

PROGRAM REVIEW

Fairmont State Board of Governors

Program with Special Accreditation Program without Special Accreditation

Date Submitted February 1, 2016

Program Bachelor of Science, Community Health Education
Degree and Title

INSTITUTIONAL RECOMMENDATION

The institution is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for its recommendation:

1. Continuation of the program at the current level of activity;
2. Continuation of program with corrective action (for example, reducing the range of optional tracks or merging programs);
3. Identification of the program for further development (for example, providing additional institutional commitment);
4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
5. Discontinuation of the Program

Rationale for Recommendation:

Az M. Sidwell
Signature of person preparing report:

1/27/16
Date

Carolyn Crislip-Jay
Signature of Dean

1-27-16
Date

Christina Kavorata
Signature of Provost and Vice President for Academic Affairs:

3-23-16
Date

Marina C. Phe
Signature of President:

4-5-16
Date

Mark Pellotta
Signature of Chair, Board of Governors:

4-14-16
Date

Executive Summary for Program Review

(not to be more than 2-3 pages)

Name and degree level of program

Community Health Education, Bachelors of Science, undergraduate

External reviewer(s)

The Community Health Education program was reviewed by Dr. Adrienne Payne-Andrews, PhD. She is an independent consultant in health, wellness, and fitness. Her comments follow:

“It is the opinion of this reviewer that the Community Health Education curriculum at Fairmont State University is strong. Courses align with mission of the program and taken together address key areas of responsibility for community health education specialists. Course descriptions clearly identify student outcomes and describe knowledge, skills and experiences that will be gained. In addition, the curriculum provides a variety of learning experiences from the classroom to hands-on opportunities to work with community agencies.”

Synopses of significant findings, including findings of external reviewer(s)

The Health Science program was revised to a Community Health Education program in the Spring 2013 semester (Curriculum Proposal #12-13-33). The Health Science program was not aligned with national standards, nor did it have a clearly defined focus. The Community Health Education program and new courses are aligned directly with nationally vetted standards. A Community Health Education degree allows our graduates to: take the Certified Health Education Specialist (CHES) exam with the National Commission on Health Education Credentialing, work in public health settings, and be prepared for graduate studies.

Plans for program improvement, including timeline

After Curriculum Proposal #12-13-33 was approved, courses in the new program were offered, and the program was refined. In Fall 2014, Curriculum Proposal # 14-15-01 was drafted to include revisions to the Internship and the minor. This proposal was approved. A Curriculum Proposal for the 2015-2016 academic year has been developed, and is currently under review. The present Curriculum Proposal’s purposes are to address the loss of Nutrition courses that had been provided by Pierpont Community & Technical College, create majors-based research courses, and reorganize pre-requisites for the major. In December 2015, a graduation survey was deployed. Additional plans for program improvement include completing a comprehensive program review in August 2016 in order to compare the program to Council on Accreditation for Public Health (CEPH) standards. The rationale for setting August 2016 for a comprehensive review is that by this time, each class will have been offered at least one time. Each semester, course learning outcomes are reviewed, and recommendations are written.

Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished

The previous Health Science program review identified the following weaknesses:

1. The Health Science program had not been revised in over 10 years. STATUS: The Health Science program was revised and re-named Community Health Education Spring 2013.
2. The external reviewers from the previous review wrote that using courses that were housed in other academic units were not focused on developing skills in community health. STATUS: Six new Community Health Education courses were designed and approved in the Spring 2013 semester. The present Research courses offered by Exercise Science faculty and the present Nutrition courses offered by Pierpont Community & Technical College are the focus of a current Curriculum Proposal whose intent is to have those courses offered in-house.

Five-year trend data on graduates and majors enrolled

SEMESTER	#HEALTHSCIENCEGRADUATES	#HEALTHSCIENCEENROLLED	#COMMHEALTHGRADUATES	#COMMHEALTH ENROLLED
F2005	1 Unavailable			
S2006	2 Unavailable			
F2006	1 Unavailable			
S2007	8 Unavailable			
F2007	2 Unavailable			
S2008	6 Unavailable			
F2008	4	20		
S2009	6	26		
F2009	1	29		
S2010	13	28		
F2010	4	30		
S2011	7	30		
F2011	2	32		
S2012	8	34		
F2012	5	38		
S2013	9	38		
F2013	5	32		8
S2014	7 Unavailable			Unavailable
F2014	0	15		18
S2015	5 Unavailable			2 Unavailable

Summary of assessment model and how results are used for program improvement

The Community Health Education program uses TaskStream in order to archive important program material, store evaluation results, and house program recommendations. The Community Health Education has three explicit program goals. These are based on enrollment patterns, post-baccalaureate placement, and preparation for the Certified Health Education Specialist credential. The program has seven program outcomes, based on the Areas of Responsibility for Health Educators established by the National Commission on Health Education Credentialing (NCHEC). Each program goal and outcome is evaluated annually, after the conclusion of each academic year's Spring semester. A comprehensive program reviewed

based on the NCHEC Areas of Responsibility and CEPH standards is expected in August 2016. Recommendations for each annual review are incorporated into the following year's program plan.

Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees)

In Fall 2015, a survey of the previous 10 years' Health Science and Community Health Education graduates was deployed via electronic survey (2 respondents) and by postal mail (7 respondents). Two respondents included the two Community Health Education graduates, and the remaining seven represented Health Science graduates. When asked, "Are you currently employed in a position that requires use of your undergraduate degree?" all of the Health Science graduates responded "no." However, they indicated they are employed in occupations such as insurance claims (WVU Medicine), Charleston Area Medical Center, ophthalmology, owner of a fitness company, and lab science. One of the two Community Health Education graduates is employed by WVU Extension (Nutrition), and the other Community Health Education graduate is employed as a teacher/counselor at Presley Ridge School.

PROGRAM REVIEW

FAIRMONT STATE UNIVERSITY OR PIERPONT COMMUNITY AND TECHNICAL COLLEGE	
Program:	Community Health Education (formerly Health Science)
School:	School of Education, Health & Human Performance
Date:	February 1, 2016

Program Catalog Description:

Catalog Description:

The School of Education, Health and Human Performance offers a Bachelor of Science in Community Health Education and also a minor for students interested in pursuing a career in this area.

Website Description:

The Bachelor of Science degree in Community Health Education provides students with the knowledge and skills to work in community-based programs. The focus of the degree is to prepare health education specialists who can assess needs, plan and implement programs, conduct research, communicate health information, and serve as a health education resource person. Courses are designed with hands-on learning in mind. Students will participate in projects where they are meeting a community's health needs. This degree program requires an area of emphasis outside the major so students may focus on a specific area of interest, such as exercise science, nutrition, psychology, and sociology.

VIABILITY (§ 4.1.3.1)

Enrollments

Applicants,
graduates

See attached

Health Science - Major Code 4302

ACAD_YEAR	APPLICATIONS	ACCEPTED	REJECTED	WITHDRAWN
2010-2011	77	31	17	6
2011-2012	47	29	4	4
2012-2013	38	25	4	0
2013-2014	5	0	5	0

Community Health Education - Major Code 4308

ACAD_YEAR	APPLICATIONS	ACCEPTED	REJECTED	WITHDRAWN
2013-2014	33	18	0	3
2014-2015	18	10	1	1

Health Science - Major Code 4302

ACAD_YEAR	GRADUATES
2010-2011	10
2011-2012	8
2012-2013	12
2013-2014	11
2014-2015	5

Community Health Education - Major Code 4308

ACAD_YEAR	GRADUATES
2014-2015	2

Program courses

HLTA 1150 S-FSU Introduction to Health Education..... 3 hrs. This course provides an in-depth study of the varied content areas relating to health, contemporary health problems and reciprocal relationships involving man, disease and the environment focusing on developing the future health professional’s ability to meaningfully convey it. Students will explore the significance of the physical, intellectual, social, emotional, spiritual, and environmental domains of health.

HLTA 2202 Environmental Health 3 hrs. This focuses on current environmental health issues such as population dynamics and interventions designed to modify the environment in order to improve human health in schools and communities as well as the impact of humans on their environment. An examination of the ramifications of decisions regarding management of environmental resources (i.e. air, water, forests, etc.), their impact on quality of life and the role of organizations/ governmental agencies involved with pollution control will be undertaken.

HLTA 2203 Contemporary and Drug Behavior Issues 3 hrs. Writing Intensive. This course covers the identification, analysis, and evaluation of the most critical health problems confronting our society, including drug abuse and addiction.

HLTA 2210 Disease Etiology 3 hrs. This course is designed to provide students with content knowledge about causes of disease and relationship to health. Disease types, diagnosis, methods of transmission, prevention, and treatment will be introduced. PR: HLTA 1150, FOSM 1120 or FOSM 1110.

HLTA 3315 Healthy Sexuality..... 3 hrs. This course is designed to help students examine the many facets of human sexuality including the design and physiology of the human reproductive systems and the biological and emotional motivations associated with the sexual aspects of life. Learning opportunities will require students to consider the sociological factors involved in defining and adopting sex-roles, their relationship and impact on marriage and family planning, and trends, issues, and content necessary to effectively evaluate and utilize sexuality education methods and materials. PR: HLTA 1150, sophomore standing or instructor approval.

HLTA 3320 Behavior Change Theory 3 hrs. Students in this course will examine theories, models, and constructs related to personal, environmental, and population-based health risk and health enhancing behaviors. PR: HLTA 2210.

HLTA 3330 Introduction to Epidemiology & Biostatistics..... 3 hrs. This course is designed to introduce students to disease patterns in human populations. Basic statistical and data collection methods in health research will be identified. PR: HLTA 2210

HLTA 3350 Health Promotion & Program Planning.... 3 hrs. Students will understand how health promotion enables people to maintain or improve health by: involving stakeholders, developing goals and objectives, designing strategies or interventions, creating an appropriate scope and sequence, and analyzing implementation factors. PR: HLTA 2210

HLTA 3360 Communication Techniques for Health Promotion..... 2 hrs. This course will prepare students to communicate and advocate for school and community health education by analyzing informational needs and available resources using a variety of communication tools and techniques. PR: HLTA 2210

HLTA 4410 Seminar in Public Health Education..... 3 hrs. A presentation of the historical and philosophical development of public health agencies, including governmental aspects, legal bases, organizational principles, personnel factors and public relations. Periodic field trips are included during the second half of the semester. Fall only.

HLTA 4420 Community Needs Assessment..... 3 hrs. Students will assess needs, assets, and capacity for health education in a community or public health setting. PR: HLTA 3330.

HLTA 4451 FSU Field Practicum in Community Health 3 hrs. This course is a semester-long experience working directly with a community agency during the student’s last semester. Specific goals should meet the needs of the agency in collaboration with the student and the University coordinator. Expectations include: implementing, administering, or managing a health education project, and/or serving as a health education resource person. PR: HLTA 4410. Required.

HTLA 4452 FSU Field Practicum in Community Health Portfolio1 hr. This course is taken concurrently with HLTA4451 and consists of developing a portfolio which showcases the students’ best work during the Field Practicum. The portfolio will be aligned with National Commission for Health Education Credentialing Areas of Responsibility. PR: HLTA 4410. Required.

PHED 1100 S-FSU Fitness and Wellness 2 hrs. This course is designed to provide an opportunity for students to make intelligent choices concerning lifelong wellness and to achieve optimum levels of fitness through regular exercise, proper nutrition, weight control and stress management.

PHED 4400 Research Methodology 3 hrs. Introductory course in the planning and implementation of research in the study of human performance. Students will consider the topics of variables and hypotheses, research designs, data collection, analysis and interpretation. PR:C or better in PHED 3316.

PHED 4410 Research Design Seminar..... 3 hrs. Writing Intensive Survey of research in the historical, administrative, performance, motor development, philosophical, psychological and sociological issues in the current literature in the study of human movement. The student will select and design a research project in one of the specific areas. PR: C or better PHED 4400.

FOSM 1110 S-C&TC Nutrition..... 3 hrs. This course is a study of the nutrients, their sources, and their relationship to body functions. Each stage of the life cycle will be studied as it relates to changing nutritional requirements for individuals and family groups of varying cultural and economic levels. Students will evaluate their daily nutritional intake against recommended daily allowances.

cost/student credit hour	Cost per Student FTE Major					
		2010-11	2011-12	2012-13	2013-14	2014-15
	College of Liberal Arts	\$4,330	\$4,307	\$4,795	\$5,030	\$4,964
	College of Science & Technology	\$4,698	\$4,615	\$4,946	\$4,841	\$5,026
	School of Business	\$2,543	\$2,852	\$3,867	\$4,101	\$4,364
	School of Fine Arts	\$16,709	\$18,530	\$17,025	\$17,366	\$21,710
	School of Education/Health & Human Services	\$2,402	\$2,418	\$3,121	\$3,593	\$3,487
	School of Nursing & Allied Health Administration	\$5,250	\$5,403	\$5,993	\$13,015	\$5,719
	Cost per Instructional Credit Hour					
		2010-11	2011-12	2012-13	2013-14	2014-15
	College of Liberal Arts	\$96.86	\$100	\$94	\$81	\$79
College of Science & Technology	\$163.59	\$164	\$164	\$153	\$153	
School of Business	\$167.90	\$156	\$156	\$123	\$107	
School of Fine Arts	\$186.38	\$166	\$164	\$160	\$156	
School of Education/Health & Human Services	\$198.21	\$215	\$205	\$156	\$155	
School of Nursing & Allied Health Administration	\$240.73	\$540	\$196	\$182	\$181	

Liberal Studies Requirements Met

Form from Liberal Studies Attached here N/A

Assessment Requirements



Program Assessment Report Review

Name of program: _____ Community Health Education_____

Name of School or College: _____ School of Education, Health & Human Performance _____

Name of CFG Reviewer: _____ Andreas Baur _____

Report is completed in TaskStream program space

Report is attached in the General Information section of the program space in TaskStream

Checklist

Program Report Section	Present	Not Present
Mission Statement	X	
Program Goals	X	
Program Outcomes	X	
Measures for Goals	X	
Measures for Outcomes	X	
Findings for Measures	X	
Recommendations	X	

Questions from your review:

It looks like you use rubrics for the measures/activities. Do you plan to post them in Taskstream?

Do you think you can consistently assess, and report a total of 10 goals and outcomes?

Are your outcome descriptors actually a list of program objectives? Do you think you could convert them into a simpler outcome statement?

What I learned from the report that I can take back to and apply in my own academic program assessment process:

A well-articulated assessment plan makes a big difference for an external reviewer. I am not supposed to evaluate this program as a reviewer, but I was impressed by the thoroughness.

Adjunct use

Within the Community Health Education program, two adjuncts teach sections of Environmental Health and Introduction to Epidemiology & Biostatistics. All other courses within the major are taught by full-time faculty.

Graduation/Retention Rates

Health Science - Major Code 4302						
TERM	FIRST_TIME_FULL_TIME_STUDENTS	RETURNED_NEXT_FALL	RETENTION_RATE	FIRST_TIME_GRADUATED_ON_TIME	FIRST_TIME_GRADUATED_150_TIME	FIRST_TIME_GRADUATED_200_TIME
Fall Semester 2010	7	3	43%	1	1	1
Fall Semester 2011	5	4	80%	0	0	0
Fall Semester 2012	3	2	67%	0	0	0
Community Health Education - Major Code 4308						
TERM	FIRST_TIME_FULL_TIME_STUDENTS	RETURNED_NEXT_FALL	RETENTION_RATE	FIRST_TIME_GRADUATED_ON_TIME	FIRST_TIME_GRADUATED_150_TIME	FIRST_TIME_GRADUATED_200_TIME
Fall Semester 2013	3	2	67%	0	0	0
Fall Semester 2014	3	2	67%			

Previous Program Review Results

The previous program review identified two areas that needed to be addressed. These were the need for better preparation for graduate school preparation and additional coursework specific to skills needed in the field of community health. Recent curriculum proposals have addressed the creation of Research courses for Community Health Education majors, the addition of courses such as Introduction to Epidemiology & Biostatistics, Health Promotion & Program Planning, and Community Needs Assessment.

ADEQUACY (§ 4.2.4.2)

Program Requirements:

General Studies	46-47	46-47 hrs	Attribute IA – Critical Analysis	Any course in 1A
			Attribute IB – Quantitative Literacy	MATH 1107
			Attribute IC – Written Communication	ENGL 1104
			Attribute ID - Teamwork	Any course in ID
			Attribute IE – Information Literacy	ENGL 1108
			Attribute IF – Technology Literacy	Any course in IF
			Attribute IG – Oral Communication	COMM 2200 Intro to Communication
			Attribute III - Citizenship	Any course in III
			Attribute IV - Ethics	PHIL 3325 Ethics
			Attribute V - Health	PHED 1100
			Attribute VI - Interdisciplinary	Any course in VI
			Attribute VIIA - Arts	Any course in VIIA
			Attribute VIIB - Humanities	Any course in VIIB
			Attribute VIIC – Social Sciences	PSYC 1101 Intro to Psych or SOCY 1110 Intro to Socy recommended
			Attribute VIID - Natural Science	Any course in VIID
			Attribute VIII – Cultural Awareness	Any course in VIII
			Additional General Studies hours	Major Course – HLTA 2203 writing intensive course

Major	56	56_hrs	HLTA 1150 Introduction to Health Education PHED 1100 Fitness & Wellness FOSM 1110 Nutrition HLTA 2202 Environmental Health HLTA 2203 Contemporary & Drug Behavior Issues HLTA 2210 Disease Etiology HLTA 3315 Healthy Sexuality HLTA 3320 Behavior Change Theory HLTA 3330 Introduction to Epidemiology & Biostatistics HLTA 3350 Health Promotion & Program Planning HLTA 3360 Communication Techniques for Health Promotion PHED 4400 Research Methodology HLTA 4410 Seminar in Public Health HLTA 4420 Community Needs Assessment PHED 4410 Research Design Seminar HLTA 4451 Field Practicum in Community Health HLTA 4452 Field Practicum in Community Health Portfolio Area of Emphasis Elective
Electives		17-18 hrs	
TOTAL	max 120	120__hrs	
Programs not meeting the above requirements must request a continuation of their exception with a justification below:			

Faculty Data

Faculty Data Sheets: See Table 3 Dr. Amy Sidwell & Table 4 Dr. Janie Leary

Accreditation/national standards

The Community Health Education is a non-accredited program. However, the program was revised to reflect standards established by the National Commission on Health Education Credentialing Areas of Responsibility for Health Education. A credentialing mechanism is available through Council on Accreditation for Public Health. In August 2016, a comprehensive program review will take place in order to compare our existing curricula with those requirements. One faculty member participated in a workshop on the CEPH accreditation process. Faculty and university leadership believe pursuing this accreditation may be cost-prohibitive, but will this issue will be discussed further in August 2016.

NECESSITY (§ 4.1.3.3)

There is limited data on placement and success of graduates from the Health Science program, and as of Spring 2015, there were only two graduates with degrees in Community Health Education. In general, the Health Science graduates who responded to the survey indicated they needed additional training and education to pursue employment (e.g. insurance, ophthalmology, hospitals). Those respondents also indicated they wanted more exposure to the types of employment possible with a degree in Health Science. Although the Community Health degree requirements are relatively new, we believe we have addressed this issue by basing the program on standards in health education. The two graduates in Community Health in Spring 2015 are employed as educators in community-based settings.

Fairmont State University's Community Health Education is unique when compared to degree programs offered at other West Virginia state institutions. None of the other institutions offer a degree that is explicitly named Community Health Education. Further, none of the similar degree programs explicitly state their program was developed using the National Commission on Health Education Credentialing Areas of Responsibilities for Health Educators as a framework. West Virginia University's undergraduate degree program in Public Health approved in 2015 is housed within their CEPH accredited School of Public Health. Programs most similar as a comparison to Fairmont State include West Virginia State University (BS in Health Sciences with an emphasis available in Community Health Education) and Glenville State University (undergraduate degree in Health Promotion). Additional degree programs include Shepard University's Health Promotion and Exercise Science undergraduate, West Liberty's Community Education program (that is not specific to Community Health), Concord University's Master's of Arts degree in Health Promotion, West Virginia Institute of Technology's undergraduate degree in Health Services Administration, and Marshall University's Bachelor of Science in Health Sciences. Bluefield State University does not offer a comparable program.

CONSISTENCY WITH MISSION (§ 4.1.3.4)

The Mission of Fairmont State University is to provide opportunities for individuals to achieve their professional and personal goals and discover roles for responsible citizenship that promote the common good. The Bachelor of Science degree in Community Health Education provides students with the knowledge and skills to work in community-based programs. The mission of the Community Health Education program is to prepare health educators with the capacity to work in a variety of community health settings. Therefore, the Community Health Education degree program prepares students to meet professional and personal goals, while promoting the common good.

The Community Health Education program is housed within the School of Education, Health & Human Performance. Courses in Community Health Education serve the major, as well as the School Health Education major. Faculty in both programs are engaged in community and school-based service projects, and two Health Education faculty serve as liaisons to the Professional Development Schools collaborative. All Health Education faculty are housed within the Education building, and use classroom and storage space in the building. Each faculty member serves on university-wide committees. We have developed relationships across campus through our service activities. For example, as the fiscal agent of the Ford College Community Challenge, the Community Health program works directly with the College of Science and Technology and the School of Fine Arts. Additionally, a number of HLTA courses have been designated as General Studies courses, thereby serving students from a number of diverse academic programs.

Signatures and Recommendations

The required sheet with signatures and recommendation should be used as a cover sheet.

ATTACHMENTS

Table 1. Applicants, Graduates

SEMESTER	#HEALTHSCIENCEGRADUATES	#HEALTHSCIENCEENROLLED	#COMMHEALTHGRADUATES	#COMMHEALTH ENROLLED
F2005	1	Unavailable		
S2006	2	Unavailable		
F2006	1	Unavailable		
S2007	8	Unavailable		
F2007	2	Unavailable		
S2008	6	Unavailable		
F2008	4		20	
S2009	6		26	
F2009	1		29	
S2010	13		28	
F2010	4		30	
S2011	7		30	
F2011	2		32	
S2012	8		34	
F2012	5		38	
S2013	9		38	
F2013	5		32	8
S2014	7	Unavailable		Unavailable
F2014	0		15	18
S2015	5	Unavailable		2 Unavailable

Table 2. Program Courses

SUBJECT	COURSE	SECTION	ACAD_YEAR	STUDENTS	PASSED	FAILED
HLTA	1150	1	2010-2011	67	60	7
HLTA	1150	2	2010-2011	24	22	2
HLTA	2202	1	2010-2011	48	44	4
HLTA	3310	1	2010-2011	39	28	11
HLTA	3370	1	2010-2011	33	29	4
HLTA	4400	1	2010-2011	62	53	9
HLTA	4400	2	2010-2011	20	17	3
HLTA	4400	3	2010-2011	20	15	5
HLTA	4410	1	2010-2011	29	28	1
HLTA	4415	1	2010-2011	52	42	10
HLTA	4450	1	2010-2011	19	19	0
HLTA	4450	2	2010-2011	1	1	0
HLTA	1150	1	2011-2012	30	28	2
HLTA	1150	2	2011-2012	58	51	7
HLTA	1150	3	2011-2012	39	35	4
HLTA	2202	1	2011-2012	57	48	9
HLTA	3310	1	2011-2012	31	22	9
HLTA	3370	1	2011-2012	35	29	6
HLTA	4400	1	2011-2012	43	36	7
HLTA	4400	2	2011-2012	35	30	5

HLTA	4400	3	2011-2012	19	15	4
HLTA	4410	1	2011-2012	24	21	3
HLTA	4415	1	2011-2012	54	47	7
HLTA	4450	1	2011-2012	12	11	1
HLTA	1150	1	2012-2013	29	25	4
HLTA	1150	2	2012-2013	47	41	6
HLTA	1150	3	2012-2013	41	40	1
HLTA	2200	1	2012-2013	39	26	13
HLTA	2202	1	2012-2013	36	31	5
HLTA	3310	1	2012-2013	18	13	5
HLTA	3370	1	2012-2013	26	23	3
HLTA	4400	1	2012-2013	47	41	6
HLTA	4400	2	2012-2013	22	21	1
HLTA	4400	3	2012-2013	25	23	2
HLTA	4410	1	2012-2013	27	26	1
HLTA	4415	1	2012-2013	65	54	11
HLTA	4450	1	2012-2013	15	14	1
HLTA	1150	1	2013-2014	40	34	6
HLTA	1150	2	2013-2014	72	62	10
HLTA	2200	1	2013-2014	6	6	0
HLTA	2202	1	2013-2014	41	39	2
HLTA	2202	2	2013-2014	4	3	1
HLTA	2210	1	2013-2014	14	13	1
HLTA	3310	1	2013-2014	14	10	4
HLTA	3370	1	2013-2014	33	29	4
HLTA	4400	1	2013-2014	20	20	0
HLTA	4400	2	2013-2014	21	19	2
HLTA	4400	3	2013-2014	20	15	5
HLTA	4410	1	2013-2014	28	26	2
HLTA	4415	1	2013-2014	61	55	6
HLTA	4450	1	2013-2014	15	15	0
HLTA	1150	1	2014-2015	55	48	7
HLTA	1150	2	2014-2015	30	23	7
HLTA	1150	3	2014-2015	49	39	10
HLTA	1199	1	2014-2015	2	2	0
HLTA	2200	1	2014-2015	2	1	1
HLTA	2202	1	2014-2015	33	31	2
HLTA	2202	2	2014-2015	23	21	2
HLTA	2203	1	2014-2015	34	28	6
HLTA	2210	1	2014-2015	23	18	5
HLTA	3310	1	2014-2015	2	2	0

HLTA	3315	1	2014-2015	28	24	4
HLTA	3320	1	2014-2015	4	4	0
HLTA	3330	1	2014-2015	9	9	0
HLTA	3350	1	2014-2015	4	4	0
HLTA	3360	1	2014-2015	6	6	0
HLTA	4400	1	2014-2015	5	4	1
HLTA	4410	1	2014-2015	11	11	0
HLTA	4420	1	2014-2015	5	5	0
HLTA	4450	1	2014-2015	3	3	0

Table 3. Faculty Data Sheet. Dr. Amy Sidwell

Faculty Data

Name: Dr. Amy M. Sidwell, MCHES Rank: Assistant Professor

Check One: Full time Part Time Adjunct Grad. Asst.

Highest Degree Earned: PhD Date Degree Received: May 2009

Conferred by: West Virginia University, College of Physical Activity and Sport Sciences

Area of specialization: Kinesiology/Physical Education Teacher Education

Professional registration/licensure: Master Certified Health Education Specialist

Yrs. of employment at present institution: 4.5

Years of employment in higher education: 10

Yrs of related experience outside higher ed: 6

Non-teaching experience: Community Health & Wellness Coordinator, Community Development Specialist for Substance Abuse Prevention

To determine compatibility of credentials with assignment:

(a) List course you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2014/Fall	HLTA 2202 Community & Environmental Health	23
2014/Fall	HLTA 2203 Contemporary & Drug Behavior Issues	15
2014/Fall	HLTA 3320 Behavior Change Theory	4
2014/Fall	HLTA 3350 Health Promotion & Program Planning	4
2015/Spring	HLTA 2203 Contemporary & Drug Behavior Issues	19
2015/Spring	HLTA 3310 School Health Content, Curricula, Planning	1
2015/Spring	HLTA 4420 Community Needs Assessment	5
2015/Spring	PHED 1100 Fitness & Wellness	25
2015/Fall	HLTA 2202 Environmental Health	16
2015/Fall	HLTA 2203 Contemporary & Drug Behavior Issues	21
2015/Fall	HLTA 3320 Behavior Change Theory	12
2015/Fall	HLTA 4420 Community Needs Assessment	6
2016/Spring	HLTA 1150 Intro to Health Education	24
2016/Spring	HLTA 2203 Contemporary & Drug Behavior Issues	20
2016/Spring	HLTA 3350 Health Promotion & Program Planning	11
2016/Spring	PHED 1100 Fitness & Wellness	26

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

My PhD in Kinesiology/Physical Education Teacher Education is well-suited to my role in the School of Education, Health & Human Performance in teaching entry-level Physical Education courses and graduate-level courses, as assigned, and in my role as a Professional Development Schools liaison. My Master's in Community Health Education from the West Virginia University School of Medicine was particularly helpful in preparing me to teach courses in our Community Health Education program. Additionally, I have an advanced-level certification from the National Commission on Health Education Credentialing.

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

January 2016: Strategies for Supporting College Students with Autism. Fairmont State University.

Search Records By Date

From: To: MM/DD/YYYY

Current CECH History

Name: Dr Amy M Rogers-Sidwell Cert #: 8361

1/19/2016 10:31:32 AM

<u>Date</u>	<u>No. Entry Credits</u>	<u>No. Adv. Credits</u>	<u>Category</u>	<u>Provider</u>	<u>Program</u>
4/25/2015	1.5	6	Category I - Approved Provider	Society for Public Health Education, Inc.	2015 Society for Public Health Education: 66th Annual Meeting: Blazing a Trail for Health Education
2/28/2014	1	0	Category I - Approved Provider	HESPA	Health Education Specialist Practice Analysis (HESPA) Survey
1/16/2014	1	0	Category I - Approved Provider		Health Education in Higher Education: What is the Future?
1/16/2014	1	0	Category I - Approved Provider		A Poverty Simulation to Inform Public Health Practice
1/16/2014	1	0	Category I - Approved Provider		American Journal of Health Education -A Patient-Centered Approach Using Com
1/16/2014	1	0	Category I - Approved Provider		American Journal of Health Education-Effects of Promoting Health Among Teen
11/11/2012	0	23	Category II - Non Provider		Community Health Education Curriculum Development-6 courses
6/25/2012	1	0	Category I - Approved Provider	American Association for Health Education	AJHE-March 2012
6/25/2012	1	0	Category I - Approved Provider	American Association for Health Education	December 2011 AJHE Article
6/25/2012	1	0	Category I - Approved Provider	American Association for Health Education	January 2012 AJHE Article
6/25/2012	1	0	Category I - Approved Provider	American Association for Health Education	February 2012 AJHE Article
6/25/2012	1	0	Category I - Approved Provider	American Association for Health Education	OCTOBER 2011 AJHE ARTICLE
6/25/2012	1	0	Category I - Approved Provider	American Association for Health Education	November 2011 AJHE Article
6/25/2012	1	0	Category I - Approved Provider	American Association for Health Education	American Journal of Health Education
6/25/2012	1	0	Category I - Approved Provider	American Association for Health Education	American Journal of Health Education
6/25/2012	1	0	Category I - Approved Provider	American Association for Health Education	American Journal of Health Education
6/25/2012	1	0	Category I - Approved Provider	American Association for Health Education	American Journal for Health Education
6/25/2012	1	0	Category I - Approved Provider	American Association for Health Education	American Journal of Health Education

1/19/2016

Current CECH History

6/25/2012	1	0	Category I - Approved Provider	American Association for Health Education	American Journal of Health Education
6/25/2012	1	0	Category I - Approved Provider	American Association for Health Education	American Journal of Health Education
6/25/2012	1	0	Category I - Approved Provider	American Association for Health Education	American Journal of Health Education
6/25/2012	1	0	Category I - Approved Provider	American Association for Health Education	American Journal of Health Education
6/25/2012	1	0	Category I - Approved Provider	American Association for Health Education	American Journal of Health Education
6/25/2012	1	0	Category I - Approved Provider	American Association for Health Education	DECEMBER AJHE 2010
6/25/2012	1	0	Category I - Approved Provider	American Association for Health Education	American Journal of Health Education
6/25/2012	1	0	Category I - Approved Provider	American Association for Health Education	NOVEMBER AJHE 2010
6/24/2012	1	0	Category I - Approved Provider	American Association for Health Education	AJHE-April 2012
6/11/2012	24	0	Category I - Approved Provider	American Association for Health Education	Bullying Prevention Program
3/12/2012	0	7	Category II - Non Provider		Physical Best Health Fitness Certification

Total Number of Current Credits:

86.5

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

2014-2015 Fairmont State University Faculty Recognition Award Nominee

2014 Health Educator of the Year, West Virginia Association for Health, Physical Education, Recreation and Dance

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

Spring 2015 & Fall 2015: Fairmont State University: HLTA 4420 Community Needs Assessment. This is an undergraduate, senior-level course in which students: recall fundamental concepts of needs and capacity assessment; collect primary data and utilize secondary data to assess a community's health needs and capacity; employ assessment strategies when working with key stakeholders, individuals, or groups; prepare a report of needs and capacity assessment findings, taking into account the audience and health literacy of the readers; and, interpret results of the findings in order to recommend how the findings would be applied in a community setting. The Spring 2015 Needs Assessment examined student health and safety issues at Fairmont State University, and recommended the formation of a student wellness committee. The Fall 2016 Needs Assessment was completed with stakeholders in the City of Fairmont, and recommended programs in substance abuse prevention, physical activity, and nutrition.

Fall 2014 & Spring 2016: Fairmont State University: HLTA 3350 Health Promotion & Program Planning. This is an undergraduate Community Health Education course in which students understand how health promotion enables people to maintain or improve health by: involving stakeholders, developing goals and objectives, designing strategies or interventions, creating an appropriate scope and sequence, and analyzing implementation factors. This course requires service learning activities with the American Cancer Society and Fairmont Community Garden to meet course outcomes. Students are trained by the American Cancer Society as Community Health Advisors, and carry-out cancer prevention activities. They also work as Community Health Educators with Fairmont Community Garden. Fairmont State University has received a grant for \$25,000 from Ford Motor Company. Our grant is entitled, "Bridging the Gap: Sustainable Nutrition through Community Revitalization."

Spring 2013 & Spring 2014: Fairmont State University: PHED 6417 Impact of Exercise on Health and Disease. This is a graduate-level course focused on the role of exercise in the prevention and rehabilitation of cardiopulmonary diseases. There is an emphasis on patient/client education, programming, and assessment. This course has received grant funding through the West Virginia Campus Compact Link Grant. As a result of this funding, Fairmont State University has been designated as a partner with the National Institutes of Health and National Institute on Aging program.

Fall 2012 & Fall 2013: Fairmont State University: PHED 6418 Health Promotion and Wellness Programming. This course is designed to introduce students to the concepts and theories of wellness, how to conduct assessments and evaluations of individuals and programs, how to design a wide variety of health promotion programs and understand the model of behavior change. This course received funding through The Campus Community Link program. A portion of the course included a service learning component in which students worked directly with the Ritchie County Family Resource Network to: develop a needs assessment, implement health promotion programs, and develop program evaluation.

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

Sidwell, A.M. & Walls, R.T. (2014). Memories of physical education. *The Physical Educator*, 71(4), 682-698.

Kisamore, C. & Sidwell, A.M. (2013, November 20). Healthy changes to a holiday favorite. *The Ritchie Gazette*, pp. 7A.

Kisamore, C. & Sidwell, A.M. (2013, November 13). Healthy stuffing recipe for Thanksgiving dinner. *Pennsboro News*, pp. 5B.

Walker, M. & Sidwell, A.M. (2013, October 16). Thirteen percent of Ritchie County residents have diabetes. *Pennsboro News*.

Walker, M. & Sidwell, A.M. (2013, October 16). Just how common is diabetes? *Ritchie Gazette*, pp. 9A.

Delawder, V. & Sidwell, A.M. (2013, October 2). Blood tests can help with treatments. *Ritchie Gazette*, pp. 3A.

Delawder, V. & Sidwell, A.M. (2013, October 2). Exercise study to include blood tests for county residents. *The Pennsboro News*, pp. 5B.

Sidwell, A.M. & Samples, E. (2013, September 18). Fairmont State, county team up for exercise study. *The Pennsboro News*, pp. 5B.

Sidwell, A.M. & Samples, E. (2013, September 18). Residents get active, enroll in research study. *The Ritchie Gazette*, pp. 7A.

Sidwell, A.M. (2013, January 23). Ritchie County, Fairmont State project gains national attention. *The Pennsboro News*, pp. 3A.

Sidwell, A.M. (2013, January 23). Grads promote healthy activities: Fairmont State, FRN combine program resources. *Ritchie Gazette*, pp. 3B.

Brentlinger, K. & Sidwell, A.M. (2012, November 21). Lacrosse team, FSU to host sport, fitness clinic at RCMS. *The Pennsboro News*, pp. 1B.

Brentlinger, K. & Sidwell, A.M. (2012, November 21). Sports/Fitness clinic at RCMS. *Ritchie Gazette*, pp. 2B.

Zapach, T., Tallhammer, B., & Sidwell, A.M. (2012, October 31). Healthy activities planned for Ritchie County students. *The Pennsboro News*, pp. 1A.

Zapach, T., Tallhammer, B., & Sidwell, A.M. (2012, October 31). Healthy activities planned at local schools. *Ritchie Gazette*, pp. 5A.

Adams, J. & Sidwell, A.M. (2012, October 17). Making steps is making progress. *The Pennsboro News*, pp. 1A.

Adams, J. & Sidwell, A.M. (2012, October 17). New program at "The Gym." *Ritchie Gazette & The Cairo Standard*, pp. 1A.

Renshaw, D. & Sidwell, A.M. (2012, October 3). FRN, students from FSU work on county's diabetes rate. *The Pennsboro News*, pp. 3A.

Renshaw, D. & Sidwell, A.M. (2012, October 3). Diabetes reaches epidemic levels. *The Ritchie Gazette & The Cairo Standard*, pp. 5A.

Sidwell, A.M. & Straight, H. (2012, August 29). Family Resource Network, Fairmont State team up for project. *The Pennsboro News*, pp. 1A.

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

Spring 2015: Fairmont State University Professional Development Schools Competitive Grant Awards. Provided assistance to Blackshere Elementary School on grant proposal entitled, "Container and raised-bed edible gardens." The grant will fund the development of training modules to include direct instruction, hands-on practice, and collaborative research and planning to increase teacher competencies in their efforts to use gardening activities as curricular strategies. \$4,365.90. Fully funded.

Spring 2014-Summer 2015: Ford Motor Company College Community Challenge, "Bridging the Gap: Sustainable Nutrition through Community Revitalization." Prepared grant application with Fairmont State Technology Education, City of Fairmont, Fairmont State University Collegiate 4-H, and Fairmont Community Garden to request \$25,000 in grant funding. Fully funded.

Spring 2013: The National Institutes of Health, National Institutes on Aging provided support materials in-kind for a research project on home-based, physical activity in Ritchie County, West Virginia.

Spring 2013: Received \$343 from the West Virginia Campus Compact Link grant to conduct research on a home-based physical activity program developed by the National Institutes of Health, National Institutes on Aging.

Summer 2012: Received \$6000 from the West Virginia Campus Compact Link grant to: provide physical activity, substance abuse prevention, and nutrition programming; conduct a community health survey; develop a catalog of physical activity and recreation opportunities in Ritchie County, West Virginia; and, design a sustainability plan for program continuation.

Spring 2012: Secured travel funding for students to attend the 2012 West Virginia Alliance for Health, Physical Education, Recreation and Dance conference through the Fairmont State University Office of the Provost.

Table 4. Faculty Data Sheet. Dr. Janie Leary

Faculty Data

(No more than TWO pages per faculty member)

Name Janie M. Leary

Rank Assistant Professor

Check One: Full time Part Time Adjunct Grad. Asst.

Highest Degree Earned PhD Date Degree Received December 2011

Conferred by West Virginia University

Area of specialization Public Health-Social and Behavioral Health Sciences

Professional registration/licensure _____ Yrs. of employment at present institution 3
 Years of employment in higher education 4 Yrs of related experience outside higher ed 10+
 Non-teaching experience
 Multi-site, multi-state health research project management
 Grants management for various universities and non-profit agencies
 Graduate Research Assistant coordinating studies related to health promotion

To determine compatibility of credentials with assignment:

(a) List course you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2016/Spring	HLTA 1150 Intro to Health Professions (3 credits)	26
2016/Spring	HLTA 2210 Disease Etiology (3 credits)	16
2016/Spring	HLTA 3360 Communication Tech. for Health Profess. (2 credits)	20
2016/Spring	HLTA 4410 Research Design(3 credits)	8
2016/Spring	HLTA 4451/4452 Internship (4 credits)	7/7
2015/Fall	HLTA 1150 Intro to Health Professions (3 sections; 3 credits)	96
2015/Fall	HLTA 2210 Disease Etiology (3 credits)	15
2015/Fall	HLTA 4410 Research Methods (3 credits)	8
2015/Fall	HLTA 4451/4452 Internship (4 credits)	5/5
2015/Spring	HLTA 1150 Intro to Health Professions (2 sections; 3 credits)	53
2015/Spring	HLTA 2210 Disease Etiology (3 credits)	16
2015/Spring	HLTA 1199 Internship (6 credits)	2
2015/Spring	HLTA 4450 Internship (4 credits)	2
2014/Fall	HLTA 1150 Intro to Health Professions (3 sections; 3 credits)	81
2014/Fall	HLTA 2210 Disease Etiology (3 credits)	7
2014/Fall	HLTA 1100 Personal Health (2 credits)	24
2014/Fall	HLTA 3360 Communication Tech. for Health Profess. (2 credits)	6

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

(c) Identify your professional development activities during the past five years.
 2016 Allies Supporting Autism Spectrum Diversity training
 2015 Mental Health First Aid USA training
 2014 Certified Health Education Specialist
 2013 Certified Clinical Research Professional
 2011 Graduated with PhD

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

- 2015 Health Promotion: Nutrition and Physical Activity presentations for the WV National Guard's community outreach. July 2015. Fairmont, WV
- 2013 Communication & Consent: IRB & Clinic Perspectives. Panel presentation for the Office of Adolescent Health, Administration on Children, Youth and Families' and Centers for Disease Control and Prevention/Division of Reproductive Health's Third Annual Teenage Pregnancy Prevention Conference. May 20-22, 2013.
- 2013 Teen Video Study. Wheeling-Ohio County Annual Public Health Conference. June 28, 2013, Oglebay Resort, WV.
- 2011 Community-Based Participatory Research: WV Health Needs Assessment. West Virginia State Health Education Council Conference. April 12-14, 2011.
- 2011 Decide to Care for YOU : A Pilot Study. West Virginia State Health Education Council Conference. April 12-14, 2011.

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

- 2015 Campus Collaborative for Recruitment & Retention (CCRR)-Statistical Analysis Subcommittee-opens dialogue with students about how to improve their college experience.
- 2014 CASA- Court Appointed Special Advocate (advocate for children in the foster care system). Provide additional experience in the local community. Brings real-life information to the classroom.

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

- Moilanen, KL, **Leary, JM.**, Watson, S. M., & Ottley, J. (2015). Predicting age of sexual initiation: Family-level antecedents in three ethnic groups. *Journal of Early Adolescence*.
- Lilly, CL, Bryant, LL, **Leary, JM.**, Vu, MB, Hill-Briggs, F, Samuel-Hodge, CD (2014). Evaluation of the Effectiveness of a Problem-Solving Intervention Addressing Barriers to Cardiovascular Disease Prevention Behaviors in 3 Underserved Populations: Colorado, North Carolina, West Virginia, 2009. *Preventing Chronic Disease*, 11, E32.
- Leary, JM.**, Ice, C, Dino, G, Loprinzi, P, Cottrell, L (2013) Parental influences on 7-9 year olds' physical activity: A Conceptual Model. *Preventive Medicine*, 56:5, 341-344.
- Leary, JM.**, Ice, C, Neal, W, Cottrell, L. (2013) Parent and child weight status predict weight related behavior change. *Journal of Communication in Healthcare*. 6(2), 115-121. doi:10.1179/1753807612Y.0000000021
- Stubbs, VT*, **Leary, JM.**, & Murray, PJ (2013) Adults' Perceptions About Adolescent Health Education Research Participation. *Journal of Adolescent Health* 52: 2, Suppl 1, S94-S95 (published abstract) doi: 10.1016/j.jadohealth.2012.10.223
- Loprinzi, PD, Schary, D, Beets, MW, **Leary, JM.**, & Cardinal, BJ (2013). Association between hypothesized parental influences and preschool children's physical activity behavior. *American Journal of Health Education*. 44:1. 9-18. doi:10.1080/19325037.2012.749685
- Murphy, E, Ice, C, McCartney, K, **Leary, JM.**, & Cottrell, L. (2012). Is parent and child weight status associated with decision making regarding nutrition and physical activity opportunities? *Appetite*, 59(2), 563-569. doi: 10.1016/j.appet.2012.06.006
- Leary, JM.**, Gaines, SK, Baldwin, D, Wold, JL, & Ice, C. (2012) A missing link: Determining population and sample sizes. *Commune Bonum*.2: 30-32.
- Leary, JM.**, Ice, C, & Cottrell, L. (2012) Adaptation and cognitive testing of physical activity measures for use with young, elementary-aged children and their parents. *Quality of Life Research*. 21(10):1815-1828. doi: 10.1007/s11136-011-0095-1
- Watson, SM* & **Leary, JM.** (2012) Perceptions of Parent-Teen Communication in Relation to Current Sexual Behavior and Pregnancy Prevention. *McNair Research Abstracts*. <http://mcnair.wvu.edu/research-abstracts>
- Leary, JM.**, Adams, D, Gaines, SK, Wold, JL, & Mink, M. (2008) Measurement of activity preferences of preschoolers and caregivers. *Education & Health* 24(4): 67-68.