



Bachelor of Science in Health Promotion Studies

Standalone Baccalaureate Program Accreditation Self-Study Final Report

**Submitted to:
Council on Education for Public Health
March 2018**

Table of Contents

	Page
Directory of Templates	iii
Directory of Tables and Figures	iv
List of Acronyms.....	v
Background	1
1.0 Leadership, Management and Governance	3
1.1 Organization	3
1.2 Administrative Autonomy	7
1.3 Administrator/Faculty Responsibilities	9
1.4 Faculty Engagement	21
1.5 Information Accuracy	23
2.0 Resources	25
2.1 Faculty Resources	25
2.2 Faculty Mix	29
2.3 Student Enrollment.....	33
2.4 Student-Faculty Ratios.....	35
2.5 Financial/Physical Resources	39
2.6 Support Services	41
3.0 Faculty Qualifications	45
3.1 Faculty Qualifications	45
3.2 Designated Leader	57
3.3 Practitioner Involvement	59
3.4 Informed and Current Faculty	65
3.5 Graduate Students	67
4.0 Curriculum	69
4.1 General Undergraduate Curriculum	69
4.2 Public Health Curriculum	75
4.3 Specific Credentials	99
4.4 Public Health Skills	101
4.5 Cumulative and Experiential Activities	105
4.6 Cross-cutting Concepts	109
4.7 Syllabi	115
5.0 Program Effectiveness	117
5.1 Mission	117
5.2 Student Learning Outcomes	119
5.3 Regular Review of Mission and Student Outcomes	121

5.4 Programmatic Effectiveness	123
5.5 Graduation/Job Placement Rates	137
5.6 Programmatic Review and Improvement	143
5.7 Student Complaint Processes	145
6.0 Advising	149
6.1 Student Advising	149
7.0 Diversity	153
7.1 Diversity and Cultural Competence	153
8.0 Distance Education Programs	157
Index to Electronic Resource Files	159

Directory of Templates

	Page
Template A-1.....	3
Template A-2.....	7
Template A-3.....	10
Template B.....	30
Template C.....	33
Template D.....	36
Template E.....	38
Template F.....	40
Template G.....	42
Template H.....	47
Template I.....	60
Template K1.....	71
Template K2.....	73
Template L-A.....	80
Template L-B.....	83
Template L-C.....	86
Template L-D.....	89
Template L-E.....	92
Template L-F.....	95
Template L-1.....	100
Template M.....	103
Template N.....	107
Template O.....	109
Template P.....	119
Template Q.....	125
Template R.....	127
Template S.....	140
Template T.....	141

Directory of Table and Figures

	Page
Figures	
Figure 1.1 HPX Department Organizational Chart	4
Figure 1.2 WCSU Academic Schools Organizational Chart	5
Figure 2.1 Trends in Student Enrollment	25
Figure 3.1 Synopsis of CSU AAUP Contract Funds 2017-18	65
 Tables	
Table 1.4.1 HPX Department Committee Membership	22
Table 2.1.1 HPX Department Chair Responsibilities	27
Table 2.5.1 HPX Department Operating Expenses Summary	40
Table 4.1.1 WCSU General Education Competencies and Required HPS Courses	70
Table 4.1.2 Distributional WCSU General Education Curriculum and Required HPS Courses	72
Table 4.1.3 Comparison of Distributional vs. Competency-Based HPS Requirements in each CEPH Domain	74
Table 4.4.1 HPS Program Core Service-Learning Project Activities	101
Table 4.7.1 HPX Department Course Syllabus Requirements	116
Table 5.4.1 HPS Program Advisement Survey Response	131
Table 5.4.2 HPS Program Advisement Satisfaction Results	132
Table 5.5.1 Core Course Timeline and HPS Maximum Time to Graduate	137
Table 5.5.2 HPS Program Internship Enrollment 2014-2017	138
Table 5.5.3 Institutional Level Graduation Rates, HPS and Social Work	138
Table 5.5.4 HPS Program Graduation Rates Based on HPS Cohort Tracking Database	139

ACRONYMS

AAHE	American Association for Health Education
AAS	AccessAbility Services
AAUP	American Association of University Professors
AH	Allied Health Professions Option
BOR	Board of Regents
CCCI	Center for Compassion Creativity and Innovation
CH	Community Health Option
CHES	Certified Health Education Specialist
CIHE	Commission on Institutions of Higher Education
CHOICES	Cultivating Healthy Opportunities In College Environments
CLEP	College Level Examination Program
CSCU	Connecticut State Colleges and Universities
CSU	Connecticut State University
CUCAS	Committee on Undergraduate Curriculum and Standards
DEC	Department Evaluation Committee
ERF	Electronic Resource File
FERPA	Family Educational Rights and Privacy Act
GPA	Grade Point Average
HH	Holistic and Integrative Health Option
HPS	Health Promotion Studies
HPX	Health Promotion and Exercise Sciences Department
IHHS	Institute for Holistic Health Studies
NEASC	New England Association of Schools and Colleges
NCHEC	National Commission for Health Education Credentialing, INC
PCAAP	Pre-Collegiate and Access Programs
PRC	Program Review Committee
SABPAC	SOPHE/AAHE Baccalaureate Program Approval Committee
SBP	Standalone Baccalaureate Program
SEI	Student Evaluation of Instruction
SFR	Student Faculty Ratio
SOPHE	Society for Public Health Education
SPS	School of Professional Studies
SW	Social Work Department
UPBC	University Planning and Budget Committee
WCSU	Western Connecticut State University
WM	Wellness Management Option

BACKGROUND

The Bachelor of Science in Health Promotion Studies (HPS) program in the Department of Health Promotion and Exercise Sciences (HPX) at Western Connecticut State University (WCSU) is seeking the Council on Education for Public Health (CEPH) Standalone Baccalaureate Program (SBP) accreditation. This following background information on our HPS degree program is provided to assist your review and help put the program into perspective. The HPX Department is one of four departments in the School of Professional Studies (SPS) at WCSU; Nursing, Social Work, and Education and Educational Psychology are the other departments in the SPS. The SPS is recognized for its unique and dynamic educational, applied research, and community service components and is the principal center for the professional studies of education, nursing, health promotion, and social work for the western region of Connecticut. The SPS is a multidisciplinary, professional education school that places student learning first, integrates theory with practice, prepares competent beginning professionals, and contributes to the education, health, and social welfare of the greater community.

The HPX Department strives to educate all WCSU students about the importance of making healthy lifestyle choices to encourage life-long optimal health and well-being. The Bachelor of Science in Health Promotion Studies (HPS) degree is one of two degree programs offered in the HPX Department; the other degree program is a Bachelor of Science in Health Education, pre-K – 12. Both programs are 120 credits which include major requirements (including a 12-credit field experience), general education requirements, and free electives. The HPS BS degree program offers students four options: Allied Health Professions, Community Health, Holistic and Integrative Health, and Wellness Management. Following completion of a Bachelor of Science in Health Promotion Studies, students will be prepared to sit for the national Certified Health Education Specialist (CHES) examination. Our graduates are prepared for entry-level, certified health education specialist (CHES) positions in a wide variety of private and public settings (i.e. corporations, hospitals, schools, community organizations and other multi-public service organizations) and for graduate programs (Public Health, Health and Physical Education, Health Administration, Physical Therapy, Occupational Therapy, Chiropractic, Naturopathy, Physician Assistant, etc.). In addition to a liberal arts core of courses, students must successfully complete health content and methodology courses, including the use of technology, in order to achieve professional competence as identified by standards set by national credentialing organizations. We use an experiential learning model to provide students with the skills needed to design, develop, implement and evaluate health promotion programs in a variety of settings. Students complete 15-credits of content-based courses in their chosen option to provide a wellness-focused view of health as a multidimensional concept that encompasses more than the mere absence of disease. We approach health promotion from an ecological perspective to demonstrate the importance of the influence of factors at the individual-level and beyond on healthy lifestyle choices.

The HPX Department has gone through many changes since its initial creation in January 2003. At that time, the Physical Education and Health Sciences Departments received University approval to merge, becoming the HPX Department. The HPX Department offered two degree programs: a Bachelor of Science in Health Education, pre-K – 12 and a Bachelor of Science in Community Health. In January 2006, the Connecticut Department of Higher Education approved of

eliminating the BS in Community Health and offering a new BS degree program in Health Promotion Studies (HPS) with options in Community Health and Wellness Management. In August of 2008 the core curriculum for the Health Promotion Studies degree was redesigned to create a curriculum that was driven by competency-based objectives derived from ongoing internal and external program evaluations. Our primary focus was to align our program with the Seven Areas of Responsibility for Health Education Specialists as defined by the National Commission for Health Education Credentialing, Inc. (NCHEC) and to create experiential learning opportunities for our students. In the years to follow an interest in holistic healing and physical and occupational therapy increased among the students. In Fall of 2014 the Holistic and Integrative Health option was approved and in Fall of 2015 the Allied Health Professions Option was approved. In addition, students in nursing, psychology, business and communications expressed interest in our programs which resulted in approval to offer minors in Community Health, Holistic and Integrative Health, and Wellness Management in Spring 2016.

The HPX Department has grown from 3 full-time faculty and a part-time internship coordinator in 2003 to seven full-time faculty and a full time internship coordinator in 2016, seven tenure-track positions and one special appointment. Over the past nine years the number of HPS majors has increased by over 200%, from 93 (Fall 2008) to an estimated 288 (Fall 2017), for a net increase of 195 majors. The number of HPS majors increased by 7%, from 269 to 288, in the last year alone, far exceeding the university's current 3% enrollment increase goal. We have been able to support this increase with additional full-time and adjunct faculty. The WCSU student population is diverse and is representative of the diversity of the population in the Western Connecticut area.

The HPX Department core values include: Accountability, Empathy, Role modeling, Student development, Cohesion, Diversity, Health, Honesty/Morals/Ethics, Outreach, and Adaptability. We believe that you will see an application of these values in the self-study report and experience them during your site visit.

Thank you for reviewing our application for accreditation as a Standalone Baccalaureate Program (SBP).

Section 1.0 Leadership Management and Governance

1.0 Leadership, Management and Governance

Criterion 1.1 Organization

The program maintains an organizational description and organizational chart(s) that define the program's administrative structure and relationships to other institutional components. The organizational chart presents the program's relationships with its department(s), school(s), college(s) and other relevant units within the institution.

Program response to 1.1:

The program seeking accreditation is Western Connecticut State University (WCSU) Department of Health Promotion and Exercise Sciences (HPX) B.S. degree in Health Promotion Studies (HPS). This degree program is 120 credits and offers students four options: Allied Health Professions, Community Health, Holistic and Integrative Health and Wellness Management. Template A-1 provides a list of the degree program options in the Department. The Department also offers a BS certificate degree in School Health Education (PK-12), which was accredited in 2014 by the National Council for Accreditation of Teacher Education (NCATE), now known as Council for the Accreditation of Educator Preparation (CAEP). All of our degree programs are campus-based.

TEMPLATE A-1

Instructional Matrix – Degrees and Concentrations			
Degrees		Campus based	Distance based
<i>Concentration (Option)</i>	<i>Degree</i>		
Health Promotion Studies: Allied Health Professions	BS	X	
Health Promotion Studies: Community Health	BS	X	
Health Promotion Studies: Holistic and Integrated Health	BS	X	
Health Promotion Studies: Wellness Management	BS	X	

NOTES:

Degree refers to BA, BS, etc.

Concentration refers to any area of study offered to students in school/program publicity/website, etc., including 'Generalist.'

Distance based refers to degrees/concentrations that can be earned completely via distance learning or with minimum face-to-face interaction required.

Delete all rows/categories that are not applicable.

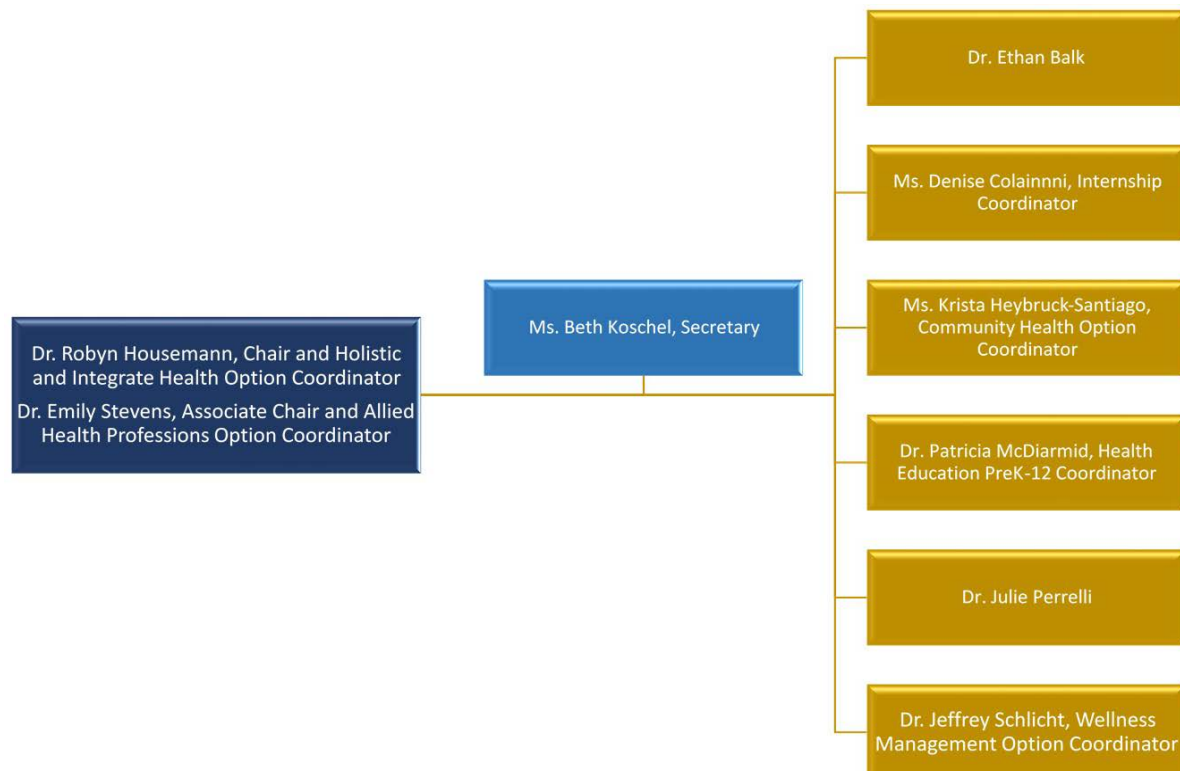
In this document, "concentration" refers to any area of study that the school or program advertises as available to students, via its catalog and/or website. For example, a BA in community health is a concentration. A BS in epidemiology with focus areas in chronic disease and infectious disease would be two concentrations (chronic epi and infectious epi). In these criteria, "concentration" is synonymous with terms such as "specialization," "emphasis area" and "focus area." Plans of study that are clearly presented to students as "minors," however, are not considered to be concentrations.

The HPX Department is staffed by 8 full-time faculty members and 15 adjunct faculty members (four of these support the HPS program) and a part-time secretary. The HPS designated leader is Dr. Robyn Housemann (HPX Department Chair). In addition to teaching, she has primary

Section 1.0 Leadership Management and Governance

administrative responsibility for the HPS program and oversees curriculum development, faculty selection and teaching and advisement responsibilities, tracks retention, advises students seeking minors in health promotion studies, and handles all fiscal planning for the HPS program. Dr. Emily Stevens is the Associate Department Chair and assists Dr. Housemann with administrative responsibilities. She is the chair of the SPS Program Review Committee and primary instructor for the core HPS Program option courses. HPX Department faculty serve as coordinators for the options within the HPS program (Dr. Emily Stevens serves as coordinator for the Allied Health Professions Option; Ms. Krista Heybruck-Santiago, MPH serves as coordinator for the Community Health Option; Dr. Robyn Housemann serves coordinator for the Holistic and Integrative Health Option; Dr. Jeffrey Schlicht serves as coordinator for the Wellness Management Option) and Health Education (Dr. Patricia McDiarmid serves as coordinator for the Health Education PreK-12 program). Ms. Beth Koschel serves as the secretary for the HPX, Communication & Media Arts, and World Languages & Literature Departments. Secretaries serving multiple departments is consistent with other departments at WCSU. The HPX Department's organizational structure is presented in Figure 1.1. The Option Coordinators work in partnership with other HPX Department faculty to initiate curriculum reform within each option. All full-time faculty serve as advisors to students. The faculty advisors are responsible for tracking student progress and advising students towards successful progress and graduation. Students are expected to meet progression as well as graduation requirements within the HPS program. Students who are not meeting program progression or graduation requirements are provided with steps to take to meet the requirements. If a student cannot meet program requirements, program faculty assist the student to transfer to a different degree program.

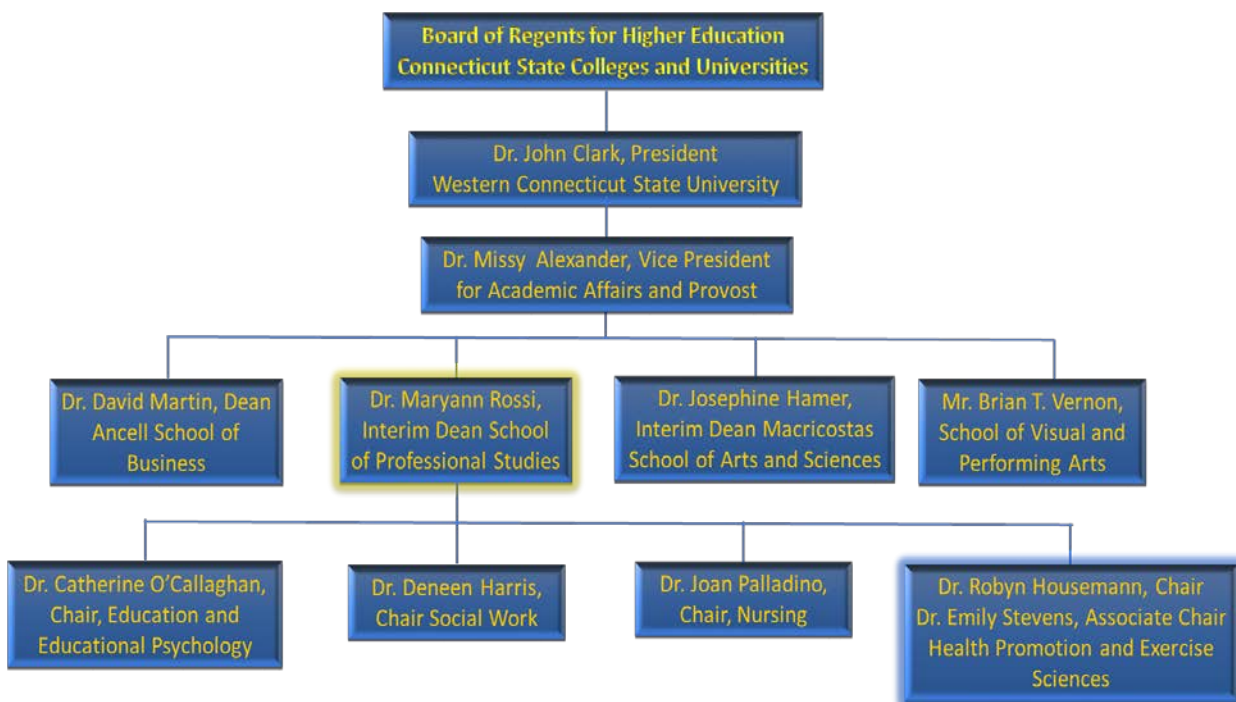
Figure 1.1 HPX Department Organizational Chart



Section 1.0 Leadership Management and Governance

The HPX Department Chair and Associate Chair report to the Interim Dean of the School of Professional Studies (SPS), Dr. Maryann Rossi. The SPS has four departments (Education and Educational Psychology, Health Promotion and Exercise Sciences, Nursing, and Social Work) and offers six Bachelor of Science programs, one Bachelor of Arts program, four Master of Science programs, one Master of Arts program and two Doctorate of Education programs. Dr. Rossi reports to Dr. Missy Alexander, the Academic Vice-President and Provost, who reports to Dr. John Clark, the President of the University. An organizational chart, Figure 1.2, presents the organizational structure showing the administrative governance for the HPX Department baccalaureate degree programs. WCSU is organized into four schools: Ansell School of Business, School of Arts and Sciences, the School of Professional Studies; the School of Visual and Performing Arts and an Office of Graduate Studies and External Programs. Each school has its own standards, retention criteria, and faculty. All credit programs are offered through one of the four schools. Each of these schools is administered by an academic dean responsible to the Provost/Vice President for Academic Affairs.

Figure 1.2 WCSU Academic Schools Organizational Chart



The HPX Department works closely with several departments in the School of Arts and Sciences especially Biology, Chemistry, Psychology, and Physics. In addition, we collaborate with several departments in Student Affairs. We co-sponsor activities with the Campus Recreation Department, Institute for Compassion and Creativity, and Alcohol and Substance Abuse Programs. Our student service learning projects include working with Health Services, Counseling Center, Police Department, Housing and Residential Life as well as Campus Recreation and the CHOICES (Cultivating Healthy Opportunities In College Environments) Alcohol and Substance Abuse program. The HPX Department supports the health and wellness general education requirement for all WCSU students with our Fitness for Life lecture and activity. The WCSU complete organizational chart (ERF 1-1) shows the relationship between the academic, administrative and student services

Section 1.0 Leadership Management and Governance

departments.

WCSU is one of seventeen members of the Connecticut State Colleges and Universities (CSCU). The Board of Regents (BOR) for Higher Education is the governing body for the Connecticut State Universities, Connecticut Community Colleges and Charter Oak State College. WCSU has 38 Bachelor's degree programs, one Associate degree program, 15 Master's degree programs and two Doctoral programs. WCSU was founded in 1903 as a two year normal school of 37 students. The normal school became Danbury State Teacher's College in 1937 and offered Bachelor of Science degrees in Elementary Education. In 1959 the institution became Danbury State College and granted the first Master of Science degrees in Elementary Education. In 1967 it was renamed Western Connecticut State College and in 1983 it was named Western Connecticut State University, a comprehensive four-year public university and joined its sister institutions in the state system (i.e., Eastern, Southern, Central).

Section 1.0 Leadership Management and Governance

Criterion 1.2 Administrative Autonomy

The program's administrators demonstrate autonomy that is sufficient to affirm the program's ability to fulfill its mission and goals and to conform to the conditions for accreditation. Autonomy refers to the program's ability, within the institutional context, to make decisions related to the following:

- *allocation of program resources*
- *implementation of personnel policies and procedures*
- *development and implementation of academic policies and procedures*
- *development and implementation of curricula*
- *admission to the major*

Program response to 1.2:

Template A-2 provides an overview of the program's autonomy related to the following:

- a. allocation of program resources,
- b. implementation of personnel policies and procedures,
- c. development and implementation of academic policies and procedures,
- d. development and implementation of curricula, and
- e. admission to the major.

The detailed processes for each of the above can be found in Template A-3.

TEMPLATE A-2:

Area of autonomy	Narrative overview
Allocation of program resources	The HPX Department submits budget requests for approval as described in Template A-3. Once the budget is approved the department can distribute funds within the scope of the approved budget.
Implementation of personnel policies and procedures	Personnel policies and procedures are implemented by the Department Chair and Associate Chair following policies and procedures specified in the WCSU Faculty Handbook (http://wcsu.edu/facultystaff/handbook/), Connecticut State University - American Association of University Professors (CSU-AAUP) Collective Bargaining Agreement (http://www.csuaaup.org/wp-content/uploads/2017/08/June_29_17_Ratified_Contract.pdf) and Human Resources Policies and Procedures (http://wcsu.edu/hr/policies-procedures/).
Development and implementation of academic policies and procedures	The HPX Department has the same degree of autonomy as other WCSU academic units in developing and implementing academic policies and procedures. We are required to follow University level procedures and policies for reporting absences for the first 3 weeks of the semester, submitting midterm and final grades, assigning "incomplete" or "withdrawal" grades, allowing a student to repeat a course, accepting transfer credits, and academic misconduct reporting. Course syllabi and content must follow the approved course outline. Changes to the course outline (course description and learning objectives) must be approved via the process described in

Section 1.0 Leadership Management and Governance

TEMPLATE A-2:

Area of autonomy	Narrative overview
	Template A-3.e. The HPX department faculty are allowed to set department policies for grading scales, excusing absences, grade requirements for major courses, GPA to remain in the major, classroom policies, allowance of late assignment submission, course syllabi, instructional methods, assessment methods and other course-related policies.
Development and implementation of curricula	Curriculum development and implementation is the responsibility of HPX Department faculty. Any changes to the approved curriculum must go through the WCSU curriculum approval process as described in Template A-3.e.
Admission to the major	The WCSU Admissions Office is responsible for recruiting freshman and external transfer students. The HPX Department Chair and Associate Chair are responsible for approving current WCSU students seeking to change from another major into the HPS degree program. Recently established HPS program requirements (ERF 1-6) limit admission to the core sequence of courses in the major and require students to earn a specified grade in the major courses and to maintain a GPA ≥ 2.5 to continue in the program.

Section 1.0 Leadership Management and Governance

Criterion 1.3 Administrator/Faculty Responsibilities

Faculty have clearly defined rights and responsibilities concerning program governance and academic policies. Program faculty have formal opportunities for input in decisions affecting curriculum design, including program-specific degree requirements, program evaluation, student assessment and student admission to the major. Faculty have input in resource allocation to the extent possible, within the context of the institution and existing program administration.

Program response to 1.3:

WCSU operates within a system of shared governance. Faculty, staff, administrators, and students have multiple opportunities to contribute to decisions being made at the university level. Faculty within a department control the courses and curriculum of that department as stipulated by the CSU-AAUP Collective Bargaining Agreement (ERF 1-5) and the Faculty Handbook (ERF 1-7). Template A-3 provides details on faculty rights and responsibilities. The WCSU Admissions Office is responsible for recruiting freshman and external transfer students. The HPX Department Chair and Associate Chair are responsible for approving current WCSU students seeking to change from another major into the HPS degree program. Recently established HPS program requirements (ERF 1-6) limit admission to the core sequence of courses in the major and require students to earn a specified grade in the major courses and to maintain a GPA ≥ 2.5 to continue in the program. Faculty are not involved on the allocation of resources to the HPX Department. Resource allocation is based on the student FTE. Once the HPX Department receives the budget, the department decides how to allocate the funds. The majority of this budget is used for supplies and equipment to support classroom activities.

TEMPLATE A-3

Section 1.0 Leadership Management and Governance

Description of how each of the functions is accomplished for the program as relevant to the program's authority. (Criteria 1.2, 1.4)

Function	Responsible Party or Parties	Brief Summary/Description of Process(es)	Relevant Program or Institutional Policies (cite supporting document(s) and page(s) including hyperlinks)
a. determining the amount of resources (financial, personnel and other) that will be allocated to the program	Department chairs, Dean, University Planning and Budget Committee, Provost, President's Council	<u>Operating and Adjunct budget</u> Program resources are allocated on an annual basis to each department. Department budget requests are prepared by the department Chair with assistance from the Financial Planning and Budget staff in January. The WCSU Financial Planning and Budget staff works closely with all areas within WCSU. They are responsible for budget development, execution, administration, and monitoring of operating and capital budgets. The budget includes operating expenses for supplies, professional memberships, guest speaker honorariums, and personnel expenses for adjunct faculty and student employees. This request is reviewed by the Dean of the School of Professional Studies (SPS) who presents the request for all SPS departments to the VP of Academic Affairs and then to the University Planning and Budget Committee (UPBC) for review. The UPBC membership is representative of different areas of WCSU. The role of this committee is "To review and recommend the planning, preparation, and allocation of all Western Connecticut State University operating budgets and other public monies. The Committee's recommendations shall be consistent with the Institutional Strategic Plan." The President submits the budget to the Board of Regents for final approval. The	http://www.wcsu.edu/financeadmin/services/budgets.asp https://www.wcsu.edu/facultystaff/handbook/pages/plan-budg.asp The budget process steps are outlined in the electronic resource file (ERF 1-2). Faculty Handbook pp 98-99 and p 171 (ERF 1-7) CSU-AAUP Collective Bargaining Agreement (ERF 1-5) Article 12.10.1 p 84 http://www.csuaaup.org/wp-content/uploads/2017/08/June_29_17_Ratified_Contract.pdf

TEMPLATE A-3

Section 1.0 Leadership Management and Governance

Function	Responsible Party or Parties	Brief Summary/Description of Process(es)	Relevant Program or Institutional Policies (cite supporting document(s) and page(s) including hyperlinks)
		budget is set in July for the fiscal year. <u>AAUP Travel Funds</u> AAUP Travel Funds for faculty members are available from the Deans of the Schools, and are the first source for conference attendance and professional presentations. The amount varies slightly each year, recently ranging from \$700-\$750 per year for full-time faculty and \$350-\$375 for part-time (adjunct) faculty. <u>Faculty Development Funds</u> Article 9.6 and 12.10.1 of the CSU-AAUP contract indicates that a specified amount of money must be allocated annually for faculty development, “which shall be construed broadly to mean activities by and for members that enhance their ability to be productive and innovative professionals.” These competitive funds are available at the beginning of each academic year and the application dates are published in the Academic Planning Calendar and reminder emails are sent to all faculty.	
b. distributing resources (financial, personnel and other)	Department Chair	The HPX Department chair and associate chair distribute the operating funds as directed by the department. Decisions on allocation of the operating budget occurs during department meetings. The AAUP Travel funds are distributed to faculty who request their use. If faculty do not use their funds they	Faculty Handbook pp 98-99 and p 170 (ERF 1-7) CSU-AAUP Collective Bargaining Agreement (ERF 1-5) Article 12.10.1 p 84 (http://www.csuaaup.org/wp-content/uploads/2017/08/June_29_17_R

TEMPLATE A-3

Section 1.0 Leadership Management and Governance

Function	Responsible Party or Parties	Brief Summary/Description of Process(es)	Relevant Program or Institutional Policies (cite supporting document(s) and page(s) including hyperlinks)
		may re-direct their funds to other faculty. These funds are available to full time and adjunct faculty. The Faculty Development & Recognition Committee reviews all applications for faculty development funds. Funding is available for all members of the CSU-AAUP faculty bargaining unit; including 10% of the funds for part-time faculty. A maximum of \$1,200 may be granted to any individual full-time faculty member and \$750 to any individual part-time faculty member.	atified Contract.pdf
c. appointing/hiring faculty to teach program courses	Department Chair, Dean, HR	The HPX Department Chair and Associate Chair coordinate all search committee processes and work with the Human Resources Department (HR) and the Office of Diversity and Equity to ensure compliance with the WCSU Hiring Process and the Equal Employment Opportunity Policy. Requests to hire new faculty or replace retirees are submitted to the Dean of the School of Professional Studies (SPS). The Dean reviews requests from each SPS department and submits those with highest priority to the Provost. The Provost reviews requests from all schools and presents them to the President's Council (http://www.wcsu.edu/president/staff.asp) for approval. The President's Council consists of all WCSU vice presidents, Deans, chief officers and directors of development and community/university relations. The	http://www.wcsu.edu/diversity/equal-employment.asp Faculty Handbook pp 98-99 (ERF 1-7) CSU-AAUP Collective Bargaining Agreement (ERF 1-5) Article 4.6 pp 16-17 (http://www.csuaaup.org/wp-content/uploads/2017/08/June_29_17_Ratified_Contract.pdf)

Function	Responsible Party or Parties	Brief Summary/Description of Process(es)	Relevant Program or Institutional Policies (cite supporting document(s) and page(s) including hyperlinks)
		positions that are approved are sent to HR and HR works with department chair to create the Position Action Form (ERF 1-3). Once the form has been completed and approved the position announcement is created and the recruiting process begins. The Department chooses a search committee to review all applicants and make a recommendation to the Dean. The search committee meets with the Chief Diversity Officer before the applicant review process can begin to review the Equal Employment Opportunity Policy and the Guide for Search Committees (ERF 1-4). As candidates apply for the position, their application materials are uploaded to secure system that all search committee members can access. The search committee creates a screening grid for the initial review of each candidate's materials, a phone interview protocol, and an in-person interview protocol. After initially scoring all candidates the committee meets to come to consensus on who will be phone interviewed. The committee meets again after the phone interviews have been complete to choose candidates for the in-person interview. The search committee makes a recommendation to the Dean. The Dean is responsible for final approval and HR makes the offer once the candidate has been vetted. Adjunct (part time) faculty selection is done by the Department Chair and Associate Chair with input from	

TEMPLATE A-3

Section 1.0 Leadership Management and Governance

Function	Responsible Party or Parties	Brief Summary/Description of Process(es)	Relevant Program or Institutional Policies (cite supporting document(s) and page(s) including hyperlinks)
		the full time faculty and in accordance with CSU-AAUP Article 4.6 Assignment of Courses to Part-time- Teaching Members. The HPX Department keeps an electronic folder of past, current and future adjunct faculty. These faculty are hired on an as-needed basis – content area expertise is needed, faculty member takes a sabbatical (or retires and a replacement is not hired, or a faculty workload reduction is needed. It's often the case that a content course is better taught by a practitioner who is skilled and has years of experience in the content/skill area. Once the department chooses part-time faculty for a course, the selection is sent to Dean for approval. If the Dean approves then HR sends the contract to the candidate after the candidate has been vetted.	
d. appointing/hiring personnel to advise program students	Department Chair	All fulltime faculty advise students. The Department Chair assigns advisors to appropriate faculty. Students may request to change their academic advisor.	Faculty Handbook pp 98-100 (ERF 1-7)
e. curriculum design, including program-specific requirements for the award of the degree	Department Faculty, Option coordinators, PRC, General Education Committee (if applicable), UPBC, and the Committee on	Planning, implementation, and assessment of academic programs are accomplished through a shared governance process. Faculty are involved in the review process using a streamline approach sharing the documents electronically. The department faculty ensure curricular quality at the departmental level and assess student learning. Proposals are processed through the appropriate school and then through University Senate committees for approval to ensure	Faculty Handbook pp 98-99 and 103-118 (ERF 1-7)

TEMPLATE A-3

Section 1.0 Leadership Management and Governance

Function	Responsible Party or Parties	Brief Summary/Description of Process(es)	Relevant Program or Institutional Policies (cite supporting document(s) and page(s) including hyperlinks)
	Undergraduate Curriculum and Standards	that the academic programs are consistent with WCSU's Mission. HPX Department faculty and/or option coordinators review curriculum and propose changes to courses and curriculum based on best practices in the field and assessment results. These changes are presented to faculty in a department meeting for open discussion and a vote. If the proposal is approved, all relevant documents (including the meeting minutes) are uploaded to a shared system that is used to review course and curricular changes. Each school has a Program Review Committee (PRC) with representation from each department within the school. The proposals are discussed and voted on before moving on to the next step. If the change impacts general education then the General Education committee reviews the courses or curriculum changes. If the changes requires additional budget or resources they go to the University Planning and Budget Committee (UPBC) for approval. All changes must be approved by CUCAS (Committee on Undergraduate Curriculum and Standards) for approval. Final approval is the University Provost.	
f. plans for student assessment	HPX Department faculty	Program learning outcomes and individual course learning outcomes are established by the department and are included in the curriculum approval process. Assessment of student learning outcomes are established by the faculty member teaching the specific	Faculty Handbook pp 134-135 (ERF 1-7) CSU-AAUP Collective Bargaining Agreement (ERF 1-5) Article 4.2.2.1 p 12 (http://www.csuaaup.org/wp-content/uploads/2017/08/June_29_17_R

TEMPLATE A-3

Section 1.0 Leadership Management and Governance

Function	Responsible Party or Parties	Brief Summary/Description of Process(es)	Relevant Program or Institutional Policies (cite supporting document(s) and page(s) including hyperlinks)
		course. If the same course is taught by more than one faculty member (i.e. the core HPS courses) then the faculty may work together to create standard student assessments for those courses. The course instructor is free to develop his/her assigned courses as long as the content identified in the official course outline is included. As members of the CSU-AAUP bargaining unit faculty are assured academic freedom.	atified_Contract.pdf
g. evaluating the performance of individuals teaching program courses	Department Evaluation Committee (DEC), Department Chair	The performance of individuals teaching courses in the HPX Department is done in 2 ways: 1. Student opinion surveys are distributed at the end of the course and department chairs review the results and provide suggestions to faculty based on the reviews. 2. Course observations are conducted by full-time faculty and feedback is provided to the faculty member under review. We are in the process of revising the peer evaluation protocol.	End of Course Student Survey (ERF 1-8) Draft Updates to Peer Evaluation of Teaching (ERF 1-9)
h. evaluating the performance of individuals advising program students	Department Chair, HPX Department Faculty	Fall 2016 was our first year assessing advisement. Each advisor was asked to provide students with a link to the advisement survey students after the advisement meeting. In addition, the department chair sent email reminders to all advisees. The data were summarized and presented to faculty at our retreat in August. We	https://www.surveymonkey.com/r/HPX_Advisement_Survey_Spring_2017 Faculty Handbook pp 98-99 (ERF 1-7)

TEMPLATE A-3

Section 1.0 Leadership Management and Governance

Function	Responsible Party or Parties	Brief Summary/Description of Process(es)	Relevant Program or Institutional Policies (cite supporting document(s) and page(s) including hyperlinks)
		are considering different option to increase the response rate.	
i. promoting and/or granting tenure, if applicable, to faculty teaching program courses	DEC (tenured faculty who are not up for promotion), Department Chair, Dean, P&T committee, Provost	The HPX Department Chair receives a notice from the Provost in September indicating which faculty are eligible for promotion, tenure assessment and professional assessment. The chairperson informs those who are eligible for promotion and tenure and, upon receiving confirmation from the individual, provides the list of candidates to the Dean, Promotion and Tenure (P&T) Committee and Human Resources. The evaluation process due dates are provided on p 22 of the CSU-AAUP Collective Bargaining Agreement. The member being evaluated prepares and submit a portfolio addressing each of the evaluation criteria for full time faculty (CSU-AAUP Article 4.11.9). The Department Evaluation Committee (DEC) reviews the candidate's portfolio and makes a recommendation to the Dean. The Dean reviews the portfolio and meets with the candidate before making a recommendation to the Provost for renewals/professional assessments and to the P&T committee for candidates applying for promotion or tenure. The P&T committee review the portfolio and makes a recommendation to the Provost. The Provost makes final decision and informs the candidate.	Faculty Handbook PP 98-99 and pp 223-238 (ERF 1-7) CSU-AAUP Collective Bargaining Agreement (ERF 1-5) Article 4.4 pp14-16 and Articles 4.11, 4.12 and 4.13 pp 20-28 (http://www.csuaaup.org/wp-content/uploads/2017/08/June_29_17_Ratified_Contract.pdf)
j. re-appointing or	Department	The Department Chair is responsible for re-appointing	CSU-AAUP Collective Bargaining

TEMPLATE A-3

Section 1.0 Leadership Management and Governance

Function	Responsible Party or Parties	Brief Summary/Description of Process(es)	Relevant Program or Institutional Policies (cite supporting document(s) and page(s) including hyperlinks)
terminating program faculty hired by contract, if applicable	Chair	or terminating part-time (adjunct) faculty. Course assignments to adjunct faculty depend upon adequate course enrollment, the unavailability of full-time faculty, and course evaluations. NOTE: Technically, all WCSU faculty are “contractual” employees. The appointment and hiring of full-time faculty is described in section c of this Template. This description applies to part-time/adjunct faculty only.	Agreement (ERF 1-5) Article 4.6 p 16 (http://www.csuaaup.org/wp-content/uploads/2017/08/June_29_17_Ratified_Contract.pdf) Faculty Handbook pp 98-99 (ERF 1-7)
k. determining teaching assignments for program courses	Department Chair	The Department Chair creates the course schedules and assigns course instructors in consultation with the instructor. The course assignments are based on areas of expertise, credit load and schedule availability. All full-time faculty are expected to carry a course load of 12 credits per semester. Adjunct faculty have a maximum load of 6 credits per semester. Course schedules are sent to the Dean of the school for approval. Once approved, the final schedules are created by the registrar’s office.	Faculty Handbook pp 98-100 (ERF 1-7)
l. developing the program’s academic policies governing matters such as academic standing and award of degree	University Policies Department Chair and faculty	Academic policies for academic standing and awarding of degrees are developed at the University level and are monitored by the Registrar. These policies include but are not limited to general education requirements and GPA requirements for Dean’s List, academic probation, academic suspension, withdrawing from courses, taking an incomplete, transfer course equivalents, etc.	Faculty Handbook pp 98-99 and pp 103-118 (ERF 1-7) CSU-AAUP Collective Bargaining Agreement (ERF 1-5) Article 5.17.2 p 37 (http://www.csuaaup.org/wp-content/uploads/2017/08/June_29_17_Ratified_Contract.pdf)

TEMPLATE A-3

Section 1.0 Leadership Management and Governance

Function	Responsible Party or Parties	Brief Summary/Description of Process(es)	Relevant Program or Institutional Policies (cite supporting document(s) and page(s) including hyperlinks)
		Fulltime faculty members participate in the development of department specific policies in accordance with Academic Policies and Procedures outlined in the Faculty Manual. The HPX Department has developed program requirements that limit registration in specific courses to Health Promotion Studies and Health Education majors only and in some cases, require successful completion of pre-requisites. A GPA of less than 2.5 prevents students from registering for the HPS core courses (HPX 200, 270, 370, 371, and 470) and from participating in an internship. The department has developed standard course policies for the major courses.	http://www.wcsu.edu/registrar/policies.asp HPS Program Requirements (ERF 1-6) HPX Department Course Policies (ERF 1-10)
m. implementing the program's academic policies, including grading	Department faculty	As members of the CSU-AAUP bargaining unit faculty are assured academic freedom. Faculty are required to implement university and program academic policies. These policies include entering midterm grades for freshmen and for students who are struggling, entering final grades by the due date specified, following university procedures for incomplete grades and change of grades and adhering to department course policies.	
n. recruitment, advertising and admissions	Office of Admissions, HPX Department Faculty	The Office of Admissions is responsible for all phases of undergraduate student recruitment and admission. The University Senate's Enrollment Management Committee exists to provide a mechanism for faculty and students involvement in the recruitment,	Faculty Handbook p 8 and –46-47 (ERF 1-7) http://www.wcsu.edu/admissions

TEMPLATE A-3

Section 1.0 Leadership Management and Governance

Function	Responsible Party or Parties	Brief Summary/Description of Process(es)	Relevant Program or Institutional Policies (cite supporting document(s) and page(s) including hyperlinks)
		admissions and retention of students. HPX Faculty attend the Fall Open House and Spring Accepted Students' Day to help with student recruitment.	
o. defining the academic calendar	Provost/Vice President for Academic Affairs	The University Academic Planning Calendar is published at the beginning of each academic year. The calendar contains all academic and other deadlines and special events that are regularly or contractually scheduled. Updates are made throughout the year. Activities sponsored by the HPX Department are scheduled by the Department in accordance with the Academic Calendar.	Faculty Handbook p 302 (ERF 1-7) http://www.wcsu.edu/newsevents/acad.asp
p. publication and currency of information in catalogs and other publications	Office of University Publications and Design, Associate Vice President for Enrollment Services Office of the Registrar	University Publications and Design is responsible for the design and production of academic and administrative publications, media advertising, promotional and special events printed material. The also provide duplicating services. The updates to Undergraduate Catalog are managed by the Registrar's Office yearly.	Faculty Handbook p 322 (ERF 1-7) http://www.wcsu.edu/upd/ https://www.wcsu.edu/catalogs/undergraduate/

Section 1.0 Leadership Management and Governance

Criterion 1.4 Faculty Engagement

The program ensures that all faculty (including full-time and part-time faculty) regularly interact and are engaged in ways that benefit the instructional program (e.g. instructional workshops, curriculum committee).

Program response to 1.4:

Faculty are provided several opportunities for engagement during the academic year and during the summer break. These can include regularly scheduled meetings, Senate meetings, committee meetings, training, social activities, other university events, and the opportunity to serve on university, school, and departmental committees.

At the department level, there are monthly department meetings and a faculty retreat at the beginning of the academic year. Faculty members volunteer to be on the subcommittees. Some subcommittees may need to meet only once to assign tasks and may come together one more time to compile the result to bring to the department meeting. Other subcommittees may meet more than once until they complete the assigned task. Some subcommittees may never meet in person. These subcommittees may be working on document revisions and do so using Google Docs and the comments and tracking features of Google Docs. Given that we each have different teaching schedules this has become a very effective and convenient way to get our work completed. Subcommittees are created for various functions, such as the Department Evaluation Committee, Bylaw Reviews Committee, Search Committees, etc. Curriculum changes are proposed by faculty involved in teaching the specified courses. The proposals are presented in a department meeting, discussed and voted on before submitting to the university curriculum review process. Meeting minutes

The HPX Department elects a representative to serve on the Faculty Senate and other university committees. Table 1.1 provides HPX Department faculty membership in various University and department committees. Members of senate standing committees are selected via university-wide election. A list of senate committees is provided in the Senate Bylaws (ERF 1-7, pp 28-31). Examples of ad hoc committees may include the following: Student Retention, Strategic Planning, Faculty and Administrative New-Hire Search Committees and more. Two Senate committees that impact curriculum are the Committee on General Education and the Committee on Undergraduate Curriculum and Academic Standards (CUCAS). The objective of the Committee on General Education is to “ensure that the general education curriculum is consistent with the mission of Western Connecticut State University, the State of Connecticut’s general education requirements, and the New England Association of Schools and Colleges (NEASC) accreditation standards”. Additional responsibilities are outlined in the WCSU faculty handbook (<http://www.wcsu.edu/facultystaff/handbook/pages/Com-gen-ed.asp>). The objective of CUCAS is to ensure that academic programs are consistent with the mission of Western Connecticut State University. Specific responsibilities can be found in the committee’s bylaws (<http://www.wcsu.edu/facultystaff/handbook/pages/ComUGbylaw.asp>). The University Senate recently added a position for Adjunct (part-time) Faculty representation. Most of our part-time faculty have full-time positions and do not participate in committees.

The faculty and staff of the HPX Department are offered opportunities to attend and/or

Section 1.0 Leadership Management and Governance

deliver “brown bag” lunch seminars with other faculty in the School of Professional Studies. Topics that have been presented include: “Google for the Absent Minded Professor, How I use Google forms, sheets, docs in the classroom and beyond”; “Community/University Partnership/Research about Parents' Perception of Teacher Quality in Early Childhood Education”; “Creating a Culture of Self-Care for Students in the Helping Professions”; “The Adverse Childhood Experiences of Deaf People in the Justice System”; etc. In addition, The Center for Excellence in Learning and Teaching (CELT) is the focus for programs and services which promote excellence in teaching and learning at Western Connecticut State University. CELT uses and enhances faculty knowledge and skills, collaborates with other resources across the university, and draws upon regional and national resources to achieve its mission (<https://celtwcsu.wordpress.com/>). Departments and Institutes sponsor guest speakers and workshops throughout the school year. Faculty, staff and students are invited to attend these events.

Table 1.4.1: HPX Department Committee Membership

Committee	2016-2017	2017-2018*
University Senate HPX Department Representative	Ethan (Elizabeth) Balk	Ethan (Elizabeth) Balk
Program Review Committee	Emily Stevens	Emily Stevens
Education Review Committee	Virginia Verhoff (retired)	Patricia McDiarmid
Social Committee	Ethan (Elizabeth) Balk	Ethan (Elizabeth) Balk
WCSU Experiential Education Working Group	Denise Colaanni	Denise Colaanni
New interdisciplinary major in Social Policy	Krista Heybruck-Santiago	Krista Heybruck-Santiago

*elections for University Committees are held in the spring semester so new faculty do not have the opportunity to participate in these committee unless a position is vacated

The WCSU Social Committee was created in October of 2016. In addition, the Welcoming Committee was re-established at the same time. The University’s Social Committee offers opportunities for faculty and staff to gather in a less formal fashion with the desired outcome to increase morale and to get us to know one another better. Examples of this included an ice cream social, coffee and donuts prior to the commencement ceremony and a barbecue the day before the start of the semester. The revival of the Welcoming Committee provides new faculty and staff with a mentor who serves as a welcoming face to our new employees and as a contact person for them should they have any questions during their first days, weeks, or months of employment. Even though these two committees are not focused on academics they bring faculty of different disciplines together and allow conversation and idea development across disciplines.

In addition, faculty are encouraged to attend various events occurring on campus. Faculty members can serve as ambassadors for different sports teams. They are encouraged to reach to the coaches and team members and to support them on and off the field. Since many HPX Department students are athletes we often attend events as a department in support of our student athletes. The WCSU School of Visual and Performing Arts (SVPA) offers performances and shows at reduced prices to faculty and staff. Campus Recreation offers events that are open to faculty, staff and students. All of these activities provide opportunities for interaction among faculty, staff and students and assist with building linkages across departments and schools and may lead to future collaboration.

Section 1.0 Leadership Management and Governance

Criterion 1.5 Information Accuracy

Catalogs and bulletins used by the program, whether produced by the program or the institution, to describe its educational offerings accurately describe its academic calendar, admission policies, grading policies, academic integrity standards and degree completion requirements. Advertising, promotional materials, recruitment literature and other supporting material, in whatever medium it is presented, contains accurate information.

Program response to 1.5:

The Undergraduate Course Catalog (<http://www.wcsu.edu/catalogs/undergraduate/>) is published online yearly. Updates to department programs (including program degree requirements and admissions criteria) and course offerings are made by the registrar's office after the revision or addition has been approved through the curriculum review process. Other department information updates are sent to the Dean for approval and then to the Registrar for updates. Old catalogs are archived for students who entered WCSU during the year the catalog was published. The catalog includes the academic calendar, general admission policies, overall degree completion requirements, academic integrity standards, tuition and other costs, financial aid, as well as degree program-specific specific requirements and course descriptions. Each department chair reviews the content specific to their programs and provides updates to the dean of their respective school. The updates are sent to the registrar.

The HPX Department website (<http://wcsu.edu/hpx/>) is updated yearly (at a minimum). A faculty member is responsible for coordinating the update to our website to ensure that the most current information is available.

Recruitment materials are produced by the Department of Enrollment Services. At the current time HPX Department staff are not asked to review these materials. We are requesting that a process be put in place to allow departments to review promotional materials.

It is important to note that, at the current time, WCSU is undergoing a major website update. We expect delays in the posting of requested changes/updates to our website as we are going through this transition.

Section 1.0 Leadership Management and Governance

2.0 Resources

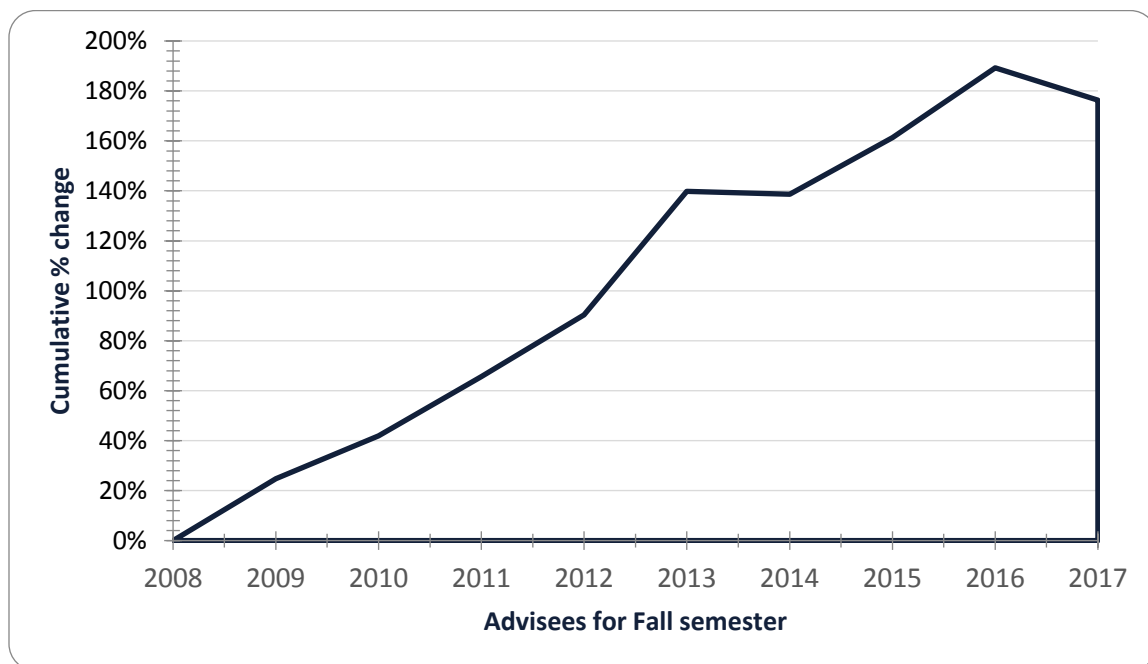
Criterion 2.1 Faculty Resources

The program has sufficient faculty resources to accomplish its mission, to teach the required curriculum, to oversee extracurricular experiences and to achieve expected student outcomes. Generally, the minimum number of faculty required would be 2.0 FTE faculty in addition to the designated leader's effort each semester, trimester, quarter, etc., though individual circumstances may vary. The FTE calculation follows the institution or unit's formula and includes all individuals providing instruction in a given semester, trimester, quarter, etc.

Program response to 2.1:

The Health Promotion Studies (HPS) program has full support at all levels of the University to pursue and maintain the Stand Alone Baccalaureate Program accreditation. Please refer to in the Institutional Commitment Letters located in the ERF (ERF 2-1). Evidence of the administration's support is seen in our ability to hire needed faculty in spite of state budget concerns. We were allowed to hire one new full-time faculty member in Fall 2015 and replace 2 retiring faculty members (Fall 2016 and Fall 2017). In Fall 2016 we hired two special appointment faculty. One is now a full-time internship coordinator and we were allowed to renew the other special appointment for an additional year. A special appointment carries no expectation of renewal beyond the term specified but may be renewed or repeated. The additional faculty were required to support the almost 200% growth in enrollment (Figure 2.1). There is a slight decrease in enrollment for Fall 2017 due to our newly established program requirements. Our goal is to recruit and maintain students who will be successful in our program and improve our retention and graduation rates.

Figure 2.1.1: Trends in Student Enrollment



Section 2.0 Resources

The Health Promotion and Exercise Sciences (HPX) Department has eight full-time and 15 adjunct faculty for a department total FTE of 12.5. It is important to note that only four of the 15 part-time faculty support the HPS degree program. The other 11 adjunct faculty members teach the general education fitness for life requirement. In addition, faculty in Biology and Psychology teach required courses for the HPS degree. A schedule of courses offered (with instructor identified) over the last two years is provided in ERF 2-5. The course schedules for past and current semesters can be accessed electronically at <https://ssb-prod.ec.wcsu.edu/openclose/>. There are a total of 23 faculty who supported the HPS program during the self-study period.

- The 8 full-time HPX Department faculty members who support the HPS program are: Dr. Ethan Balk, Ms. Denise Colaanni, Ms. Krista Heybruck-Sanitago, Dr. Robyn Housemann, Dr. Patricia McDiarmid, Dr. Julie Perrelli, Dr. Jeffrey Schlicht, and Dr. Emily Stevens.
- The four HPX department adjunct faculty who currently support the HPS program are: Ms. Christel Autuori, Dr. Lisa Barker, Ms. Lisa Morrissey, and Ms. Deana Paqua.
- HPX department faculty who supported the program during the self-study period but are no longer at WCSU are: Ms. Lynda Muir and Dr. Virginia Verhoff.
- The four Biology Department faculty who supported the HPS program during the self-study period are: Dr. Patrice Boily, Dr. Joshua Cordeira, Dr. Susan Maskel, and Dr. Michelle Monette.
- The five psychology department faculty who supported the HPS program during the self-study period are: Dr. Jennifer Brennan-Sousa, Dr. Fredrica Halligan, Dr. Mary Murphy, Dr. Shane Murphy and Dr. Jonathan Woodhouse.

The instructional load for full-time teaching members is twelve (12) load credits per semester (CSU-AAUP Article 10.2, ERF 1-5 p 63); one FTE = 12 teaching credits. Internship supervision is credited at the rate of one (1) load credit for each two (2) students supervised (CSU-AAUP Article 10.2.1, ERF 1-5 p 63). Template B provides a list of faculty who have taught (or are teaching) courses in the HPS major. Depending on the semester the FTE in support of the HPS degree is between 7.5 and 8.5. For HPX Department faculty, the FTE is the total credits for courses taught to HPS students divided by 12. For example, in fall 2016 Dr. Schlicht taught two sections of HPX 254 and one section of HPX 355 totaling 9 credits in support of the HPS major for 0.75 FTE. The FTE calculation for non-HPX Department faculty teaching courses required for the HPS major as well as other majors was based on the percent of HPS students in the class. This percentage was multiplied by 0.25 for each 3 credit course. For example: Dr. Cordeira's BIO 105 lecture for Fall 2016:

3 credit lecture: $3/12 = 0.25$ FTE

60 out of 83 students were HPS majors = 72.3%

$72.3\% * 0.25 = 0.18$ FTE

Dr. Robyn Housemann is the designated leader and serves as the HPX Department Chair, receives 3 load credits of reassigned time for CEPH, serves as the Coordinator for the Holistic and Integrative Health option, and teaches one course per semester. When Dr. Housemann was hired in 2005 the HPX Department was understaffed and she agreed to an overload. In the fall semester she has an underload of 1.5 credits in an effort to reduce her accumulated overload. Dr. Emily Stevens serves as HPX Department Associate Chair, receives 3 load credits of reassigned time for CEPH, serves as the Coordinator for the Allied Health Professions option, and teaches two courses per semester.

Section 2.0 Resources

Department Chair/Associate Chairs receive load credit for administrative responsibilities (reassigned time) as defined by Article 10.6.1 of the CSU-AAUP Collective Bargaining Agreement (ERF 1-5). That equates to 7.5 credits per semester for the HPX Department Chair/Associate Chair. Dr. Housemann receives 4.5 load credits and Dr. Stevens receives 3 load credits. The WCSU Faculty Handbook (ERF 1-7 pp. 98-99) outlines the responsibilities of the Department Chairperson. A summary of these duties include activities in support of curriculum development and update approval process; faculty and staff training, development and evaluation; budget development; purchasing supplies and equipment; course scheduling and faculty teaching assignments; staffing recommendations; procuring office space and equipment; supervision of staff; coordination of department meetings, training and activities; and, most importantly, supporting students. Table 2.1.1 lists the primary responsibilities and role delineation of the HPX Department Chair/Associate Chair.

Table 2.1.1: HPX Department Chair/Associate Chair Responsibilities

Responsibilities	Chair	Assoc. Chair
<i>Meetings/Events:</i>		
Plan, Develop & Implement monthly department meetings	X	X
Plan, Develop & Implement yearly department retreat	X	X
Attend Dean's Monthly Chairs' Meeting		X
Attend Provost's Chairs' Meeting		X
Attend or assign department member to attend any other university meeting where department input is needed	X	
Attend and/or assign department representation at annual university events (open houses, orientations, graduation, etc.)	X	
Represent department at important social events	X	X
Represent department at UPBC, CUCAS, etc.	X	X
<i>Administration:</i>		
Oversee Secretary Responsibilities	X	
Oversee Adjunct/FT Faculty (evaluations, observations, syllabi, office hours, etc.)		X
Recruit and recommend candidates for any vacant PT or FT instructors or office staff	X	X
Manage annual operating budget (operating & equipment fund/financial manager of department account)	X	
Manage annual personnel budget (part time instructor rates, classes, workload)	X	
Manage proposed adjunct contracts and summer/winter session contracts	X	
Plan Schedule of Classes, credit loads	X	
Prepare Annual Report		X
Prepare other reports and respond to requests from University Leadership	X	X

Section 2.0 Resources

Responsibilities	Chair	Assoc. Chair
Peruse any information sent via hard copy or email and forward to pertinent people	X	X
Run elections for office representation on department and university committees	X	
Respond to requests during summer and winter sessions	X	X
Approve Access requests, parking tags for adjuncts, etc.	X	
Support course and curriculum development process	X	X
<i>Student/Advisement:</i>		
Final approval of major graduation requirements	X	X
Student Independent Study approval	X	X
Change of Major/Advisement	X	X
Permission to Take Course at another institution	X	X
Permission to Split Fitness for Life Course	X	X
Permission for Grade Change	X	X
Overrides for Pre-requisites, capacity, non-majors	X	X
Approve requests for HPS minor	X	
Advise HPS and Health Ed majors as necessary	X	X
Advise HPS minors	X	
Assign Faculty Advisors	X	
Connect students with appropriate University resources when needed	X	X

In addition to the Chair/Associate Chair responsibilities, both Dr. Housemann and Stevens receive 3 credits of reassigned time for the CEPH accreditation self-study. Once the self-study is complete Dr. Housemann will remain with an underload until her accumulated workload is close to zero (0). Dr. Stevens will be assigned an additional HPS major course.

A coordinator is assigned to each of our four options (Allied Health Professions, Community Health, Holistic and Integrative Health, and Wellness Management). There is no reassigned time provided for this role. The primary tasks associated with this role is one of continuous quality improvement. It involves remaining up-to-date with research in the field as well as remaining aware of employment prospects and graduate school requirements and opportunities. The coordinators for each option are: Dr. Housemann - Holistic and Integrative Health, Dr. Stevens – Allied Health Professions, Ms. Heybruck-Santiago – Community Health, and Dr. Schlicht – Wellness Management.

Criterion 2.2 Faculty Mix

The mix of full-time and part-time faculty is sufficient to accomplish the mission and to achieve expected student outcomes. The program relies primarily on faculty who are full-time institution employees.

Program response to 2.2:

Full-time faculty teach the majority of courses in the HPS program. Some of the HPX Department full-time faculty teach courses for the Health Education majors and others support the Fitness for Life general education course. Template B identifies all faculty who have served (or are scheduled) as instructors or internship supervisors for courses taught during the four regular semesters beginning Fall 2016 ending in Spring 2018. In the 2016-2017 academic year, 31 (69%) courses were taught by full-time faculty, 6 (13%) courses were taught by special appointment faculty, the fall and spring internship supervisor was a Special Appointment Faculty, and 8 (18%) courses were taught by part-time (adjunct) faculty. The HPS core courses are taught by full-time tenure-track faculty. Each of the core courses requires three sections in order to meet student demand. The three faculty teaching these courses use the same syllabus, assignments, and grading rubrics work closely together to plan lectures and class activities. Adjunct faculty teach content and skill-based courses that are aligned with their area of expertise. Students benefit from the extensive field experience and practical aspects of learning. In addition, it enhances our relationship with community organizations and builds opportunities for future partnerships. The HPS major includes courses from Biology and Psychology. These faculty are included in the FTE calculation because the courses are required for all HPS options.

The HPX Department was assigned 2 special appointment positions for the 2016-2017 academic year to support our growth in enrollment and to reduce the number of overall adjunct credits. The CSU-AAUP Bargaining Agreement Article 4.8.2 discusses the conditions for hiring special appointment faculty (ERF 1-5, P 18). There are a large number of adjunct faculty who teach the fitness for life activity courses supported by our department. This is due to the variety of fitness courses offered and the qualifications for teaching these courses. Ms. Muir held the one special appointment position for 2016-2017. Ms. Muir supported the HPS program at 0.5 FTE both semesters. Her remaining FTE were in support of the HPX Department fitness for life lecture and fitness for life activity courses. She resigned to move to Germany with her family. Dr. Julie Perrelli has been hired to fill this position for the 2017-2018 academic year. Dr. Perrelli supported the HPS Program at 0.75 FTE and the HPX Department Fitness for Life requirement for the remainder FTE. The second full-time special appointment position was awarded to Denise Colaianne. She served as internship coordinator as an adjunct faculty prior to fall 2016 but the increase in the number of students resulted in an increase in the number of interns. The credit load for internship supervision is one credit for every 2 interns and the maximum credits allowed for adjunct faculty is 6 credits per semester. The HPX Department received permission to go up to 8 credits but that limited the number interns per semester. Ms. Colaianne's position became a full-time tenure track position starting Fall 2017. Special appointment faculty are full-time and carry a 12-credit load. They have access to all the benefits of a full-time faculty member with exception of a guaranteed position after the 2-year special appointment is complete.

TEMPLATE B

*A list of all faculty providing program instruction or educational supervision for the last four semesters (or the equivalent period of time in quarters, trimesters, terms, etc.). Template B requires each faculty member's name, status (**full-time, part-time or other**), FTE allocation to the program and course(s) taught. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due to be semester four and should include information on the three preceding semesters. (Criterion 2.2)*

Name of Faculty Member (including degrees)	Status (full-time, part-time, etc.)	FTE Allocation to SBP	Course(s) Taught (number of sections)
Fall 2016		8 FTE (HPX faculty only) Total	
Ethan (Elizabeth) Balk, PhD	FT	1	HPX 200, HPX 203, HPX 370, HPX 371
Denise Colaianni, MA	FT ⁺	1	HPX 490*, HPX 491
Krista Heybruck-Santiago, MPH	FT	1	HPX 100, HPX 200, HPX 370, HPX 371
Robyn Housemann, PhD, MPH	FT	1	HPX 344
Lynda Muir, MS	FT ⁺	0.5	HPX 100 (2)
Jeffrey Schlicht, PhD	FT	0.75	HPX 254 (2), HPX 355
Emily Stevens, PhD	FT	1	HPX 200, HPX 370
Virginia Verhoff, PhD	FT	0.5	HPX 230, HPX 253
Lisa Barker, DC	PT	0.25	HPX 343
Lisa Morrissey, MPH	PT	0.5	HPX 202 (2)
Deana Paqua, MA, LMT	PT	0.5	HPX 241, HPX 371
Joshua W. Cordeira, PhD	FT	0.18	BIO 105 Lecture
Michelle Monette, PhD	FT	0.02	BIO 105 Lecture
Fredrica R. Halligan, PhD	PT	0.125	PSY 260
Jonathan C. Woodhouse	PT	0.12	PSY 260
Spring 2017		7 FTE (HPX faculty only) Total	
Ethan (Elizabeth) Balk, PhD	FT	1	HPX 203, HPX 207, HPX 270, HPX 470
Denise Colaianni, MA	FT ⁺	1	HPX 490*, HPX 491
Krista Heybruck-Santiago, MPH	FT	1	HPX 100, HPX 270, HPX 352, HPX 470
Robyn Housemann, PhD, MPH	FT	1	HPX 399
Lynda Muir, MS	FT ⁺	0.5	HPX 100, HPX 255
Jeffrey Schlicht, PhD	FT	0.75	HPX 255, HPX 281, HPX 380

Section 2.0 Resources

Name of Faculty Member (including degrees)	Status (full-time, part-time, etc.)	FTE Allocation to SBP	Course(s) Taught (number of sections)
Emily Stevens, PhD	FT	1	HPX 270, HPX 281, HPX 470
Christel Autuori, MA	PT	0.25	HPX 240
Lisa Morrissey, MPH	PT	0.25	HPX 353
Deana Paqua, MA, LMT	PT	0.25	HPX 242
Susan M. Maskel, PhD	PT, Emeriti	0.05	BIO 105 Lecture
Joshua W. Cordeira, PhD	FT	0.14	BIO 106 Lecture
Mary K. Murphy, PhD	PT	0.13	PSY 260
Shane M. Murphy, PhD & Jonathan C. Woodhouse, Psy.D	FT PT	0.15	PSY 260
Fall 2017		7.75 FTE (HPX faculty only) Total	
Ethan (Elizabeth) Balk, PhD	FT	1	HPX 200, HPX 203, HPX 370, HPX 371
Denise Colaianni, MA	FT	1	HPX 490*, HPX 491
Krista Heybruck-Santiago, MPH	FT	1	HPX 100, HPX 200, HPX 370, HPX 371
Robyn Housemann, PhD, MPH	FT	1	HPX 344
Patricia McDiarmid, EdD	FT	0.25	HPX 253
Julie Perrelli, PhD	FT ⁺	0.75	HPX 100 (2), HPX 230, HPX 491
Jeffrey Schlicht, PhD	FT	0.5	HPX 100, HPX 254
Emily Stevens, PhD	FT	1	HPX 200, HPX 370
Lisa Barker, DC	PT	0.25	HPX 343
Lisa Morrissey, MPH	PT	0.5	HPX 202
Deana Paqua, MA, LMT	PT	0.5	HPX 241, HPX 371
Michelle Monette, PhD	FT	0.12	BIO 105 Lecture
Patrice Boily, PhD	FT	0.10	BIO 105 Lecture
Susan M. Maskel, PhD	PT, Emeriti	0.05	BIO 106 Lecture
Mary K. Murphy, PhD	PT	0.08	PSY 260
Jennifer Brennan-Sousa, PhD	PT	0.12	PSY 260
Spring 2018**		7.5 FTE (HPX faculty only) Total	
Ethan (Elizabeth) Balk, PhD	FT	1	HPX 203, HPX 207, HPX 270, HPX 470
Denise Colaianni, MA	FT	1	HPX 103, HPX 490*, HPX 491

Section 2.0 Resources

Name of Faculty Member (including degrees)	Status (full-time, part-time, etc.)	FTE Allocation to SBP	Course(s) Taught (number of sections)
Krista Heybruck-Santiago, MPH	FT	1	HPX 270, HPX 352, HPX 398, HPX 470
Robyn Housemann, PhD, MPH	FT	1	HPX 103
Patricia McDiarmid, EdD	FT	0.25	HPX 100
Julie Perrelli, PhD	FT ⁺	0.75	HPX 100, HPX281, HPX 313
Jeffrey Schlicht, PhD	FT	0.75	HPX 255, HPX 281, HPX 380
Emily Stevens, PhD	FT	1	HPX 270, HPX 470
Christel Autuori, MA	PT	0.25	HPX 240
Lisa Morrissey, MPH	PT	0.25	HPX 353
Deana Paqua, MA, LMT	PT	0.25	HPX 242
Joshua W. Cordeira, PhD	FT	0.12	BIO 106 Lecture
Susan M. Maskel, PhD	PT, Emeriti	0.16	BIO 105 Lecture
Mary K. Murphy, PhD	PT	0.15	PSY 260
Jennifer Brennan-Sousa, PhD	PT	0.09	PSY 260

⁺ Full-time Special Appointment

* HPX 490 is the HPS Internship, credit load for this course is one (1) load credit for every two (2) students supervised.

** For the Spring 2018 semester, the number of students was based on those who were registered as of 2/19/18

Criterion 2.3 Student Enrollment

The program tracks student enrollment to assist in gauging resource adequacy. Given the complexity of defining “enrollment” in an undergraduate major or baccalaureate degree program, the program uses consistent, appropriate quantitative measures to track student enrollment at specific, regular intervals.

Program response to 2.3:

At WCSU, student census is conducted the third week of each semester. The Office of Institutional Research and Assessment retrieves the data from course registration data. The student headcount reported in Template C is the number of students enrolled the third week of the semester who declared HPS as a major. The student FTE is calculated by dividing the total credits for which all HPS major are registered by 15. These data are important for staffing and resource allocation.

TEMPLATE C

*A table showing student headcount and student **FTE** for the last four semesters (or the equivalent period of time in quarters, trimesters, terms, etc.). For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due to be semester four and should include information on the three preceding semesters. (Criterion 2.4)*

Semester	Student headcount	Student FTE	Narrative explanation of the specific method and source of student enrollment data
Fall 2016	238	220	Student headcount is the number of students enrolled who declared HPS as their major when the University census is taken, third week of semester. FTE is calculated by student by dividing the credits at the 3 rd week of the semester by 15.
Spring 2017	232	205	
Fall 2017	238	217.3	
Spring 2018	215	198.2	

The source of all student statistics is the Office of Institutional Research and Assessment

Criterion 2.4 Student-Faculty Ratios

The program's student-faculty ratios (SFR) are sufficient to ensure appropriate instruction, assessment and advising. The program's SFR are comparable to the SFR of other baccalaureate degree programs in the institution with similar degree objectives and methods of instruction.

Program response to 2.4:

The Student to Faculty ratio is calculated by dividing the student FTE by the faculty FTE for a given semester. In Fall 2016, the SBP's SFR was 27.5, more than double the University's overall SFR of 12 to 1 (<http://www.wcsu.edu/president/facts-figures.asp>). The HPS Program's SFR is slightly higher than the Social Work Department (SW). The average HPS Program class size is also slightly higher than that of the comparable program. Template D.1 provides the SFR, description of the methods used for calculating the SFR, class size, range in class sizes and method used to obtain the class size and range. The course registration data with actual course enrollment numbers is provided in the ERF (ERF 2-3).

Template D.2 identifies our comparable baccalaureate program and provides the rationale for the choice. The BA in Social Work (SW) program (<http://www.wcsu.edu/sw/>) was chosen as the comparison program for a variety of reasons, including similar program requirements, professional career preparation in a human services field, required fieldwork experience, and the presence of a national accrediting body. Template D.3 reports the SFR and the average class size for the SW program. It is important to note that Fall 2016 enrollment in the SW program is lower than HPS program enrollment; SW headcount = 170 students and SW FTE = 148 as compared to HPS headcount = 238 students and HPS FTE = 220.

Template E.1 shows the average advising load for the last four semesters for HPX Department faculty. The department does not maintain separate advising loads for each program within the department because HPX Department faculty advise students in all program areas. The average advising load is calculated by taking the average of the number of advisees assigned to each faculty member in the department. The department advising load is fairly consistent and is comparable with the SW advising load for Spring 2017. Details about the HPX Department's advising process can be found in Section 6.0.

Section 2.0 Resources

TEMPLATE D

A table showing the SFR and average class size for program-specific classes for the last two years. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent semester for which full information is available, to be semester four and should include information on the three preceding semesters. Template D also requires information on the SFR and average class size of a comparable baccalaureate program in the institution, along with a narrative explanation of the choice of the comparable program. Identification of at least one other degree program within the institution with similar degree objectives and methods of instruction is required as well as a rationale for the choice. (Criteria 2.3, 2.4)

TEMPLATE D.1

Semester	SBP SFR	Explanation of the data and method used	SBP Average Class Size	SBP Range of Class Sizes	Explanation of the data and method used
Fall 2016	27.5	ratio of HPX faculty FTE and student FTE for given semester	23.9	13-33 students per class	class size data is taken from course registration data for all HPX Department courses offered to the HPS degree program students (ERF 2-3)
Spring 2017	29.3		22.2	8-30 students per class	
Fall 2017	28		23.6	14-30 students per class	
Spring 2018	26.4		20.4	6-33 students per class	

TEMPLATE D.2

Comparable Baccalaureate Program in the institution	Narrative explanation of the choice of the comparable program. Include degree objectives and methods of instruction as well as a rationale for the choice.
Department of Social Work, BA	Rationale for choice: The Social Work program is similar to our HPS program in several ways. Both programs are 120 credits and prepare students for a professional career. Both programs have a strong fieldwork component. The WCSU Social Work Program is accredited by the Council on Social Work Education (CSWE). The Student Learning Outcomes for the Social Work Program are: 1. Demonstrate Ethical and Professional Behavior 2. Engage Diversity and Difference in Practice 3. Advance Human Rights and Social, Economic, and Environmental Justice 4. Engage In Practice-informed Research and Research-informed Practice 5. Engage in Policy Practice 6. Engage with Individuals, Families, Groups, Organizations, and Communities 7. Assess Individuals, Families, Groups, Organizations, and Communities 8. Intervene with Individuals, Families, Groups, Organizations, and Communities

Section 2.0 Resources

	9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Methods of Instruction: Both programs allow any student who is admitted to WCSU to declare the program as a major. However, both programs have similar grade and GPA requirements prior to completing the field experience and for graduation. SW students must earn at least a “C+” in all designated major courses to have the course credit apply to the degree program and a GPA $\geq$ 2.5. Lecture courses for both programs are taught using traditional teaching methods such as lecture, small group work, site visits, flipped classroom, and experiential learning approaches. Both programs have a significant field work component – the SW program has junior and senior year part-time field experience while the HPS places students in a semester-long full-time internship as a capstone experience. (Social Work Student Handbook, ERF 2-4).
--	--

TEMPLATE D.3

Semester	Comparable Program SFR	Comparable Program Avg. Class Size
Fall 2016	20	18.2
Spring 2017	21.6	17
Fall 2017	21.4	19.7
Spring 2018	20.8*	17.1

*estimate, SW Faculty FTE not available at submission time

Section 2.0 Resources

TEMPLATE E

A table showing the average advising load for the last four semesters (or the equivalent period of time in quarters, trimesters, terms, etc.). For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due to be semester four and should include information on the three preceding semesters. Template E also requires information on the average advising load in comparable baccalaureate programs in the institution, along with a narrative explanation of the choice of the comparable program. (Criteria 2.4)

TEMPLATE E.1

Semester	SBP Average Advising Load	Explanation of the data and method used	Comparable Program Average Advising Load
Fall 2016	32.0	Each faculty member is assigned students to advise These averages are calculated by taking the average of the number of advisees assigned to each faculty member in the department.	21.7
Spring 2017	29.5		27.5
Fall 2017	28		19.6
Spring 2018*	30.4		23.3

* Spring 2018 data as of 2/20/18, HPS numbers may change due to change-of-majors into the HPS program

TEMPLATE E.2

Comparable Baccalaureate Program in the institution	Narrative explanation of the choice of the comparable program.
Department of Social Work, BA	See Template D.2 for narrative explanation of the comparable program choice.

Criterion 2.5 Financial/Physical Resources

The program has access to financial and physical resources that are adequate to fulfill its operating needs, accomplish the mission, teach the required curriculum and provide an environment that facilitates student learning, including faculty office space, classroom space and student gathering space.

Program response to 2.5:

The University Budget Process was described in Section 1.3 Template A-3 and is included in the ERF (ERF 1-2). Template F indicates all funding sources for the past 5 years for the HPX Department as a whole. The HPX Department does not maintain separate budgets for each program within the department. The HPS Program students make up 92.5% of the HPX Department's total enrollment so an estimate of the proportion of departmental resources utilized by the program is approximately 90%. The majority of funding comes from tuition and fees followed by state appropriations. Most of the HPX Departmental budget goes to salaries of full-time faculty. The HPX Department budget request includes operating expenses, equipment and supplies, student employment, and adjunct faculty salaries. Table 2.5.1 provides a summary of HPX Department operating expense for the past five years, averaging \$5400 per year. Our request for FY 2018 is \$5350. At the current time, there are sufficient financial resources to teach the required courses and to operate effectively. All departments were asked to reduce their operating by 10% for this fiscal year due to state financial challenges. Full-time CSU-AAUP faculty agreed to take three furlough days in 2017-2018 academic year to assist with budget deficits.

Two other sources of funds exist to support faculty and students. The SPS Dean has a budget that supports faculty travel to conferences, workshops, and trainings. Each faculty (full-time and adjuncts) can request travel funds. If any member chooses to not use their allocation, another member can request it. The second source of income is generated from a department challenge exam. This exam (<http://wcsu.edu/hpx/hpxtest.asp>) similar to a College Level Examination Program (CLEP) exam but is administered through our department. The income generated from these exams are used for student book scholarships and food service expenses for events with internship preceptors and/or alumni.

The HPX Department has a small office suite above the gymnasium in Berkshire Hall. There is office space for six faculty, a receptionist area and a supply closet. In addition, we converted our student Resource Room into office space for two faculty. The HPX Department has a conference room and shared adjunct office space in a different area of Berkshire Hall. This is not an optimal situation but it is temporary. At the current time, WCSU is undergoing various building renovations so office space is at a minimum. In 2020 the building we occupy will be undergoing renovations and the Master Plan includes building a new facility that will house the HPX and Nursing Departments. There is a student lounge on the 1st floor of Berkshire available to all WCSU students. Students may request access to the HPX Department conference room if needed. Other physical locations for student gathering spaces are described in Section 2.6.

The HPX Department has access to multiple classrooms in Berkshire Hall, Higgins Hall and White Hall. All classrooms have computers and projectors system, and some have SmartBoards. When submitting schedule requests we have the opportunity to request specific rooms and those

Section 2.0 Resources

requests are often filled. The classrooms are scheduled by the Office of the Registrar. The majority of our classes are in Berkshire Hall. Berkshire Hall does not have a large lecture hall or a classroom with individual computer workstations for students. Higgins Hall is used when a larger lecture hall is required and White Hall is used when individual computer access is required.

TEMPLATE F

A budget table delineating fiscal resources for the program indicating all funding sources to the extent possible in the format of Template F. Note that Template F requires the program to define the categories of funding. (Criterion 2.5)

NOTE: Not all categories are applicable to all programs. Add or remove categories as appropriate to your program. If the SBP is located in a department or other larger organizational structure, proportional estimates with rationale provided as footnotes is appropriate. Any funding specifically allocated to the SBP (e.g., faculty travel, student support, student organization support) should be included in the table along with estimates.

Sources of Funds by Major Category, 2013 to 2018¹					
	Year1 FY 2013- 2014	Year 2 FY 2014- 2015	Year 3 FY 2015- 2016	Year 4* FY 2016- 2017	Year 5* FY 2017- 2018
Source of Funds					
Tuition & Fees	\$1,924,426	\$1,849,227	\$2,120,687	\$2,672,384	\$2,650,100
State Appropriation	\$914,334	\$1,089,240	\$1,483,447	\$1,275,820	\$1,224,971
Other (Faculty Travel)	\$2787	\$4,630	\$2,655	\$3,512	\$2,162
Other (Challenge Exam Revenue)	\$3,850	\$2,450	\$2,000	\$1,200	\$1,600
Total	\$2,845,397	\$2,945,546	\$3,608,789	\$3,952,916	\$3,878,834

* Year 4 & 5 updated based on FY18 Plan Submittal 8/18/17.

Table 2.5.1: HPX Department Operating Expenses Summary

Fiscal Year	Actual Expenditures
2014	\$6,492
2015	\$5,361
2016	\$4,326
2017	\$5,440
2018 *	\$5,350

* requested

Request for 2017-2018 \$4900 student labor and OE \$5350

¹ Data should be presented by calendar year, academic year or fiscal year as appropriate—define in header row and in accompanying narrative. Additionally, all data presented should be retrospective, with the current year as Year 5.

Criterion 2.6 Support Services

The academic support services available to the program are sufficient to accomplish the mission and to achieve expected student outcomes. Academic support services include, at a minimum, the following:

- *computing and technology services*
 - *library services*
 - *distance education support, if applicable*
 - *other student support services (e.g., writing center, disability support services), if they are particularly relevant to the public health program*
-

Program response to 2.6:

Template G describes the variety of support services and facilities available to the HPS program. Services provided to the department include computing and technology services, library services (including a designated library liaison), advisement and career services, academic support services, and counseling and health services.

TEMPLATE G**Section 2.0 Resources**

A description of the program's academic support resources, including each of the following areas. Focus the discussion on the resources that are intended for and/or supportive of the program and its students in particular, and indicate who is responsible for each service (e.g., the institution, the college, the program, etc.). (Criterion 2.6)

Academic Support Resource	Responsible Party	Description
Computing and Technology Services	Student Technology Training Center: WCSU	On the second floor of the Midtown Student Center, the STTC is a technology center that provides computer and printer access to students, as well as full support of staff in regards to software usage and knowledge (PowerPoint, Excel, Word, etc.)
	C4 Lab (Campus Center Computer Center): WCSU	On the second floor of the West Side Campus Center, the C4 Lab is a technology center that provides computer and printer access to students.
	24 Hour Lab: WCSU	There are multiple 24 hour labs across both campuses (in the Midtown Student Center, in the Westside Classroom building, in the Science Building, etc.). These labs provide computer and printer access to all students 24 hours a day, 7 days a week.
Library Services	Haas Library: Tom Schmiedel, Library liaison for the HPX Department	Haas Library occupies 90,000 square feet on six floors, and is open 82 hours per week when classes are in session. The Library offers free book rental, computer and printer access, and access to online databases with thousands of scholarly articles to students.
	Young Library: Tom Schmiedel, Library liaison for the HPX Department	The Robert S. Young Library is located on the Fourth floor of the West Side Classroom building, and offers an excellent reference section consisting of business handbooks, almanacs, encyclopedias, and directories, both print and online, as well as basic computer and printer needs.
Advising Services	Academic Advisement Center: Isabel Carvalho, Director Higgins Hall, Room 214	The Academic Advisement Center works in assisting students transition into college-level courses, degree programs, and reach academic and personal goals by creating appropriate academic

TEMPLATE G
Section 2.0 Resources

Academic Support Resource	Responsible Party	Description
	Career Services: Kathleen Lindenmayer Director of Career Services	plans. Career Services at Western Connecticut State University helps to prepare students to become job world ready and to progress confidently toward graduation and launch meaningful careers.
Public Health-Related Career Counseling Services	HPX Department Resource Room: Denise Colaianne HPX Department Faculty Advisors	The Health Promotion and Exercise Science Resource Room is available for students for aid in the field of health promotion. They offer internship assistance, computer access, and individual appointments help in various areas. All HPX Department full time faculty are also advisers. Students are assigned to an advisor of their choice, and will work with their advisor every semester to take the best classes for the schedule and goals.
Other	Writing Center: Dr. Kelli Custer (PhD) Assistant Professor Department of Writing, Linguistics, and Creative Process Coordinator, The Writing Center AccessAbility Services: Elisabeth Werling Morel, M.Ed., CAGS. Director AccessAbility Office Tutoring Resource Center: Beth Turley Counseling Center: Rée LeBlanc Gunter, Ph.D. Director	The Writing Center is located in Haas Library, and helps students analyze assignments, brainstorm and develop ideas, outline and organize drafts, properly cite and document sources, plan out longer projects, identify and correct problems with grammar and mechanics. Western Connecticut State University offers a variety of legally mandated accommodations to students with documented disabilities in order to achieve equal educational opportunity and full participation. The Tutoring Resource Center provides content-level tutoring for all courses offered at Western, as well as group tutoring sessions and workshops. The Counseling Center provides services to students to help in handling the difficulties and anxieties associated with everyday campus life as well as those that arise out of extraordinary

TEMPLATE G

Section 2.0 Resources

Academic Support Resource	Responsible Party	Description
	CHOICES: Sharon Guck, M.P.H., Coordinator Health Service: Susan Cizek MD, Director	circumstances. CHOICES (Cultivating Healthy Opportunities In College Environments) is alcohol and substance abuse prevention program at WCSU. They provide confidential assessment and counseling for students experiencing problems with any substance use/abuse; offer programs, resources, information and services that will help students make informed and responsible decisions about the use of alcohol and/or drugs; and educate students about healthy lifestyle alternatives. Health Service provides screening and treatment for illnesses, injuries and other health-related problems to all full time students. Part time students, faculty and staff members are seen for emergencies only. In addition, sponsors health education programs and events such as health fairs and flu clinics.

3.0 Faculty Qualifications

Criterion 3.1 Faculty Qualifications

The program meets the requirements of regional accreditors for faculty teaching baccalaureate degree students. Faculty with doctoral-level degrees are strongly preferred and, in most cases, expected. A faculty member trained at the master's level may be appropriate in certain circumstances, but the program must document exceptional professional experience and teaching ability.

Program response to 3.1:

Western Connecticut State University is accredited by the Commission on Institutions of Higher Education (CIHE), a constituent element of the New England Association of Schools and Colleges (NEASC). NEASC Standard 6.3 states “The preparation and qualifications of all faculty and academic staff are appropriate to the nature of their assignments. Qualifications are measured by advanced degrees held, evidence of scholarship, advanced study, creative activities, and teaching abilities, as well as relevant professional experience, training, and credentials.” (https://cihe.neasc.org/standards-policies/standards-accreditation/standards-effective-july-1-2016#standard_six). The last NEASC review was conducted in 2013 and resulted in approval for a 10-year accreditation term (2013-2023) with an interim report due in 2018. Please refer to the NEASC Accreditation Renewal Letter for details of the self-study process (ERF 3-1).

Template H provides an overview of the qualifications of the Health Promotion and Exercise Sciences (HPX) Department full-time and adjunct faculty. Six of the eight full-time Health Promotion Studies (HPS) program faculty hold doctoral degrees in Public Health, a Public Health discipline, or closely related field. One full-time faculty member is currently working toward a doctoral degree and one full-time faculty member has relevant years of professional experience. All adjunct faculty hold Master's degrees in their area of expertise, and one has a doctoral degree. Adjunct faculty are hired based on their expertise in a specific content area. Three faculty hold Master of Public Health degrees. Further documentation on faculty qualifications can be found in the curriculum vitae (ERF 2-2).

Faculty who are trained at the Master's level must have previous teaching experience (preferably at the college level), must hold a Master's degree in a field directly related to the course that they are hired to teach, or must have professional experience related to the courses they are hired to teach or the tasks related to their position. The following full-time faculty are trained at the master level:

- Ms. Denise Colaianne is an Assistant Professor and serves as the full-time Internship Coordinator. In addition to coordinating and supervising over 60 interns per year, she also teaches the Internship Seminar course. She received her MA in Nursing Education from New York University in 1980. She worked in Community Health for over 20 years. She has over 20 years of experience teaching Community Health courses and supervising interns. Denise has been instrumental in the success of the internship program and in building partnerships with over 100 internship sites.
- Ms. Krista Heybruck-Santiago is a full-time tenure-track instructor and coordinator of the

Section 3.0 Faculty Qualifications

Community Health option. Krista received her MPH from the University of South Carolina Arnold School of Public Health. Her doctoral coursework focused on measurement, evaluation, and assessment in the field of Educational Psychology. Krista has over 20 years of experience in public health. She teaches the introductory course, Health Promotion and Maintenance (HPX 100), the core HPS courses (HPX 200, 270, 370, 371 and 470 – program planning, design, implementation and evaluation) as well as Mental Health HPX 352 and a new course in Public Health Policy, Advocacy and Administration.

When hiring adjunct faculty, our focus is on content-area experts who can integrate practical field experience into the academic setting. We look for individuals with skills and/or certifications and significant practice experience in the field. All adjunct faculty are assessed through a peer-review process and through student evaluations to ensure teaching ability and mastery of content. The following adjunct faculty are trained at the master level:

- Ms. Lisa Morrissey is the director of the Danbury Department of Health. She received her MPH from New York Medical College. Lisa has completed some doctoral level course work. She has over 5 years of experience in public health and brings a wealth of knowledge to classroom. Lisa also serves as internship preceptor. She teaches the Epidemiology (HPX 202) and Global and Environmental Health (HPX 353).
- Ms. Deana Paqua is a Holistic Health practitioner and Graphic artist/designer. She received an MA in Holistic and Integrative Health from The Graduate Institute. She is a licensed massage therapist and is certified in many types of holistic healing modalities. Deana's past work in graphic design brings a much-needed skill set to our team-taught Health Communications Methods and Materials (HPX 371). She also teaches Body/Mind Interventions (HPX 241) and Cross Cultural Health and Healing (HPX 242).
- Ms. Christel Autuori is a Holistic Health practitioner and Dental Hygienist. She received an MA in Holistic and Integrative Health from The Graduate Institute. She is a licensed yoga teacher and is certified in other holistic healing modalities. Christel teaches Introduction to Holistic and Integrative Health (HPX 240) and serves as the Director of the Institute for Holistic Health Studies (IHHS).

TEMPLATE H

Section 3.0 Faculty Qualifications

A table in the format of Template H that includes the same faculty shown in Template B. Template H requires each faculty member's name, graduate degrees earned, institution where degrees were earned, discipline in which degrees were earned, relevant professional experience outside of academia and applicable registration, certification and/or licensure. (Criteria 2.2, 3.1, 3.2)

Name of faculty	Graduate degrees earned	Institution where degrees were earned	Discipline in which degrees were earned	Relevant professional experience	Applicable registration, certification and/or licensure
Full-Time HPX Department Faculty					
Ethan Balk (formerly known as Elizabeth Balk)	PhD MS	Ohio State University (OSU) Florida State University (FSU)	OSU - Kinesiology, Physical Activity Behavior, Dietetics & Human Nutrition FSU - Physical Education, Teacher Certification	• Clinical Dietitian, Bariatric and Metabolic Surgery, Yale New Haven Health, New Haven, CT • Co-Principal Investigator, Minority Empowerment Federal Grant, Partnership with The Regional YMCA of Greater Danbury and Danbury Public Schools, Danbury, CT • Dietetic Internship, Center for Healthy Weight, Nationwide Children's Hospital, Columbus, OH • Food Innovation Center Seed Grant, Diet and Exercise for Bariatric Surgery Success Program, Ohio State University, Columbus, OH	Registered Dietician (RD) Clinical Dietician – Nutrition (CD-N) American College of Sports Medicine – Exercise Physiologist (ACSM-EP)
Denise Colaianne	MA	New York University	Nursing Education	• Visiting Nurse Association of New York • Ridgefield Visiting Nurse Association • Roncalli Home Health Care • Interfaith Aids Ministry • Fairfield University Assistant Professor of Community Health Nursing	B.S.N.

TEMPLATE H

Section 3.0 Faculty Qualifications

Name of faculty	Graduate degrees earned	Institution where degrees were earned	Discipline in which degrees were earned	Relevant professional experience	Applicable registration, certification and/or licensure
				• Greater Danbury Farmers Market • Connecticut Public Health Association	
Krista Heybruck-Santiago	MPH	University of South Carolina	Public Health - Health Promotion, Education, and Behavior	• Prince George's County Public School District, Suitland, MD • Eastern Carolina HIV Prevention Collaboration, Sumter, SC • South Carolina Department of Health and Environmental Control, Columbia, SC • The Parisky Group, Hartford, CT • National Minority AIDS Council, Washington DC • University of CT School of Social Work, West Hartford, CT • Community Renewal Team, Hartford, CT	
Robyn Housemann	PhD MPH	Saint Louis University School of Public Health	Health Services Research, Behavioral Science and Organizational Psychology	• American Cancer Society, New England Division Director of Planning and Evaluation • Saint Louis University -Prevention Research Center Project Manager • Washington University - Robert Wood Johnson Foundation Diabetes Initiative National Program Office Evaluation Director • Cheshire Adult Education – various community health and fitness workshops and classes • Cheshire Parks and Recreation – Therapeutic Recreation fitness class	Certified Usui and Karuna Reiki Master/Teacher Certified Past Life Regression Therapy Licensed Zumba, Zumba Toning and Aqua Zumba instructor

TEMPLATE H
Section 3.0 Faculty Qualifications

Name of faculty	Graduate degrees earned	Institution where degrees were earned	Discipline in which degrees were earned	Relevant professional experience	Applicable registration, certification and/or licensure
				• Fitness Instructor since 1985	
Patricia McDiarmid	EdD, Certificate of Advanced Graduate Study (CAGS) MS, BS	Johnson and Wales University Bridgewater State University Springfield College	Educational Leadership Education Administration Physical Education Health Education	• Massachusetts Association Health Physical Education Recreation and Dance (MAHPERD) Association President • SHAPE AMERICA National Convention presenter • SHAPE AMERICA Health Education Team member • American School Health Association (ASHA) National Convention presenter • MIAA Swimming and Diving Committee Member • NAWGJ MA State Judging Director (current)	Massachusetts Department of Elementary and Secondary Education (DESE) Certifications: Health and Physical Education, Biology, General Science, Principal, Superintendent Rated Official: National Gymnastics, College/H.S. Swimming Referee USA Gymnastics National Safety Instructor
Julie Perrelli	PhD, MS	Springfield College	Physical Education, Teaching and Administration	• Assistant Director, Danbury Police Activities League Youth Center	National Exercise Trainers Association - Personal Training (NETA-PT) Certificate
Jeffrey Schlicht	PhD	University of Connecticut	Sport, Leisure, and Exercise Science	• Manager, Life Management Group, a third party corporate wellness provider in southern California • Coordinator, Fitness for Life Employee Wellness Program, University of Connecticut • Group Exercise Instructor	

TEMPLATE H
Section 3.0 Faculty Qualifications

Name of faculty	Graduate degrees earned	Institution where degrees were earned	Discipline in which degrees were earned	Relevant professional experience	Applicable registration, certification and/or licensure
				• Program Director, Practical Strength Training for Older Adults community fitness program • The Bulletin Wellness Columnist, Connecticut Association for Health, Physical Education, Recreation and Dance • Program Director, Exercise for People with Disabilities community fitness program	
Emily Stevens	PhD MA	Ohio State University	Exercise Science, Health Promotion and Physical Activity Behavior	• Research Assistant, Department of Nephrology, Internal Medicine, The Ohio State University • Lacrosse Coach- Denison University, Upper Arlington High School (OH), Convent of the Sacred Heart High School (CT)	
Retired HPX Department Faculty					
Lynda Muir	MS BS	California University at Pennsylvania Sacred Heart University	Exercise Science, Health Promotion, Injury Prevention Accounting	• Public Service Specialist University of Connecticut Extension, Bethel CT • Personal Fitness Trainer, Group Exercise Instructor, Lifestyle Coach, Regional YMCA of Western Connecticut, Brookfield, CT	National Academy of Sports Medicine Performance Enhancement Specialist (NASM-PES) Aerobics Fitness Association of America Personal Trainer (AFAA-PT) Diabetes Prevention Program, Lifestyle

TEMPLATE H

Section 3.0 Faculty Qualifications

Name of faculty	Graduate degrees earned	Institution where degrees were earned	Discipline in which degrees were earned	Relevant professional experience	Applicable registration, certification and/or licensure
					Coach
Virginia Verhoff	PhD MS BS	Capella University Iona College, New Rochelle, NY Molloy College, Rockville Centre, NY	Education (Professional Studies) Education (Minor Biology) Biology, 7-12	• Director, Shelter for Homeless Women with Children, Danbury, CT. • Biology/Health Teacher, Bethlehem, CT • Director, Teen Parenting/Education Program, Danbury, CT • Drug Education Specialist, Danbury H.S • Substance Abuse Prevention Educator, Danbury, CT • Biology Teacher, New Milford H.S • Science/Biology NYS – Grades 4-8	Permanent Teaching Certificate, Biology, New York State Certificate of Eligibility, State of CT, Biology, Health Education Certificate Drug Education Specialist, State of CT
Adjunct HPX Department Faculty					
Lisa Morrissey	MPH	New York Medical College	Epidemiology Environmental Health Science	• Director, Danbury Department of Health • Epidemiologist, Danbury, CT • State of CT DEMHS Regional ESF-8 Chair of Health & Medical Services • State of CT DPH Region 5 Healthcare Coalition Chair • Western CT Community Health Needs Assessment Steering Committee Member • Owner Nutmeg Data Solutions	
Deana Paqua	MA Licensed Massage Therapist	The Graduate Institute	Holistic and Integrative Health	• Private practice in bodywork, energy medicine and cross-cultural/shamanic healing since 2002. • Clinical hands-on work experience in hospitals, doctors' offices, and	Licensed Massage Therapist (LMT - CT license 0293), Certified Medical Massage Therapist,

TEMPLATE H

Section 3.0 Faculty Qualifications

Name of faculty	Graduate degrees earned	Institution where degrees were earned	Discipline in which degrees were earned	Relevant professional experience	Applicable registration, certification and/or licensure
				massage therapy centers 2002-2012. • Teaching holistic health and energy medicine classes for the public in various settings 2002-present • Teach one-year certification program in Holistic, Shamanic and Cross Cultural Healing • Ongoing study with indigenous healers, medicine people and shamans from Tibet, Peru, Equador and North America since 2006 • Over 20 years of experience in graphic design and marketing	Certified Reiki Master, Certified Integrative Energy Therapy Master Instructor, Reconnective Healing Level III Practitioner, Elemental Mastery 3-year Contemporary Shamanic Training Program, Mesayok Medicine Spiral 16-month program
Christel Autuori	MA	The Graduate Institute	Holistic and Integrative Health	• Founder/Owner of Integrative Health of Connecticut, LLC • Provider CE courses in Holistic Health and Lifestyles, Holistic and Integrative Stress Management, for dental professionals, yoga teachers, and the general public • Authored chapter on Integrative Health Coaching in Coaching for Powerful Change (2015)	Registered Yoga teacher, Certified Reiki Master, Certified Holistic Stress Management Instructor, Certified AcuYoga Instructor, Certified Integrative Health Coach, Registered Dental Hygienist (CT MA NY)
Lisa Barker	DC	Palmer College of Chiropractic West	Chiropractic	• Clinical private practice since 2000 • Fellow of the International Chiropractic Pediatric Association (FICPA)	Doctor of Chiropractic licensed in NY & CT Certified Medical Examiner, Federal

TEMPLATE H
Section 3.0 Faculty Qualifications

Name of faculty	Graduate degrees earned	Institution where degrees were earned	Discipline in which degrees were earned	Relevant professional experience	Applicable registration, certification and/or licensure
					Motor Carrier Safety Administration (CME)
Biology Department Faculty					
Patrice Boily	PhD BSc	University of Guelph Université de Sherbrooke, Département de Biologie	Zoology Biology (Ecology)	• Faculty, Univ. New Orleans, Dept. Biological Sciences • Post-doctoral researcher and lecturer. Université du Québec à Trois-Rivières	
Joshua Cordeira	PhD BS	Tufts University School of Medicine Stonehill College	Neuroscience Biology	• Adjunct Professor- Stonehill College, Department of Biology • Postdoctoral Fellow- Harvard Medical School, Division of Sleep Medicine • Postdoctoral Associate- Tufts University, Dept. of Neuroscience • Health Science Specialist-V.A. Medical Center, Research Division	
Michelle Monette	PhD, MS BS	University of Massachusetts, Amherst Boston University	Organismic and Evolutionary Biology Biology with a specialization in Marine Science	• Postdoctoral Associate, Cellular and Molecular Physiology, Yale University • Graduate Research Assistant, Organismic and Evolutionary Biology, University of Massachusetts, Amherst	
Susan Maskel	PhD BS	University of Connecticut Butler University, Indianapolis, IN	Immunology/ Pharmacognosy Zoology	• Faculty member, Biology Department, Western Connecticut State University • Teaching Assistant, University of Connecticut • Research Assistant, University of Connecticut	
Psychology Department Faculty					

TEMPLATE H

Section 3.0 Faculty Qualifications

Name of faculty	Graduate degrees earned	Institution where degrees were earned	Discipline in which degrees were earned	Relevant professional experience	Applicable registration, certification and/or licensure
Shane Murphy	PhD, MS BSc	Rutgers University University of New South Wales	Clinical Psychology Psychology	• Gold Medal Psychological Consultants • Faculty member, Graduate School of Psychology, Sport psychology specialty area, Capella University • Vocational Assessor and Consultant, Kennedy Center • Assistant Professor Adjunct, Department of Psychology, Sacred Heart University, Fairfield, CT • Associate Professor Adjunct, Department of Biology, College of Letters, Arts and Sciences, University of Colorado at Colorado Springs • Associate Director, Sport Science and Technology Division, United States Olympic Committee, Colorado Springs, Colorado • Head of the Department of Sport Psychology, Sports Science Division, United States Olympic Committee, Colorado Springs, Colorado • Research Associate, Crime Victims Research and Treatment Center, Department of Psychiatry and Behavioral Sciences, Medical University of South Carolina,	CT and NY Psychology license

TEMPLATE H

Section 3.0 Faculty Qualifications

Name of faculty	Graduate degrees earned	Institution where degrees were earned	Discipline in which degrees were earned	Relevant professional experience	Applicable registration, certification and/or licensure
				Charleston, SC • Post-Doctoral Fellow, Department of Psychiatry and Behavioral Sciences, Medical University of South Carolina, Charleston, SC • Clinical Psychology Intern, specialty in Child-Community, Children's' Psychiatric Center, Eatontown, NJ • Teaching Assistant, Psychology Department, Rutgers University, New Brunswick, NJ • Research Assistant, Alcohol Behavior Research Laboratory, Rutgers University, New Brunswick, NJ • Instructor, Psychology Department, University of New South Wales, Sydney, Australia	
Mary Murphy	PhD MA Licensed Alcohol and Drug Counselor (LADC)	Yeshiva University Ferkauf Graduate School Yeshiva University Ferkauf Graduate School Westchester Institute for Training in Psychoanalysis and Psychotherapy Chemical Dependency	Clinical Health Psychology Clinical Psychology Substance Abuse Counseling	• Chief Clinical Psychologist, Associated Neurologists, Behavioral Medicine Department, Danbury, CT • Clinical Supervisor of clinical counseling students, Yale University School of Medicine • Therapist and Inpatient Consultant, Montefiore Medical Center, Substance Abuse Consultation and Referral Service. Bronx, NY	Motivational Interviewing Screening, brief intervention and referral to treatment (SBIRT) for substance users

TEMPLATE H

Section 3.0 Faculty Qualifications

Name of faculty	Graduate degrees earned	Institution where degrees were earned	Discipline in which degrees were earned	Relevant professional experience	Applicable registration, certification and/or licensure
	BA	program Manhattanville College	Psychology		
Jennifer Brennan-Sousa	PhD MS BA	Capella University Nova Southeastern University, University of Central Florida	General Psychology Mental Health Counseling Psychology	• Adjunct Professor, University of Bridgeport • Private Practice, New Directions, Danbury, CT • The Watershed Addiction Treatment Programs, Delray Beach, FL	Licensed Professional Counselor (LPC) Protective Action Response (PAR) Motivational Interviewing Residential Positive Achievement Change Tool (R-PACT)
Jonathan Woodhouse	PhD, MA BA	George Fox University Nyack College	Clinical Psychology History	• Licensed Clinical Neuropsychologist, Associated Neurologists, Danbury CT • Neuropsychology Fellowship, University of Oklahoma Health Sciences Center • Behavioral Health Counselor, Providence Newberg Medical Center	
Fredrica Halligan	PhD MA & Certificate of Advanced Study (CAS) MA BA	Fordham University Fairfield University Washington University Hollins College	Clinical Psychology Counseling Psychology Comparative Religions Mathematics (Minors in Statistics and Art History)	• Director of the MindBodySpirit Institute and Consultant in Clinical Health Psychology & Religion • Counseling Center Director, Western Connecticut State University • Associate Director, Saint Louis Behavioral Medicine • Senior Psychologist, LifeSpan DevelopMental Systems	

Section 3.0 Faculty Qualifications

Criterion 3.2 Designated Leader

The program has a designated leader who is a full-time faculty member with educational qualifications and professional experience in a public health discipline. If the designated program leader does not have educational qualifications and professional experience in a public health discipline, the program documents that it has sufficient public health educational qualifications, national professional certifications and professional experience in its primary faculty members. Preference is for the designated program leader to have formal doctoral-level training (eg, PhD, DrPH) in a public health discipline or a terminal professional degree (eg, MD, JD) and an MPH.

Program response to 3.2:

The designated program leader is Dr. Robyn Housemann, Ph.D., MPH. Dr. Housemann is Chair and Professor in the Department of Health Promotion and Exercise Sciences and the Coordinator for Holistic and Integrative Health Option at Western Connecticut State University (WCSU). She received a BS degree (University of Rhode Island, 1981) in Electrical Engineering, an MPH degree (Saint Louis University School of Public Health, 1994), and a Ph.D. (Saint Louis University School of Public Health, 2000) in Health Services Research (Behavioral Science/Health Education and Organizational Psychology). Dr. Housemann has been at WCSU since August 2006 and has taught all of the core courses for the Bachelor of Science degree in Health Promotion Studies, several of the content course and the Fitness for Life general education requirement. She was responsible for revamping the curriculum for the HPS degree in 2007.

In addition to teaching, Dr. Housemann has been involved in several campus projects and committees. Prior to coming to WCSU in 2006, Dr. Housemann participated in several applied research projects and community based interventions. She was the Director of Planning and Evaluation for the New England Division of the American Cancer Society for three years where she provided training and assistance to community executives who were creating cancer prevention and quality of life programs for cancer patients and their care givers. While working for ACS, Dr. Housemann taught Introduction to Public Health and Health and Society for BS in Public Health students at Southern Connecticut State University.

Dr. Housemann spent 10 years working at Saint Louis University (SLU) School of Public Health and six years at Washington University (WU) School of Medicine Master of Health Science Program. She taught the Behavioral Science/Health Promotion Theory course in the MPH program at Saint Louis University and the Program Evaluation and Research Methods courses in the Master of Health Sciences Program at Washington University. Her primary role at both institutions was in applied research and community interventions. She worked for the Saint Louis University Prevention Research Center for 8 years and the Robert Wood Johnson Diabetes Initiative National Program Office for one year. Her primary area of focus was in reducing heart disease and diabetes by facilitating community-based interventions to increase physical activity, promote healthy eating, reduce smoking, and improve diabetes self-management. These intervention programs targeted change at the individual level and beyond by creating environments that made healthy choices easy choices (e.g. walkable communities, healthy food in grocery stores, smoke-free churches, menu labeling in restaurants) and by increasing social capital within a community by training informal and formal leaders to be health advocates. She worked with diverse populations including rural White and rural African-Americans in Southeastern Missouri for the Saint Louis University Prevention

Section 3.0 Faculty Qualifications

Research Center. Her role as evaluation coordinator for Robert Wood Johnson Foundation Diabetes Initiative also involved diverse populations across the United States including African Americans, Mexican migrant farm workers, Eastern European Immigrants, Native Americans, rural and other medically underserved populations.

Dr. Housemann has presented scientific lectures, fitness workshops, stress management workshops, and guided imagery and meditation workshops at state, regional, and national conferences and in various community settings. She has over 30 years of experience teaching group fitness classes and is an advocate for Holistic and Integrative Health. In her spare time, Robyn teaches Zumba Toning®, Aqua Zumba®, and therapeutic recreation Zumba® fitness classes. She is a Usui and Karuna® Reiki Master and has been practicing Reiki since 2005. She is a Black Belt 2nd dan in Tae Kwon Do. (See Dr. Housemann's curriculum vitae in ERF 2-2)

Criterion 3.3 Practitioner Involvement

Practitioners are involved in instruction through a variety of methods (eg, guest lectures, service learning, internships and/or research opportunities). Use of practitioners as instructors in the program, when appropriate, is encouraged, as is use of practitioners as occasional guest lecturers.

Program response to 3.3:

The HPX Department views involvement with health promotion practitioners as an essential component of the student educational experience. Many of our full-time and all of our adjunct faculty are practicing health professionals. In addition, practitioners are guest lecturers in the classroom, provide workshops and trainings, serve as constituents for the core service learning project, and serve as preceptors for internships. Template I lists many of the practitioners who are involved in the HPS program. This template does not include adjunct faculty mentioned in section 3.1. A separate electronic database of the most recent (Summer 2015-present) internship preceptors is presented in the Electronic Resource File (ERF 3-2).

TEMPLATE I**Section 3.0 Faculty Qualifications**

A list of the activities and methods through which practitioners are involved in instruction. Template I requires each practitioner's name, credentials, title and place of employment, course(s) in which he or she is involved and instructional activities provided. (Criterion 3.3)

Name	Credentials	Title	Employer	Course(s) Taught/ Instructional Activities Provided
Classroom				
Raymond Sullivan	MD	Director	Brookfield Department of Health	HPX 353 guest speaker, well water contamination lecture
Edward Briggs	MPH	Director	Ridgefield Department of Health, National Environmental Health Association Past Regional President (New England)	HPX 353 guest speaker, radiation exposure
Jenna Nicol	MPH	Inspector	Food Drug Administration (FDA)	HPX 353 guest speaker, food safety
Arunima Montany	MBBS, MPH	Physician	Private Practice	HPX 353 guest speaker, global health, environmental risk factors
Lynn Sosa	MD	Deputy State Epidemiologist	State of Connecticut	HPX 355: STI Lecture
Lupo Passero	Master Herbalist & Educator	founder and owner	Twin Star Herbs	HPX 240 guest lecturer
Jennifer Salkin	LMFT	owner	private practice	HPX 240 guest lecturer
Darlene Alvarez Maddern	MA	founder and owner	Create with your Thoughts.com	HPX 240 guest lecturer
Tanya Kory	MPH, MCHES	Wellness Program Manager	Boehringer Ingelheim	HPX 380: Site Visit Coordinator
Adam Guarino	BS, ACPT & ACE certified	General Manager	Cartus Corporation (Premise Health)	HPX 380: Site Visit Coordinator
Kristina Korin	BS	Program	Chemtura Corporation	HPX 380: Site Visit Coordinator

TEMPLATE I
Section 3.0 Faculty Qualifications

Name	Credentials	Title	Employer	Course(s) Taught/ Instructional Activities Provided
		Manager	(EXOS)	
Carlos Beamonte	BS	Health Fitness Manager	Diageo (Premise Health)	HPX 380: Site Visit Coordinator
Scott Johnson	BS	Program Manager	Duracell (Premise Health)	HPX 380: Site Visit Coordinator
Michael De'Angelo	BS, NSCA & NASM certified	Wellness Program Manager	ESPN	HPX 380: Site Visit Coordinator
John Pivovar	BS	Program Manager	General Electric (Premise Health)	HPX 380: Site Visit Coordinator
Josh Vaghi	BS	Program Manager	Pepsico	HPX 380: Site Visit Coordinator
Cindy Cassavechia	Primary Aerobics, Personal Trainer, Specialty Step Aerobics, Master Kickboxing, Spin Cycling, Specialty Spin Power, PiYo, Zumba, Piloxing, Specialty Prenatal Exercise; American Heart Association CPR AED & First Aid Trainer	Fitness Instructor	New York Sports Club	HPX 255: Cardio Instructor
Hank Alviti	BS	Fitness Instructor	WCSU HPX Department	HPX 255: Strength Instructor
Lara Ward	BBA, BA, LMT,	founder and	Lotus Gardens	HPX 255: Yoga Instructor

TEMPLATE I
Section 3.0 Faculty Qualifications

Name	Credentials	Title	Employer	Course(s) Taught/ Instructional Activities Provided
	RYT E-500	owner		
Service Learning Constituents				
Lisa Morrissey	MPH	Director	Danbury Dept of Health	HPS Core courses service learning group
Rick Montefusco	Lieutenant	Police Lieutenant	WCSU Police Department	HPS Core courses service learning group
Walter Cramer	PhD	Dean of Students	WCSU Student Affairs	HPS Core courses service learning group
Amy Shanks	BA	Assistant Director	WCSU Student Affairs: Recreation, Intramurals, and Club Sports	HPS Core courses service learning group
Kimberly Henderson	BA	Resident Services Coordinator	Ridgefield Housing Authority	HPS Core courses service learning group
Jessica Podrazky	BS	Program Director	Ridgefield Boys & Girls Club	HPS Core courses service learning group
Rayna Havelock	BFA	Campus Advocate	WCSU Student Affairs: Women's Center	HPS Core courses service learning group
Maura Keenan	MBA, BS	Executive Director	Police Activities League, Danbury CT	HPS Core courses service learning group
Michelle Smallidge	RDN	Director of Employee Wellness	Danbury Hospital	HPS Core courses service learning group
Sharon Guck	MPH	Coordinator	WCSU Student Affairs: Substance Abuse & Prevention Program	HPS Core courses service learning group
Workshops/Trainings				
Deana Paqua	MA LMT	founder and owner	Embody the Sacred	Shamanic training
Lara Ward	BBA, BA, LMT, RYT E-500	founder and owner	Lotus Gardens	200 hour Yoga teacher training

TEMPLATE I
Section 3.0 Faculty Qualifications

Name	Credentials	Title	Employer	Course(s) Taught/ Instructional Activities Provided
Lupo Passero	Master Herbalist & Educator	founder and owner	Twin Star Herbs	Institute for Holistic Health Studies (IHHS) Wellness Wednesday workshop presenter
Mary Oquendo	Advanced Crystal Master	owner	Mary Oquendo.com	IHHS Wellness Wednesday workshop presenter
Darlene Alvarez Maddern	MA	founder and owner	Create with your Thoughts.com	IHHS Wellness Wednesday workshop presenter
Jennifer Salkin	LMFT	owner	private practice	IHHS Wellness Wednesday workshop presenter
Khristee Rich	Life coach & Reiki master	founder and owner	The Dancing Curtain.com	IHHS Wellness Wednesday workshop presenter
Patrick Lucas	Reflexology & Life coach	founder and owner	The Wellness Pathways.com	IHHS Wellness Wednesday workshop presenter
Dr. Michael Murphy	DC	owner	Murphy Family Chiropractic	IHHS Wellness Wednesday workshop presenter
Pam Pollard	reiki master	owner	Reiki Essentials	IHHS Wellness Wednesday workshop presenter
Debbie Morgan	MA	founder and owner	Integrative Health Advocacy.com	IHHS Wellness Wednesday workshop presenter
Seana Hart	certified personal trainer	founder and owner	EarthFit and WholeFit	IHHS Wellness Wednesday workshop presenter
Dr. Kenneth Hoffman	Doctor of Acupuncture and Chinese Medicine (DACM) Licensed Acupuncturist (LAc)	medical director and owner	Sophia Natural Medicine	IHHS Wellness Wednesday workshop presenter
Dr. Sarah Poulin	DACM. LAc	private practice	Dr. Sarah Poulin	IHHS Wellness Wednesday workshop presenter
Dr. Andrew	ND	private practice	Dr. Andrew Cummins &	IHHS Wellness Wednesday workshop presenter

TEMPLATE I**Section 3.0 Faculty Qualifications**

Name	Credentials	Title	Employer	Course(s) Taught/ Instructional Activities Provided
Cummins & Dr. Mara Davidson	ND		Dr. Mara Davidson ND	
Shawn Carney	ND	owner	Northeast Natural Medicine	guest lecturer, IHHS sponsored event
David Johnston	DO	owner	Osteopathic Wellness Center	guest lecturer, IHHS sponsored event
Tamara Sachs	MD	owner	Tamara Sachs, MD	guest lecturer, IHHS sponsored event
Brian Applebee	DC	owner	Family Chiropractic Center	guest lecturer, IHHS sponsored event
Bernie Siegel	MD	owner	Bernie Siegel MD	guest speaker, IHHS sponsored event
Jesse Rovero	practiced meditator & instructor	founder and owner	Life's Great Apparel.	monthly meditation workshop sponsored by IHHS
Geshela Dhargey	Buddhist monk	teacher	Do Ngak Kunphen Ling Tibetan Buddhist Center for Universal Peace (DNKL)	guest presenter, IHHS sponsored meditation event
Chris Farrell	pianist & composer	Piano Technician	WCSU School of Visual and Performing Arts	guest presenter, IHHS sponsored meditation event
Nancy Scherlong	MA holistic psychotherapist	founder and owner	Change for Good Coaching	guest presenter, IHHS sponsored meditation event

Criterion 3.4 Informed and Current Faculty

All faculty members are informed and current in their discipline or area of public health teaching.

Program response to 3.4:

CSU-AAUP provides professional development funds for all university faculty (full-time, special appointment and adjunct). The funds vary each year with full-time faculty receiving \$700 - \$750 per year and adjunct faculty receiving about half that amount. These funds are typically used to cover travel expenses to attend conferences or workshops. Faculty are given an opportunity to apply for additional professional development funds (ERF 1.5 Articles 9.6 and 12.10.1) by submitting an application to the Faculty Development Fund Committee. This committee reviews the applications and rates them based on the nature of the project and how it will improve WCSU and the faculty member's professional life. The application process and guidelines are described in the WCSU Faculty Handbook (ERF 1-7 pp, 188-182). All faculty (full-time, special appointment and adjunct) are allowed to apply for this funding. The maximum amount that can be requested is \$1,200 for full-time and \$750 for part-time. Other opportunities for faculty development include reassigned time for research, request for sabbatical leave, research grants, summer curriculum-related activities and faculty retraining. Figure 3.1 provides an overview for each of the opportunities for faculty development.

It is an expectation for renewal, promotion and tenure that faculty participate in professional development activity. The CSU-AAUP Collective Bargaining Agreement states the criterion for evaluating and recommending full-time teaching faculty and includes "maintaining and updating professional skills through activities such as review of professional journals, participation in curricular revisions, course updating, pursuit of research, publication and other scholarly activities". (ERF 1-5 Articles 4.11.9.1 - 4.11.9.5, pp 24-25). All faculty are encouraged to utilize the funding resources to remain current in their field. Those who do not may be ranked lower in that criteria at the time of their renewal review, tenure review, promotion review or professional assessment review this could result in a non-renewal for a non-tenured faculty or refusal of tenure or promotion. About 75% of full-time faculty request funds each year and about 50% of adjunct faculty request the use of funds for faculty development. Participation in activities varies each year depending on available conferences, trainings and workshops.

Faculty are members of professional associations and may serve as reviewers for various journals. Faculty also participate in Webinars and on-campus training opportunities that are offered by the Center for Excellence in Learning and Teaching (CELT). More information about the programs offered through CELT can be found at <https://celtwcsu.wordpress.com/>. A listing of sample activities by which faculty remain informed and current is provided below:

- Advanced degrees, certifications, licenses, continuing education activities
- Conference and workshop attendance, webinars
- Professional Organization Memberships
- Journal article and book reviews

Section 3.0 Faculty Qualifications

Figure 3.1 Synopsis of CSU AAUP Contract Funds 2017-18

Synopsis of CSU AAUP Contract Funds for Faculty Development & Research						
For information and updates, please consult the current Faculty Handbook, your respective Dean, and/or the chair of the committee. Forms may be found online with the Faculty Handbook. When mailing applications using campus mail, please be sure to do so at least 4 days prior to the deadline - otherwise, hand deliver.						
Academic Year 2017-2018						
	Faculty Development Funds	CSU/AAUP Research Grants	Reassigned Time for Research	Sabbatical Leave	Summer Curriculum-Related Activities	Faculty Retraining Grants
Who is eligible?	All AAUP Faculty	Full-Time AAUP Faculty	Full-Time AAUP Faculty	Tenured faculty who have completed six (6) academic years of full-time service.	Full-Time AAUP Faculty	Full-Time AAUP Faculty
What will I receive?	Full-Time Faculty - a maximum of \$1,200; Part Time Faculty - a maximum of \$750.	Up to \$5,000	No more than six (6) credit hours of reassigned time for each semester	One semester at full-pay or one year at half-pay.	Monetary award in relation to credit hours requested.	Monetary award.
Where should I apply?	Electronic copy of the application should be sent to the Office of the Provost/VP for Academic Affairs, at cunninghamj@wcsu.edu .	Office of Sponsored Research Administrative Services (the Application notice is emailed to all full-time faculty in December and available online at http://www.wcsu.edu/grants/forms.asp	Print, sign, scan, and submit an electronic copy of this application and all related materials to the Research & Development Committee, c/o the Administrative Assistant to the Provost and Vice President for Academic Affairs cunninghamj@wcsu.edu . The chair of your department should be copied on this email.	Electronic copy or seven (7) copies to chairperson of the Academic Leave Committee also one copy to: Teaching Faculty - to dept. leave committee, chair, or dean; Librarians - to dept. leave committee, spokesperson or director; Counselors - to dept. leave committee, director, or dean of student affairs; Administrative - to supervisor or appropriate management personnel.	Requests should be sent to the appropriate Dean.	Chair of the Academic Leave Committee
When is the deadline?	Always the: 1st Friday in September 3rd Friday in November 4th Friday in February 3rd Friday in April - Late applications will not be accepted.	Always February 1 - if falls on a weekend, the Friday before - Late applications will not be accepted	Always November 6 - if falls on a weekend, the Friday before - Late applications will not be accepted	Always September 28 - if falls on a weekend, the Monday after	Always March 1	Always November 1, for those using funds during a sabbatical. Others will be processed by the committee as they are submitted.
How may I use the award?	For activities to enhance the ability to be a productive and innovative professional in the capacity as a classroom teacher.	To enhance the educational mission, visibility, and research stature of the Connecticut State University System. Proposal required. See Guidelines provided in email in November or online at http://www.wcsu.edu/grants/forms.asp	The project must contribute to the body of research, creative or pedagogical knowledge of the applicant's discipline.	Sabbatical leaves are granted for the purposes of scholarly and creative endeavors that strengthen the professional competence or enrich the teaching or equivalent professional responsibilities of faculty members.	For curriculum development of courses and programs. Preference is given to new curriculum development over revising existing courses.	For tuition, books, travel and related expenses. Retraining must be in areas deemed useful to the University as determined by departments or administration.
For further information consult:	Chair of the Faculty Development & Recognition Committee; Faculty Handbook.	Director, Sponsored Research Administrative Services, Ext. 7-8281	Chair of the Research & Development Committee; Faculty Handbook.	Chair of the Academic Leave Committee; Faculty Handbook.	The Dean; Chair of CUCAS; Faculty Handbook.	Chair of the Academic Leave Committee; Faculty Handbook.

Section 3.0 Faculty Qualifications

Criterion 3.5 Graduate Students

Course instructors who are currently enrolled graduate students, if serving as primary instructors, have at least a master's degree in the teaching discipline or are pursuing a doctoral degree with at least 18 semester credits of doctoral coursework in the concentration in which they are teaching.

Program response to 3.5:

There are no graduate student course instructors who teach courses in the HPX Department. Template J is not included in this self-study.

Section 3.0 Faculty Qualifications

4.0 Curriculum

Please see Table 4.0.1 in the Electronic Resource File (ERF) for a list of all Health Promotion Studies (HPS) program-related course numbers and corresponding course titles.

Criterion 4.1 General Undergraduate Curriculum

The overall undergraduate curriculum (eg, general education, liberal learning, essential knowledge and skills, etc.) introduces students to the following domains. The curriculum addresses these domains through any combination of learning experiences throughout the undergraduate curriculum, including general education courses defined by the institution as well as concentration and major requirements or electives.

- *the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease*
 - *the foundations of social and behavioral sciences*
 - *basic statistics*
 - *the humanities/fine arts.*
-

Program response to 4.1:

The BS in Health Promotion Studies (HPS) degree requires a total of 120 credits of coursework. Western Connecticut State University (WCSU) is in the middle of a transition in the organizational structure and requirements for the general education curriculum. As of the fall of 2016, the general education curriculum shifted from a “distributional” general education curriculum to a “competency-based” general education curriculum. Students who entered the university as of fall 2016 follow the competency-based general education curriculum. Students who entered the university prior to fall 2016 follow the distributional general education curriculum. The four general education areas specified in Criterion 4.1 are met in both the distributional and competency-based general education curricula, through a combination of required general education, HPS major, HPS core, and HPS option courses. The WCSU general education frameworks are described further in this Criterion 4.1, and web links to the WCSU catalogue (2016-2017) for each are provided below:

WCSU Distributional General Education Catalogue:

<http://www.wcsu.edu/catalogs/undergraduate/academic-programs-degrees/#prefa16>

WCSU Competency-Based General Education Catalogue:

<http://www.wcsu.edu/catalogs/undergraduate/academic-programs-degrees/#fa16>

HPS program sheets for the distributional and competency-based curricula are included in the Electronic Resource File (ERF); program sheets outline all general education, major, core, and option requirements. The competency-based curriculum was mapped for all areas of the CEPH self-study because this is the curriculum that all HPS students are using moving forward in time.

WCSU Competency-Based General Education Curriculum

As defined by the university, the competency-based general education curriculum combines course-based competencies with opportunities to explore a wide range of disciplines outside of a student’s major. The university has identified 10 competencies that support academic success and

Section 4.0 Curriculum

prepare students for lifelong learning. All competencies must be satisfied. Students must repeat three different competencies, excluding writing and first year navigation. Finally, students must enroll in a Culminating General Education Experience (CE). All students must complete at least 40 credits of coursework outside of the major discipline.

Competencies may be satisfied in the major, minor, or any other area of interest. Each curricular program can include required coursework outside of the major deemed essential to success within the major, called “cognate” courses. Up to 18 credits of cognate coursework can be applied to the general education curriculum.

Table 4.1.1 identifies each WCSU general education competency and the HPS required major and cognate courses which have been approved by the university to meet a competency. While not required, students are strongly encouraged to take HPX 100FY for the First Year Navigation, and the curriculum matrix given to admissions includes HPX 100FY for all incoming HPS freshmen.

Table 4.1.1: WCSU General Education Competencies and Required HPS Courses

Competency	HPS Major Courses	HPS Cognate Courses
First Year Navigation (FY)		
Writing, 3 Tiers (W1, W2, W3)	HPX 370 (W3)	
Creative Process (CP)		
Critical Thinking (CT)		PHI 223
Health and Wellness (HW)	PSY 260	
Information Literacy (IL)	HPX 200	
Intercultural Competence (IC)		SW 220
Oral Communication (OC)		PHI 223
Quantitative Reasoning (QR)		MAT 115 or MAT 120
Scientific Inquiry (SI)	BIO 105 BIO 106 CHE 102 or CHE 110	
Culminating Experience (CE)	HPX 470	

Presented in Template K1, each of the four CEPH general education undergraduate curriculum domains is covered by at least one WCSU general education competency, as well as HPS major and cognate requirements. The allied health and community health options require additional coursework in the science and math/quantitative reasoning domains.

Section 4.0 Curriculum

TEMPLATE K1: Undergraduate Curriculum Domains, Competency-Based General Education Curriculum

A matrix that indicates the experience(s) that ensure that students are introduced to each of the domains indicated in Criterion 4.1. Template K requires the program to identify the experiences that introduce each domain.

DOMAINS	Courses and other learning experiences through which students are introduced to the domains specified
Science: Introduction to the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease	• University General Education Requirement: 1 course in Scientific Inquiry • HPS Major Requirements: CHE 102 or CHE 110, BIO 105, BIO 106 • Additional Allied Health Option Requirements: HPX 202, BIO 103, CHEM 111, PHY 120 • Additional Community Health Option Requirement: HPX 202
Social and Behavioral Sciences: Introduction to the foundations of social and behavioral sciences	• University General Education Requirement: 1 course in Intercultural Competence • HPS Major Requirements: PSY 260 • HPS Cognate Requirements: PSY 100, PSY Elective, SOC 100, SW 220
Math/Quantitative Reasoning: Introduction to basic statistics	• University General Education Requirement: 1 course in Quantitative Reasoning • HPS Major Requirement: HPX 470 • HPS Cognate Requirement: MAT 120 or MAT 115 • Additional Allied Health/Community Health Option Requirement: HPX 202
Humanities/Fine Arts: Introduction to the humanities/fine arts	• University General Education Requirements: 1 course in Oral Communication, 1 course in Creative Process, 1 course in Critical Thinking, 1 course in Information Literacy, 3 courses in Writing Competency • HPS Major Requirements: HPX 200 (IL), HPX 370 (W3) • HPS Cognate Requirement: PHI 223 (CT, OC)

WCSU Distributional General Education Curriculum

All students who enrolled at WCSU prior to Fall of 2016 are on the distributional general education curriculum. This includes the HPS graduating class of 2015, 2016, and 2017, relevant to this initial CEPH self-study. The distributional general education requirements were designed to expose students to the broad spectrum of human knowledge in the areas of writing and communication skills, humanities, social and behavioral sciences, natural and computational sciences, and health promotion and exercise sciences. Students matriculated for all degrees were required to complete courses in these five broad areas. Table 4.1.2 presents the distributional general education requirements set by the university, with the HPS required courses. Template K-2 maps the required HPS courses in the distributional general education curriculum to the public health general education domains.

Table 4.1.2: Distributional WCSU General Education Curriculum & Required HPS Courses

General Education Area	University Requirement	HPS Required Courses
Writing & Communication Skills	6 credit hours, including: · 1 Writing Intensive (W) course · 1 Communication Skills course	· 1 writing intensive course · 1 communication skills course
Humanities	15 credit hours in at least 3 fields · Communication · Fine and Applied Art · World Languages & Literature · Humanistic Studies · Literature · Philosophy · History	· 1 fine art course · 1 American History course · PHI 223 · 6 credit hours of humanities electives
Social & Behavioral Sciences	12 credit hours in at least 2 fields: · Non-Western Cultures · Sociology · Psychology	· PSY 100 · PSY Elective · SOC 100 · SW 220
Natural Sciences, Math, & Computer Sciences	10 credit hours, including · 1 natural science lab course · 1 course in math or computer science	· CHE 102 or CHE 110 · MAT 115 or MAT 120 · 3 credit hours of electives
Health Promotion and Exercise Sciences	HPX 177 Fitness for Life lecture and activity class	HPX 177 Fitness for Life lecture and activity class

Section 4.0 Curriculum

TEMPLATE K2: Undergraduate Curriculum Domains- Distributional General Education Curriculum

A matrix that indicates the experience(s) that ensure that students are introduced to each of the domains indicated in Criterion 4.1. Template K requires the program to identify the experiences that introduce each domain.

DOMAINS	Courses and other learning experiences through which students are introduced to the domains specified
Science: Introduction to the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease	• University General Education Requirement: 10 credits in Natural Science, Math, and Computer Science (including 1 lab class and 1 math or computer science class) • HPS Program General Education Requirements: CHEM 102 or CHEM 110, 3 credits of Natural Science/Math elective • HPS Program Major Requirements: BIO 105, BIO 106 • Additional Allied Health Option Requirements: PHY 120, CHEM 111, BIO 103 • Additional Community Health Option Requirement: HPX 202
Social and Behavioral Sciences: Introduction to the foundations of social and behavioral sciences	• University General Education Requirement: 12 credits in at least 2 fields (Psychology, Sociology, Social Sciences) • HPS General Education Requirements: SOC 100, PSY 100, PSY Elective, SW 220 • HPS Major Requirements: PSY 260
Math/Quantitative Reasoning: Introduction to basic statistics	• University General Education Requirement: 1 math or computer science class required as part of the Natural Science/Math general education area • HPS Program General Education Requirement: MAT 120 or MAT 115 • Additional Allied Health & Community Health Option Requirement: HPX 202
Humanities/Fine Arts: Introduction to the humanities/fine arts	• University General Education Requirements: 15 credits in at least 3 fields (Communication, Fine/Applied Art, World Languages and Literature, Humanistic Studies, Literature, Philosophy, History) • HPS General Education Requirement: 1 Fine Art Class, HIS 148 or 149, PHI 223, 6 credits of humanities electives

Comparing the Distributional to Competency-Based General Education Curriculum in CEPH Domains

Making a comparison between Templates K-1 and K-2, the HPS Program required courses remained the same in all CEPH general education domains except for the Humanities. This comparison is presented in Table 4.1.3. This table presents only those courses that are required of all HPS students (regardless of option or chosen electives). Allied health and community health option students have additional science and math/quantitative reasoning requirements (BIO 103, CHE 111, PHY 120, HPX 202); these added requirements remained consistent between the distributional and competency-based general education curricula. The humanities is the domain that changed the most. Students now have more options to fulfil the humanities general education competencies, and the IL and W3 competencies are fulfilled with major courses. All students still take PHI 223. The fine art requirement is now completed through the Creative Process competency. American history is one course option for critical thinking.

Table 4.1.3: Comparison of Distributional vs. Competency-Based HPS Program Requirements in each CEPH Domain

	Science	Social & Behavioral Sciences	Math/Quantitative Reasoning	Humanities
Distributional Curriculum HPS Requirements	CHE 102/CHE 110 BIO 105 BIO 106	PSY 100 PSY 260 PSY Elective SOC 100 SW 220	MAT 115/MAT 120	PHI 223 American History Fine Art Oral comm Writing intensive 6 credit electives
Competency-Based Curriculum HPS Requirements	CHE 102/CHE 110 BIO 105 BIO 106	PSY 100 PSY 260 PSY Elective SOC 100 SW 220	MAT 115/MAT 120	PHI 223 HPX 200 (IL) HPX 370 (W3) CP OC W1 & W2

Criterion 4.2 Public Health Curriculum

The requirements for the public health major or concentration provide instruction in the following domains. The curriculum addresses these domains through any combination of learning experiences throughout the requirements for the major or concentration coursework (ie, the program may identify multiple learning experiences that address a domain—the domains listed below do not each require a single designated course).

- *the history and philosophy of public health as well as its core values, concepts and functions across the globe and in society*
 - *the basic concepts, methods and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice*
 - *the concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations*
 - *the underlying science of human health and disease including opportunities for promoting and protecting health across the life course*
 - *the socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities*
 - *the fundamental concepts and features of project implementation, including planning, assessment and evaluation*
 - *the fundamental characteristics and organizational structures of the US health system as well as the differences in systems in other countries*
 - *basic concepts of legal, ethical, economic and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of government*
 - *basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology*
-

Program response to 4.2:

The Health Promotion Studies Program (HPS) major requirements are broken into three areas: major requirements, the HPS core, and the HPS option. All HPS Program students are required to complete all HPS Program major and core courses (46 credits of coursework). In addition, students choose one of four HPS Program option areas (15 credits of coursework): wellness management, community health, allied health professions, or holistic and integrative health. Updated program sheets, which outline all current HPS Program requirements, are included in the Electronic Resource File (ERF, 4-1). The university catalogue and HPX Department web links, which detail HPS program requirements, are included below:

WCSU Catalogue for HPS Program (old program requirements):

http://www.wcsu.edu/catalogs/undergraduate/sps/programs/health-promotion-and-exercise-sciences/#bs_health_promo

HPX Department Website with HPS Program Requirements (old program requirements):

<http://www.wcsu.edu/hpx/healthpromotionstudies.asp>

Section 4.0 Curriculum

When mapping the HPS Program core and option courses to the CEPH public health domains, “introduced” and “covered” were defined in two steps. First, the faculty member examined the course objectives, which are approved by the university curricular review process and stay consistent in the course syllabus. Bloom’s Taxonomy was used for this first step in the mapping process. “Introduced” was defined as objectives that fall within the first three levels of Bloom’s Taxonomy (understand, remember, apply). “Covered” was defined as objectives that fall within the fourth through sixth levels of Bloom’s Taxonomy (analyze, evaluate, create). After examining the course objectives, faculty were asked to consider whether graded assignments and activities were built into each course to cover the specific public health domains. If students were given a graded assignment or activity in a specific public health domain, the domain was defined as “covered”. If content was presented in the public health domain but no graded assignments or activities were used, the domain was defined as “introduced”. Dr. Emily Stevens mapped the HPS core courses; her primary teaching responsibilities have been within the HPS core courses. The department chairs for the non-HPS major and option requirements (biology, chemistry, physics, and psychology) mapped those relevant courses. The individual HPX Department faculty who teach the HPS option courses mapped the option courses.

Templates L-A and L-B map the HPS Program major and core courses to the CEPH public health domains. All of the public health domains are covered across the HPS program major and core courses, ensuring that each student graduates with the knowledge and skills necessary to pursue a career in a health promotion setting. Each of the HPS Program option courses/electives are mapped to the CEPH public health domains on Template L-C to L-F; the HPS Program options were designed to allow students to take roughly a semester’s worth of coursework that helps them further explore a specific area of interest in health promotion, knowing that the “core” health promotion skills and public health domains are covered by all the core courses.

HPS Program Major and Core Course Requirements

The HPS Program major and core coursework includes curricular content that our department deemed essential for all students seeking a degree in Health Promotion Studies. The HPS Program major requirements include: Anatomy & Physiology (BIO 105 & 106), Health Psychology (PSY 260), and Chemistry (CHE 102 or CHE 110). The HPS Program core requirements include a series of courses that teach students skills specific to health promotion (health and disease, needs assessment, theory-based program planning, health communication methods, program implementation and evaluation): HPX 100/HPX 103, HPX 200, HPX 270, HPX 370, HPX 371, HPX 470. During these HPS core courses (specifically HPX 200-470), students are engaged in a 4-semester service-learning project. Each student is assigned to either an on-campus or off-campus health-related organization. A group of ~5 students work together for 4 consecutive semesters (starting with HPX 200 in the fall of year 1 and ending with HPX 470 in the spring of year 2). As they learn health promotion content in the classroom they apply it to the assigned community organization to: conduct a comprehensive health needs assessment (involving focus groups, interviews, and survey data collection), design a multi-component theory-based health promotion program to address identified needs (including health marketing and communication materials), and then implement and evaluate the program. At the end of the four semesters, the student groups have accumulated comprehensive documentation of their work, including a needs assessment report, all program materials, and the evaluation report.

Section 4.0 Curriculum

The capstone experience for the HPS Program core is the internship semester (HPX 490 and HPX 491), described further in Criterion 4.5. Because each intern has a very different internship experience (depending on the internship site), the HPX 490 and HPX 491 courses did not map to any specific CEPH public health domain in Template L-B. The HPS Program Internship Coordinator is responsible for ensuring that each HPS Program internship site is relevant to health promotion, and that all HPS interns are provided the opportunity to complete independent work, relevant to both health promotion and the internship site, during the internship semester.

As a result of the CEPH self-study and curriculum mapping process, curricular weaknesses and inconsistencies in the way courses were designed and implemented were identified in the HPS Program core. As a result, we made curricular revisions to the HPS Program core classes, which were approved by the university curricular review process in the spring of 2017 and will take effect for students entering WCSU in the fall of 2017, starting the HPX core coursework in the Spring of 2018 with the newly developed HPX 103. Students starting the HPS core coursework during or prior to fall of 2017 will finish the HPS core courses under the old curriculum. The syllabi in the Electronic Resource File (ERF, 4-7) will reflect the latest semester that each course was taught.

The first change to take place was taking HPX 100 out of the HPS Program core coursework; it was replaced with HPX 103. One of our findings with the CEPH curricular mapping process was that our curriculum was weak in a few public health areas, notably: overview of the US healthcare system and health policy, law, ethics, and economics. We also came to the conclusion that we were trying to cover too much content in HPX 200 (covering an introduction to public health as a field, determinants of health, as well as needs assessment for health promotion). HPX 100, on the other hand, provided students with a survey of health topics, which are covered in detail in the HPS option courses and electives. Upon discussion of these findings, we as a department decided to remove the HPX 100 requirement and replace it with a new course, HPX 103 “Introduction to Health Promotion and Practice”. HPX 103 pulls the introductory public health and health determinants content out of HPX 200 (to cover it more fully in HPX 103 and leave room for more focus on needs assessment in HPX 200), and it builds in a stronger curricular base for content related to the US healthcare system as well as health policy, law, ethics, and economics. Both HPX 100 and HPX 103 are mapped as part of the HPS core coursework in Template L-B, but students entering the University as of Fall of 2017 will no longer be required to take HPX 100. HPX 100FY is now recommended for all HPS majors as a first-year navigation general education competency course.

The second change to take place to the HPS Program core curriculum in the spring of 2017 (implemented as of fall 2018) was a set of course revisions to HPX 200, 270, 370, 371, and 470. A finding from the CEPH curricular mapping process was that, while we covered all of the content and course objectives for each course, we had shifted when and how we cover the content over time. For example, based on the approved objectives HPX 370 used to cover health program planning and implementation and HPX 470 covered health program evaluation. In order to facilitate the service-learning project, and particularly to obtain IRB approval for the service-learning projects, we have to cover health program planning and an introduction to evaluation in HPX 370; students write the program plan and evaluation plan in HPX 370 to apply for IRB approval. Then in HPX 470 the projects are implemented and evaluated (pretest, implementation, post-test). The spring 2017 course revisions adjusted the course descriptions, topical outlines, objectives, and course titles to reflect what we cover in practice in each course. It also allowed for the updates to HPX 200, which account

for the addition of HPX 103 to the curriculum. The course titles in parentheses in Table 4.0.1 are the old course names.

HPS Program Option Course Requirements

The HPS Program options (15-credits of coursework beyond the major and core course requirements) allow the student to focus their health promotion studies to a more narrowly defined area of interest or career path. This coursework can be considered complementary coursework to the HPS major and core coursework, and it allows a student to further define his or her area of interest within health promotion. The four HPS Program options are mapped to the public health domains in Templates L-C (Allied Health Professions), L-D (Community Health), L-E (Holistic and Integrative Health), and L-F (Wellness Management).

The Allied Health Professions option (Template L-C) was designed for students interested in pursuing a career path in the allied health professions (physical therapy, occupational therapy, recreation therapy, speech therapy, etc.). Students in the allied health professions option are typically preparing for admissions to a graduate program that will lead to certification in their career of interest. Therefore, the allied health option requirements include more core science courses (physics, biology, chemistry), rather than health-related content courses. This curriculum prepares students interested in the allied health professions with a strong background in health promotion (from the HPS core coursework), a complementary course in the science of public health (HPX 202), and a stronger foundation of the core sciences to prepare them for clinical work and graduate admissions. Students in this option typically intern in a physical therapy, occupational therapy, or speech therapy setting, and they either gain employment in the internship site at a lower level position (i.e. rehab technician), or they seek admissions to a relevant graduate program.

The Community Health option (Template L-D) is the broadest and most versatile HPS option; students in this option are typically interested in pursuing a career within health promotion or public health, or they are interested in continuing their studies with an MPH program. Community health option students are required to take HPX 202 and HPX 353, but the remaining 9 credits of option coursework are electives, chosen among a list of 3-credit health content courses the department offers at the 200-level or higher, including any of the wellness management or holistic and integrative health option courses. Students are therefore exposed to the science of public health (HPX 202) and environmental and global issues in public health (HPX 353); they then choose 9 other credits of coursework in content areas of interest. Students in this option typically conduct the internship in health promotion organizations (Girl Scouts, Planned Parenthood, assisted or independent living retirement centers, etc.) or local public health departments.

The Holistic and Integrative Health option (Template L-E) was designed for students interested in studying complementary and alternative approaches to health promotion. It is the only program in New England in this area of study. Students in this option are typically interested in pursuing a career within health promotion or public health, with a particular emphasis on complementary and alternative approaches. Many students in this area seek certifications during the undergraduate studies. Holistic and Integrative Health option students are required to take HPX 240, HPX 241, HPX 242, and HPX 343 to gain a foundation of distributional and complementary approaches to medicine and public health. As the final 3-credit course, students choose an elective course of interest among the following: HPX 253, HPX 281, HPX 352, HPX 353, HPX 344, SOC 233,

Section 4.0 Curriculum

COM 245, PHI 241, PHI 245, PHI 265, and PHI 340. While all syllabi are available in the ERF, the non-HPX option courses are not mapped to the CEPH public health domains. Template L-D focuses on mapping the required holistic and integrative health courses, along with the HPX 344 elective option. The other HPX elective options are mapped in Template L-C (with community health) and L-E (with wellness management). The non-HPX courses are not regularly offered at WCSU, and 100% of the holistic and integrative health option students have taken the HPX elective options thus far. These non-HPX courses were chosen as Holistic and Integrative option electives to provide students an opportunity to explore content area outside of our offerings. Students in this option typically conduct the internship in organizations that offer health promotion services in: naturopathy, homeopathy, herbalism, and other traditional healing methods.

The Wellness Management option (Template L-F) was designed for students interested in the wellness, fitness, and nutrition areas of health promotion. Students in this option are required to take 3 credits in wellness (HPX 281), 6 credits in fitness promotion (HPX 254 and either HPX 255 or HPX 313), 3 credits in worksite wellness promotion (HPX 380), and 3 credits in nutrition promotion (HPX 203; students who transfer into the major have often already completed a 2-credit nutrition lecture course, and they take a 1-credit HPX 207 to complement the lecture rather than taking HPX 203). Students in this option typically conduct the internship in wellness, fitness, or nutrition promotion organizations (corporate wellness centers, YMCA, Boys & Girls Club, Danbury Farmer's Market, sports-specific training organizations, etc.).

TEMPLATE L- A: HPS Program Major Requirements

Section 4.0 Curriculum

A matrix that indicates the experience(s) that ensure that students are exposed to each of the domains indicated in Criterion 4.2. Template L requires the program to identify the experiences that introduce and reinforce each domain. Please note that a topic within a domain may be introduced and/or covered in more than one course. (Criterion 4.2)

Key
I - Introduced
C - Covered

PUBLIC HEALTH DOMAINS		Course Name and Number				
		CHE 102	CHE 110	BIO 105	BIO 106	PSY 260
Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society						
	Public Health History	I				I
	Public Health Philosophy					I
	Core PH Values					I
	Core PH Concepts					I
	Global Functions of Public Health	I				
	Societal Functions of Public Health	C				C
Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice						
	Basic Concepts of Data Collection	I		I	I	I
	Basic Methods of Data Collection	I		I	I	I
	Basic Tools of Data Collection	C		I	I	I
	Data Usage	C		I	I	I
	Data Analysis	C		I	I	I
	Evidence-based Approaches			I	I	I

TEMPLATE L- A: HPS Program Major Requirements
Section 4.0 Curriculum

PUBLIC HEALTH DOMAINS		Course Name and Number				
		CHE 102	CHE 110	BIO 105	BIO 106	PSY 260
Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations						
	Population Health Concepts	I				I
	Introduction to Processes and Approaches to Identify Needs and Concerns of Populations					I
	Introduction to Approaches and Interventions to Address Needs and Concerns of Populations	C				I
Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course						
	Science of Human Health and Disease	C	I	C	C	
	Health Promotion	I		I	I	
	Health Protection			I	I	
Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities						
	Socio-economic Impacts on Human Health and Health Disparities					C
	Behavioral Factors Impacts on Human Health and Health Disparities			I	I	C
	Biological Factors Impacts on Human Health and Health Disparities			C	C	C
	Environmental Factors Impacts on Human Health and Health Disparities	I		I	I	C
Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation						
	Introduction to Planning Concepts and Features					I
	Introduction to Assessment Concepts and Features					
	Introduction to Evaluation Concepts and Features					

TEMPLATE L- A: HPS Program Major Requirements
Section 4.0 Curriculum

PUBLIC HEALTH DOMAINS		Course Name and Number				
		CHE 102	CHE 110	BIO 105	BIO 106	PSY 260
Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries						
	Characteristics and Structures of the U.S. Health System					I
	Comparative Health Systems					
Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government						
	Legal dimensions of health care and public health policy					
	Ethical dimensions of health care and public health policy					C
	Economical dimensions of health care and public health policy					
	Regulatory dimensions of health care and public health policy					I
	Governmental Agency Roles in health care and public health policy					
Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology						
	Technical writing					I
	Professional writing					I
	Use of Mass Media					
	Use of Electronic Technology					

TEMPLATE L- B: HPS Program Core Requirements

Section 4.0 Curriculum

A matrix that indicates the experience(s) that ensure that students are exposed to each of the domains indicated in Criterion 4.2. Template L requires the program to identify the experiences that introduce and reinforce each domain. Please note that a topic within a domain may be introduced and/or covered in more than one course. (Criterion 4.2)

Key
I - Introduced
C - Covered

PUBLIC HEALTH DOMAINS		Course Name and Number								
		HPX 100*	HPX 103*	HPX 200	HPX 270	HPX 370	HPX 371	HPX 470	HPX 490	HPX 491
Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society										
	Public Health History	I	C	I	I					
	Public Health Philosophy	I	C	I	I		C			
	Core PH Values	I	C	I	I					
	Core PH Concepts	I	C	C	C	C		C		
	Global Functions of Public Health	I	C	I						
	Societal Functions of Public Health	I	I	I	C	C	C	C		
Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice										
	Basic Concepts of Data Collection			C		C		C		
	Basic Methods of Data Collection			C		C		C		
	Basic Tools of Data Collection	I		C		C		C		
	Data Usage	I		C				C		
	Data Analysis			C				C		
	Evidence-based Approaches	I		I	C	C	C			

TEMPLATE L- B: HPS Program Core Requirements
Section 4.0 Curriculum

PUBLIC HEALTH DOMAINS		Course Name and Number								
		HPX 100*	HPX 103*	HPX 200	HPX 270	HPX 370	HPX 371	HPX 470	HPX 490	HPX 491
Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations										
	Population Health Concepts	I	C	C	I					
	Introduction to Processes and Approaches to Identify Needs and Concerns of Populations		I	C		C	C			
	Introduction to Approaches and Interventions to Address Needs and Concerns of Populations		I	I	C	C	C	C		
Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course										
	Science of Human Health and Disease	C	I	C						
	Health Promotion	C	I	I	C	C	C	C		
	Health Protection	C	I	I	C	C	C	C		
Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities										
	Socio-economic Impacts on Human Health and Health Disparities	I	I	I	C					
	Behavioral Factors Impacts on Human Health and Health Disparities	C	I	C	C	C		C		
	Biological Factors Impacts on Human Health and Health Disparities	C	I	I	C					
	Environmental Factors Impacts on Human Health and Health Disparities	C	I	I	C			C		
Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation										
	Introduction to Planning Concepts and Features	I		I	C	C	C	C		
	Introduction to Assessment Concepts and Features	I		C		C		C		

TEMPLATE L- B: HPS Program Core Requirements
Section 4.0 Curriculum

PUBLIC HEALTH DOMAINS		Course Name and Number								
		HPX 100*	HPX 103*	HPX 200	HPX 270	HPX 370	HPX 371	HPX 470	HPX 490	HPX 491
	Introduction to Evaluation Concepts and Features	I		I		C		C		
Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries										
	Characteristics and Structures of the U.S. Health System	I	C	I						
	Comparative Health Systems	I	C							
Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government										
	Legal dimensions of health care and public health policy		C	I	I	C		C		
	Ethical dimensions of health care and public health policy	I	I	I	C	C		C		
	Economical dimensions of health care and public health policy		C	I				I		
	Regulatory dimensions of health care and public health policy		C	C			I	I		
	Governmental Agency Roles in health care and public health policy	I	C	C						
Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology										
	Technical writing	I	I	C	C	C	C	C		
	Professional writing	I	I	C	C	C	C	C		
	Use of Mass Media					C	C	C		
	Use of Electronic Technology	I		C	C	C	C	C		

*HPS core program requirements changed in 2017. Prior to Fall 2017, all HPS students were required to take HPX 100. Students entering the major as of Fall 2017 are required to take HPX 103; HPX 100 is suggested as a general education, first-year navigation competency.

TEMPLATE L – C: Allied Health Professions Option

Section 4.0 Curriculum

A matrix that indicates the experience(s) that ensure that students are exposed to each of the domains indicated in Criterion 4.2. Template L requires the program to identify the experiences that introduce and reinforce each domain. Please note that a topic within a domain may be introduced and/or covered in more than one course. (Criterion 4.2)

Key
I - Introduced
C - Covered

PUBLIC HEALTH DOMAINS		Course Name and Number			
		HPX 202	PHY 120	CHE 111	BIO 103
Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society					
	Public Health History	C			
	Public Health Philosophy	C			
	Core PH Values	C			
	Core PH Concepts	C			
	Global Functions of Public Health	I			
	Societal Functions of Public Health	I			
Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice					
	Basic Concepts of Data Collection	C			C
	Basic Methods of Data Collection	C			C
	Basic Tools of Data Collection	C			C
	Data Usage	C			I
	Data Analysis	C			I
	Evidence-based Approaches	C			
Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations					

TEMPLATE L – C: Allied Health Professions Option
Section 4.0 Curriculum

PUBLIC HEALTH DOMAINS		Course Name and Number			
		<i>HPX 202</i>	<i>PHY 120</i>	<i>CHE 111</i>	<i>BIO 103</i>
	Population Health Concepts	C			
	Introduction to Processes and Approaches to Identify Needs and Concerns of Populations	I			
	Introduction to Approaches and Interventions to Address Needs and Concerns of Populations	I			
Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course					
	Science of Human Health and Disease	C			I
	Health Promotion	I			
	Health Protection	I			
Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities					
	Socio-economic Impacts on Human Health and Health Disparities	I			
	Behavioral Factors Impacts on Human Health and Health Disparities	I			I
	Biological Factors Impacts on Human Health and Health Disparities	C			
	Environmental Factors Impacts on Human Health and Health Disparities	I			
Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation					
	Introduction to Planning Concepts and Features				
	Introduction to Assessment Concepts and Features				
	Introduction to Evaluation Concepts and Features	I			
Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries					
	Characteristics and Structures of the U.S. Health System				
	Comparative Health Systems				
Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government					
	Legal dimensions of health care and public health policy				
	Ethical dimensions of health care and public health policy				

TEMPLATE L – C: Allied Health Professions Option

Section 4.0 Curriculum

PUBLIC HEALTH DOMAINS		Course Name and Number			
		<i>HPX 202</i>	<i>PHY 120</i>	<i>CHE 111</i>	<i>BIO 103</i>
	Economical dimensions of health care and public health policy				
	Regulatory dimensions of health care and public health policy				
	Governmental Agency Roles in health care and public health policy				
Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology					
	Technical writing				I
	Professional writing	C			
	Use of Mass Media				
	Use of Electronic Technology	I			

TEMPLATE L – D: Community Health Option

Section 4.0 Curriculum

A matrix that indicates the experience(s) that ensure that students are exposed to each of the domains indicated in Criterion 4.2. Template L requires the program to identify the experiences that introduce and reinforce each domain. Please note that a topic within a domain may be introduced and/or covered in more than one course. (Criterion 4.2)

Key
I - Introduced
C - Covered

PUBLIC HEALTH DOMAINS		Course Name and Number						
		HPX 202*	HPX 230	HPX 253	HPX 352	HPX 353	HPX 355	HPX 398
Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society								
	Public Health History	C	C	C	C			C
	Public Health Philosophy	C	I	I	C			C
	Core PH Values	C	I	I	C			C
	Core PH Concepts	C		C	C	I		C
	Global Functions of Public Health	I	C	C	I			C
	Societal Functions of Public Health	I	C	I	C			C
Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice								
	Basic Concepts of Data Collection	C	C	C				I
	Basic Methods of Data Collection	C	I					I
	Basic Tools of Data Collection	C	C					I
	Data Usage	C	I	C				C
	Data Analysis	C	C	C				C
	Evidence-based Approaches	C	C	C				C
Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations								

TEMPLATE L – D: Community Health Option

Section 4.0 Curriculum

PUBLIC HEALTH DOMAINS		Course Name and Number						
		HPX 202*	HPX 230	HPX 253	HPX 352	HPX 353	HPX 355	HPX 398
	Population Health Concepts	C	C	C	I		I	C
	Introduction to Processes and Approaches to Identify Needs and Concerns of Populations	I	I	C	I			C
	Introduction to Approaches and Interventions to Address Needs and Concerns of Populations	I	I	C	I			C
Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course								
	Science of Human Health and Disease	C	I	C	C		C	
	Health Promotion	I	C	C	C	C	C	
	Health Protection	I		C	C	C	C	
Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities								
	Socio-economic Impacts on Human Health and Health Disparities	I	C	I	C	C	I	C
	Behavioral Factors Impacts on Human Health and Health Disparities	I	C	C	C	C	I	C
	Biological Factors Impacts on Human Health and Health Disparities	C	C	C	C	C	I	C
	Environmental Factors Impacts on Human Health and Health Disparities	I	I	C	C	C	I	C
Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation								
	Introduction to Planning Concepts and Features				I			C
	Introduction to Assessment Concepts and Features				I			C
	Introduction to Evaluation Concepts and Features	I						C
Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries								
	Characteristics and Structures of the U.S. Health System		I	C	I			C
	Comparative Health Systems							I

TEMPLATE L – D: Community Health Option
Section 4.0 Curriculum

PUBLIC HEALTH DOMAINS		Course Name and Number						
		HPX 202*	HPX 230	HPX 253	HPX 352	HPX 353	HPX 355	HPX 398
Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government								
	Legal dimensions of health care and public health policy		C	I				C
	Ethical dimensions of health care and public health policy		I	I				C
	Economical dimensions of health care and public health policy		C	I				C
	Regulatory dimensions of health care and public health policy		I	I				C
	Governmental Agency Roles in health care and public health policy		C	I				C
Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology								
	Technical writing							C
	Professional writing	C	C					C
	Use of Mass Media		C	C				
	Use of Electronic Technology	I	C	C			C	

* Students choosing the Community Health Option must take HPX 202 and HPX 353; they choose 3 more HPX elective courses from among the courses listed here, the Holistic and Integrative Health courses, and the Wellness Management Option courses

TEMPLATE L – E: Holistic and Integrative Health Option

Section 4.0 Curriculum

A matrix that indicates the experience(s) that ensure that students are exposed to each of the domains indicated in Criterion 4.2. Template L requires the program to identify the experiences that introduce and reinforce each domain. Please note that a topic within a domain may be introduced and/or covered in more than one course. (Criterion 4.2)

Key
I - Introduced
C - Covered

PUBLIC HEALTH DOMAINS		Course Name and Number				
		HPX 240	HPX 241	HPX 242	HPX 343	HPX 344
Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society						
	Public Health History					
	Public Health Philosophy					
	Core PH Values					
	Core PH Concepts				I	
	Global Functions of Public Health					
	Societal Functions of Public Health					
Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice						
	Basic Concepts of Data Collection					
	Basic Methods of Data Collection					
	Basic Tools of Data Collection					
	Data Usage					
	Data Analysis					
	Evidence-based Approaches	I				
Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations						

TEMPLATE L – E: Holistic and Integrative Health Option

Section 4.0 Curriculum

PUBLIC HEALTH DOMAINS		Course Name and Number				
		HPX 240	HPX 241	HPX 242	HPX 343	HPX 344
	Population Health Concepts			I		
	Introduction to Processes and Approaches to Identify Needs and Concerns of Populations					
	Introduction to Approaches and Interventions to Address Needs and Concerns of Populations	I				
Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course						
	Science of Human Health and Disease					
	Health Promotion	I	I	I	C	C
	Health Protection	I	I	I	C	C
Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities						
	Socio-economic Impacts on Human Health and Health Disparities	I	I	I		
	Behavioral Factors Impacts on Human Health and Health Disparities	I	I	I	C	
	Biological Factors Impacts on Human Health and Health Disparities	I	I	I	C	
	Environmental Factors Impacts on Human Health and Health Disparities	I	I	I	C	I
Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation						
	Introduction to Planning Concepts and Features					
	Introduction to Assessment Concepts and Features					
	Introduction to Evaluation Concepts and Features					
Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries						
	Characteristics and Structures of the U.S. Health System	I	I	I		
	Comparative Health Systems	I	I	C		
Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government						
	Legal dimensions of health care and public health policy					
	Ethical dimensions of health care and public health policy					
	Economical dimensions of health care and public health policy					

TEMPLATE L – E: Holistic and Integrative Health Option

Section 4.0 Curriculum

PUBLIC HEALTH DOMAINS		Course Name and Number				
		HPX 240	HPX 241	HPX 242	HPX 343	HPX 344
	Regulatory dimensions of health care and public health policy					
	Governmental Agency Roles in health care and public health policy					
Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology						
	Technical writing					
	Professional writing					
	Use of Mass Media					
	Use of Electronic Technology					

TEMPLATE L – F: Wellness Management Option

Section 4.0 Curriculum

A matrix that indicates the experience(s) that ensure that students are exposed to each of the domains indicated in Criterion 4.2. Template L requires the program to identify the experiences that introduce and reinforce each domain. Please note that a topic within a domain may be introduced and/or covered in more than one course. (Criterion 4.2)

Key
I - Introduced
C - Covered

PUBLIC HEALTH DOMAINS		Course Name and Number						
		HPX 203	HPX 207	HPX 254	HPX 255	HPX 281	HPX 313	HPX 380
Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society								
	Public Health History	I						I
	Public Health Philosophy	I					I	
	Core PH Values	I						
	Core PH Concepts	I						
	Global Functions of Public Health	I						I
	Societal Functions of Public Health	I						I
Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice								
	Basic Concepts of Data Collection	I		I				I
	Basic Methods of Data Collection	I		I			C	I
	Basic Tools of Data Collection	I		I			C	I
	Data Usage	I		I				
	Data Analysis	I						
	Evidence-based Approaches	I		I				I
Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations								

TEMPLATE L – F: Wellness Management Option
Section 4.0 Curriculum

PUBLIC HEALTH DOMAINS		Course Name and Number						
		<i>HPX 203</i>	<i>HPX 207</i>	<i>HPX 254</i>	<i>HPX 255</i>	<i>HPX 281</i>	<i>HPX 313</i>	<i>HPX 380</i>
	Population Health Concepts			I	I	I		I
	Introduction to Processes and Approaches to Identify Needs and Concerns of Populations			I				I
	Introduction to Approaches and Interventions to Address Needs and Concerns of Populations			I	I	I		I
Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course								
	Science of Human Health and Disease	C		C	I		C	C
	Health Promotion	I		C	I	I	C	C
	Health Protection	I		C	I	I		C
Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities								
	Socio-economic Impacts on Human Health and Health Disparities	C	I	I	I		I	I
	Behavioral Factors Impacts on Human Health and Health Disparities	C	I	I	I	I	I	I
	Biological Factors Impacts on Human Health and Health Disparities	C	I	I	I		C	I
	Environmental Factors Impacts on Human Health and Health Disparities	I	I	I	I		I	I
Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation								
	Introduction to Planning Concepts and Features							I
	Introduction to Assessment Concepts and Features							I
	Introduction to Evaluation Concepts and Features							I
Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries								
	Characteristics and Structures of the U.S. Health System	I						I
	Comparative Health Systems	I						

TEMPLATE L – F: Wellness Management Option
Section 4.0 Curriculum

PUBLIC HEALTH DOMAINS		Course Name and Number						
		HPX 203	HPX 207	HPX 254	HPX 255	HPX 281	HPX 313	HPX 380
Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government								
	Legal dimensions of health care and public health policy							
	Ethical dimensions of health care and public health policy							
	Economical dimensions of health care and public health policy							
	Regulatory dimensions of health care and public health policy							
	Governmental Agency Roles in health care and public health policy	I						
Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology								
	Technical writing							
	Professional writing			I				
	Use of Mass Media			I				
	Use of Electronic Technology			I	I		C	I

Criterion 4.3 Specific Credentials

If the program intends to prepare students for a specific credential, then the curriculum must address the areas of responsibility required for credential eligibility (eg, CHES).

Program response to 4.3

The HPS Program was designed to prepare students for National Commission for Health Education Credentialing (NCHEC), Certified Health Education Specialist (CHES) certification. Specifically, the HPS core requirements were designed to prepare students to be eligible for CHES certification. Template L-1 maps whether each HPS Program core course “introduces” or “covers” each NCHEC Area of Responsibility. “Introduced” and “Covered” were defined for Template L-1 as described in Criterion 4.2. Notably, the service-learning project that spans HPX 200, HPX 270, HPX 370, HPX 371, and HPX 470 (described in Criterion 4.2) covers each Area of Responsibility. Throughout this 4-semester project, students provide documentation of their proficiency in each NCHEC Area of Responsibility. The NCHEC Areas of Responsibility are then reviewed and students are provided specific information about CHES testing options in HPX 491; students are given a letter of support to sit for the exam during this final semester, upon request and if they are in the final semester of the Bachelor’s degree.

Section 4.0 Curriculum

TEMPLATE L-1

A matrix, in the format of Template L-1 that indicates the experience(s) that ensure that students are exposed to the requirements (eg, NCHEC areas of responsibility) of the relevant certificate or credential (eg, CHES), if the program intends to prepare students for a specific credential.

Key

I - Introduced

C - Covered

AREA OF RESPONSIBILITY	Course Name & Number								
	HPX 100	HPX 103	HPX 200	HPX 270	HPX 370	HPX 371	HPX 470	HPX 490	HPX 491
Area I: Assess Needs, Resources and Capacity for Health Education/Promotion	I	I	C		C				
Area II: Plan Health Education/Promotion		I		C	C	C			
Area III: Implement Health Education/Promotion						C	C		
Area IV: Conduct Evaluation and Research Related to Health Education/Promotion			I		C		C		
Area V: Administer and Manage Health Education/Promotion		I			C	C	C		
Area VI: Serve as a Health Education/Promotion Resource Person		I	I	I	C	C	C	C	
Area VII: Communicate, Promote, and Advocate for Health, Health Education/Promotion, and the Profession		I	I		C	C	C	C	C

Criterion 4.4 Public Health Skills

Students must demonstrate the following skills:

- *the ability to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences*
- *the ability to locate, use, evaluate and synthesize public health information*

Program response to 4.4

Students demonstrate the essential public health skills through the HPS Program core coursework and through a few key required HPS Program option courses. Template M indicates assignments where students demonstrate these skills. Assignment outlines/instructions, grading rubrics, and examples of student work (when available) are provided in the Electronic Resource File (ERF).

Each of the essential public health skills is demonstrated through multiple assignments affiliated with the HPS core courses, particularly through the four-semester service-learning project that occurs in HPX 200, HPX 270, HPX 370, HPX 371, and HPX 470. This service-learning project was introduced in Criterion 4.2. Students are assigned to a health-related organization (on campus or off campus) in groups of about five students. The groups work together throughout the four-semester sequence of five courses to conduct a comprehensive health needs assessment and then develop, implement, and evaluate a theory-based health promotion program to address identified needs in the assigned organization. The project combines independent work with collaborative group work, as well as research, writing, and oral presentations of findings and program components. Key activities of the service learning project are outlined in Table 4.4.1, below. These key activities cover the majority of methods by which students demonstrate the essential public health skills; specific assignments through which students demonstrate these key activities are outlined in Template M.

Table 4.4.1: HPS Program Core Service-Learning Project Activities

Course (Semester, Year)	Key Activities
HPX 200 Fall, Year 1	● Epidemiological research on an assigned health topic ● Needs Assessment Tool Creation (interview, focus group, survey) ● Needs Assessment Data Collection (interview, focus group, survey) ● Needs Assessment Data Analysis & Summary ● Needs Assessment Report
HPX 270 Spring, Year 1	● Creation of program vision & mission ● Creation of program health status & behavioral objectives ● Theory-based intervention literature review ● Development of program theoretical basis ● Development of theory-based program plan
HPX 370 Fall, Year 2	● Stakeholder interviews ● Intervention Program Plans (appropriate to organization) ○ 4 program plans per organization (2 per student group) ▪ 1 event/workshop

Section 4.0 Curriculum

Course (Semester, Year)	Key Activities
	▪ 1 social media campaign ▪ 1 health fair table ▪ 1 open program idea ● Program Evaluation Plan ○ Identify and operationalize evaluation variables ○ Identify tools for measurement ○ Creation of pretest and post-test survey for assessment ○ Evaluation research design & data collection methods ● IRB Application
HPX 371 Fall, Year 2	● Creation of program marketing plan ● Creation of program marketing materials ● Creation of intervention communication materials
HPX 470 Spring, Year 3	● Pretest survey data collection, data analysis, data summary ● Program implementation ● Post-test survey data collection, data analysis, data summary ● Evaluation report (evaluation methods, results, conclusions)

These public health skills are further supported by assignments and activities built into HPX 202 and HPX 380. Methods by which students demonstrate the public health skills in these key option courses are further outlined in Template M.

TEMPLATE M

Section 4.0 Curriculum

A matrix that indicates the experience(s) that ensure that students demonstrate skills in each of the domains indicated in Criterion 4.3. Template M requires the program to identify the experiences that introduce and reinforce each domain.

Skills		Courses and other learning experiences through which students demonstrate the following skills.	Methods by which these skills are assessed.
Public Health Communication: Students should be able to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences			
	Oral communication	HPX 200 HPX 270 HPX 370 HPX 470 HPX 380	HPX 200: Oral presentation- needs assessment HPX 270: Oral poster presentation- theoretical basis HPX 370: Pilot program implementation HPX 470: Final evaluation report presentation HPX 380: Disease Specific White Paper PowerPoint
	Written communication	HPX 200 HPX 270 HPX 370 HPX 371 HPX 470 HPX 380	HPX 200: Final Portfolio (Needs Assessment) HPX 270: Theory-Based Literature Review HPX 270: Final Portfolio (Theoretical Basis) HPX 370: Implementation-Based Literature Review HPX 370: Intervention Plan HPX 370: Final Portfolio (Intervention & Evaluation Plans) HPX 371: Marketing Plan & Materials HPX 470: Final Portfolio (Evaluation Report) HPX 380: Worksite Health Article Review HPX 380: Disease-Specific White Paper HPX 380: Final Worksite Program Design Portfolio
	Communicate with diverse audiences	HPX 370 HPX 371	HPX 370: Intervention Plans HPX 371: Marketing Plan & Materials
	Communicate through variety of media	HPX 370 HPX 371	HPX 370: Intervention Plans HPX 371: Marketing Plan & Materials

TEMPLATE M
Section 4.0 Curriculum

Skills	Courses and other learning experiences through which students demonstrate the following skills.	Methods by which these skills are assessed.
Information Literacy: Students should be able to locate, use, evaluate, and synthesize information		
Locate information	HPX 200 HPX 270 HPX 370 HPX 202 HPX 380	HPX 200: Analysis of the Problem HPX 270: Theory-Based Literature Review HPX 370: Implementation-Based Literature Review HPX 370: Intervention Plans HPX 202: Final Topic Paper HPX 380: Worksite Health Article Review HPX 380: Disease-Specific White Paper
Use information	HPX 200 HPX 270 HPX 370 HPX 202 HPX 380	HPX 200: Analysis of the Problem HPX 270: Final Portfolio (Theoretical Basis) HPX 370: Final Portfolio (Intervention & Evaluation Plan) HPX 202: Final Topic Paper HPX 380: Disease-Specific White Paper
Evaluate information	HPX 200 HPX 270 HPX 370 HPX 470 HPX 380	HPX 200: Final Portfolio (Needs Assessment) HPX 270: Literature Review HPX 370: Literature Review HPX 470: Article Analysis Assignments HPX 380: Literature Review
Synthesize information	HPX 200 HPX 270 HPX 370 HPX 470 HPX 380	HPX 200: Final Portfolio (Needs Assessment) HPX 270: Final Portfolio (Theoretical Basis) HPX 370: Final Portfolio (Intervention & Evaluation Plan) HPX 470: Final Portfolio (Evaluation Report) HPX 380: Final Worksite Program Design Portfolio

Criterion 4.5 Cumulative and Experiential Activities

Students have opportunities to integrate, synthesize and apply knowledge through cumulative and experiential activities. All students complete a cumulative, integrative and scholarly or applied experience or inquiry project that serves as a capstone to the education experience. These experiences may include, but are not limited to, internships, service-learning projects, senior seminars, portfolio projects, research papers or honors theses. Programs encourage exposure to local-level public health professionals and/or agencies that engage in public health practice.

Program response to 4.5

HPS Program students have opportunities for experiential activities through the HPS Program core service-learning project, and the program's cumulative experience is the HPS internship requirement. The HPS service-learning project was detailed in Criterion 4.2 and 4.4. A list of service-learning project organizations from the past two HPS cohorts (Fall 2016, Fall 2017) is included in the Electronic Resource File (ERF).

The capstone experience for the HPS core is the internship semester (HPX 490 and HPX 491, taken simultaneously). Students complete a 450-hour field-based internship in a health promotion setting that is relevant to their HPS option. Since HPX 490 and HPX 491 cover 13 credits of coursework, students are encouraged to take no other classes during the internship semester. They are allowed to take general education courses and/or free elective courses if they choose to, as long as the timing does not interfere with the internship responsibilities. Students are required to complete all HPS Program major, core, and option coursework (with minimum grade requirements of C in the major and option courses; C+ in the core courses) and have a cumulative GPA of 2.5 in order to be eligible for the internship semester. Because each intern has a very different internship experience (depending on the internship site), the HPX 490 and HPX 491 courses did not map to any specific CEPH public health domain in Template L-B, Criterion 4.2. The HPS Program Internship Coordinator is responsible for ensuring that each internship site is relevant to health promotion, and that all interns are provided the opportunity to complete independent work, relevant to both health promotion and the internship site, during the internship semester.

The HPS Program Internship Coordinator is responsible for the internship placement and supervision. The Internship Coordinator meets with each internship-eligible student during the semester prior to the internship semester. Each student is required to prepare a resume, a cover letter, and complete an internship eligibility checklist with his/her advisor before scheduling a meeting with the Internship Coordinator. A copy of the internship eligibility checklist is available in the ERF. After meeting with the Internship Coordinator, the student emails the resume and cover letter to three potential internship sites; they are then required to interview with each internship preceptor. The internship site preceptors follow-up with the Internship Coordinator and the student, either offering or denying the opportunity for internship. When the internship offer is made and the intern accepts, Form A is signed by the intern and the preceptor; Form A serves as a contract between the intern and the internship preceptor. A copy of Form A is available in the ERF.

The intern works closely with the internship supervisor and internship preceptor during the internship semester. The internship preceptor is the site-specific mentor; the internship supervisor is the university faculty instructor assigned to HPX 490. When the number of interns surpasses the credit limit for internship coordinator supervision, other HPX faculty members take-on internship

Section 4.0 Curriculum

supervision responsibilities. The internship supervisor reads weekly notes posted online by the intern, maintains regular communication with the intern, and he/she meets with the intern and preceptor in the field at least twice during the internship semester (more if necessary). Documentation of the field-notes are kept online (through Blackboard), available for the intern to review. The internship preceptor is responsible for facilitating daily internship tasks and responsibilities relevant to the internship experience. The internship preceptor works with the internship supervisor and the intern to establish an independent project. The independent project is a specific, relevant, and novel task/project that the intern completes, in its entirety, during the internship semester. At the end of the internship, the internship preceptor completes an evaluation of the student intern and recommends a passing or failing grade for the internship. The internship supervisor considers the preceptor recommendation in assigning a grade of pass or fail for HPX 490. The Intern Evaluation Form, as well as a list of current internship organizations and opportunities is available in the ERF.

HPS Program interns take HPX 491 during the internship semester, as a complementary senior seminar. The HPX 491 seminar meets monthly, with all interns in attendance, to discuss the following: internship responsibilities, problem solving, transition to the workforce, professional dress and demeanor, interview and resume skills, and the link between the HPS classroom experiences and the HPS internship. Each intern is required to prepare an “Internship Portfolio” during the internship semester, which is graded as part of HPX 491. The “Internship Portfolio” documents the following: updated cover letter and resume, internship activities and use of technology, and the independent project. An example of an Internship Portfolio, as well as example Internship Independent Projects for each HPS option are provided in the ERF. The culminating experience for HPX 491 is the “Internship Fair”. Students prepare a trifold and oral presentation of the internship experience and independent project; these are presented to the university community during the internship fair. Members of the community are invited to the Internship Fair, including: WCSU faculty and staff, WCSU students, internship preceptors, HPS alumni, and parents of the HPS interns.

Template N provides more details on these cumulative and experiential activities. The HPX website provides information about the HPS internship (including Frequently Asked Questions and a list of current internship opportunities) and the service-learning project. The web links are provided below:

HPS Program Internship Information:

<http://www.wcsu.edu/hpx/healthpromotionstudies.asp#internship>

HPS Program Service-Learning Project Information:

<http://www.wcsu.edu/hpx/healthpromotionstudies.asp#service>

TEMPLATE N**Section 4.0 Curriculum**

A matrix that identifies the cumulative and experiential activities through which students have the opportunity to integrate, synthesize and apply knowledge as indicated in Criterion 4.4.

Students have opportunities to integrate, synthesize and apply knowledge through cumulative and experiential activities. All students complete a cumulative, integrative and scholarly or applied experience or inquiry project that serves as a capstone to the education experience. These experiences may include, but are not limited to, internships, service-learning projects, senior seminars, portfolio projects, research papers or honors theses. Programs encourage exposure to local-level public health professionals and/or agencies that engage in public health practice.

Cumulative and Experiential Activity (internships, research papers, service-learning projects, etc.)	Narrative describing how activity provides students the opportunity to integrate, synthesize and apply knowledge.
HPX 490 /HPX 491: HPS Internship	Students are required to complete a 450-hour internship as their capstone experience in a community based organization. In addition, they are required to take an internship seminar course along with the internship that meets monthly. In their internships the student observes and becomes actively engaged in the ongoing programs that the agency provides. The student may conduct individual and /or community needs assessments, plan and implement health education programs, evaluate effectiveness of programs, coordinate services, act as a resource and begin the process of identifying his or her own interests in the field. All of the work done during the internship is documented in a portfolio as well as a tri-fold presentation during an internship fair.
HPX 200-HPX 470: Service-Learning Project	Students are assigned a community organization, and as part of a group project they spend 4 semesters (spanning 5 HPS Program Core Courses) completing the following within the community organization: planning and executing a comprehensive health needs assessment; developing a theory-based health promotion program to address identified needs; planning a health promotion program evaluation; developing all health promotion program materials (intervention materials, marketing & communication materials); implementing the health promotion program; evaluating the health promotion program (formative and impact evaluation). The service-learning project incorporates primary and secondary data collection, literature review to help plan an evidence-based program, communication and cooperation with community organizations, as well as the development, implementation, and evaluation of evidence-based programs.

	Students have the opportunity to integrate, synthesize, and apply knowledge throughout the service-learning project. This work is documented through a portfolio that is turned in and evaluated by the instructors at the end of each semester. As students learn about needs assessment methods, as well as primary and secondary data collection in HPX 200 they design and implement a needs assessment in the assigned service-learning organization. Each service-learning group develops survey and interview instruments, conducts data collection, and then analyzes quantitative and qualitative data to identify local and organizational needs. They then synthesize these needs with secondary research that supports public health needs. The combination of the primary and secondary data collection forms the basis of the final needs assessment report. As students learn about Health Promotion theories in HPX 270, they conduct a literature review on theory-based programs linked to the service-learning project. They synthesize lessons learned in the literature reviews to form the theoretical basis for their own health promotion program. As students learn about evidence-based strategies and evaluation methodology in HPX 370 they conduct a second literature review to integrate lessons learned about effective program strategies into their own programs. They also revisit organizational needs from the needs assessment, conduct interviews with stakeholders, and conduct secondary research to accumulate quality methods and materials to build into the service-learning program plans. Finally, content about evaluation is integrated into the project HPX 370 and HPX 470 to develop valid and reliable pretest/post-test instruments, develop an evaluation protocol, gain IRB approval for conducting the project, and then to collect pretest and post-test data. Students synthesize summative and formative evaluation data to present the evaluation report.
--	---

Criterion 4.6 Cross-cutting Concepts

The overall undergraduate curriculum and public health major curriculum expose students to concepts and experiences necessary for success in the workplace, further education and life-long learning. Students are exposed to these concepts through any combination of learning experiences and co-curricular experiences. These concepts include the following:

- *advocacy for protection and promotion of the public's health at all levels of society*
- *community dynamics*
- *critical thinking and creativity*
- *cultural contexts in which public health professionals work*
- *ethical decision making as related to self and society*
- *independent work and a personal work ethic*
- *networking*
- *organizational dynamics*
- *professionalism*
- *research methods*
- *systems thinking*
- *teamwork and leadership*

Program response to 4.6

WCSU and the HPS Program provide multiple opportunities to prepare students for the workplace, for further education, and for lifelong learning. Template O highlights these experiences and opportunities. Many of these experiences are provided through HPS Program coursework and advisement, but the HPS faculty also work closely with several organizations across campus (Career Success Center, Student Affairs, Center for Student Involvement, Institute for Holistic Health Studies, School of Professional Studies, Social Work Department) to provide extended opportunities for these cross-cutting concepts.

TEMPLATE O

A brief narrative description of the manner in which the curriculum and co-curricular experiences expose students to the concepts in Criterion 4.6.

Program may mention a wide variety of experiences including but not limited to overall courses, specific assignments, service opportunities, university-mandated experiences, etc.

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
Advocacy for protection and promotion of the public's health at all levels of society	• HPX 371 Advocacy Letter Assignment - o HPS students in HPX 371 are required to research a topic of interest in public health. They need to identify for what and to whom they are advocating for this topic. They locate the local or state representative and write a letter or op ed to a newspaper or media source in order to advocate for the topic of interest. • HPX Club - o The HPX Club is the student club affiliated with the HPX Department. All clubs at WCSU are student-run. All students (majors and non-

Section 4.0 Curriculum

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
	majors) are invited to become a member of the HPX Club. The HPX Club holds programs and events to promote health and wellness each semester on campus and within the greater community, and they advocate for health and health promotion in the campus and greater community. • Institute for Holistic Health Studies (IHHS) - o The IHHS offers programs and workshops to the campus and greater Danbury community, primarily focused on complementary and alternative approaches. Students are invited to work with the Director of the IHHS to be involved in IHHS program planning and advocating across campus. The IHHS offers a series of “Wellness Wednesday Workshops” each semester. The workshops are coordinated by the IHHS. Faculty, students, and practitioners from the greater community are able to lead the workshops.
Community dynamics	• Western Day of Service - o The Office of Students Affairs hosts the Western Day of Service each year. Faculty, staff, and students from around campus are invited to participate. In fall of 2016, over 600 volunteers helped 47 non-profit organizations in the greater Danbury community during the Western Day of Service. They participate in a variety of service-related tasks across the community as part of this experience, which allows participants to experience community dynamics. • WCSU Poverty Simulation - o The School of Professional Studies hosts this event each spring semester. It is primarily for students who are majoring in “helping fields”, including HPS. During the simulation, participants will spend time in the role of an impoverished citizen. Students will experience first-hand some of the obstacles facing those in poverty, and will have to navigate around them to acquire resources needed for basic survival. As a result, they will learn about the struggles of obtaining child care, housing, transportation, employment, food and other essentials, while facing the same barriers many low-income citizens face today. • WCSU Annual Health, Wellness and Fitness Fair - o This event is held each spring, as a collaboration between the following on-campus groups: HPX Department, IHHS, Recreation, Health Services, Counseling Services, Student Affairs, Nursing Department. HPS students are invited to volunteer for the event. Several HPS classes include assignments that require students to present at the health fair. Health-related community organizations from across the greater Danbury area are invited to the Health and Wellness Fair as well. It’s an opportunity for the campus and greater community to come together. • Department Community Outreach

Section 4.0 Curriculum

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
	o Dr. Jeff Schlicht, in the HPX Department, invites two groups of community members to campus weekly for strength training programs: a group of older adults and a group of clients with cognitive disabilities who are affiliated with the “Ability Beyond” organization. HPS students are invited to participate in these community programs. Dr. Jeff Schlicht trains interested students in running strength training programs for these community groups, and over time the students become the group fitness instructor for the group.
Critical thinking and creativity	• HPS Core Course Service Learning Project - o As described in Criterion 4.4, the 4-semester service-learning project affiliated with the HPS core courses requires students to work in groups of five students for four consecutive semesters to conduct a health needs assessment and then design, implement, and evaluate a health promotion program for a community organization. • HPX Club: described above • IHHS: described above • WCSU Poverty Simulation: described above
Cultural contexts in which public health professionals work	• WCSU Poverty Simulation: Described above • HPS Internship Experiences - o The HPS Internship requires students to research public health organizations and entry level positions in public health organizations. The students interview with 3 potential internship sites. This provides them with first-hand exposure to a variety of public health professionals and settings. • HPS Internship Fair - o At the end of the HPS internship, the interns are required to present at the HPS Internship Fair. The interns prepare a trifold and a short oral presentation of their internship organization, tasks, and independent project. Current HPS students are required to attend the internship fair. This provides an opportunity to research internship sites, internship tasks, and network with graduating students and internship preceptors.
Ethical decision making as related to self and society	• Ethical Issues in Healthcare (PHI 223) - o PHI 223 is a required cognate course for HPS majors. It covers content related to ethics in healthcare. • HPX 270 IRB Training & HPX 370 IRB Application - o As part of the service-learning project, students are required to complete the CITI training so that they can obtain IRB approval for the service-learning project. The CITI training provides online coursework on ethics in research and public health, as well as responsible research practices. There is coinciding class discussion about ethical practices in research and public health. - o During HPX 370, students are required to write an intervention program plan and an evaluation plan for the service-learning project.

Section 4.0 Curriculum

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
	The intervention and evaluation plan are created with an IRB Application. All student groups submit an IRB application for the service-learning project. There is coinciding class discussion about ethical practices in research and public health. WCSU Poverty Simulation: described above
Independent work and a personal work ethic	- HPS Service-Learning Project - The HPS service-learning project is a group project. Discussion about group dynamics, group facilitation, and team-building are built into each HPS core class to facilitate the service-learning project. Students are expected to contribute to the project independently and coordinate with the group to accomplish the group project each semester. At the end of each semester, students are asked to evaluate themselves, as well as every other group member, on the contribution to the group project. Grades on the service-learning project are weighted based on peer evaluations of the group process. - HPS Internship Experiences - The Internship Coordinator discusses work ethic with the students during the internship semester. Staff from the Career Success Center, part of Student Affairs, are also invited to talk with the HPS interns about professionalism and personal work ethic. during the internship semester. - Academic Advisement - HPS students meet with the HPX faculty advisor each semester for academic advisement. This provides an opportunity to talk about grades, career path and preparation, as well as work ethic and balancing independent and group work in the HPS service-learning project.
Networking	- HPX Alumni Facebook Group Page - During the internship semester, HPS students are invited to join the HPX Alumni Facebook Group. The group has 186 members. It provides a platform to network with HPX alumni, post job opportunities, etc. - Career Success Center Workshops - The Career Success Center hosts workshops on resume writing, interview skills, LinkedIn, and Networking. Students are invited to enroll in any of the Career Success Center workshops. - HPX Internship Fair - Described above. Students can network with graduating interns, internship preceptors, alumni, community members, and the greater campus community.
Organizational dynamics	- HPX 103 - This required HPS Program course is going to cover content related to community organizations, including the structure and function of community health organizations and the US healthcare system

Section 4.0 Curriculum

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
	• HPS Program Internship Experiences - o HPS Program students are given the opportunity to work within a public health organization for 450-hours during the internship. They are exposed to the organizational structure of the internship site, and most students are involved in resource allocation and budgeting issues during the course of the internship semester
Professionalism	• HPS Program Internship Experiences: Described above • HPX 491 Internship Seminar - o This senior seminar, held during the internship, involves the following related to professionalism: discussion of professional behavior and professional writing, discussion of professional dress, problem solving in the field, a workshop on resume writing, professional dress, and interview skills. Students are required to write a resume, cover letter, and prepare a professional portfolio which documents the internship experiences. • Career Success Center - o The Career Success Center offers workshops to all students relevant to professionalism: resume writing, interview skills, professional dress, mock interviews, etc. They also host an “Etiquette Dinner” each year.
Research methods	• HPX 370 and HPX 470 Course Content - o These courses are required of all HPS students and cover content in program evaluation, including: research design, sampling, identification of variables and operational definitions, measurement & instrumentation, data collection, data management, data analysis, summarizing results, and writing conclusions. - o HPX 470 requires students to analyze 4 health promotion program evaluation journal articles, interpreting the following: study purpose, research design, threats to internal and external validity, variables examined, measurement methods, measurement reliability and validity, study findings, study conclusions, interpretation of findings. • HPS Program Service Learning Project - o The HPS Program service-learning project requires students to detail an evaluation plan, including: the research design, sampling design, measurement & instrumentation, and data collection procedures.
Systems thinking	• HPX 103 - o This required HPS Program course will cover the structure and function of the US Healthcare system as well as an introduction to systems thinking in public health • HPS Internship Experiences - o Most students are exposed to systems thinking during the internship experiences • SW Poverty Simulation - o Described above

Section 4.0 Curriculum

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
Teamwork and leadership	• HPS Program Service Learning Project - o The service-learning project requires all HPS students to work in a group for four consecutive semesters. Students in each group emerge as group leaders. Group leaders are not assigned. • HPX Club - o The HPX Club has elections for club officers each year, including the club president, vice president, treasurer, and secretary. The HPX Club members work as a team to host health and wellness promotion events across the campus and greater community. The HPX Club officers are invited annually to the WCSU Leadership Recognition Banquet, hosted by the Center for Student Involvement each May. • IHHS - o Students have the opportunity to get involved in the IHHS, help with programming and event planning with the IHHS, run the WCSU Wellness Center, and work as a team to host IHHS events. • Hancock Student Leadership Program - o All WCSU students are invited to apply for this program. This initiative is designed to promote, foster and acknowledge diverse student leadership, and their ability to inspire, motivate and influence others on campus and beyond. The program meets the mission of the University through: strong skills in communication, critical thinking, and problem solving; opportunities for experiential, cooperative and field experiences, and a strong sense of commitment to public service. The program enhances students' basic understanding of the skills necessary to be an effective leader.

Criterion 4.7 Syllabi

Syllabi for required and elective courses for the major include objectives that are sufficient to demonstrate that they address the domain(s) identified in Criterion 4.

Program response to 4.7

All HPS Program major, core, and option courses are required to have a course syllabus. The most recent syllabi for all major, core, and option courses are available in the Electronic Resource File (ERF). Each of the service-learning courses in the HPS core (HPX 200, 270, 370, 371, 470) are taught by multiple instructors who teach separate sections but use the same syllabus; this is purposeful and ensures that the service-learning project is consistent across course sections, and it facilitates group work for the service-learning project (as all students receive the same course content, activities, assignments, etc. on the same schedule). Only one copy of the most recent syllabus for each of these courses is provided in the ERF, and the review team will notice that the course information for all course sections is provided on the common syllabus. All other program course syllabi are provided by course section, as the syllabus for each section may vary by instructor. Course syllabi must be presented to the department chair and filed electronically by the end of the first week of the semester. The only component of the syllabus that can be altered after submitting it to the department chair is the course calendar. When necessary, faculty are encouraged to limit course calendar changes (particularly assignment due dates and exam dates) forward in time rather than back in time.

The faculty member teaching the course is responsible for creating the course syllabus each semester. New and adjunct faculty are typically given access to the previous semester's course syllabi, and they are instructed on which components of the syllabus can be altered. Information about required syllabus components and who is responsible for establishing each component is presented in Table 4.7.1. The course description, learning objectives, and topical outline are approved by the university curricular review process during the development of a course; therefore, that information cannot be altered by the course instructor. The HPX Department has agreed upon a standard course grading scale and standard course policies for HPX classes. The course instructor is responsible for the following components of a syllabus: course textbook and other course resources, course assignments and grading criteria, and the course calendar. WCSU faculty have academic autonomy over the methods and schedule by which the course objective are met, as well as the course requirements and assessment. Any required course textbooks must be established by registration, during the semester preceding the course offering; this holds us in compliance with federal regulations about textbook information. Changes to the course title, course number, course description, and course objectives must go through the university curricular review process (approved by the department, school, and then university committees). Changes to the course policies and grading criteria are reviewed by the full-time members of the HPX Department, voted on, and approved during an HPX Department faculty meeting. Changes to other areas of the syllabus are not subject to a formal approval process, as these course decisions are within the academic autonomy of the instructor of record.

Table 4.7.1: HPX Department Course Syllabus Requirements

Syllabus Component	Information Included	Established By
Course & Instructor Information	Course title & number Course meeting time & location Instructor contact information	Department Chair & University Registrar
Course Description	Course description- from WCSU course catalogue	University Curricular Review
Course Objectives	Course Objectives	University Curricular Review
Course Materials	Required textbook, readings, websites	Course Instructor
Course Requirements & Evaluation	Course assignments and contribution to course grade	Course Instructor
Grading Scale	Course grading scale	HPX Department
Course Policies	Academic dishonesty, access to services for students with disabilities, excused and unexcused absences, late & missed assignment submission	HPX Department
Course Calendar	Course meeting dates, topics, and assignment/exam due dates	Course Instructor

5.0 Program Effectiveness

Criterion 5.1 Mission

The program defines a mission statement that guides program activities and is congruent with the mission statement(s) of the parent institution(s).

Program response to 5.1

The Western Connecticut State University (WCSU) mission was last approved by the university senate and university president in the spring of 2015. The mission statement and values reflect the current university goals and priorities, given current resources. The School of Professional Studies (SPS) mission is included to demonstrate how the School narrowed down the scope of the University's mission to the four SPS departments (Health Promotion and Exercise Sciences, Social Work, Nursing, and Education). Finally, the HPX Department mission and HPX program goals are provided to demonstrate congruence between the University and School missions within the department and program.

WCSU Mission

Western Connecticut State University changes lives by providing all students with a high-quality education that fosters their growth as individuals, scholars, professionals, and leaders in a global society.

To achieve this, we

1. Offer undergraduate and graduate programs that weave together liberal arts and professional education and instill a desire for lifelong learning.
2. Sustain a vibrant, inclusive campus that connects individuals through co-curricular programs, cultural events, and service to the community.
3. Attract student-centered faculty who are passionate teachers and accomplished scholars.
4. Establish partnerships that create opportunities for internships, research, and experiential learning.

WCSU Values

Excellence. We value outstanding achievement realized through persistence, effort, honest feedback, and self-reflection.

Curiosity. We value the questions that drive learning, innovation, and creativity, which serve as the beginning and the desired outcome of education.

Dialogue. We value the conversations that explore diverse perspectives and encourage shared understanding.

Engagement. We value the interactions with ideas, peers, and community that are essential to a vibrant university environment.

Opportunity. We value the possibilities created by affordable, accessible educational environments in which students can grow into independent thinkers and confident leaders.

Section 5.0 Program Effectiveness

Respect. We value the right of all people to be treated with dignity and fairness and expect this in our policies, classrooms, and community.

School of Professional Studies Mission

The mission of the School of Professional Studies is to prepare students as highly competent professionals in careers of education, health and human services, who are also culturally competent advocates and professional leaders. The objective of the School is to provide students with a foundation of knowledge in the liberal arts, as well as professional coursework and community based experiential learning opportunities which values open communication, respect for others, and fosters creative and critical inquiry.

HPX Department Mission

The mission of the Health Promotion and Exercise Sciences (HPX) Department is to link education and research with service learning, student teaching, and internship experiences. In addition, the department educates and creates opportunities about making healthy lifestyle choices. The Health Promotion Studies (HPS) program uses the department's mission (which it shares with the BS Health Education PK-12 program) but has set its own program goals, outlined below.

HPS Program Goals

1. Prepare students with the proficiencies to become lifelong learners, and provide the skills needed to contribute to a healthy lifestyle and improved quality of life for themselves and the people they educate.
2. Provide a comprehensive and multidisciplinary academic curriculum that prepares its graduates for careers in a variety of health education and promotion fields.
3. Prepare students to meet the standards set by state and national credentialing organizations for careers in health promotion and education.
4. Provide a comprehensive and multidisciplinary approach to health promotion and education.

Criterion 5.2 Student Learning Outcomes

The program defines expected student learning outcomes that align with the program's defined mission and the institution's regional accreditation standards and guide curriculum design and implementation as well as student assessment..

Program response to 5.2

WCSU is accredited by the New England Association of Schools and Colleges (NEASC), Inc., through its Commission on Institutions of Higher Education. In addition, the university is accredited by the Connecticut Board of Regents for Higher Education. The HPS program is responsible for providing the WCSU administration with the HPS student learning outcomes and our assessment plan for the student learning outcomes for review by NEASC.

The strategies that the HPX Department uses to achieve the department's mission include an experiential learning approach that incorporates team building, knowledge enhancement, skill building, volunteerism, and continuous quality improvement. The HPS curriculum is driven by competency-based student learning outcomes derived from ongoing internal and external program evaluations. Students' performance in the internship semester assists in the realization of the Department's mission. We strive to meet the educational needs of a diversified student body so that our majors will be prepared to address health promotion in a global society.

The HPS Program student learning outcomes, presented in Template P, were designed around the Seven Areas of Responsibility established by NCHEC for CHES certification. All HPS students demonstrate achievement of the HPS student learning outcomes through the HPS core courses. Students create health promotion programs for the university and surrounding community organizations through the HPS core service-learning project. The service-learning approach provides students with an opportunity to gain "real-life experience" and help the community at the same time. Students gain further field-based experience and the opportunity to work within diverse community settings through the capstone internship semester. The methods by which the current HPS student learning outcomes are assessed are presented in Template Q (Criterion 5.4).

TEMPLATE P

A list of expected student learning outcomes. (Criterion 5.2)

Student Outcome
1. Use leadership, management, and collaborative skills as a member of a team to apply the health promotion program planning process to design, implement, and evaluate health promotion interventions. Specifically, students will demonstrate the ability to:
a. Identify and assess health needs, resources and capacity for a health promotion intervention.
b. Examine the relationship between behaviors and health issues using primary and secondary data
c. Plan a health promotion intervention incorporating health behavior theories and models.
d. Design an evidence-based health promotion intervention including marketing and instructional materials.
e. Integrate content knowledge into health promotion intervention program materials and

Section 5.0 Program Effectiveness

Student Outcome	
	lesson plans.
f.	Apply ethical principles and scientific inquiry processes to create an Institutional Review Board Protocol and conduct a pre-post assessment of a health promotion intervention.
g.	Market, implement, administer and manage a health promotion intervention.
h.	Develop and implement a comprehensive evaluation plan using sound research principles.
i.	Summarize the process and outcome evaluation results in a final report including all materials developed in health promotion program planning and evaluation process.
2.	Serve as a health promotion professional in diverse communities and organizations using appropriate communication, promotion, and advocacy skills.

Criterion 5.3 Regular Review of Mission and Student Outcomes

The program regularly revisits its mission and expected student outcomes to ensure their continuing relevance.

Program response to 5.3

Western Connecticut State University (WCSU) last updated its mission and values in the spring of 2015. They were updated through a steering committee, appointed by the University president in the spring of 2014. The steering committee sought input, provided opportunity for review, and administered a vote for approval from the WCSU administration, faculty, and students during the 2014-2015 academic year.

The HPX Department reviews the department mission, and the HPS Program goals and student learning outcomes every two years, during a strategic planning meeting that occurs as part of our annual faculty retreat preceding the start of a new academic year. Full-time faculty are required to attend; part-time faculty and community members (internship preceptors and alumni) are invited to attend. The annual faculty retreat provides an opportunity to: inform constituents of any updates that occurred at the university level, discuss changes needed in the program curriculum relevant to keeping the programs and courses up to date, establish goals and priorities for the upcoming academic year, and hold training sessions on software and procedures new to the university. The following activities typically occur during the strategic planning meeting, a component of the faculty retreat every other year:

- Review of the HPX Department vision and mission
- Review of HPS Program goals
- Review of HPS Program student learning outcomes
- Draft and vote on any changes to the above

The last strategic planning meeting occurred in August of 2016. Minimal changes were made to the HPX Department mission, and HPS Program goals and student learning outcomes.

Due to the CEPH self-study, the HPS Program student learning outcomes were revised during the 2016-2017 academic year to address the CEPH public health domains. The updated HPS student learning outcomes were discussed and approved during the August, 2017 faculty retreat. In addition, the following were discussed as a department:

- Updates to the HPS Program curriculum related to competency-based general education framework
- Advising guidelines for the new competency-based curriculum
- Common department course policies on: use of electronic devices, late and missed work, excused absences, course grading scheme

Because all HPS Program student learning outcomes are achieved through the HPS core courses, Dr. Emily Stevens updated the HPS Program core course descriptions, course objectives, and topical outlines during the 2016-2017 academic year. HPX faculty involved in the HPS Program core course instruction were involved in reviewing and approving the HPS core course revisions. Faculty who teach the HPS Program core courses meet prior to each semester to discuss course design and assessment of course learning outcomes congruent with HPS student learning outcomes.

Section 5.0 Program Effectiveness

Criterion 5.4 Programmatic Effectiveness

The program defines and implements a plan that determines the program's effectiveness. Methodologies may vary based on the mission, organization and resources of the program, but whatever the approach, assessment processes are analytical, useful, cost-effective, accurate and truthful, carefully planned and organized, systematic and sustained.

At a minimum, the plan includes regular surveys or other data collection (eg, focus groups, key informant interviews, data from national exams (eg, CHES) from:

- *enrolled students*
- *alumni*
- *relevant community stakeholders (eg, practitioners who teach in the program, service learning community partners, internship preceptors, employers of graduates, etc.)*

Data collection must address student satisfaction with advising.

The program collects quantitative data at least annually on 1) graduation rates within the maximum time to graduation allowed by the institution and 2) rates of job placement or continued education within one year of graduation. The program defines plans, including data sources and methodologies, for collecting these data, identifies limitations and continually works to address data limitations and improve data accuracy. The program's plan does not rely exclusively on institution- or unit-collected data, unless those data are sufficiently detailed and descriptive. Data collection methods for graduates' destinations are sufficient to ensure at least a 30% response rate.

The program collects qualitative data on the destination of graduates related to both employment and further education, such as type of graduate degree pursued and sector of employment, as defined by the program.

Program response to 5.4

Assessment of the HPS Program is multifaceted, including qualitative and quantitative data collection from enrolled students, graduating students, alumni, and internship preceptors. Enrolled students demonstrate achievement of the HPS student learning outcomes (Template P) through assignments affiliated with the HPS service-learning project and through the HPS internship requirements (Template Q). Enrolled students complete Student Evaluation of Instruction (SEI) surveys at the end of the semester for each HPX course that they take. The SEI is designed to provide evaluative feedback on the specific course and instruction. Enrolled students are also asked to complete an Advisement Survey at the completion of advisement each semester. Finally, they are tracked from the time they enter the HPS Program core courses to the time to graduation, through our Cohort Tracking Database. Graduating students complete an HPS Program Exit Survey at the end of the internship semester, built into HPX 491. HPS alumni are tracked through the HPS Program Alumni Database and are asked to provide employment information one year after graduating. Internship preceptors are asked to complete the Internship Preceptor Survey at two points during the internship; at the beginning to evaluate the internship placement process as well as the intern's level of preparedness for the internship, and then at the end of the internship semester to evaluate the internship process as well as the intern's level of preparedness for entry level employment. Finally, internship preceptors are invited to participate in a focus group each fall semester; the Preceptor Focus Group allows for a round-table discussion on our program, strengths among the HPS interns, weaknesses among the HPS Program interns, and methods by which we could better prepare students for internships and field-based employment.

Section 5.0 Program Effectiveness

Each of the above program assessment methods is described in this Criterion 5.4. A copy of each assessment method is available in the Electronic Resource File (ERF), and where appropriate the latest set of results for each assessment is available in the ERF.

Assessment Methods: Enrolled Students

Demonstration of HPS Student Learning Outcomes

Demonstration of the HPS Program student learning outcomes (Template P, Criterion 5.2) occurs through HPS Program core course assignments and projects, particularly through the various components of the HPS Program service-learning project and through the internship requirements and preceptor evaluations. The methods by which students demonstrate and are evaluated on the achievement of the HPS student learning outcomes is presented in Template Q. Evidence by which the HPS program has implemented the assessment is outlined in Template R. All of these assignments are collected through our university's online course management platform, Blackboard Learn; we therefore have access to student work and can use those when reviewing achievement of the student learning outcomes and when considering curricular revisions. All available assignment outlines/instructions, grading rubrics, and examples of student work relevant to Template Q and Template R are available in the ERF.

Student Evaluation of Instruction Surveys

Enrolled students are given a Student Evaluation of Instruction (SEI) survey (ERF 5.4) at the end of every HPX course. This survey collects quantitative data on the following: student information, student perceptions of their own behavior in the course, evaluation of the course instructor, evaluation of the course. Students are given the opportunity to provide qualitative feedback on any of the ratings from the survey and/or any additional comments or suggestions about the course or instructor.

SEI surveys are distributed to students during the end of a class period, during the last two weeks of the semester. Instructors describe the purpose of the SEI, distribute the SEI forms, identify a designated student to collect and return the completed SEI forms, and then they leave the classroom. Students complete the SEI surveys and return them to the designated student. The designated student collects all of the forms, puts them into a sealed envelope, and returns them to the HPX chair. In the case that the HPX chair is the instructor of record, the designated student returns the SEI forms to the HPS associate-chair. A student worker enters the quantitative data into an Excel spreadsheet and creates a summary file for each instructor, for each course. The summary file and original SEI forms are returned to the department co-chair.

The department co-chair reviews the SEI summary file and the qualitative data in the original SEI forms. A brief Chair Report is created, and the packet of information (chair report, quantitative summary file, original SEI forms) are returned to the course instructor. The course instructor is expected to review the SEI results and consider all findings for future course design and instruction. The instructors are invited to request a meeting with the chair to discuss the results and recommendations for improved course content and/or course instruction. The course instructor retains the SEI reports and forms to include in his/her dossier for promotion and tenure review.

TEMPLATE Q**Section 5.0 Program Effectiveness**

A list of curricular assessment opportunities. Template Q requires the program to present the opportunities (e.g., specific assignment in a required course, service learning, experiences, internship, etc.) through which the program assesses each of the outcomes defined in Template P. (Criterion 5.4)

Student Outcome (from Template P)	Assessment Opportunities
1a	HPX 200: Needs Assessment Instruments (survey, focus group, interview) HPX 200: Service-Learning Portfolio Project (Needs Assessment Report) HPX 200: Needs Assessment Presentation HPX 270: Revised HPX 200 Portfolio Project
1b	HPX 200: Analysis of the Problem Paper HPX 200: Portfolio Project (Needs Assessment Report) HPX 270: Revised HPX 200 Portfolio Project
1c	HPX 270: Literature Review Paper HPX 270: Theory Application Assignments HPX 270: Service-Learning Portfolio Project (Literature Review, Program Theoretical Framework) HPX 370: Revised HPX 270 Portfolio Project
1d	HPX 370: Literature Review Paper HPX 370: Service-Learning Portfolio Project (Intervention Methods & Activities) HPX 371: Program Marketing Plan HPX 371: Program Marketing & Communication Materials HPX 470: Revised HPX 370 Portfolio Project
1e	HPX 370: Service-Learning Portfolio Project (Intervention Methods & Activities) HPX 370: Intervention Plans (2 submissions) HPX 371: Program Marketing & Communication Materials HPX 470: Revised HPX 370 Portfolio (Intervention Methods & Activities)

TEMPLATE Q
Section 5.0 Program Effectiveness

Student Outcome (from Template P)	Assessment Opportunities
1f	HPX 270: Completion of IRB CITI Training HPX 370: Measurement & Evaluation Assignment HPX 370: IRB Application HPX 470: Pretest Results Assignment; Pre-Post Results Assignment
1g	HPX 370: Pilot Implementation HPX 470: IRB Termination Report HPX 470: Service-Learning Portfolio Project (Formative Evaluation Methods & Results)
1h	HPX 370: Service-Learning Portfolio Project (Evaluation Plan) HPX 370: IRB Application HPX 470: Service-Learning Portfolio Project (Evaluation Plan, Evaluation Results & Conclusions) HPX 470: Final Evaluation Presentation
1i	HPX 470: Service-Learning Portfolio Project (Evaluation Results & Conclusions) HPX 470: Final Evaluation Presentation
2	HPX 490: Internship Supervisor Meeting Notes, Intern Evaluation Form HPX 491: Internship Portfolio Project HPX 491: Internship Independent Project

TEMPLATE R**Section 5.0 Program Effectiveness**

Evidence that the program has implemented the assessment plan identified in Template Q. (Criterion 5.4)

SLO	Assessment Opportunity	Evidence of Implementation
1a	HPX 200: Needs Assessment Instruments	Grading rubrics, example of graded work
1b	HPX 200: Analysis of the Problem Paper	Assignment instructions, grading rubric
1a 1b	HPX 200: Service-Learning Portfolio Project (Needs Assessment Report)	Assignment instructions, grading rubric, example of graded work
1a	HPX 200: Needs Assessment Presentation	Assignment instructions, grading rubric, example of graded work
1a 1b	HPX 270: Revised HPX 200 Portfolio	Assignment instructions/grading rubric
1c	HPX 270: Literature Review Paper	Assignment instructions, grading rubric, example of graded work
1c	HPX 270: Theory Application Assignments	Assignment template, example of graded work
1f	HPX 270: Completion of IRB CITI Training	Screenshot of Final Course Report
1c	HPX 270: Portfolio Project (Theoretical Framework)	Assignment instructions, grading rubric, example of graded work
1c	HPX 370: Revised HPX 270 Portfolio	Assignment instructions/grading rubric
1d	HPX 370: Literature Review Paper	Assignment instructions, grading rubric, example of graded work

TEMPLATE R
Section 5.0 Program Effectiveness

SLO	Assessment Opportunity	Evidence of Implementation
1e	HPX 370: Intervention Plans (2 submissions)	Assignment instructions, grading rubric, example of graded work
1f	HPX 370: Measurement and Evaluation Assignment	Assignment grading rubric, example of graded work (initial and revised versions)
1f 1h	HPX 370: IRB Application	IRB Template, grading rubric, submitted application
1d 1e 1h	HPX 370: Service-Learning Portfolio Project (Intervention Methods & Activities; Formative & Summative Evaluation Plan)	Assignment instructions, grading rubric, example of graded work
1g	HPX 370: Pilot Implementation	Assignment instructions & grading rubric
1d	HPX 371: Program Marketing Plan & Communication Materials	Assignment instructions, grading rubric, example of graded work
1d 1e	HPX 371: Program Marketing & Communication Materials	Assignment instructions, grading rubric, example of graded work
1d 1e	HPX 470: Revised HPX 370 Portfolio	Assignment instructions/grading rubric
1f	HPX 470: Pretest Results; Pre-Post Results	Assignment templates, example of graded work
1g	HPX 470: IRB Termination Report	Assignment template with example of submitted report
1g 1h	HPX 470: Service-Learning Project Portfolio	Assignment instructions, grading rubric

TEMPLATE R

Section 5.0 Program Effectiveness

SLO	Assessment Opportunity	Evidence of Implementation
1i	(Formative Evaluation Methods, Results, Conclusions; Summative Evaluation Methods & Results)	
1h 1i	HPX 470: Evaluation Presentation	Assignment instructions/grading rubric, example of graded work
2	HPX 490: Supervision Meeting Notes	Blackboard Wiki folders with supervisor meeting notes
2	HPX 490: Intern Evaluation Forms	Midterm & Final Internship Preceptor Evaluation Form
2	HPX 491: Internship Portfolio	Assignment instructions/grading rubric, example of student work
2	HPX 491: Internship Independent Project	Internship independent project grading rubric, Example of student work

Section 5.0 Program Effectiveness

HPS Program Cohort Tracking Database

As students enter HPX 200 (the core course that starts the HPS service-learning project), they are entered into the HPS Program Cohort Tracking Database as part of a cohort. For example, the 2017 cohort will include the students on the course rosters for HPX 200 in the fall of 2017. The student's name and HPS Program option are recorded in the database. They are tracked as they move through the HPS Program core courses (HPX 270, 370, 470, 490/491). The students' recorded HPS option is updated each term. If a student leaves the HPS program they are removed from the cohort and put into a separate area of the database that tracks where students go (changed majors, left the university, did not meet grade requirement to move on, etc.). After completing HPX 470, students are tracked by semester, for a maximum of two years, which will get all students to the 5-year HPS defined "maximum time to graduate". The internship placement is noted in the semester that the internship is completed; this is typically the semester before graduation. If the student is not completing the internship, the student's status is recorded instead (taking classes, leave of absence, etc.). The cohort tracking database allows the department to track movement through the HPS options, retention in the HPS core courses, and graduation rates within our defined maximum time to graduate. The most recent HPS Cohort Tracking Database is available in the ERF.

HPS Program Advisement Survey

All HPS Program students are required to meet with the assigned faculty advisor each semester, and after the advisement session students are asked to complete an online HPS Program Advisement Survey. Details about advisement are presented in Criterion 6.0 and 6.1. At the close of the advisement session, students are given a small piece of paper that contains the following: a record of courses the student should register for, the registration PIN number (students can't register electronically without it, and they can only get the PIN through advisement), the web link and instructions for the HPS Program Advisement Survey. A reminder email is then sent to all HPS students towards the end of advisement to ask students who have not already done so to complete the survey; the web link to the HPS Program Advisement Survey is provided a second time. A final email reminder is sent out to all students at the end of the semester in an effort to gather input from students who joined our program after the initial email was sent and to increase the response rate.

A copy of the HPS Program Advisement Survey is available in the ERF. The HPS Advisement Survey assesses the following:

- Student information (class standing, gender, major, assigned advisor, advisor seen)
 - Qualitative reason why they went to a different advisor than assigned, if applicable
- Student assessment of academic advisement (quantitative)
 - Qualitative opportunity to elaborate on any ratings of agreement about advisement
- Student assessment of importance of the role of advisement (quantitative)
 - Qualitative opportunity to elaborate on any ratings of importance
- Qualitative assessment of advisor strengths, suggestions for improvement, and recommendation of the advisor to other students
- Student self-assessment of student behavior surrounding academic advisement (quantitative)

The HPS Program Advisement Survey was administered through Blackboard Learn in the fall

Section 5.0 Program Effectiveness

of 2016 and through SurveyMonkey in the spring and fall of 2017. We switched from Blackboard Learn to SurveyMonkey due to several reasons: response rate was low with Blackboard, students worried about the ability to connect survey responses to names in Blackboard, and the ability to upload and manipulate survey data from Blackboard was arduous.

The data on HPS Program Advisement Survey respondents is presented in Table 5.4.1, below. The response rate has increased each semester since it has been administered, from 19.81% in Fall of 2016 to 28.05% in Fall of 2017. The number of students advised in spring semester decreases because graduating seniors and students preparing for summer and fall internships do not usually come in for advisement; graduating students do not need to register for classes, and students preparing for the internship meet with the HPS Internship Coordinator. Students typically declare HPS as their major in their sophomore or junior year, representing the largest proportion of respondents by class. More females completed the survey than males, particularly in the spring.

Table 5.4.1: HPS Program Advisement Survey Response, Fall 2016 through Fall 2017

	Fall 2016 (N=42)	Spring 2017 (N=32)	Fall 2017 (N=46)
Demographics			
Response Rate	19.81%	20.38%	28.05%
Average Age	22.83 years	25.22 years	22.00 years
Gender (Female/Male)	83%/17%	91%/9%	82%/16%
Class Year			
Freshman	0%	16%	11%
Sophomore	19%	19%	24%
Junior	45%	34%	33%
Senior	26%	28%	29%
Super-Senior	10%	0%	0%
Don't Know	0%	3 %	2%
Program Option			
Allied Health Professions	28.6%	31%	24%
Community Health	50.0%	44%	40%
Holistic & Integrative Health	11.9%	13%	11%
Wellness Management	9.5%	13%	18%

Results from the HPS Program Advisement Survey relevant to satisfaction with advisement are presented in Table 5.4.2, below. Overall, student satisfaction with advisement in the HPS program is high. Most student respondents (71.4 - 88.0%) were advised by their assigned advisor. The primary reasons given for not seeing the assigned advisor were scheduling issues and level of comfort with the advisor. The overall advisement rating is high (over 85/100 both semesters) and increased by almost 6.5 points from fall 2017 to spring 2018; the question asking for an overall rating was eliminated in the fall 2017 survey in an effort to shorten the survey and increase the response rate. Over 95% of student respondents each semester would recommend their academic advisor to another student. The data under “percent agreement” represents the percent of student respondents who agree that their advisor meets the criterion provided. The characteristics that

Section 5.0 Program Effectiveness

improved more than 10% from fall 2017 to spring 2018 were personal (taking a personal interest in the student, encouraging expression, considering students' talents and interests, and connecting students with campus resources) and academic (providing the connection between required courses and future academic or professional endeavors). Ratings either remained the same or increased slightly again from spring 2018 to fall 2018.

Table 5.4.2: HPS Program Advisement Satisfaction Results, Fall 2016 through Fall 2017

	Fall 2016	Spring 2017	Fall 2017
Advisor Assessment			
Advised by Assigned Advisor	71.4%	88%	84.44%
Recommend Advisor to other students	98%	97%	100.0%
Overall Advisor Rating (out of 100)	87.24	93.69	NA
Percent agreement ...			
Is easy to get in touch with.	92.9%	100.0%	97.56%
Gives me as much time as i need when we meet.	97.6%	100.0%	100.0%
Encourages me to come by for help.	95.1%	100.0%	100.0%
Takes a personal interest in me.	78.6%	96.7%	100.0%
Encourages me to express my thoughts and feelings.	82.5%	93.3%	95.12%
Is a good listener.	100.0%	100.0%	100.0%
Gives me accurate information about course requirements.	92.7%	100.0%	95.12%
Helps me understand why required courses are important for my professional development and future plans.	87.8%	100.0%	97.56%
Considers my personal abilities, talents, and interests when advising me about courses or programs of study.	85.7%	96.6%	100.0%
Has assisted me in developing a long-term education plan.	88.1%	96.6%	97.56%
Helps me to connect with campus resources.	80.6%	96.0%	97.56%
Helps me make important educational decisions.	90.2%	93.3%	95.12%

Qualitative feedback on survey revealed both positive and negative responses. Positive feedback provided about academic advisement in the HPS department related to the following: the advisor being well prepared; taking time with advisement; being available; being knowledgeable, thorough, and organized; being compassionate, patient, and concerned with student success; being straightforward and easy to talk to; being encouraging; mapping out a student plan. Very few negative comments were provided; among them included the recommendation to answer emails quicker, have more office hours, and sending emailed reminders to freshmen and sophomores about advisement. A few direct quotes from students are provided below, highlighting the overall HPS student satisfaction with advisement:

"From the first day I sat with WWW she has provided me with professional and personal guidance. She always finds time in her busy schedule to be available for my concerns. She is a Dynamo, Role Model and Mentor!! She contributes to growth of everything she touches: be it students, the department or the community."

"Dr. CCC is the absolute best. Despite how busy she is, she always makes time for students. I've

Section 5.0 Program Effectiveness

had to swing by before without making an appointment or letting her know, and she let me sit down and listened to everything I had to say regardless. She truly does take an interest in her students and wants nothing but the best for them. I couldn't be happier to have her as an adviser."

While the data indicate positive satisfaction with advisement in the HPS program, the response rate has been low. Since the response rates were so low we cannot generalize the results to the all HPS majors. In addition, 70-75% of the student respondents were advised by one of two faculty members. Considerations being made to increase the student response to the HPS Advisement Survey include the following: reducing the length of the survey, administering the survey during specific HPS classes (probably HPS core classes), or administering the survey through tablets and/or computers in the HPX Department office immediately following the advisement session. We believe the low response rate was due to students deleting emailed requests to complete the survey and/or not taking the time to visit the survey weblink on their own, after leaving the advisement session.

HPS Program Exit Surveys

The HPS Program Exit Surveys are administered to all HPS Program students during the last HPX 491 meeting session, which typically occurs during one of the last two weeks of the HPS Program internship semester. All summer interns and most of the fall and spring interns graduate after completing the internship semester. Two HPS Program Exit Surveys are given, one anonymous and the other not. The version of the exit survey that is not anonymous collects information on the following: student name, graduation semester, HPS option, internship placement, current employment status (indicating whether they are employed and where), whether they have been admitted for further study (with details about degree sought and location), and whether they have intentions for graduate study and/or employment in the health promotion field (if not currently employed or admitted for further study). The anonymous exit survey collects information on the following: perceived rating of the WCSU and HPS Program experience, perceived confidence in meeting the HPS student learning outcomes, typical weekly time allocation while at WCSU (weekly time spent studying, in class, working for pay, etc.), and overall rating of WCSU and the HPS Program. Students are given the opportunity to provide qualitative feedback on the anonymous survey as well. Copies of both HPS Exit Surveys are available in the ERF.

The HPS Program Exit Survey data collection began in the spring of 2016, and it has been administered each semester since (summer, fall, and spring). We have a total of 108 responses, out of 113 enrolled students in HPX 491, resulting in a 95.57% response rate. Results from the version of the HPS Exit Survey that is not anonymous are entered into the HPS Alumni Database, described below. Results from the anonymous HPS Exit Survey are entered into an Excel database and summarized annually. Results from the spring 2016 through fall 2017 anonymous HPS Exit Survey are available in the ERF.

Section 5.0 Program Effectiveness

Assessment Methods: HPS Alumni

HPS Program Alumni Database

As HPS Program students complete the internship they are entered into the HPS Program Alumni Database, an Excel database that was designed to keep track of all HPS alumni. As students enter the internship, their name, HPS Program option, and internship site is entered into the database. Upon completion of the internship, the information provided on the non-anonymous HPS Program Exit Survey about graduation date and employment status is recorded. The “employment status” is coded according to the following categories: employed in a health promotion field, employed in an unrelated field, unemployed, admitted to graduate school, unknown, and did not finish. Graduating students who are employed in a health promotion field or admitted to a graduate program upon graduation from WCSU are not contacted personally again. All other HPS Program alumni (employed out of the field, not employed, not in graduate school, unknown) are personally contacted by the HPS Internship Coordinator one year after graduating. Information is requested about employment and/or graduate study a year after graduating from the HPS program.

The HPS Program Alumni Database (based on data from the HPS Exit Survey and one-year follow-ups) is used to keep track of the rate at which HPS graduates are employed (within or outside of a health promotion field) and/or admitted to a graduate program within one year of graduating from WCSU, as well as the place of employment and graduate work that HPS alumni pursue. This information is reported in Template S and Template T, described further in Criterion 5.6. A copy of the HPS Program Alumni Database is available in the ERF.

HPS Program Alumni Survey

An electronic HPS Program Alumni Survey was created in the summer of 2016. The HPS Program Alumni Survey was designed by Emily Stevens and converted into a web-based survey by the IT Department. A copy of the HPS Program Alumni Survey is available in the ERF. It collected the following data:

- WCSU graduation year
- HPS Program option
- Further Education: type of degree, institution, start and end date
- Certifications: type of certification, completion date
- Employment: employment status, first employer, current employer, reason for not working (if relevant)
- Career satisfaction
- WCSU and HPS Program rating on satisfaction and preparedness for employment

The HPS Program Alumni Survey was administered in the fall of 2016. An email was sent to all alumni for whom an email address was on record. The email included an update on the HPS Program, an update on the CEPH accreditation self-study, a request to complete the electronic HPS Alumni survey, and a link to the HPS Program Alumni Survey. A brief request to complete the alumni survey, with the link to the survey, was also posted on the HPX Department Alumni Facebook Group site. The initial request to complete the alumni survey was made in October of 2016, with a follow-up request in January of 2017. A total of 193 emailed requests were sent to alumni dating from

Section 5.0 Program Effectiveness

1980-2016. The alumni survey was completed by 36 people, a response rate of 18.65%. Only 9 responses came from the graduating classes of 2015 and 2016, the graduating classes relevant to the data required for Template S and Template T in Criterion 5.5. As a result of the poor response rate to the 2016 HPS Alumni Survey and the large response (over 90%) to the HPS Exit Survey and HPS Alumni Database tracking methods, the HPS Program Alumni survey was discontinued. Both the HPS Alumni Survey and a summary of the Fall 2016 HPS Program Alumni Survey results are included in the ERF.

Assessment Methods: Internship Preceptors

HPS Program Internship Preceptor Surveys

All HPS Program internship preceptors are asked to complete an electronic HPS Program Internship Preceptor Survey at two points during the internship semester. Both preceptor surveys are administered through SurveyMonkey. The HPS Program Internship Preceptor Pretest Survey is emailed to all current internship preceptors during the first two weeks of the internship semester. The HPS Internship Preceptor Exit Survey is emailed to all current internship preceptors during the last week of the internship semester. Both surveys are designed to collect information on the HPS Program students' level of preparedness for the internship and then for entry-level employment. The pretest survey asks the preceptors to rate how prepared the current HPS Program intern is on 19 general competencies related to performing a field-based internship. It also asks the preceptor to rate their level of satisfaction with the internship placement process (internship interviews and the communication with the HPS Internship Coordinator). The preceptors are invited to provide qualitative feedback for improving the internship placement process and/or the intern's level of preparedness for the internship. The preceptor exit survey asks the preceptors to assess the HPS intern on the same competencies as the pretest survey, but this time as it relates to the level of preparedness for entry-level employment. The purpose of assessing these competencies a second time is to see if the internship furthers the student level of preparedness, as perceived by the internship preceptor. The exit survey also assesses the preceptor's level of satisfaction with the HPS Internship Coordinator during the internship semester, whether they would hire the current intern, and qualitative feedback on ways to improve the HPS program and better prepare the students for entry-level position at their organization. Copies of the HPS Preceptor Surveys are available in the ERF. Data collection for the HPS Internship Preceptor Surveys began in the summer of 2017. Summaries of the results from the exit survey conducted in summer and fall of 2017 are available in the ERF.

HPS Program Preceptor Focus Group

A list of all HPS Program internship preceptors is maintained by the HPS Program Internship Coordinator, and all preceptors are invited to participate in a focus group annually, in the fall semester. The HPS Program Preceptor Focus Group typically occurs either preceding or following the fall HPS Internship Fair. The preceptors are invited to the internship fair and to either join us before or stay after the fair for a focus group session. This focus group allows us to collect qualitative data from internship preceptors about the ability of the program to prepare our students for the internship semester, areas where the program can be improved, areas where the program is strong, and general feedback about the quality of the program, as reflected by the HPS interns that the preceptors have mentored.

Section 5.0 Program Effectiveness

The first HPS Program Preceptor Focus Group occurred in the fall of 2016 and the second occurred in the fall of 2017. Eight preceptors attended in 2016 and seven preceptors attended in 2017. Each focus group lasted approximately one hour. The preceptors were provided the opportunity to serve themselves lunch or coffee and donuts/muffins and were asked to sit at tables that were organized in a U-shape. The purpose of the focus group was described. The preceptors and HPX faculty present were asked to introduce themselves, and then the focus group discussion began. The discussion was guided by six open-ended questions. The focus group was recorded, and a flip chart was kept to provide the group with notes to refer back to during the discussion. A copy of the HPS Program Preceptor Focus Group questions is available in the ERF. A summary of findings from fall of 2016 and fall of 2017 are provided in the ERF.

Future HPS Program Assessment

With the exception of the HPS Program Alumni Survey, which had a very low response rate, we plan to continue the assessment methods with enrolled students, alumni, and internship preceptors as described above. As a replacement to the HPS Program Alumni Survey, we are planning to hold an HPS Program Alumni Focus Group. This will provide an opportunity to invite local HPS alumni to campus to talk with us about their perceived level of preparation for employment and/or graduate study upon graduating from the HPS program. We also hope to be able to discuss with the alumni the potential for getting involved in our HPS service-learning group project, become internship preceptors, and learn more about the CEPH accreditation process. An alumni focus group would provide the opportunity to gain qualitative information from our alumni as well as an opportunity to network with our alumni.

Section 5.0 Program Effectiveness

Criterion 5.5 Graduation/Job Placement Rates

The program demonstrates that at least 70% of students for whom data are available graduate within six years or the maximum time to graduation as defined by the institution, whichever is longer. The program demonstrates that at least 80% of graduates for whom data are available have secured employment or enrolled in further education within one year of graduation. If the program cannot demonstrate that it meets these thresholds, the program must document 1) that its rates are comparable to similar baccalaureate programs in the home unit (typically a school or college) and 2) a detailed analysis of factors contributing to the reduced rate and a specific plan for future improvement that is based on this analysis.

Program response to 5.5

WCSU does not have a defined maximum time to graduate, the HPS Program defines the maximum time to graduate as five years. About 50% of HPS Program students declare HPS as their major during the first year at WCSU and enter HPX 200 in the second year. The other 50% of HPS Program students either transfer into WCSU or migrate to HPS from other WCSU programs during or after the second year at WCSU, so they enter HPX 200 in the fall of the third year. HPS students typically track through the HPS core courses, up to the internship semester, in two years. They take HPX 200 and HPX 270 in the HPS core year one, then HPX 370, HPX 371, and HPX 470 in the HPS core year two. Because the internship requires students to complete all major, core, and option coursework, no student is eligible for the internship semester prior to completing HPX 470. Most students complete the internship within three semesters (summer, fall, spring) of completing HPX 470. The HPS Program expects all students to complete the internship within 4 internship semesters (summer, fall, spring, summer) of completing HPX 470. This places the latest HPS Program majors (who enter the major in the 3rd year) at a status of graduating within five years, the maximum time to graduate. The timing of students progressing through the HPS core courses and completing the internship within four semesters of completing the service-learning project, to the five-year maximum time to graduate, is outlined in Table 5.5.1, below.

Table 5.5.1: Core Course Timeline and HPS Maximum Time to Graduate

	Students Declaring HPS by Year 2			Students Declaring HPS Year 3		
	Fall	Spring	Summer	Fall	Spring	Summer
Year 1						
Year 2	HPX 200	HPX 270				
Year 3	HPX 370 HPX 371	HPX 470		HPX 200	HPX 270	
Year 4			*Max Grad	HPX 370 HPX 371	HPX 470	
Year 5						*Max Grad

Students graduate from the HPS Program at three points across the academic year: August, December, and May. Most HPS Program students graduate from WCSU at the end of the internship semester. Table 5.5.2, below, presents the data on student enrollment in the HPS internship from 2014-2017. Over time, our HPS cohorts have started to distribute evenly across the internship semesters, with approximately 20 interns per spring, summer, and fall semester. Students are not permitted to complete the internship in the summer semester unless they have completed all other

Section 5.0 Program Effectiveness

degree requirements and have a 2.5 cumulative GPA; therefore, 100% of the summer interns graduate in August, immediately upon completion of the internship. Students completing the internship in the fall and spring semesters are encouraged to complete all degree requirements prior to the internship semesters, but they can complete the internship with general education and free elective requirements remaining. We are starting to track the graduation rate upon completion of the internship more thoroughly with the HPS Program Cohort Tracking Database; this more accurate data collection begins with the fall 2015 cohort, who begin to graduate in August of 2017.

Table 5.5.2: HPS Program Internship Enrollment 2014-2018

Year	Spring	Summer	Fall
2014	15	11	19
2015	8	14	19
2016	17	14	20
2017	20	19	23
2018	17	28*	28*

*Projected numbers based on current student expectations

Data on HPS Program graduation rates at the institutional level are collected from the Director of Institutional Research. WCSU does not have a defined maximum time to graduate. Federal standards require the 4-year, 6-year, and 8-year graduation rates to be reported each spring. The data representing the 4-6 year graduation rates, comparing the HPS program with the Social Work program, are presented in Table 5.5.3. The table presents the number of students in the class of 2014, 2015, and 2016 who were classified as having entered WCSU in the first year as full-time students, transferred into WCSU as full-time students, and transferred in as part-time students. The rates reported represent the percent of students who have graduated at the 4-year, 5-year, and 6-year time point from entering the university. Examining the overall class of 2017, 43.6% of all students who entered WCSU as first year, full-time students graduated within six years; 58.0% of WCSU full-time transfer students graduated within six years. In comparison, 42.9% of full-time, first year HPS majors and 43.8% of full-time, first year Social Work majors graduated within six years. Looking at transfer students, 60% of full-time HPS transfer students and 52.6% of full-time Social Work students graduated within six years.

Table 5.5.3: Institutional Level Graduation Rates, HPS and Social Work

Health Promotion Studies						Social Work					
Class	Type	n	4-yr	5-yr	6-yr	Class	Type	n	4-yr	5-yr	6-yr
2014	First Full	11	54.5	63.6	72.7	2014	First Full	21	19.0	38.1	38.1
	Tran Full	4	25.0	25.0	25.0		Tran Full	15	40.0	46.7	46.7
	Tran Part	1	0	0	0		Tran Part	5	80.0	80.0	80.0
2015	First Full	10	40.0	60.0	60.0	2015	First Full	19	42.1	52.6	52.6
	Tran Full	11	36.4	54.5	72.7		Tran Full	25	56.0	60.0	64.0
	Tran Part	2	0	0	0		Tran Part	6	33.3	33.3	33.3
2016	First Full	5	0	0	20	2016	First Full	16	37.5	43.8	50.0

Section 5.0 Program Effectiveness

Health Promotion Studies						Social Work					
Class	Type	n	4-yr	5-yr	6-yr	Class	Type	n	4-yr	5-yr	6-yr
	Tran Full	12	33.3	33.3	41.7		Tran Full	15	46.7	60.0	66.7
	Tran Part	1	100	100	100		Tran Part	2	100	100	100
2017*	First Full	7	14.3	25.6	42.9	2017*	First Full	16	25.0	43.8	43.8
	Tran Full	15	46.7	53.3	60.0		Tran Full	19	36.8	47.4	52.6
	Tran Part	0	0	0	0		Tran Part	0	0	0	0

The HPS Program tracks retention and graduation rates through the HPS Program Cohort Tracking Database. This HPS Program data is presented in Table 5.5.4, below. The data in each course column represents the number of students who were enrolled in each course in the cohort. For example, there were 74 students originally enrolled in the 2015 cohort, which started HPX 200 in the fall of 2015. Of those 74 students, 60 enrolled in HPX 270 and HPX 370, and 57 enrolled in HPX 470. Based on projected summer 2018 internship enrollment, 71.23% of the 2015 HPS cohort will graduate within the expected four internship semesters of completing HPX 470, corresponding to the HPS maximum time to graduate (5 years). Of the 57 students who completed HPX 470 in the 2015 cohort, only 1 withdrew from the University before completing the degree. In addition to the data provided in the table, four students from the 2015 cohort plan to complete the internship in the Fall of 2018 and graduate in December, one semester beyond our maximum time to graduate. These students are likely choosing the fall internship semester over summer internship semester due to the higher cost of the summer internship. Based on the data collected from the HPS Alumni Database, only 1 student who completed the internship between spring 2015 and summer 2017 did not graduate. Of the 138 students who have completed the internship between spring 2015-summer 2017, 137 (99.27%) have graduated.

Table 5.5.4: HPS Program Graduation Rates Based on HPS Cohort Tracking Database

Cohort	HPX 200	HPX 270	HPX 370	HPX 470	HPS Internship	Percent On-Track to Graduate within 5 Years
2015	73	60	60	57	16- SU17 18- FA17 15- SP18 3- SU18*	71.23%
2016	88	66	66	63	24- SU18* 12- FA18*	71.59%
2017	56	45	**	**	**	80.36%

*Based on student expectations, as summer/fall 2018 enrollment is not open yet

** Data are not yet available. These data will be updated in the final submission of the self-study report.

Data on HPS Program job and graduate school placement is collected through the HPS Program Exit Survey and through follow-up communication with alumni one year after graduation, as described in Criterion 5.4. Data on job placement and further education rates from the graduating classes of 2015, 2016, and 2017 is presented in Template S. These are the classes that we will have

Section 5.0 Program Effectiveness

been able to follow-up with at one-year post graduation by the spring of 2018. While not classified in Template S, 64.44% of the class of 2015, 52.83% of the class of 2016, and 40.32% of the class of 2017 are employed in a position relevant to the HPS degree. We also ascertained whether unemployed students were seeking admissions to a graduate program within the next year, starting with the class of 2016; 1.89% of the class of 2016 and 8.06% of the class of 2017 is unemployed currently but focusing on applying to a graduate program within the next year. Information on types of employment and further education that HPS graduates pursue, by option, is presented in Template T.

TEMPLATE S

Job placement and further education rates for the last three classes of students who would have been expected to report destinations at one year post-graduation. (Criterion 5.5)

Destination of Graduates by Employment Type	Job Placement/Further Education Rate by Graduating Class		
	Year 1 2015	Year 2 2016	Year 3 2017
Employed	68.88% (n = 31)	62.26% (n = 33)	62.90% (n = 39)
Continuing education/training (not employed)	11.11% (n = 5)	9.43% (n = 5)	11.29% (n = 7)
Actively seeking employment	0	0	14.52% (n = 9)
Actively seeking education/training (not employed)	0	1.89% (n = 1)	8.06% (n = 5)
Not seeking employment (not employed and not continuing education/training, by choice)	0	0	1.61% (n = 1)
Unknown	20.00% (n = 9)	26.42% (n = 14)	0
Total**	100% (n = 45)	98.11% (n = 54)	97.43% (n = 62)

**One student each in the class of 2016 and 2017 has not finished the degree thus far

Section 5.0 Program Effectiveness

TEMPLATE T

Information on the types of employment and further education graduates pursue. Present information in the format of Template T.(Criterion 5.6)

HPS Program Option	Types of Employment Graduates Pursue	Types of Further Education Graduates Pursue
Wellness Management	Intramurals coordinator, strength & conditioning coach, personal training, adapted recreation therapy assistant, employee wellness, employee fitness, health and fitness specialist, for-profit health and wellness, non-profit program director, activities program director, medical sales, respite worker	MS Exercise Science MA or MS in Nutrition MA in Physical Education MA in Event Management
Community Health	Hospital patient liaison, youth counselor, non-profit HR assistant, EMT, Navy emergency response, assisted living programming assistant, assisted living memory care, health care administration, non-profit programming specialist, assisted living activities director, non-profit outreach coordinator, Planned Parenthood clinical assistant, homecare patient coordinator, mental health residential coordinator, home health aide	MPH MHA BSN MA in Gerontology
Holistic and Integrative Health	Massage therapy, herbalism, program activities coordinator, family therapy service coordinator, yoga instructor, supplement sales	Chiropractor MA in Biology (Botanical Studies) Naturopathic Physician
Allied Health Professions	Physical therapy aid, rehab technician, neurology technician, medical assistant, medical sales	DPT PTA Occupational Therapy Speech Therapy Physician's Assistant

Section 5.0 Program Effectiveness

Criterion 5.6 Programmatic Review and Improvement

The program establishes a schedule for reviewing data on student outcomes and program effectiveness. The program uses data on student outcomes and program effectiveness to improve student learning and the program.

Program response to 5.6

All WCSU undergraduate and graduate degree programs approved by the Connecticut Board of Regents for Higher Education and all academic program options with program sheets undergo review every seven years. Historically, the HPS program has been reviewed, and a report of the review has been submitted to the Provost, according to this schedule. Scheduled academic reviews are an integral part of WCSU's strategic planning process. They support ongoing efforts to demonstrate institutional effectiveness and maintain accreditation by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges (NEASC-CIHE).

The Provost announces the program review schedule by May 1 of each year for the following academic year. Programs that are accredited by national organizations may submit their accreditation report in lieu of the Academic Program Review. Moving forward, the HPS program will submit the CEPH accreditation report to the Provost in lieu of the program review. The procedures for academic program review are available publicly through the WCSU website (<https://www.wcsu.edu/facultystaff/handbook/pages/pr-ug-prog.asp>), published in the WCSU Faculty Handbook. The last HPS program review was submitted in fall of 2015 (ERF 5.6). The final CEPH self-study report will be submitted as a program review upon completion of the accreditation process; moving forward, the program will be reviewed in conjunction with the CEPH re-accreditation process. The University allows all accredited programs to submit the accreditation reports for program review.

The results of the HPS program assessment (Criterion 5.4) and graduation/job placement rates (Criterion 5.5) are reviewed annually at the HPX Department faculty retreat. Dr. Emily Stevens is responsible for collecting, summarizing, and presenting the assessment data, with input and contributions from full-time faculty relevant to the assessments. For example, the HPS Internship Coordinator is responsible for data collection from the internship preceptors. Full-time faculty, part-time faculty, and community stakeholders present at the faculty retreat are provided the opportunity to discuss assessment findings and ideas for improving student learning and program outcomes. Discussion and execution of program revisions continues throughout the academic year through monthly HPX faculty meetings and appropriate university processes.

Faculty assessment occurs through student evaluation of instruction (SEI) and faculty review. SEI's are collected at the end of every course. Typically during the last class session, the instructor of record distributes the SEI forms to students in the class and leaves the room. A student volunteer collects the SEI forms from the students in the class, puts them in a sealed envelope, and returns them to the HPX Department Chair and Associate Chair. The SEI results are summarized by the department chairs at the end of each semester; summary data are provided to each faculty member for each course taught within the department. Peer observation of instruction occurs according to the faculty review schedule set by the collective bargaining agreement, and results of the peer observation are discussed with the faculty in review. The faculty review processes are

Section 5.0 Program Effectiveness

outlined in the department by-laws (available in the ERF). Faculty are expected to consider faculty assessment results when updating course curricula and/or considering refinement of instructional processes.

Four examples of the department using program assessment to improve student learning and the HPS program are outlined below:

1. Faculty teaching the HPS Program core courses review the student assessment of learning outcomes, outlined in Template Q (Criterion 5.4), after the completion of each course. After the 2015-2016 academic year it became evident that students were dividing work unequally for the HPS core service-learning project, and some students were doing more of the work and therefore meeting objectives to a greater extent; some students were doing minimal work and therefore lacking in demonstration of the student learning outcomes. As a result, the service-learning project for the 2016-2017 academic year was adjusted; we cut the group sizes in half. Instead of a single group of (for example) 8 students assigned to an organization, we now have 2 groups of ~4 students working together in a single organization. The smaller groups produce the same portfolio project, making it easier to evaluate students who are not demonstrating work and diminishing the opportunity for unequal work distribution.
2. While examining graduate HPS Program Exit Survey results and alumni tracking (through the HPS Program Alumni Database and through the HPS Program Alumni Survey), results revealed a large increase in the proportion of students and graduates pursuing careers and graduate study in the allied health professions: physical therapy, occupational therapy, speech therapy, chiropractic, and physician assistant. Feedback revealed the need for a program that provided a general background and relevant skills in health promotion so that students had the option for entry-level employment in health promotion directly after graduation, with the flexibility and preparation for graduate study in the allied health professions. As a result, the HPX Department added the HPS Program, Allied Health Professions option to the program formally in the fall of 2016.
3. The HPS Program Cohort Tracking Database indicated lower retention of students in the HPS wellness management option, and qualitative data from graduate HPS Exit Surveys of students in the wellness management option indicated that students were not receiving the focus of study within the option that they had expected; there was a misperception that wellness management prepared students for a career in physical education. As a result of this, faculty members were asked to clarify the focus of health promotion and wellness management (rather than physical education) with the students during academic advisement and in the initial meeting with students interested in the HPS degree with the wellness management option. Further, the department is considering revising the wellness management option to allow students to focus on one of two areas in particular: nutrition or physical activity. This would involve curricular changes to the Wellness Management option, still in development.
4. Internship preceptor feedback from the Preceptor Focus Group and Preceptor Survey indicated that students were lacking skills in the following: use of Microsoft Excel, writing professional emails, and professional behavior in interviews. We used this information to build more assignments requiring the use of Microsoft Excel into the HPS Program core and content courses (particularly: HPX 200, HPX 370, HPX 470, and HPX 202). We built enhanced curricular components regarding writing professional emails into HPX 371 (another HPS core course) in the Fall of 2017. Finally, we collaborated with the Career Success Center to provide students with a workshop on professional writing and interview skills during the HPX 491 senior seminar.

Criterion 5.7 Student Complaint Processes

The program maintains clear, publicly available policies on student grievances or complaints and maintains records on the aggregate number of complaints received for the last three years.

Program response to 5.7

A description of all university academic services and procedures is available publicly through the WCSU website, within the university undergraduate catalogue. The link to the latest version of the catalogue (2016-2017) is provided below. Information about student grievances or complaints can be found on the website in the “Course Load” heading, under “Grades, Honors, and Good Standing”; they are also documented in this Criterion 5.7. General grievances or complaints about a course, instructor, or other academic issue within the department follow these university procedures.

2016-2017 University Undergraduate Catalogue, Academic Services & Procedures:

<http://www.wcsu.edu/catalogs/undergraduate/academic-services-procedures/>

Grade Appeal Policy

When disagreements occur between student and instructor on the accuracy of a grade, the university regards it as important for the matter to be settled within a reasonable period of time. A specific procedure is in place that ensures students will get an impartial hearing of such a complaint.

Academic grading reflects careful and deliberate judgment by the course instructor. Academic evaluation of student performance requires expert consideration of cumulative information and is to some extent subjective.

The university recognizes that in rare instances there may be “palpable injustice(s)” in the determination of a final grade. Students may use the appeal process when they believe there is evidence to show that 1) a final grade was determined by methods and criteria different from those used for determining final grades for others in the same class or 2) the evaluation was made as the result of bias or caprice.

Student confers with instructor:

The student shall first confer with the instructor who awarded the grade no later than the end of the fourth week of the next regular semester. In the case of half-semester courses, students shall have the right to begin the appeal process at the conclusion of the course.

Written grievance to professor:

If no amicable settlement is reached, the student shall present the instructor with a WRITTEN copy of his/her grievance along with any supporting documentation, which shall be considered confidential. The instructor shall respond in writing to the student within five working days. (It is suggested that students prepare a packet of information for the instructor, the chair and the dean).

Section 5.0 Program Effectiveness

Ability to choose a mentor/adviser:

Students, if they wish, shall have the right to choose a mentor/adviser for the purpose of guiding them through the appeal process. Students shall have the right to present their case at each stage of the appeal process. At the student's request, the mentor/adviser may accompany the student to meetings related to the appeal process as an observer.

Written grievance to department chair:

If not satisfied, the student, within five working days of receipt of the instructor's response, may present the case in writing to the appropriate department chair who may effect a mutually agreed-upon settlement with the instructor. The department chair shall respond in writing to the student within five working days with a copy sent to the instructor.

Written grievance to academic dean:

If the student is not satisfied, the student may, within five working days of receipt of the department chair's response, present the case in writing to the appropriate academic dean who may effect a mutually agreed-upon settlement with the instructor and department chairperson. The academic dean shall respond in writing to the student within 10 working days, with copies of the decision sent to the instructor and the department chair.

Written grievance submitted to university senate president by dean (for ad hoc committee):

If the student is not satisfied, the student may ask, within five working days of receiving the dean's decision, that the dean contact the president of the University Senate to convene the Ad Hoc Committee on Grade Appeals. The dean shall forward the request to the senate president within five working days of receipt. The dean shall also notify the provost/academic vice president, in writing, that the senate is being asked to convene an ad hoc committee.

The Ad Hoc Committee on Grade Appeals shall be composed of three members of the instructional faculty in the ranks of tenured professors or tenured associate professors serving on the senate, selected in alphabetical order each time the committee is appointed.

The senate president shall appoint the ad hoc committee within five working days and shall notify the student and the instructor of that fact. The senate president shall not discuss the details of the case with the ad hoc committee. The ad hoc committee will convene within five working days. It is the responsibility of the student to present three copies of all material, including any additional material submitted later in the process and relevant to the case to the chair of the ad hoc committee.

Professor submits materials as requested by ad hoc committee:

The instructors shall submit such materials as requested by the committee and shall have the right to present their case at any stage of the appeal process. The committee shall consider the case and reach a decision within 15 working days of its convening by the senate president.

Committee decisions and next steps:

Denial:

Section 5.0 Program Effectiveness

Following its deliberations, the committee may deny the appeal, in which case the matter shall be closed.

If palpable injustice is found:

If the committee finds that the grading constituted a palpable injustice, as defined above, the case shall be remanded to the instructor for reconsideration. If the instructor disagrees with the finding of the committee, the instructor shall inform the committee and the student within five working days of that fact.

Student requests committee to recommend to provost:

If the student disagrees with the grade change as effected or with the refusal by the instructor following the remand, the student shall request within five working days that the committee make a recommendation to the provost/vice president for academic affairs.

If either the student or the instructor has disagreed, the committee shall then forward its recommendation for a grade to the provost/vice president for academic affairs, who will implement the recommendation of the committee within five working days.

Action of the provost is final and binding upon all parties:

The action of the provost/vice president for academic affairs shall be final and binding upon all parties and shall be communicated by the provost/vice president for academic affairs to the student and the instructor.

Petition for Waivers of Academic Policies

A student may petition for a waiver of academic policies through the Department Chair or the Dean of the School of Professional Studies, depending on what they are petitioning to waive. Requests for an HPS prerequisite waiver go through the HPX Department Chair. Requests for prerequisite waivers outside of the HPX Department go through the program hosting the course that requires a prerequisite; for example, if the student is requesting to waive a prerequisite for a course in psychology, he/she would request that through the Psychology Department Chair. The student is expected to email the Department Chair with the request and reason for the waiver. If necessary, the Dean is consulted, but the Department Chair can accept or deny a prerequisite waiver without consultation with the Dean. Requests to waive progression standards for the HPS program are submitted through the HPX Department Chair. Requests to waive or appeal an academic suspension go through the Dean's office.

Department Grievances

There have been no complaints from students that have been elevated to the Department Chair level from Fall 2016 to the present time within the HPS program. We are in the process of creating a formal mechanism for tracking complaints. Currently, the HPX Department Chair keeps a record of all student complaints that reach the level of the Chair. If a student complaint is elevated to the level of the Dean or the Provost, a notification is put in the faculty's permanent file, housed by Human Resources.

Section 5.0 Program Effectiveness

6.0 Advising

Criterion 6.1 Student Advising

Students are advised by program faculty (as defined in Criterion 2.1) or qualified program staff beginning no later than the semester (quarter, trimester, term, etc.) during which students begin coursework in the major and continuing through program completion. Advising includes academic planning and selection of courses as well as public health-related career counseling.

Program response to 6.1

Students in the Health Promotion Studies (HPS) Program are advised by full-time faculty members in the Health Promotion and Exercise Sciences (HPX) department. The HPX Department Chair assigns advisors based on the student's major and option. The average advising load for the 2016-2017 academic year is 33 advisees per faculty member. The HPX Department Chair assigns advisors based on the student's option and interests. Students can change advisors by asking the department chair. This is often done as part of change of major or change of option within the major. The majority of students need to meet with their advisor at least once per semester to register for courses. We have an "open door" policy and encourage students to meet with us as necessary. Each advisor has a minimum of five office hours a week (posted on the faculty member's office door and in course syllabi) and is available to students at these times or by appointment.

We have established Guidelines for Advisement (ERF 6-1) that are reviewed with faculty during our fall department retreat. New faculty are assigned fewer advisees their first semester. They are invited to sit in on advisement sessions with experienced faculty members to observe the process. If the new faculty have questions during advisement they approach the department chair or other experienced faculty member. Advisement procedures are reviewed during our fall faculty retreat and at our October and March department meetings prior to course registration. Our department guidelines are in compliance with the Faculty Handbook (ERF 1-7 p 100) which states:

"Faculty members will each have a group of students assigned by their department for whose academic advisement they are responsible. The responsibilities of an advisor are:

1. To know the program requirements and University regulations with which the student must comply.
2. To assist each student in planning his/her sequence of courses to meet graduation requirements.
3. To approve, semester by semester, the specific program of courses which the student takes.
4. To refer students to appropriate University staff in matters which are outside the area of the faculty member's competence (e.g., Health Services, Counseling, Academic Deans, Graduate Dean, etc.)
5. To recommend to the Department Chair and to the appropriate dean any waivers or exceptions to the program requirements which he/she judges to be essential for the student's best academic interests.
6. To advise the department on the status of each advisee as he/she reaches various stages in his/her program (e.g., admission to standing as upper class major, approval of application for independent Study or Student Developed Study, etc.)."

Section 6.0 Advising

Students who begin our program as freshmen meet with HPX Department faculty during Freshman Orientation. They are given a course schedule based on an established matrix of courses (ERF 6-2). The course selection is based on math and writing placement test results and the HPS Program major option chosen by the student. The registrar creates a list of all students and the department chair assigns advisors to the new students. The students begin advisement with their assigned HPX faculty advisor in the fall of their freshmen year for preparation for spring semester course selection. Students are always welcome to meet with their advisor prior to registration time.

Students who transfer into the HPS program from other academic areas within WCSU meet with the department chair to review their transcript and make a plan for program completion. If the student meets the minimum GPA requirement of 2.5 or greater the department chair signs the change of major form. Students who transfer to WCSU from other universities meet with admissions counselors who review the student's transcripts and complete a transfer course equivalency and draft program sheet. The transfer student's transcripts and scored program sheet are stored on the WCSU faculty share drive for access by program faculty. The admissions office then instructs the transfer student to set a meeting with the department chair. The department chair reviews the student's transcript and may request additional information (course syllabus, assignments, etc.) to determine if there are other courses that are equivalent to courses in the major. The department chair creates an academic plan (ERF 6-3) for each transfer student and assists with registration if needed. The department chair assigns the student an academic advisor based on the student's area of interest and HPS program option.

Advisors can access a list of their advisees electronically. Advisors are asked to contact advisees at the beginning of each semester to introduce themselves and to offer help. Emails are sent a few weeks prior to course registration time to remind students to set up an appointment for advisement (ERF 6-4). Students sign-up to meet with their advisor to register for courses, plan for their internship, discuss graduate school, and consider career choices. The advisement meeting at registration time includes a review of the student's transcript, academic counseling if needed, required courses for the upcoming semester, internship or career counseling if needed, and any other questions a student may have. Students and advisors can assess completion of degree requirements at any time. For students who matriculated prior to fall 2016, the student and his/her major department maintains a paper copy of the program sheet as a checklist of the requirements needed to earn a degree in one's major. This sheet is updated every semester sheet based successful completion of coursework. An electronic audit can also be completed at any time. For students who matriculated fall 2016 or later this is accomplished using Degree Works. These audits assist in determining unmet requirements and planning future coursework. An official degree audit is conducted by the registrar's office when the student applies for graduation. When changes must be made to a degree audit such as substituting a course or waiving a requirement, the HPX Department reviews the request and sends an official email to registrar's office indicating the course substitution or waiver. At the conclusion of the meeting the advisor gives the student a registration PIN; the student cannot register without seeing their advisor and getting this PIN. A spreadsheet containing the names all HPX students, their advisor, registration date and PIN are stored on a Google drive that all HPX full time faculty can access. If the student cannot meet with their assigned advisor another full-time faculty member can advise the student. Once the student is advised, the advisor highlights the row in the spreadsheet, enters the date the student was advised, and any

Section 6.0 Advising

notes that need to be shared with other advisors. If the student is at risk of not meeting the minimum grade requirements for major courses or has dropped below the required GPA then the student will be reminded of the program requirements (ERF 1-6) and will be advised accordingly. At the current time, each student has a folder in locked file cabinet in the HPX office. The file folder contains the most recent unofficial transcript, program sheet (ERF 4-1), copies of correspondence to/from the students, and advisement meeting notes. We are transitioning to an electronic advisement tool, Degree Works. This real-time tool will allow faculty to access the student's records, leave electronic notes and generate "what-if" scenarios if a student wants to change majors. The notes will be accessible by the student as well as other advisors and the registrar's office staff.

Students who are preparing for their internship semester will meet with the internship coordinator at the beginning of the semester prior to the internship (e.g. students interning in the spring semester will meet with the internship coordinator in September). Prior to meeting with the internship coordinator, each student is required to complete the following:

1. attend a resume writing workshop at the WCSU Career Success Center (<https://www.wcsu.edu/careersuccess/>),
2. create a resume and cover letter that is reviewed by Career Success Center staff member, and
3. meet with their faculty advisor and complete an Internship Checklist (ERF 6-5) to verify they have completed all requirements (or that the requirements will be completed in the current semester).

The HPS Program Internship Coordinator works with the student to identify a minimum of three potential internship sites. The student contacts each site to set-up and interview, completes the interview and meets with internship coordinator to choose a final site. If the potential internship site indicates that student is acceptable and the student agrees then the site is established.

WCSU has additional services that are available to students needing assistance. The Academic Advising Center (<https://www.wcsu.edu/advising/>) advises all Exploratory Studies Students. In addition, they provide resources for faculty and staff and assist with advisement during summer months when faculty may not be available. For faculty, they provide general guidelines for advisement (ERF 6-5). AccessAbility Services (AAS) (<https://www.wcsu.edu/accessability/>) provides services in support of WCSU's commitment to diversity. AAS facilitates equal access to programs and activities for WCSU students with documented disabilities. WCSU also provide Pre-Collegiate and Access Programs (PCAAP) (<https://www.wcsu.edu/pcaap/>) for underprepared college students, high school students in families where neither parent has completed a 4-year college degree and/or low income families, and middle school students in families where neither parent has completed a 4-year college degree and/or low income families. The underprepared college students attend a 5-week program in the summer prior to freshman year and they have access to year-round support from the PCAAP staff.

7.0 Diversity

Criterion 7.1 Diversity and Cultural Competence

The program demonstrates a commitment to diversity and provides evidence of an ongoing practice of cultural competence in student learning.

Aspects of diversity may include, but are not limited to, age, country of birth, disability, ethnicity, gender, gender identity and expression, language, national origin, race, refugee status, religion, culture, sexual orientation, health status, community affiliation and socioeconomic status. This list is not intended to be exhaustive.

Cultural competence, in this context, refers to skills for working with diverse individuals and communities in ways that are appropriate and responsive to relevant cultural factors. Requisite skills include self-awareness, open-minded inquiry and assessment and the ability to recognize and adapt to cultural differences. Reflecting on the public health context, recognizing that cultural differences affect all aspects of health and health systems, cultural competence refers to the skills for recognizing and adapting to cultural differences. Each program defines these terms in its own context..

Program response to 7.1

The HPX Department has a strong commitment to diversity. Our curriculum prepares students to work with diverse populations in a variety of settings. There are several extra-curricular opportunities that are diversity-focused. Danbury Connecticut is a very diverse community; students who participate in internships in the Greater Danbury area work with very diverse populations.

The WCSU student population is diverse and is representative of the diversity of the population in the Danbury Connecticut area. In fall 2016, 29.4% of HPS students were black or Hispanic which was slightly higher than the overall WCSU percentage (27.8%). There are higher percentage of female students in the HPS program (58.4%) compared to the overall WCSU student population (53.7%). In addition, the percentage of “first generation” students in the HPS program was higher than the overall WCSU student rate (40.5% compared to 33.9%). First generation college student is defined as “Neither parent reported to have a college degree”. This diversity lends itself to learning opportunities in the classroom and to better preparing future health promotion studies practitioners for work with diverse communities.

Cultural competence is stressed throughout our curriculum. Courses that highlight diversity include: Introduction to Sociology (SOC 100), Health Psychology (PSY 260), Cultural Diversity (SW 220), Health Communication Methods & Strategies (HPX 371), and Environment & Global Health (HPX 353).

SOC 100 and SW 220 have similar syllabi and learning outcomes. These courses offer insight into the different groups that live in America and how inequality is interlaced between them. Inequality between races, sexes and classes are discussed in detail and are further understood by viewing the various social structures and stereotypes that are used to perpetuate the disparity that benefits the elite in our country. Tolerance, understanding, and new perspectives towards minorities are the intended outcomes of these courses. SOC 100 provides the introduction and SW 220 allows for greater exploration into the issues faced by many underserved minorities.

PSY 260 helps future health promotion professionals translate these teachings to their

budding careers. Health Psychology offers a look into the brain and its functionality in working with diversity and health behavior. This course explains why people have particular actions or concerns around health and working with their health. By understanding why some people are more likely to make doctor's appointments and why others won't listen to doctor's advice, for example, students learn to facilitate behavior change and help future clients make a lasting change in their behavior. In this course, students conduct an interview with a health professional to learn techniques to better communicate and understand patient's needs. Through this interview, students apply behavior change theories to real life situations to better manage a client base. Skills such as working with many different types of patients, explaining doctors' orders or advice, and being more helpful than harmful to clients are offered from this course.

HPX 353 explores health issues on a global scale and offers insight into how our environment shapes us and our communities. Environment includes physical, social, cultural, political and economic issues that impact health and health behavior. In addition to understanding the major causes of disease and disability on a global scale, students explore key environmental health burdens, environmentally-related diseases, costs and consequences of environmental health problems. Student discussions may lead to a realization of how small the world has become and how the health issues in one country can impact others. Students also learn that health promotion is not "one-size-fits-all"; understanding the environment is key to influencing behavior and reducing the burden of disease in our country and others. In order for our students to understand their diverse client population, they must understand what environment their client is from and how that affects their life choices.

Similar to this, HPX 371 teaches communication and marketing of health promotion to various groups and population. The course is a combination of a review of concepts and theories, learning new strategies and methods, and application. These experiences are then synthesized to enable students to communicate health messages and promote programs and services to individuals, groups (health care practitioners, legislators, business owners, etc.), and communities. From this course, students learn the strategies necessary for marketing programs and communicating health-related information to all types of populations. An important aspect of HPX 371 is understanding the "audience" from a social marketing perspective, creating messages that focus on needs of the audience, that reduce barriers and that emphasize benefits of health-promoting behaviors.

All Health Promotion Studies (HPS) Program students must complete an internship before graduating. Many of our internship sites offer an experience working with diverse populations. There are over 100 internship sites that we have worked with over the years (refer to ERF 3-2 for a complete list of sites). There are 18 potential internship sites in local Public Health Departments, many in urban areas working with diverse populations. Student tasks may include health education and outreach, epidemiology and public health research, restaurant and housing inspections, and more. In health departments like these, it is common to encounter people from all walks of life, providing opportunities to work with diverse populations. There are internship opportunities with local Boys and Girls Clubs, Community Service outlets, Girl Scouts, Planned Parenthood and the YMCA. Several of these sites are located in lower socio-economic neighborhoods and offer an understanding of how programs like the Boys and Girls Club, or Girls Scouts, are necessary for some families. In addition, we currently work with 3 agencies through which international internships are

offered, which offer a new perspective in a different country. More recently, students have traveled to Thailand, Peru, India, South Africa, and Costa Rica. These have provided some of the most unique and enlightening experiences for our students.

The Department of Social Work organized a program for students, faculty and staff that allowed them to experience what it was like to be on the receiving or delivering end of various social services. This Poverty Simulation was geared towards students in the “helping fields,” HPS students were greatly encouraged to attend. As described in the March 2017 WCSU newsletter: “Students will experience first-hand some of the obstacles facing those in poverty, and will have to navigate around them to acquire resources needed for basic survival. As a result, they will learn about the struggles of obtaining childcare, housing, transportation, employment, food and other essentials, while facing the same barriers many low-income citizens face today.” This was an amazing opportunity for our students to learn how difficult it may be for some of their future clients to receive health care, and to afford treatment.

Opportunities are provided outside of the classroom as well. As was mentioned before, our campus offers support and outreach opportunities to students in order to maintain tolerance and acceptance of all students. Specifically, the Division of Student Affairs, Office of Intercultural Affairs, and Center for Student Involvement offer wonderful program opportunities to students. In addition, the Student Government Association and various student clubs and organizations provide opportunities for students to become more culturally aware. The clubs and organizations website (<https://wcsu.presence.io/organizations>) provides a link to the activities and events offered on campus. A few of the clubs that are geared toward diverse populations include: The Black Student Union, African-Caribbean Student Association, Humanitarian Travel Club, Gay-Straight Alliance, Latin American Student Organization, and more.

Several efforts have been made to reach to our community, and especially to our student body, in response to recent events dealing with the acceptance and support of all types of diversity. Last year, when Donald Trump was elected President, many people in our country, and in Connecticut, felt divided. Some extreme Trump supporters started showing their true selves, and accounts of unfathomable bigotry and racism began popping up soon after the election. In response to the feeling of unease and fear felt by minorities in our community, Roberto L. Caceres, the President of the Student Government Association at the time, sent an email to all students that described Western’s tolerance and acceptance of all people. He stated: “All of our students deserve respect and support as human beings and as residents of this nation. We are responsible for and accountable to one another regardless of race, creed, sexual orientation, gender, or political affiliation for the respect and defense of civil rights.”

Soon after that, Western’s Center for Student Involvement provided a bus trip to Washington D.C. for students to participate in the women’s march. Furthermore, on September 5th, 2017, in direct response to planned de-funding of DACA, Connecticut State Colleges and Universities President Ojakian sent an email to all students, including those at Western, describing his disbelief of the announcement and his full support towards those who will be affected. He described his support of diversity and dreamers in our school by saying “We stand with Connecticut’s DACA students and those across this country and urge Congress to finally take action to protect these young Americans.” With these efforts, and several more, students have felt that we have a voice

among like-minded people where we can fight for equality among all peoples.

In 2012, His Holiness the Dalai Lama visited WCSU and sparked the creation of the Center for Compassion, Creativity, and Innovation (CCCI). “The Center's mission is to expand opportunities and support teaching, research and intellectual discourse, exploring the values of compassion, creativity and innovation for undergraduate and graduate students, faculty, and staff across all academic disciplines working whenever possible with people of all communities.”

(<http://www.wcsu.edu/compassioncreativity/>) The CCCI offers opportunities for faculty to learn how to integrate compassion in the classroom.

The HPX Department and Western Connecticut State University make every effort to recruit and hire diverse faculty. The President of WCSU issued an Affirmative Action Policy Statement (ERF 7-1) in July of 2017 in support of WCSU Affirmative Action Plan. This statement outlines the process used to integrate Affirmative Action in the employment process. WCSU’s Affirmative Action Plan incorporates and lists federal and state constitutional regulations that prohibit. A new Chief Diversity Officer, Jesenia Minier-Delgado, was hired in July 2017. Ms. Minier-Delgado is updating the Affirmative Action Plan and building in supports to reach the goals set in the Plan. She has established a University Diversity Council to provide members of the University community with an opportunity to be involved in University efforts (ERF 7-2, 7-3 and 7-4). According to the WCSU website (<http://www.wcsu.edu/catalogs/undergraduate/accreditation-and-policy/>) “Western Connecticut State University is an affirmative action/equal opportunity educator and employer, fully committed to the goal of providing equal opportunity and full participation in its educational programs, activities and employment without discrimination because of race, color, religious beliefs or association, sex, age, national origin, marital status, sexual orientation, physical disability, including but not limited to blindness, learning disability or mental retardation, past or present history of mental disorder, or prior conviction of a crime, in accordance with state and federal laws. To that end, this statement of policy has been put forth to ensure that no qualified person be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity of the university.”

The HPX Department faculty are diverse in few ways. Some through past and current work experience and others through racial, ethnic, sexual identity and age. During the 2016-2018 academic years the HPX Department has had 2 Hispanic faculty, 1 part-time African American, 1 transgender, and 6 faculty over the age of 50. Many of our adjunct faculty work in the Greater Danbury area with diverse populations. Dr. Jeff Schlicht offers 2 fitness classes to community members – one for older adults and the other for people with disabilities. He trains and hires our students to teach these classes. Other faculty have had past experience working with diverse populations and they bring those experiences into the classroom. Our department is very supportive of differences and we embrace diversity of all kinds. This sign hangs on the door to our office suite.



Section 8.0 Distance Education Programs

8.0 Distance Education Programs

The Health Promotion and Exercise Sciences Department does not offer the Health Promotion Studies degree as a distance education program.

Section 8.0 Distance Education Programs

Index to Electronic Resource File

1.0 Leadership, Management & Governance

- ERF 1-1: University Organizational Chart
- ERF 1-2: WCSU Budget Process
- ERF 1-3: Department of Human Resources Position Action Form Procedure
- ERF 1-4: Search Committee Guide
- ERF 1-5: CSU-AAUP Collective Bargaining Agreement
- ERF 1-6: HPS Program Requirements
- ERF 1-7: Faculty Handbook
- ERF 1-8: End of Course Student Survey
- ERF 1-9: Draft Updates to Peer Evaluation of Teaching
- ERF 1-10: HPX Course Policies
- ERF 1-11: HPX Department Meeting Minutes

2.0 Resources

- ERF 2-1: Institutional Commitment Letters
- ERF 2-2: Curriculum Vitae of all faculty Listed in Template B
- ERF 2-3: Course Registration Data
- ERF 2-4: Social Work Student Handbook
- ERF 2-5: Schedule of Courses Offered

3.0 Faculty Qualifications

- ERF 3-1: NEASC Accreditation Renewal Letter
- ERF 3-2: Internship Preceptor List
- ERF 3-3: Table of Faculty Professional Development Activities

4.0 Curriculum

- ERF 4-1: 4.1 & 4.2: All program sheets & 4-year plans: distributional and competency-based
 - 4.4: Assignment Outlines, Grading Rubrics, Examples of Students Work for Template M (below)
- 1. Public Health Communication
 - a. Oral Communication: course presentation guidelines, grading rubrics
 - i. HPX 200
 - ii. HPX 270
 - iii. HPX 370
 - iv. HPX 470
 - v. HPX 240: Oral Presentation of Final Project
 - vi. HPX 380: Disease-Specific White Paper PowerPoint
 - b. Written Communication:
 - i. HPX 200: Final Portfolio (Needs Assessment Report)
 - ii. HPX 270: Literature Review, Final Portfolio (Theoretical Basis)
 - iii. HPX 370: Literature Review, Intervention Plan, Final Portfolio
 - iv. HPX 371: Marketing Plan, Marketing Materials
 - v. HPX 470: Final Portfolio (Evaluation Report)

- vi. HPX 240: Final Research Project
 - vii. HPX 380: Worksite Health Article Review, Disease-Specific White Paper, Final Worksite Program Design Portfolio
- c. Communicate with Diverse Audiences
 - i. HPX 370: Intervention Plans
 - ii. HPX 371: Marketing Plans; Marketing Materials
- d. Communicate through a Variety of Media
 - i. HPX 371: Marketing Plans; Marketing Materials
 - ii. HPX 240: Oral Presentation of Final Project
- 2. Information Literacy:
 - a. Locate Information
 - i. HPX 200: Analysis of the Problem
 - ii. HPX 270: Literature Review
 - iii. HPX 370: Literature Review, Intervention Plans
 - iv. HPX 202: Final Topic Paper
 - v. HPX 240: Final Research Project, Health Fair Project
 - vi. HPX 380: Disease-Specific White Paper, Article Review
 - b. Use Information:
 - i. HPX 200: Analysis of the Problem
 - ii. HPX 270: Final Portfolio
 - iii. HPX 370: Final Portfolio
 - iv. HPX 202: Final Topic Paper
 - v. HPX 240: Final Research Project, Health Fair Project
 - vi. HPX 380: White Paper
 - c. Evaluate Information:
 - i. HPX 200: Final Portfolio
 - ii. HPX 270: Literature Review
 - iii. HPX 370: Literature Review
 - iv. HPX 470: Article Analysis Assignments
 - v. HPX 240: Final Research Project
 - vi. HPX 380: Literature Review
 - d. Synthesize Information
 - i. HPX 200-HPX 470: Final portfolios
 - ii. HPX 240: Final Research Project, Health Fair Project
 - iii. HPX 380: Final Portfolio
- 4.5: List of service learning organizations/groups from 2016 & 2017 cohorts
- 4.5: Internship forms
 - Eligibility checklist, Form A, Intern Evaluation Form
 - List of current Internship Sites
- 4.7: Syllabi for all major, core, and option courses: current semester or most recent offering of the course

5.0 Program Effectiveness

5.4:

- Template Q: Assignment Instructions, Grading Rubrics, Examples of student work
- Template Q: intern evaluation form & summary
- SEI form; added HPS SLO rating form (updated with current SLO list)
- Cohort Tracking Database & Summary File (2015-2016)
- HPS Advisement Survey & Extended Results
- Exit Survey & Summary of Results
- Alumni Database
- Alumni Survey & Summary of Results
- Internship Preceptor Surveys & Summary of Results
- Internship Preceptor Focus Group questions & summary of results

5.6:

- 2015 Program Review, submitted to Jane

6.0 Advising

ERF 6-1: HPX Guidelines for Advisement

ERF 6-2: Freshman Matrix

ERF 6-3: Blank transfer student academic planning sheet

ERF 6-4: Sample email for advisement

ERF 6-5: Internship Checklist

ERF 6-6: WCSU Advisement Center Faculty Guide to Academic Advisement

7.0 Diversity

ERF 7-1: President's Affirmative Action Policy Statement

ERF 7-2: Minier-Delgado Memo on Office of Diversity and Equity (rev. 8.24.2017)

ERF 7-3: 2017 Narrative Affirmative Action Program Goals

ERF 7-4: 2017 Affirmative Action Good Faith Efforts