

PROGRAM REVIEW

Bachelor of Science in Health Sciences

Fairmont State University

2007

Executive Summary

- The program in Health Science is a non-teaching degree that provides students with a comprehensive foundation in health content that integrates the impact of education, social and environmental influences, behavioral choices, and human physiology with disease prevention and health promotion strategies.
- The program of study is centered on experiential, real-life applications that encourage healthy choices grounded in formal behavior change theory.
- The program of study in Health Science provides a resource to the State of West Virginia in areas related to health promotion and health-risk prevention initiatives.
- Graduates of the Health Science degree find employment in areas such as public health departments, hospitals, physicians' offices, health clinics and service agencies.
- Program assessments include: objective tests of content, philosophical writings; self-assessments; reading of selected bibliographies; critiquing of essays; creation and collection of survey data; conceptual analysis; and, the creation of work product portfolios.
- Program data is reviewed on an annual basis by an internal standing committee and their recommendations are enacted by departmental faculty.
- Faculty have intensified efforts to integrate state-of-the-art technology-based assignments throughout the program of study.
- Since the last program review there has been a steady increase in the number of students enrolled in the program. The full offering of scheduled courses is full each semester. The program now has electronic and hard copy recruiting tools.
- The demand for program graduates in this area will increase due to America's negative behavioral choices, increasing the need for people with this expertise in agencies, businesses and organizations at the local, state and national levels.
- The program can be enhanced through physical plant improvements including: 1) greater access to technology resources in classroom instruction and programming; 2) continued growth in the use of WebCt/Vista delivery technology; and 3) continued efforts to strengthen assessment and the use of student performance indicators through curricular mapping and alignment of course objectives.

I. Program Description for the Health Sciences Degree – Fairmont State University

The Bachelor of Science Degree in Health Sciences is a non-teaching degree that provides the student with a comprehensive foundation in health content that integrates the impact of education, social and environmental influences, behavioral choices, and human physiology with disease prevention and health promotion strategies. This program is designed to provide students with the necessary content and skills to pursue careers throughout the many health promotion fields and to design, conduct, and evaluate activities that help improve the health of all people. These activities can take place in a variety of settings that include schools, communities, health care facilities, businesses, colleges and government agencies. Specifically, some of these settings include but are not limited to health education and promotion at the:

- corporate level (i.e. Motorola, Alcan, Milan Pharmaceuticals),
- private level (i.e. Country Club Health & Fitness Center, Lakeview Resort), and
- community level (i.e. Marion/Monongalia County Parks & Recreation, Senior Centers, After-School Programs)

as designers, implementers, and managers of health education and promotion programs for and within health-care facilities such as:

- local hospitals (i.e. FGH, Ruby, Mary Babb Randolph Cancer Center, Mon General, Health South), and
- organizations (i.e. American Cancer Society, American Lung Association, American Heart Association, and American Red Cross) as behavior change agents.

Health educators are employed under a range of job titles such as patient educators, health education teachers, trainers, community organizers and health program managers.

Fairmont State University's Health Sciences students complete a program defined by its philosophical concentration in "health promotion." Instructors, course resources, and assignments are centered on experiential, real-life applications that encourage healthy choices grounded in formal behavior change theory. Throughout the course of their studies students polish their assessment skills at the individual, group, community, and situational levels while improving their ability to develop designer behavior change strategies that improve health. By completing the FSU Health Sciences program of study our graduates will have become professional "behavior change agents" ready to assess, problem-solve and educate in their communities. This program will also provide them with the necessary foundation and background needed should they choose to pursue graduate level research involving epidemiological issues specific to human populations.

A. Adequacy

1. Curriculum:

The study of Health Sciences is an interdisciplinary approach into the field of Public or Community Health. Human biology and environment science are keystones for the scientific foundation of population health. Academic study in these areas is achieved through coursework in human ecology (anatomy), demography (sociology), and

epidemiology (statistics). Two additional learning components of health sciences target lifestyle/behavioral choices and health care promotion and delivery. Study in these areas is addressed through the social and behavioral sciences, including political science, economics, and health education. FSU's Health Science program includes academic investigations of the human condition through combinations of the following: physiology, biology, chemistry, sociology, psychology, and health courses. Culmination of the health science student's program of study involves a semester-long internship/placement in a specially selected health providing/promoting organization learning/working under the supervision of a diverse array of public health professionals.

This program is designed to prepare the student for employment in governmental private, public, not-for-profit, state and federal agencies and organizations. A few of those placements may include positions within state and/or federal Departments of Public Health, Departments of Health and Human Services, the Environmental Protection Agency, the National Institute of Occupational Safety & Health, The Food and Drug Administration, The American Cancer Society, the American Heart Association, the National Institutes of Health, the National Cancer Institute, Departments of Public Safety and Departments of Natural Resources. The increased financial burden being placed on taxpayers and corporations due to the decreasing health status of Americans is driving governmental, voluntary, and private agencies/organizations to seek-out and recruit individuals who are specially trained in such diverse programs of study. These specific academic combinations help our students meet the qualifications required for employment as well as thoroughly preparing them for admission into more advanced, specialized graduate fields of study.

Graduate courses of study offer our exceptional students the possibility of careers in Exercise Physiology, Cardiac Rehabilitation, Drug Abuse Screening/Counseling and many other medial specializations to name but a few.

(See Appendix I)

2. Faculty:

The faculty of the Health Sciences Division of the Health and Human Performance Department include one Assistant Professor, and one Health Education Master who is currently completing a doctorate in the field, yet the health sciences faculty collectively has many years of experience teaching in higher education. One Master's level faculty member has dedicated over 30 years to health instruction at Fairmont State. Two others have 15+ years of combined experience in the field at the collegiate level. Five additional part-time instructors teaching health science courses have: (at least) completed Masters Degrees in Health Education, a range of experience teaching at this level, diverse interests throughout the discipline of Health Education, and a broad range of professional expertise that contributes immensely to the depth, breadth, and experiential quality of this Health Sciences Program as a whole.

(See Appendix II)

3. Students:

(a.) Entrance standards:

Bachelor’s Degree Programs: Admission to four-year bachelor degree programs will be restricted to graduates of approved high school programs who achieve a 2.25 academic high school average (GPA) or at least a composite score of 17 on the Enhanced American College Test (ACT) or a score of 830 on the Scholastic Aptitude Test (SAT) and satisfy the following minimum high school unit requirements which include:

Units (Years)	Required Units
4	English (including courses in grammar, composition, literature)
3	Social Studies (including U.S. History)
2	Mathematics (including Algebra I and higher)
2	Laboratory Science (which include Biology, Chemistry, Physics and other courses having a strong laboratory science experience)

Strongly Recommended

2	Foreign Language
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Suggested Electives

Remaining Units	It is recommended that the remaining “elective” units be chosen from courses/subjects such as computer science, fine arts, Humanities, and keyboarding/typing.
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(b.) Entrance abilities:

Institutional standards. No additional requirements for this degree.

(c.) Exit abilities:

The minimum credits required for graduation is 128 semester hours maintaining an average G.P.A. of 2.0 quality points. The quality point average for a major must be 2.0 or better. There are no additional requirements for the Health Sciences Degree.

(d.) Graduates:

Disposition of graduates for the 2000/01 – 2005 period in Health Sciences yielded a total of 15 graduates.

(See Appendix VI)

4. Graduate and Employer Satisfaction:

Graduate survey: in process

This data will be supplied with HS “addendum”

(See Appendix VII)

5. Resources:

(a.) Financial:

No additional financial requirements are needed because finances are shared with the existing health education teacher education program. Health Sciences is cost effective in that the college provides a different option for student career choices without incurring an extra expense. If this program were terminated, it would not result in a savings of resources through reduced faculty, staff, or space requirements.

(b.) Facilities:

All special facilities and equipment needed/required for this program are available Throughout the College of Education and the Department of Health and Human Performance. Other programs, such as Elementary Education, Physical Education, and Health Education Teacher Education utilize and share the computer laboratories, educational space and classrooms. Faculty have worked to expand the availability and utilization of literature and computer software specific to current practice in the health sciences fields.

6. Assessment Information:

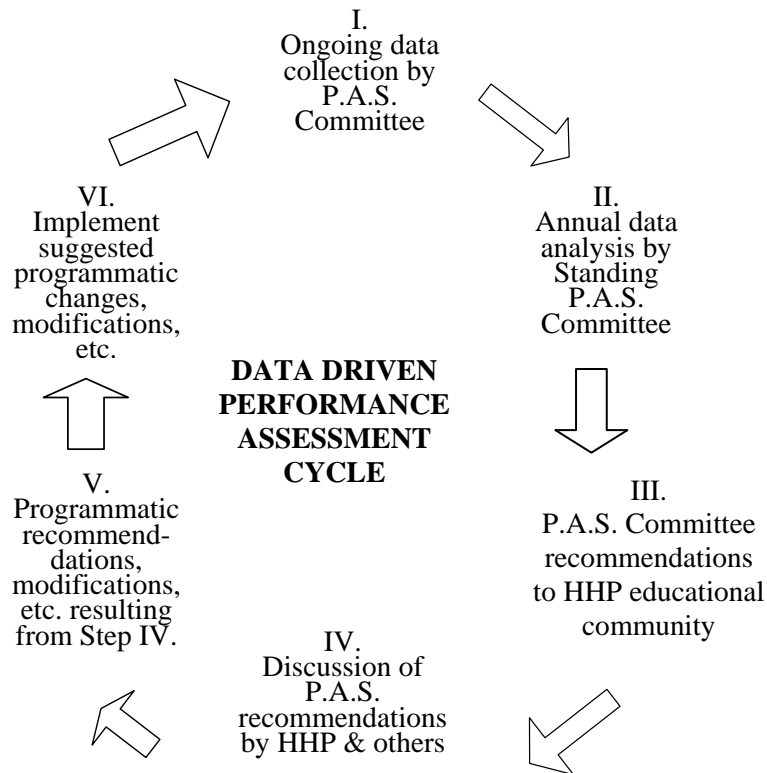
(a.) The primary elements of assessment include a variety of student evaluations that measure student performance and program quality. These assessment tools include objective tests on content, philosophical writings, self assessment, the reading of selected bibliographies, critiquing of essays, the creation and collection of data through survey, conceptual analysis, and the creation of work product portfolios for each course. Upper division courses require more advanced effort (panel discussion, debate, research presented in written term paper, oral, and/or electronic format, and formal research geared toward conference presentation and/or refereed publication. In order to satisfy course requirements, students are required to access and use various forms of technology in the development and presentation of work product. Participation in both seminar and practicum courses places students in the field working with public/community health professionals. These experienced

professionals are key in providing student “on-the-job” evaluations which become part of the student’s permanent academic file.

(b.) The Health Sciences program was redesigned and streamlined in 1996 to strengthen it and make it more adaptable to the coming changes of the 21st Century. Post practicum exit interviews and evaluations of graduates by participating agencies/organizations provided information central to programmatic changes. Semester-end course evaluations provided by students taking Health Science courses were also useful for assessing program success. Recent course and program revisions have once again reduced the Health Sciences program (2004-2004) from 53 to 46 required credit hours (2005-2006). This reduction in program hours spurred an investigation of other recognized “cutting-edge” Health Science programs. Findings have encouraged the development of course revisions, suggested certain course removals, and additions. To better prepare our graduates to meet the communication demands of today’s world, all instructors have begun to integrate “state-of-the-art” technological assignments throughout each course.

(c.) This program was designed and is currently being updated to provide students with a mastery of essential skills defined by professional health educator’s organizations such as the American Alliance of Health Educators. Professional health education organizations collectively promote continued professional development and excellence while helping preparation programs in institutions of higher learning align their academic and experiential standards. Evaluating this program has helped to refine and strengthen our current offerings while identifying areas for potential improvement/change. FSU – HS program modifications will only be implemented if they prove helpful in graduating the finest, highly prepared professionals who are ready to take and pass the national Certified Health Education Specialist (CHES) examination.

(d.) Quality Assurance Processes: System for Using Assessment Results - The following diagram provides a more specific view of the HHP department’s Performance Assessment System (PAS). Data is reviewed and analyzed on a yearly basis by an internal standing committee and their recommendations are made to the department. If the department believes the data warrants modifications to the program, a curriculum proposal is written and presented to the college wide curriculum committee. If the changes are approved there, the proposal progresses to and must be approved by faculty senate.



(e.) A quantitative assessment of our graduates' knowledge and skills compared to the national database can be achieved once measures are integrated that prepare and promote our students toward the national Certified Health Education Specialist (CHES) exam. The CHES designation after a health educator's name is an indication of professional competency and commitment to continued professional development. Certified Health Education Specialists (CHES) are those who have met the standards of competence established by The National Commission for Health Education Credentialing Inc. (NCHEC) and have successfully passed the CHES examination.

7. Previous Reviews:

Since the last review there has been a steady increase in the number of students enrolled in the Health Sciences program. The full offering of scheduled courses are full each semester. The Health Sciences program now has both electronic and hard copy recruiting tools. One can be found on the university's webpage, the other, a tri-fold color pamphlet describes the program and the many opportunities made available through the completion of this program.

The review committee has recognized and begun to address curricular deficits through slight course modifications and the development of several new course proposals which will be used in the program's promotion. As college recruiters provide names of students, who may be interested in the Health Science professions, and students contact our department by phone or mail asking health professions

focused questions, the Department makes formal contact by sending out an informational packet to the prospective student with an invitation to visit us on campus.

We have utilized the following off-campus recruitment strategies:

- Developed and distributed a departmental recruiting brochure and provided an information specific letter targeting the potential Health Sciences Major.
- We continue to utilize a display board at recruiting fairs and have plans to update it with photos showcasing class/student activities occurring throughout the various HHP programs.
- Faculty, staff, and students participate in all “on-campus” visitation days to promote HHP programs.
- HHP has instituted the Phi Epsilon Kappa honorary for Physical Education Majors and we hope to start up a chapter of Eta Sigma Gamma the honorary for Health Education professionals.
- Developed a HHP school plan (strategic plan) for the next 5 years to ensure program viability and growth.

8. Advisory Committees:

The Health Sciences Program has an Advisory Committee consisting of three (3) faculty members and a department chair and a Standing Committee of six (6) members. The Advisory Committee reviews, evaluates, and proposes changes as its primary role to the Standing Committee. These recommendations are examined and discussed then put into action within the Department as it relates to total program development. With America’s health demands rapidly growing and changing, it is expected that the FSU - Health Sciences program will also continue to change and grow, thus future improvements/updates are planned and expected for this program.

9. Strengths/Weaknesses:

Strengths:

- (a.) Because of shared facilities and classrooms with the Health Education Teacher Education program, no additional faculty or financial expenditures will be required to continue this program.
- (b.) There are no similar programs preparing undergraduates within the state system.
- (c.) The demand for graduates trained in the skills and knowledge of health promotion and health delivery systems due to American’s negative behavioral choices will increase the professional needs of agencies, businesses, and organizations at the local, state and national levels.
- (d.) The Health Sciences program is consistent with the mission of Fairmont State University in providing programs which prepare our students and lead to

professional career opportunities.

- (e.) The diversity within course topics and the flexibility of the program allows students to combine/overlap several professional career programs within the social and biological sciences (i.e. biology, social science).
- (f.) Faculty are working diligently to increase and improve their expertise and inclusion of technology, computers, software, and student work product in these areas.

Weaknesses:

- (a.) Although we now have a small computer lab in the Feaster Center, limited building/classroom space and technology readiness has yet to be achieved in all classrooms. This hampers its regular/daily integration by faculty and students. Most internet work must be instituted from other sites, after class hours for classes larger than 15 students.

Plan for removing weaknesses:

Several of the upper division courses which have already instituted significant upgrades in their technology requirements have been moved to the Education Building's computer lab so that all students have access to the world-wide-web, electronic files/templates/graphics/assignments, on-line research, communication and all the tools available for classmate networking through WebCt/Vista.

The Health Sciences faculty has participated in several WebCt/Vista training "boot-camps" and begun to incorporate many of the same required "technology" tools across the program.

The Performance Assessment Committee (PAS) is working to infuse consistent and progressive student performance indicators through curricular mapping that sequences the learning complexity throughout the Health Sciences curriculum. This will be achieved with a planned realignment of course objectives, seen in a refinement in recommended course order.

B. Viability:

1. Off-Campus Classes:

(See Appendix III)

2. Service Courses:

(See Appendix IV)

3. Articulation Agreement:

There are no articulation agreements for this program.

4. Course Enrollment:

(See Appendix V)

5. Program Enrollment:

This data will be supplied with HS “addendum”

6. Enrollment Projections:

For the last five-year program review (1992/93 – 1996/97) there were 11 students graduating as Majors in Health Sciences. With the completion of this five year review (2000/01 – 2005) it has increased to 15, a 27% increase from the last review. There is specific, increasing interest and need for trained professional at the local, county, state, and national levels in this area as well as within business, private and not-for-profit agencies and organizations. With continued focus on the nation’s increasing health crisis, the FSU – HS program enrollment is expected to continue to grow. In planning for increases, we will continue refinement/improvement, student recruitment, and program promotion.

NOTE: The above figures/data is due to change ... a request for additional info on the total number of students graduating since the last program review which was complete Spring 1997. The new data will include ceremonies between Fall, 1997 through Spring, 2000. This data will be supplied with HS “addendum”

7. Cost Per Student Credit Hour:

This data will be supplied with HS “addendum”

C. Necessity:

1. Job Placement: It does not seem to be a problem. Positions of employment are available, but in some instances starting salaries are low and graduates choose to pursue other fields or hone their knowledge and experiential base pursuing graduate level studies.

2. Similar Programs: in a review of undergraduate programs offered throughout WV’s institutions of higher learning, no other program of study is comparable to the FSU Health Sciences M.S.

D. Consistency with Institutional Mission:

The Health Science degree received from the Department of Health and Human Performance is consistent with Fairmont State University's mission to prepare students in a supportive and diverse learning environment that fosters individual growth, development in a variety of health careers, the pursuit of lifelong professional learning and development, a global understanding of health problems and issues that facilitates leadership abilities at local, regional and national levels, and a commitment to ethical behavior and academic excellence. While Health Sciences students demonstrate a growing interest in overlapping their academic experiences with other disciplines offered at FSU, the program continues to integrate experiences, share faculty, facilities, and course requirements defined by other accreditation measures. This program is recognized in the community and region as one which produces quality graduates, knowledgeable and professionally prepared in the health sciences field.

Program Description for B.S. - Health Science Fairmont State University

Name of Program

Institution

APPENDIX I

Institution: Fairmont State University Person Responsible for Report: Beverly Michael Degree Program: B.S. Health Sciences

Courses Required in Major (by Title, Course Number)	Total Required Hours	Additional Credits Required in Major	Total Hours	Courses Required from other Related Fields	Total Hours	Courses Required in General Studies/Electives	Total for Degree
HLTA 1150 Introduction to Health	3			BUSN 3310 Statistics	3	First Year "Freshman" Experience	15
HLTA 2202 Community & Environmental Health	3			CHEM 1101 General Chemistry	4	Cultural/Civilization	9
HLTA 3370 Contemporary Issues & Drug Taking Behavior	3			CHEM 1102 General Chemistry	4	Scientific Discovery	8
HLTA 4410 Seminar in Public Health Education	3			INFO 1100 Computer Concepts	3	Society/Human Interactions	6
HLTA 4415 Human Sexuality	3			PHED 2211 Human Anatomy & Physiology	4	Artistic /Creative Expression	6
HLTA 4450 Field Practicum in Public Health	4			PSYC 2230 Social Psychology	3	Total	44
Total	19			PSYC 2250 Community Psychology	3		
				SOCY 2200 Social Problems	3		
				Total	27		

Professional Society that may have influenced the program offering and/requirements: American Alliance of Health Educators, a sub group of the American Alliance of Health, Physical Education, Recreation, & Dance of Health Educators

APPENDIX II

Name: Beverly Michael Rank: Lecturer/Instructor

Check one: Full-time Part-time Adjunct Graduate Assistant

Highest degree earned: M.S. Conferred by: West Virginia University

Date degree received: 1992 Area of specialization: Health Education

Professional registration/licensure: WV teaching license: K-12 Physical Education, 5-12 Health Education, 7-9 Social Studies

Years of employment at present institution: 2.5 years

Years of employment in higher education: 11

Years of related experience outside higher education: 3.5 years

Non-teaching experience: 7 years

To determine compatibility of credentials with assignment:

(a.) list of courses taught 2004 – 2005 – 2006 = enrollment

- Spring 2004
 - HLTA 1150 – Introduction to Health = 32
 - HLTA 4400 – Health Education for the Elementary School = 37
 - HLTA 4400 – Health Education for the Elementary School = 19
- Fall 2004
 - HLTA 3310 – School Health & Safety = 22
 - HLTA 4400 – Health Education for the Elementary School = 25
 - HLTA 4400 – Health Education for the Elementary School = 21
 - HLTA 4415 – Human Sexuality = 25
- Spring 2005
 - HLTA 1150 – Introduction to Health = 30
 - HLTA 3310 – School Health & Safety = 17
 - HLTA 4400 – Health Education for the Elementary School = 28
 - HLTA 4400 – Health Education for the Elementary School = 29
 - HLTA 4415 – Human Sexuality = 30
- Fall 2005
 - HLTA 1100 – Personal Health = 30
 - HLTA 3310 – School Health & Safety = 12
 - HLTA 4400 – Health Education for the Elementary School = 23
 - HLTA 4400 – Health Education for the Elementary School = 21
 - HLTA 4415 – Human Sexuality = 26
- Spring 2006
 - HLTA 1100 – Personal Health = 30
 - HLTA 3310 – School Health & Safety = 21
 - HLTA 4400 – Health Education for the Elementary School = 21
 - HLTA 4400 – Health Education for the Elementary School = 27
 - HLTA 4415 – Human Sexuality = 31

(b.) If degree is not in area of current assignment, explain.

(c.) Identify your personal development activities during the past five years.

- Over the course of the past year I attended/participated in three trainings/workshops focusing on the integration of brain-based learning.

- I attended a university sponsored “Grants” workshop on : Planning, Proposing, Writing, & Locating Funding Sources.
- I attended the 5-day WebCt “boot-camp” and used that training to assist other members in the HHP department.
- I applied for, was awarded a grant, and have begun development of an on-line Human Sexuality course for WebCt that will be taught during the 2006 Fall semester.

(d.) List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.

- 2001 / 2003 – Secretary and Board Member, Texas School Health Association
- 2000 / 2004 was appointed to the National Committee for the Development of Professional Health Teaching Standards by the Vice Chancellor of Texas A&M University Systems
- I have been an invited speaker at both winter and summer “Symposiums on Adolescent Health Issues” for the Kansas State Department of Education, 1999 – 2003.
- I was the Keynote speaker at Maine’s “Comprehensive School Health Education Summer Institute,” Sugarloaf Mountain Resort, August 2002.
- I have been an annual presenter at the state and national level at the “American School Health Association” and the “American Alliance for Health, Physical Education, Recreation, & Dance” conferences since the early 1990’s.
- I am the current Representative for the Sexuality Education Council to the National Board of the American School Health Association.

(e.) Indicate any other activities which have contributed to your effective teaching.

- I have attended workshops at the institutional, state and national levels focusing on: the integration of innovative teaching strategies in higher education, the integration of technology into health education preservice teacher training, the in-service training of classroom teachers to integrate innovative teaching ideas/controversial health topics, the procurement of funding for educational programs/ideas through federal and not-for-profit agencies, the impact of physical activity on brain-based learning, the development of electronic graphic templates for student projects, advocacy strategies targeting health promotion issues, and strategies for promoting comprehensive health education at the local, state and national levels with key decision-making groups (i.e. school boards, legislators).

(f.) List professional books/papers published during the last five years.

- Wiley, D. & Terlosky, B. (2000). Evaluating Sexuality Education Curriculums. Educational Leadership, 58(2), 79-82. (my married name was formerly “Terlosky”)

(g.) List externally funded research (grants/contracts) during the last five years.

- \$5000 Grant from the WV Bureau of Public Health for the development of a student coalition on the FSU campus focusing on “tobacco use prevention” and “the dangers of second-hand smoke”.

APPENDIX II

Name: Amy Reynolds Rank: Instructor

Check one: Full-time Part-time Adjunct Graduate Assistant

Highest degree earned: M.S. Conferred by: West Virginia University

Date degree received: 1997 Area of specialization: Health Education

Professional registration/licensure: West Virginia Permanent Professional Multi-Subject Teaching Certificate,
K-8, 5-12 Health Education

Years of employment at present institution: 5 year

Years of employment in higher education: 5 years

Years of related experience outside higher education: 14 years

Non-teaching experience: 9 years

To determine compatibility of credentials with assignment:

(h.) list of courses taught 2004 – 2005 – 2006 = enrollment

- Spring 2004
 - HLTA 1100 - Personal Health – Online = 18
 - HLTA 3325 - Organizational & Planning Strategies in Health Education – Online = 15
 - HLTA 4400 - Health Education for the Elementary School – Online = 24
- Fall 2004
 - HLTA 1100 - Personal Health – Online = 18
 - HLTA 1150 – Introduction to Health – Online = 20
 - HLTA 4400 – Health Education for the Elementary School – Online = 22
- Spring 2005
 - HLTA 1100 - Personal Health – Online = 28
 - HLTA 3370 – Contemporary & Drug Behavior Issues – Online = 33
 - HLTA 4400 – Health Education for the Elementary School – Online = 23
- Fall 2005
 - HLTA 1100 - Personal Health – Online = 19
 - HLTA 2200 – Foundations of Health Education - Online = 21
 - HLTA 4400 – Health Education for the Elementary School – Online = 21
- Spring 2006
 - HLTA 1100 - Personal Health – Online = 20
 - HLTA 1150 – Introduction to Health – Online = 20
 - HLTA 4400 – Health Education for the Elementary School – Online = 20

(i.) If degree is not in area of current assignment, explain.

(j.) Identify your personal development activities during the past five years.

- NSTA International Conference, Anaheim, CA, April, 2006.
- IT Certification Preparation, Network+, A+, MCSE, August, 2002 – May, 2003.
- Trained in WebCT Course Development, April, May, 2002; July 2005.
- Gear-Up/FSU Folklife Center Multicultural Travel Education for Teachers, Scotland & Ireland - July 2005.
- FLAP Grant Multicultural Travel Education for Teachers, Mexico – June, 2004.
- Gear-Up Multicultural Travel Education for Teachers, NYC - June, 2000. Boston – June, 2001. Savannah – June, 2002.
- Virtual School, October, 2001.

- (k.) List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
- Reynolds, Amy. (July, August, 2003; January-May 2006). *Basic Computer Training*. Introductory computer instruction in the use of Windows, Microsoft Office and the Internet provided by FSC Gear-Up for the community.
 - Reynolds, Amy & The EdVenture Group. (June, 1999. August, 2004). *Phase 9 Training*. Technology integration workshop provided for teachers to create unit plans following the Constructivist Learning Theory.
 - Reynolds, Amy. (June, 2001. June, 2002. June, 2003, June, 2004, June 2005). *Gear-Up Parent Computer Training*. Informational session and basic computer training for parents of the Gear-Up Computer Scholarship winners for the nine Gear-Up grant counties.
 - Reynolds, Amy. (August, 2001. June, 2002, June 2005). *Gear-Up Web Design Training*. Training in web design for Gear-Up teachers.
 - Reynolds, Amy & TVMS. (August, 1999. June, 2005). *Gear-Up After School Programs*. After school enrichment program for 7/8 grade students to increase academic achievement and success in academic endeavors.
 - Reynolds, Amy. (July, 2001). *Technology Standards for Teachers*. Training for teachers in technology use and classroom integration.
- (l.) Indicate any other activities which have contributed to your effective teaching.
- NASA Explorer School technology Advisor, August 2005 – June 2006.
 - TCEA Secretary 2004 - 2006.
 - PAC Secretary 2005 – 2006.
 - Executive Committee & Campus Building Representative.
 - Webpage Designer for Tucker County Education Association, June 2001 – current.
 - Webpage Designer for Tucker County High School Alumni, January 2001 – current.
 - WVDE Technology Performance Standards Committee Member, October 2002.
 - Technology Development Committee, Tucker Valley Elementary Middle School, August 2000 – June 2002.
- (m.) List professional books/papers published during the last five years.
- None
- (n.) List externally funded research (grants/contracts) during the last five years.
- *Online Course Development Grant*. Funded by Fairmont State College Academic Services, June, 2005.
 - *Online Course Development Grant*. Funded by Fairmont State College Academic Services, January, 2005.
 - *Online Course Development Grant*. Funded by Fairmont State College Academic Services, August, 2004.
 - *Online Course Development Grant*. Funded by Fairmont State College Academic Services, January, 2004.
 - *Online Course Development Grant*. Funded by Fairmont State College Academic Services, June, 2003.
 - *Online Course Development Grant*. Funded by Fairmont State College Academic Services, August 2002.
 - *Online Course Development Grant*. Funded by Fairmont State College Academic Services, January 2002.

Name: Candice Hamilton Rank: Instructor

Check one: Full-time Part-time Adjunct Graduate Assistant

Highest degree earned: MPH Conferred by: West Virginia University

Date degree received: 05/2004 Area of specialization: Public Health

Professional registration/licensure: WV Teaching Certificate

Years of employment at present institution: 1.5

Years of employment in higher education: 2

Years of related experience outside higher education: _____

Non-teaching experience: Research Manager

To determine compatibility of credentials with assignment:

(o.) list of courses taught 2004 – 2005 – 2006 = enrollment

- Spring 2005
HLTA 1100 – Personal Health = 11
- Fall 2005
HLTA 1100 – Personal Health = 28
HLTA 1150 – Introduction to Health = 31
- Spring 2006
HLTA 1100 – Personal Health = 24
HLTA 1150 – Introduction to Health = 26

(p.) If degree is not in area of current assignment, explain.

(q.) Identify your personal development activities during the past five years.

- Presented at the 2005 Society for Prevention Research Conference in Washington, DC
 - Attended the 2004 Social Marketing in Public Health Conference in Clearwater, FL
 - Attended the 2004 Community Development
- Member of the WVU Community Medicine Student Association Leadership Council

(r.) List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.

- Semi-Finalist, Presidential Management Fellowship, 2003
- Presenter at Society for Prevention Research Annual Meeting, Washington DC, 2005.
- Program Manager for 2 federally funded health initiatives:
 - “Quit & Fit,” the West Virginia University Prevention Research Center's 5-year CORE Research Project (funded by the Center for Disease Control and Prevention)
 - West Virginia University's “Evaluation Oversight and Coordinating Unit” (EOCU) working on the 2005 Youth Tobacco Survey data analysis and report writing (funded by the WV Dept. of Tobacco Prevention).
- Member of the WVU Community Medicine Student Association Leadership Council
- 2001 President of FSC's Health & Physical Education Majors Club
- 2001 Farley Branham Award Recipient – Outstanding FSC Student Teacher
- FSC Presidential List Recognition – Spring 2001, Summer 2001, Fall 2001

(s.) Indicate any other activities which have contributed to your effective teaching.

- Substitute Teacher for the Marion County Board of Education, January 2001-June 2002.

(t.) List professional books/papers published during the last five years.

Under Review: Horn, K. Dino, G. Hamilton, C. Noerachmanto, N. (2006) Efficacy of an Emergency Department-based Motivational Teen Smoking Intervention. *Preventing Chronic Disease*.

(u.) List externally funded research (grants/contracts) during the last five years.
None

Name: Larry Hill Rank: Assistant Professor

Check one: Full-time Part-time Adjunct Graduate Assistant
Highest degree earned: M.S. Conferred by: West Virginia University
Date degree received: 1968 Area of specialization: Health

Professional registration/licensure: _____
Years of employment at present institution: 36
Years of employment in higher education: 36
Years of related experience outside higher education: 0
Non-teaching experience: 0

To determine compatibility of credentials with assignment:

(v.) list of courses taught 2004 – 2005 – 2006 = enrollment

- Spring 2004
 - HLTA 2200 - Foundations of Health Education = 30
 - HLTA 3310 – School Health & Safety = 30
 - HLTA 3370 – Contemporary & Drug Behavior Issues = 1
- Summer 2004
 - HLTA 1100 – Personal Health = 10
 - HLTA 4400 – Health Education for the Elementary School = 4
 - PHED 3326 – Early Psychomotor Development = 4
- Fall 2004
 - HLTA 3325 – Organizational & Planning Strategies in Health Education = 20
 - HLTA 3370 - Contemporary & Drug Behavior Issues = 33
- Spring 2005
 - HLTA 1100 – Personal Health = 14
 - HLTA 2200 – Foundations of Health Education = 17
 - HLTA 3325 – Organizational & Planning Strategies in Health Education = 13
- Summer 2005
 - HLTA 1100 - Personal Health = 8
 - HLTA 4400 - Health Education for the Elementary School = 3
 - PHED 3326 – Early Psychomotor Development = 13
- Fall 2005
 - HLTA 3325 - Organizational & Planning Strategies in Health Education = 15
 - HLTA 3370 - Contemporary & Drug Behavior Issues = 26
- Spring 2006
 - HLTA 2200 – Foundations of Health Education = 17
 - HLTA 3325 - Organizational & Planning Strategies in Health Education = 11
 - HLTA 3370 - Contemporary & Drug Behavior Issues = 32

(w.) If degree is not in area of current assignment, explain.

(x.) Identify your personal development activities during the past five years.

- I have attended university sponsored workshops designed to facilitate the introduction and improve the use of technology and learning strategies into the classroom.

(y.) List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.

- I guest lectured at a Death & Dying course on “Understanding Personal & Social Dynamics Relating to Suicide & Suicide Prevention” for West Virginia University’s Division of Health Sciences.

(z.) Indicate any other activities which have contributed to your effective teaching. I develop materials to use on WebCT. Its capabilities are a strong plus in helping students progress in our learning environment.

(f) List professional books/papers published during the last five years.
None

(g) List externally funded research (grants/contracts) during the last five years.
None

Name: Robert W. White Rank: Instructor

Check one: Full-time Part-time Adjunct Graduate Assistant

Highest degree earned: M.P.H. Conferred by: West Virginia University

Date degree received: 1999 Area of specialization: Public Health - Epidemiology

Professional registration/licensure: Registered Sanitarian

Years of employment at present institution: 3.5

Years of employment in higher education: 3.5

Years of related experience outside higher education: 28

Non-teaching experience: 28

To determine compatibility of credentials with assignment:

(aa.) list of courses taught 2004 – 2005 – 2006 = enrollment

- Spring 2004
HLTA 4450 – Field Practicum in Public Health = 9
- Fall 2004
HLTA 4410 – Seminar in Public Health Education = 30
- Spring 2005
HLTA 4410 – Seminar in Public Health Education = 2
HLTA 4450 – Field Practicum in Public Health = 13
- Fall 2005
HLTA 4410 – Seminar in Public Health Education = 31
- Spring 2006
HLTA 4410 – Seminar in Public Health Education = 6
HLTA 4450 – Field Practicum in Public Health = 14

(bb.) If degree is not in area of current assignment, explain.

(cc.) Identify your personal development activities during the past five years.

- South East Public Health Leadership Institute- Graduate, Attended Training 2001- 2002

(dd.) List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.

- 2005 Infectious Disease Epidemiology Program - Pertussis Investigation/Prevention/Control Award
- Served on several committees of the West Virginia Public Health Association
- 1993-1996 Board Member of the West Virginia Association of Sanitarians

(ee.) Indicate any other activities which have contributed to your effective teaching.

- Member, MPH Advisory Committee, WVU
- Member, Search Committee- Educational Chair, WVU
- Member, Local Site Visit Team, West Virginia Transitions Project
- Member, Epidemiology Subcommittee, WV Transitions Project
- Member, Environmental Health Subcommittee, WV Transitions Project
- Guest Lecturer, Several West Virginia University and Fairmont State College classes
- Coordinated several major food borne outbreaks in North-Central WV
- Assisted TB investigation at WVU- Presented case study to training group at CDC- Atlanta
- Initiated Monongalia County's Food Manager's Training Class
- Coordinated Monongalia County's Swimming Pool Operator's Training Class

(ff.) List professional books/papers published during the last five years.
None

(gg.) List externally funded research (grants/contracts) during the last five years.

Name: Verl J. Davis Rank: InstructorCheck one: Full-time Part-time Adjunct Graduate Assistant Highest degree earned: Master of Science Conferred by: West Virginia UniversityDate degree received: August 2001 Area of specialization: Community Health EducationProfessional registration/licensure: Registered Sanitarian, WV Professional Teaching Certificate K-12 physical Education, 5-12 Health EducationYears of employment at present institution: 11Years of employment in higher education: 5Years of related experience outside higher education: 11Non-teaching experience: 11

To determine compatibility of credentials with assignment:

(hh.) list of courses taught 2004 – 2005 – 2006 = enrollment

- Spring 2004
 - HLTA 2202 – Community & Environmental Health = 23
 - SAFE 2200 – Accident Analysis & Emergency Care = 26
- Fall 2004
 - HLTA 1150 – Introduction to Health = 26
 - HLTA 2202 – Community & Environmental Health = 16
 - SAFE 2200 – Accident Analysis & Emergency Care = 21
- Spring 2005
 - HLTA 2202 – Community & Environmental Health = 25
 - SAFE 2200 – Accident Analysis & Emergency Care = 23
- Fall 2005
 - HLTA 2202 – Community & Environmental Health = 28
 - SAFE 2200 – Accident Analysis & Emergency Care = 27
- Spring 2006
 - HLTA 2202 – Community & Environmental Health = 32
 - SAFE 2200 – Accident Analysis & Emergency Care = 41

(ii.) If degree is not in area of current assignment, explain.

(jj.) Identify your personal development activities during the past five years.

- FDA Better Process Control School for Acidified Foods
- FDA Plumbing Cross Connection Course
- FDA Milk Pasteurizations and Controls Course
- FDA Food Microbiological Control Course
- FDA Good Food Manufacturing Practices Course
- FDA 1999 Food Code Training Course
- FDA Food Safety Inspection Standardization Course
- FDA Dairy Farm Sanitation Course
- West Virginia Sanitarians Training Course (8 week specialized training in Environmental Health)
- Certified Milk Sampling and Hauling Evaluation Officer Course
- Certified Class II Sewage System Installers Course
- Certified Class I Water Treatment Operators Course
- WebCT Training
- West Virginia Pandemic Flu Summit

(kk.) List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.

- Presented “On-Site Water and Waste Water Treatment Solutions/Loan Programs,” at Interstate Environmental Health Seminar, Hagerstown, MD, July 2005.
- Presented “Food Safety Training Course for New WV Sanitarians” for 2004 and 2005 workshops.

(ll.) Indicate any other activities which have contributed to your effective teaching.

- West Virginia Professional Teaching Certificate K-12
- FDA Food Safety Inspection Certification
- Registered Sanitarian with WV Board of Registration for Sanitarians
- FDA Certified Milk Sampler/Hauler Evaluator
- Class I Water Treatment Operator
- Class I Sewage Treatment Operator
- Class II Sewage Treatment Operator

(mm.) List professional books/papers published during the last five years.

None

(nn.) List externally funded research (grants/contracts) during the last five years.

None

APPENDIX III

Required courses for the Health Sciences Undergraduate Degree:

Caperton Center

BUSN 3310 Business & Economic Statistics
INFO 1100 Computer Concepts and Applications
PSYC 2250 Community Psychology
PSYC 2230 Social Psychology
SOCY 2200 Social Problems

OFF-CAMPUS CLASSES:

Barbour County

INFO 1100 Computer Concepts and Applications
PSYC 2250 Community Psychology
SOCY 2200 Social Problems

Braxton County

INFO 1100 Computer Concepts and Applications
CHEM 1101 Chemistry 1

Lewis County

CHEM 1101 Chemistry I
CHEM 1102 Chemistry II
INFO 1100 Computer Concepts and Applications
PSYC 2230 Social Psychology
PSYC 2250 Community Psychology
SOCY 2200 Social Problems

Monongalia County

BUSN 3310 Business & Economic Statistics
INFO 1100 Computer Concepts and Applications
PSYC 2230 Social Psychology
PSYC 2250 Community Psychology

Preston County

INFO 1100 Computer Concepts and Applications
SOCY 2200 Social Problems

Randolph County

INFO 1100 Computer Concepts and Applications
BUSN 3310 Business & Economic Statistics
CHEM 1102 Chemistry II

Randolph/Tygart

INFO 1100 Computer Concepts and Applications

Taylor County
INFO 1100 Computer Concepts and Applications

ONLINE CLASSES:

INFO 1100 Computer Concepts and Applications

APPENDIX IV

Service Courses:

REQUIRED courses provided by the department of Health & Human Performance faculty:

HLTA 1150	Introduction to Health	3 hours
HLTA 2202	Community & Environmental Health	3 hours
HLTA 3370	Contemporary Issues & Drug Taking Behavior	3 hours
HLTA 4410	Seminar in Public Health Education	3 hours
HLTA 4415	Human Sexuality	3 hours
PHED 2211	Human Anatomy & Physiology	3 hours

REQUIRED courses provided by other faculty and departments throughout FSU:

BUSN 3310	Business & Economic Statistics	3 hours
CHEM 1101	General Chemistry 1	4 hours
CHEM 1102	General Chemistry 2	4 hours
INFO 1100	Computer Concepts & Applications	3 hours
PSYC 2230	Social Psychology	3 hours
PSYC 2250	Community Psychology	3 hours
SOCY 2200	Social Problems	3 hours

APPENDIX V

Health Sciences	2004				2005				2006				2.5 yr Total
Course # Name	Spring	Sum	Fall	Total	Spring	Sum	Fall	Total	Spring	Sum	Fall	Total	
HLTA 1150 Introduction to Health	32	20	26	78	30	NA	31	61	20 26			46	185
HLTA 2202 Community & Environmental Health	23	NA	16	39	25	NA	28	53	32			32	124
HLTA 3370 Contemporary Issues & Drug Taking Behavior	1	NA	33	34	33	NA	NA	33	26 32			58	125
HLTA 4410 Seminar in Public Health Education	NA	NA	30	30	2	NA	31	33	6			6	69
HLTA 4415 Human Sexuality	27	NA	25	52	30	NA	26	56	31			31	139
HLTA 4450 Field Practicum in Public Health	9	NA	NA	9	13	NA	NA	13	14			14	36
TOTALS	92	20	130	242	133		116	249	187			187	678

APPENDIX VI

PROGRAM GRADUATES

&

STUDENTS ENROLLED AS HEALTH SCIENCES MAJORS

	2000/01		2001/02		2002/03		2003/04		2004/05		2005/06	
Graduates	Fall 1	Spring 2	Fall 2	Spring 0	Fall 1	Spring 3	Fall 0	Spring 0	Fall 1	Spring 4	Fall 1	
Rank	Freshman		Sophomore		Junior		Senior		Total			
Majoring in HS												

APPENDIX VII

Health Sciences Graduate Survey Instrument

Name: _____

1) Are you currently employed in a position that requires use of your Health Sciences degree?
_____ YES _____ NO

a) If so, whom/where is your current employer?

b) In what capacity?

c) If not, is this by your choice?

Please explain:

d) Would you mind if we contact your current employer? _____ YES _____ NO
If not, please provide us:

Name: _____ Phone number: _____

Address: _____

e) What is your annual salary range?

- | | |
|-------------------------|-----------------------------|
| _____ \$10,000 – 14,999 | _____ \$35,000 – 39,999 |
| _____ \$15,000 – 19,999 | _____ \$40,000 – 44,999 |
| _____ \$20,000 – 24,999 | _____ \$45,000 – 49,999 |
| _____ \$25,000 – 29,999 | _____ greater than \$50,000 |
| _____ \$30,000 – 34,999 | |

2) How would you describe the future employment prospects of graduates from this degree program?

- _____ Strong, in high demand
_____ Moderate, some need
_____ Limited, scarce placements
_____ Bleak, next to impossible
_____ Not sure

3) When comparing yourself to others with similar education and experience, do you consider yourself:

- _____ More qualified
_____ About equally qualified
_____ Less qualified
_____ Not sure

4) Are you satisfied with the education that you received at FSU? _____ YES _____ NO

