded. Our newest faculty member has presented papers at national conferences in the past year that are reflected in the table but was not captured by FAAR. Two faculty members have ongoing research to be published that is in the manuscript draft stage. In the past year, three faculty members combined attended nine state, regional, or national conferences.

Faculty members have reviewed book and journal manuscripts, written a book chapter, conducted written national accreditation program review reports, accreditation audit reports, and other scholarly papers. Our faculty members are committed to teaching students and engage in creative activity by conducting
research and presenting scholarly work in the field. Over five years ago one faculty member received sabbatical leave addressing a new topic in Health Education, Pet Assisted Therapy.

e. What types of student or student/faculty research or creative activity have been developed and or produced (e.g., include theses, dissertations, special projects)? (100 words)

Two capstone courses (SHE 590 and SHE 594) require all students to complete a thesis or special project to earn a Master’s Degree. Each year we have 5 to 25 students’ complete special projects. Over the last two years students have been required to have a second reader. Approximately 111 students have completed special projects over the last five years (see Table above).

In 2012 two students presented their research at the Connecticut Association of Health and Physical Education, Recreation and Dance state conference. Currently a student is working to develop a book from the topic of her special project.

f. In your narrative discuss how all these data impact or have impacted the size, scope or productivity of your program. (200 words)

Our faculty research interests span topics taught within the content and applied skills of health education. Data from the above report do not reflect what faculty members are actually doing to produce creative work. The demands of preparing accreditation reports if recognized as creative activity would increase our productivity. One faculty member has been the NCATE accreditation coordinator for the entire School of Education that has taken up her research time for the past two years. She also wrote the previous SOE accreditation report (2008-2009). Once this process is completed she will return to completing research projects that she has started. Another faculty member is using two years of data on the effect of teaching online versus on ground courses. The findings will be used to assess how best to present the curriculum for this course (SHE 203).

Our faculty plan to continue engaging in creative activity in their respective areas of expertise.

g. Is there anything else you would like us to know (this might include a discussion of equipment purchased solely for the purposes of the graduate program)? (100 words)

The added load of being short one faculty member for several of the past five years has made time for research difficult. The department has purchased iPads for each faculty member and our program has purchased a white board, ceiling projector, and laptop for our conference room where we sometimes hold small classes. Despite decreased class size for some courses the latest equipment is being used. Students have expressed their appreciation of having the equipment available for use in class.
7) Revenue and other resources generated by the program

a. What are the sources and how much revenue does the program generate through student enrollments?

Cost Revenue

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Student Tuition and Fees</th>
<th>Other Revenue</th>
<th>Grand Total Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>474,823</td>
<td>125,155</td>
<td>599,978</td>
</tr>
<tr>
<td>2011</td>
<td>468,948</td>
<td>156,894</td>
<td>625,842</td>
</tr>
<tr>
<td>2012</td>
<td>328,229</td>
<td>128,919</td>
<td>457,148</td>
</tr>
</tbody>
</table>

b. What are the sources and how much additional revenue does the program generate through fees such as laboratory or special user fees? (50 words)

There is no additional revenue generated from laboratory or special user fees in our program.

c. What are the sources and how much revenue does the program generate by services (e.g., external or to other programs)? (50 words)

There are no revenues generated from services provided by faculty members. However, some faculty serve as consultants to other programs or community organizations.

d. In the narrative on this section discuss how the revenues and other resources impact the size, scope and productivity of your program? (100 words)

The program revenue is generated only by student enrollments which require us to adapt to the location of our classroom. If we had the revenue we would ask to be housed in classrooms with the other Exercise Science faculty in Pelz. This would allow for easier research collaboration and interdisciplinary research. The scope of our program continues, but if we had additional revenues we would address how to create a five-year program for students to earn their master’s degree in the fifth year.

e. Is there anything else you need us to know? (You may wish to discuss grant activity, gifts to the University, etc.) (100 words)

The Exercise Science Department in which the School Health Education is a program, was seeking a gift to remodel the Pelz building. Originally faculty wanted space to expand Pelz so that faculty in our program could be in the same building. However, these funds were not received.
Our faculty plan to seek CSU and/or national grants to conduct research in adolescent health behaviors.

8) **Costs and other expenses**

   a. What are the total costs of the program? (Table)

   b. What is the ratio of costs to revenues? (Table)

**Total cost of Program and ratio of cost to revenue**

<table>
<thead>
<tr>
<th>Year</th>
<th><strong>Employee Compensation</strong></th>
<th><strong>Operating Expenses</strong></th>
<th><strong>Allocated Overhead And Indirect Costs</strong></th>
<th><strong>Grand Total Costs</strong></th>
<th><strong>Net Income/ (Loss) Per BCH</strong></th>
<th><strong>Ratio of Costs to Revenue</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>(290,121)</td>
<td>(4,934)</td>
<td>(399,014)</td>
<td>(624,069)</td>
<td>(92.95)</td>
<td>1.16 : 1.00</td>
</tr>
<tr>
<td>2011</td>
<td>(313,010)</td>
<td>(10,628)</td>
<td>(396,628)</td>
<td>(720,265)</td>
<td>(92.21)</td>
<td>1.15 : 1.00</td>
</tr>
<tr>
<td>2012</td>
<td>(202,660)</td>
<td>(9,509)</td>
<td>(277,886)</td>
<td>(490,055)</td>
<td>(45.02)</td>
<td>1.07 : 1.00</td>
</tr>
</tbody>
</table>

   c. What investment in new resources does the program require? (200 words)

   The program would benefit from another faculty line, space to teach our classes close to our offices and resources for students to engage in research. Students typically enroll part-time because of financial constraints. If students could attend full-time and receive research fellowships faculty could participate in more research with students, especially those that want to continue to obtain a doctoral degree.

   Given an opportunity to obtain a grant to fund interdisciplinary work faculty members in departments across other programs, would be dynamic to create other courses to reach a larger population of graduate students. Our program could also benefit with institutional assistance in advertisement and promoting our program.

   d. What demonstrable efficiencies exist in the way the program is operated (e.g., summer courses; cross-listed courses, etc.)? (100 words)

   Course offerings are designed so that students can attend part-time and complete the program in two to three years. We offer two or three courses in the summer. This also draws students that want to obtain six credits to meet continuous certification requirements.

   During the admission process students must participate in an interview with the program coordinator. The interview includes completing the Planned Program and outlining a schedule for when they will take each course. This schedule allows the program to project class enrollments several years ahead.
9) **Impact, justification, and overall essentiality of the program**

a. How does this program connect to the University’s mission statement and/or the Graduate School’s mission statement? (100 words)

The School Health Education program’s mission is consistent with the University and the School of Graduate Studies’ mission statements. Our mission also empowers students with the knowledge, skills and values to be life-long learners and practitioners. This also provides students with leadership skills to affect change in their school district, the state and beyond. Our program supports students to achieve their professional goals.

b. How does this program respond to societal needs that the institution values? (e.g., producing a critical thinking, educated citizenry; improving the state’s workforce; meeting health care needs of the community, etc.)? (100 words)

The majority of our graduates become employed in our state schools and remain Connecticut citizens. Students as leaders engage in community service and volunteer activities mostly through their school districts. Teachers also work with volunteer organizations, such as American Heart Association, American Cancer Society, and other agencies. Our alumni serve as mentors in their schools and to our students.

The number one societal goal of our students as health educators is to educate the youth of our State as to how to live healthy and fulfilling lives.

c. To what extent does this program help the institution differentiate itself from similar programs at peer institutions? (100 words)

Southern Connecticut State University is the ONLY institution in Connecticut that offers a graduate program in School Health Education. Other colleges and universities in Connecticut do not. We offer an accredited program that is recognized nationally and by the State. We will continue to serve all teachers seeking to obtain a master’s degree and/or certification or cross endorsement to teach health education in grade Pre-K through 12.

d. Is there anything else you would like us to know? (100 words)

A new State law, effective 2015, indicates the master’s degree for teachers must be in a subject area other than pedagogy. This could significantly increase demand for cross endorsements in our program and essentiality for our program. Inquiries about our program have increased significantly.

The quality of our program supports the value of our program. It serves needs of students, teachers, and all school districts in Connecticut. We value educating our students so they can be the best professionals in the field who in turn have a positive impact on the health and well-being of the youth in our State.
10) **Opportunity analysis of the program**

a. Describe the external opportunities for strengthening your program. (300 words)

There are several external opportunities for funding that would strengthen our program. Namely, training grants through the National Institute of Health, the Department of Education, the Center for Disease Control and Prevention and other non-profit organizations. A training grant to support the enrollment of minority applicants and international students would bring diversity to our student that would add to our program. Working with international programs and offering a summer study aboard program would introduce a global perspective that we discuss in class. There is a tremendous need for relationships in many urban and rural communities to learn preventive approaches to enhance their health, both in schools and the community. Faculty could work with school districts to develop advisory committees, design comprehensive school health education curricula, after school health education programs, an assessment/evaluation model to improve curricula, strategies to improve student’s health behavior.

Some of these opportunities could also serve pre-school programs to begin positive health behavior and reduce overweight and obesity before it reaches stages of early diseases. A parent component and newsletter would support behavior changes that could start in the home. Another opportunity is to train upper level (high school students) to be peer mentors to younger students that would support their physical activities and change in nutrition habits.

b. Describe the internal opportunities for strengthening your program. (300 words)

As we take advantage of opportunities to strengthen our program we look to enhance research and provide services in urban setting, especially at the Pre-K and elementary levels. Offering programs and updates in lectures from experts in the profession would add a broader dimension for school health education students and school districts. This would require some internal funding to support involving the community and alumni.

Another tremendous opportunity would be to have a series of professional development lectures or workshops on the latest health education knowledge, skills, and pedagogy for our alumni in Pre-K-12. These workshops would also include interdisciplinary faculty in physical education, public health, social work, elementary education and special education. The same could be done for alumni in secondary education.

The University would also benefit by developing a collaboration with other programs and departments across schools to form an interdisciplinary study of health education in departments in Arts and Sciences (Biology, Art, Music, Psychology and Women
Studies), Health and Human Services (Social Work, Nursing, Marriage and Family Counseling, Public Health and Communication Disorders) and Education (Counseling and School Psychology, Elementary Education and Special Education).