



New Program Proposal: Graduate Degree Program

Form 2B
Version 2016-10-13

This form should be used to seek SUNY’s approval and New York State Education Department’s (SED) registration of a proposed new academic program leading to master’s or doctoral degree. Approval and registration are both required before a proposed program can be promoted or advertised, or can enroll students. The campus Chief Executive or Chief Academic Officer should send a signed cover letter and this completed form (unless a different form applies¹), which should include appended items that may be required for Sections 1 through 6, 9 and 10 and MPA-1 of this form, to the SUNY Provost at program.review@suny.edu. The completed form and appended items should be sent as a single, continuously paginated document.² If Sections 7 and 8 of this form apply, External Evaluation Reports and a single Institutional Response should also be sent, but in a separate electronic document. Guidance on academic program planning is available [here](#).

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NOTE: Please update this Table of Contents automatically after the form has been completed. To do this, put the cursor anywhere over the Table of Contents, right click, and, on the pop-up menus, select “Update Field” and then “Update Page Numbers Only.” The last item in the Table of Contents is the List of Appended and/or Accompanying Items, but the actual appended items should continue the pagination.

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¹Use a different form if the proposed new program will lead to a graduate degree or any credit-bearing certificate; be a combination of existing registered programs (i.e. for a multi-award or multi-institution program); be a breakout of a registered track or option in an existing registered program; or **lead to certification as a classroom teacher, school or district leader, or pupil personnel services professional** (e.g., school counselor).

²This email address limits attachments to 25 MB. If a file with the proposal and appended materials exceeds that limit, it should be emailed in parts

Section 1. General Information	
a) Institutional Information	Date of Proposal: 10/1/2022
	Institution's 6-digit SED Code : 235000
	Institution's Name: State University of New York at Oswego
	Address: 7060 State Route 104, Oswego, NY 13126
	Dept of Labor/ Regent's Region :
b) Program Locations	List each campus where the entire program will be offered (with each institutional or branch campus 6-digit SED Code):
	List the name and address of off-campus locations (i.e., extension sites or extension centers) where courses will offered, or check here [] if not applicable:
c) Proposed Program Information	Program Title: M.S. in Health Promotion and Behavioral Wellness
	Award(s) (e.g., M.A., Ph.D.): M.S.
	Number of Required Credits: Minimum [30] If tracks or options, largest minimum []
	Proposed HEGIS Code :
	Proposed 6-digit CIP 2010 Code :
	If the program will be accredited, list the accrediting agency and expected date of accreditation:
	If applicable, list the SED professional licensure title(s) ³ to which the program leads:
d) Campus Contact	Name and title: Amy Bidwell, Ph.D. Associate Professor and Department Chair
	Telephone: 315-569-3543 E-mail: amy.bidwell@oswego.edu
e) Chief Executive or Chief Academic Officer Approval	Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. E-signatures are acceptable.
	Name and title: Signature and date:
If the program will be registered jointly⁴ with one or more other institutions, provide the following information for <u>each</u> institution:	



Partner institution's name and 6-digit [SED Code](#):

Name, title, and signature of partner institution's CEO (or **append** a signed letter indicating approval of this proposal):

³ If the proposed program leads to a professional license, a [specialized form for the specific profession](#) may need to accompany this proposal.

⁴ If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#)

Attestation and Assurances

On behalf of the institution, I hereby attest to the following:

That all educational activities offered as part of this proposed curriculum are aligned with the institutions' goals and objectives and meet all statutory and regulatory requirements, including but not limited to Parts 50, 52, 53 and 54 of the Rules of the Board of Regents and the following specific requirements:

That credit for study in the proposed program will be granted consistent with the requirements in §50.1(o).

That, consistent with §52.1(b)(3), a reviewing system has been devised to estimate the success of students and faculty in achieving the goals and objectives of the program, including the use of data to inform program improvements.⁵

That, consistent with §52.2(a), the institution possesses the financial resources necessary to accomplish its mission and the purposes of each registered program, provides classrooms and other necessary facilities and equipment as described in §52.2(a)(2) and (3), sufficient for the programs dependent on their use, and provides libraries and library resources and maintains collections sufficient to support the institution and each registered curriculum as provided in §52.2(a)(4), including for the program proposed in this application.

That, consistent with 52.2(b), the information provided in this application demonstrates that the institution is in compliance with the requirements of §52.2(b), relating to faculty.

That all curriculum and courses are offered and all credits are awarded, consistent with the requirements of §52.2(c).

That admissions decisions are made consistent with the requirements of §52.2(d)(1) and (2) of the Regulations of the Commissioner of Education.

That, consistent with §52.2(e) of the Regulations of the Commissioner of Education: overall educational policy and its implementation are the responsibility of the institution's faculty and academic officers, that the institution establishes, publishes and enforces explicit policies as required by §52.2(e)(3), that academic policies applicable to each course as required by §52.2(e)(4), including learning objectives and methods of assessing student achievement, are made explicit by the instructor at the beginning of each term; that the institution provides academic advice to students as required by §52.2(e)(5), that the institution maintains and provides student records as required by §52.2(e)(6).

That, consistent with §52.2(f)(2) of the Regulations of the Commissioner of Education, the institution provides adequate academic support services and that all educational activities offered as part of a registered curriculum meet the requirements established by state, the Rules of the Board of Regents and Part 52 of the Commissioner's regulations.

CHIEF ADMINISTRATIVE or ACADEMIC OFFICER/ PROVOST	
Signature	Date
Type or print the name and title of signatory	Phone Number

⁵ The NY State Education Department reserves the right to request this data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institution.

Section 2. Program Information

2.1. Program Format

Check all SED-defined [formats, mode and other program features](#) that apply to the **entire program**.

- a) **Format(s):** Day Evening Weekend Evening/Weekend Not Full-Time
- b) **Modes:** Standard Independent Study External Accelerated Distance Education
NOTE: If the program is designed to enable students to complete 50% or more of the course requirements through distance education, check Distance Education, see Section 10, and append a [Distance Education Format Proposal](#).
- c) **Other:** Bilingual Language Other Than English Upper Division Cooperative 4.5 year
 5 year

2.2. Related Degree Program

NOTE: This section is not applicable to a program leading to a graduate degree.

2.3. Program Description, Purposes and Planning

- a) **What is the description of the program as it will appear in the institution's catalog?**

The need for knowledgeable, skillful, and technologically literate health promotion and wellness professionals has never been greater as companies and organizations seek to support their employees' health and well-being across all dimensions of wellness. Savings on healthcare costs and absenteeism are no longer the driving factors for change. Companies are now seeking behavior change agents who are well-versed in all dimensions of wellness.

The 100% on-line, Master of Science in Health Promotion and Behavioral Wellness is a multidisciplinary master's degree for individuals dedicated to assuming positions within the health promotion and wellness industry, enabling graduates to play a vital role in the national transformation from disease-focused healthcare to a wellness-based model focused on prevention, education and behavior change.

The 18-credit core provides a foundation in holistic well-being with a focus on behavior change, program planning, implementation, and evaluation. The remaining 12-credits can be customized by the student based on their areas of interest. Examples include but are not limited to: Wellness in Leadership, Organizational Wellness, Weight Management, and Emotional Well-being.

- b) **What are the program's educational and, if appropriate, career objectives, and the program's primary student learning outcomes (SLOs)? NOTE: SLOs are defined by the Middle States Commission on Higher Education in the Characteristics of Excellence in Higher Education (2006) as "clearly articulated written statements, expressed in observable terms, of key learning *outcomes: the knowledge, skills and competencies that students are expected to exhibit upon completion of the program.*"**

Upon completion of the program, students will be able to:

- Assess, plan, implement and evaluate health promotion and/or behavior change strategies, interventions, and programs; (520, 521, 550)
- Facilitate behavior change by empowering the client to self-discover values, resources, and strategies that are individualized and meaningful; (520, 521, 525, 562)
- Create inclusive and accessible health promotion programs designed to reach diverse individuals, communities, and organizations which includes inclusive communication methods and technologies to support, manage, and promote wellness initiatives; (520, 521, 525, 530)
- Use technology effectively to motivate, monitor, and measure health behavior change (525, 562)
- Apply relevant theories and models to explain the integrated role of physical, social, intellectual, emotional, occupational, financial, environmental and spiritual aspects in the human pursuit and experience of wellness throughout the lifespan. (520, 521, 562)
- Create information to educate individuals and the public about wellness that is grounded in evidence, developmentally appropriate, and culturally relevant. (520, 521, 530, 562)

c) How does the program relate to the institution’s and SUNY’s mission and strategic goals and priorities? What is the program’s importance to the institution, and its relationship to existing and/or projected programs and its expected impact on them? As applicable, how does the program reflect diversity and/or international perspectives? For doctoral programs, what is this program’s potential to achieve national and/or international prominence and distinction?

The department of Health Promotion and Wellness recognizes the fundamental role in *undergraduate education and provides a full range of graduate and professional education that reflects the opportunity for individual choice and the needs of society*. The proposed graduate program will strengthen SUNY’s educational and research programs in health education and behavioral change through the provision of high-quality general comprehensive and specialty courses in health promotion and behavioral wellness. Moreover, the program assists with establishing tuition dollars which effectively promotes the university's access goals by offering the program 100% online and with a timeline to degree completion of 12-18 months. Specifically, the program offers accessible options to potential students working in hospitals, clinics, and wellness education arenas and through networks and joint and cooperative relationships with other health care providers and institutions, without having to relocate to an on-campus program. The mission of SUNY to *encourage and facilitate basic and applied research for the purpose of the creation and dissemination of knowledge vital for continued human, scientific, technological and economic advancement* aligns with the goal of the proposed program. Specifically, the faculty within the department will be infusing their applied research in health promotion, behavioral wellness, worksite wellness, educational leadership, and social justice throughout the program.

A master’s degree in Health Promotion and Behavioral wellness helps to *create and “deliver innovative, rigorous academic programs that match society and student needs and maintain existing programs that have proven effective” (Impact 2 Performance Driver 1)*. Overall employment rates for health and wellness educators are increasing at a much higher rate (17%) compared to the total of all occupations (4%) (Source: U.S. Bureau of Labor Statistics, Employment Projections program, accessed April 10, 2022). These high rates result from significant efforts to improve health outcomes and reduce health care costs. The need for enhanced preventative medicine to assist people with creating a lasting behavior change has increased the demand for health and wellness educators, more so since the COVID-19 global pandemic.

The Health Promotion and Wellness Department deploys one of the largest undergraduate majors, Wellness Management, at SUNY Oswego, with approximately 290 students as of fall 2021. This increase is almost 200% higher than it was ten years ago. The climbing numbers have indicated the robust undergraduate program in Wellness Management. From three full-time faculty ten years ago to ten (10) full-time faculty to date, the curriculum has proven effective in preparing students for a career in health and wellness.

The proposed degree would address social and global issues such as public health disparities, addictions, stress, obesity, and other health-related consequences. These *public health issues directly correlate with SUNY Oswego's Strategic Plan, which states the, "Vibrant, engaged, and curious faculty, staff and students delve into multidisciplinary investigation of problematic social and global issues" (Impact 5 Performance Drive 2)*. The Health Promotion and Wellness department faculty are currently incorporating these topics into their courses, with several devoting their research agenda to public health concerns. With these resources in place, SUNY Oswego is confident it will deliver a robust master's degree program with applied, relevant coursework and opportunities for student-faculty collaboration in research.

The Advanced Graduate Certificate in Health and Wellness in the Department of Health Promotion and Wellness was launched in spring 2015. Since then, 5-20 students have been enrolled in one of the graduate courses at any one time. In 2020, a one-year completion sequence for the certificate was created. The proposed MS in Health Promotion and Behavioral Wellness could increase enrollment in all health science (HSC) graduate courses as the same classes for the Advanced Graduate Certificate will make the core of the M.S. Additionally, many of the proposed electives are already established courses across the campus, and may be desirable to students enrolled in School Counseling, School Psychology, and Higher Education graduate programs. Therefore, enrollment in these courses will also see an increase.

Numerous alumni and current students within the Wellness Management major and Advanced Certificate program have repeatedly inquired about the start date for a master's degree within the field of health and wellness. With an emphasis on preventative medicine that focuses on behavioral health, the need for a graduate program explicitly aimed at altering one's behaviors is essential. Additionally, the format of an online program has proven popular thus far at the undergraduate level as our 100% online degree completion program in Wellness Management is increasing yearly.

d) How were faculty involved in the program's design? Describe input by external partners, if any (e.g., employers and institutions offering further education?)

All full-time, tenure track, and tenured faculty within the Department of Health Promotion and Wellness met periodically for 18 months to perform a needs analysis and plan the proposed program. A graduate committee was formed in January 2020 to specifically plan out the learning outcomes of the program, specific curriculum, and the name of the degree. Moreover, the graduate Dean was consulted regularly throughout the last 18 months.

The Department of Health Promotion and Wellness has numerous adjuncts who teach undergraduate programs for the department. These adjuncts hold full-time positions within the community and have provided insight into what the field of health promotion, behavior change, and wellness needs are. Moreover, our faculty are leading members of various local and regional organizations. Through these networking opportunities, faculty can determine what the future of health promotion and behavior change might look like moving into the next decade.

- e) How did input, if any, from external partners (e.g., educational institutions and employers) or standards influence the program’s design? If the program is designed to meet specialized accreditation or other external standards, such as the educational requirements in [Commissioner’s Regulations for the profession](#), append a side-by-side chart to show how the program’s components meet those external standards. If SED’s Office of the Professions requires a [specialized form](#) for the profession to which the proposed program leads, append a completed form at the end of this document.

The M.S. in Health Promotion and Behavior Wellness will be interdisciplinary in nature. It is guided by the principles of the National Commission for Health Education Credentialing (NCHEC), the US Department of Health and Human Services: Substance Abuse and Mental Health Services Administration (SAMHSA) eight dimensions of wellness and the National Wellness Institute Multicultural Competency in Wellness. The program will provide graduates with the required academic coursework to take the National Health Education Specialist Certified Health Education Specialist (CHES).

- f) Enter anticipated enrollments for Years 1 through 5 in the table below. How were they determined, and what assumptions were used? What contingencies exist if anticipated enrollments are not achieved?

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	5	4	9	1
2	10	5	15	1
3	10	5	15	2
4	15	5	20	2
5	15	5	20	2

Based on Fall 2021 undergraduate enrollments (n=53) of the online, B.S. in Wellness Management which started in fall 2018, we predict a positive trajectory for an online master’s degree. Current enrollment in some HSC graduate classes that support the Advanced Graduate Certificate and the MSED programs currently averages 7-20 students. These classes also serve other graduate programs. Inquiries by undergraduates and alumni of the Advanced Graduate Certificate indicate interest. These courses are already offered online in a sequence. The degree program will use current course offerings and faculty already in place in the first year of the program. The department will be working closely with Graduate Studies to market the program to professional organizations and area health centers to market the program.

- g) Outline all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), internship, capstone, and any other relevant component requirements, but do not list each General Education course.**

REQUIRED COURSES: (18 credits)		Cr	
HSC 520: Theoretical Foundations of HP		3	
HSC 521: Advanced Health Programming		3	
HSC 525: Interactive Health Technology		3	
HSC 530: Cultural Awareness in Health and Wellness		3	
HSC 550: Evidence-based Practice and Research in HP		3	
HSC 562: The Science and Application of Positive Health Coaching		3	
ELECTIVES (Under Advisement): (12 credits)			
<i>Build a Personalized Program by incorporating these courses to complete the remaining credits</i>			
Wellness Courses: <i>(min 6 credits must be taken from this area although all 12 credits could be taken from this area)</i>	Cr	Management/Leadership Courses	Cr
GRT 501: Introduction to Gerontology	3	BHI 503 eHealth System	3
HSC 502: Executive Wellness Leadership	3	BHI 505 Digital Health	3
HSC 510: Mind Body Wellness	3	BHI 556- Biomedical Ethics, Professionalism, and Technology	3
HSC 512: Healthy Weight Management	3	COM 522: Intercultural Communication	3
HSC 514: Wellness and Addictions	3	MBA 517 Organizational Behavior	3
HSC 573: Sexual Wellness	3	MBA 600: Health Care Systems in the US	3
HSC 587: Refugee Wellness	3	MBA 601: Healthcare Law	3
HSC 594 Research Practicum	3	MBA 604: Health Policy	3
**HSC 691: Internship option/ Experience-based	3		

- h) Program Impact on SUNY and New York State**

h)(1) Need: What is the need for the proposed program in terms of the clientele it will serve and the educational and/or economic needs of the area and New York State?

How was need determined? Why are similar programs, if any, not meeting the need?

The need for knowledgeable, skillful, and technologically literate health promotion and behavior change specialists has never been greater as Americans seek to reduce health care costs through disease prevention and improvement in quality of life. As depicted in table 1, out of the top ten leading causes of death across New York State, nine are related to lifestyle factors. To improve on these factors, overall wellbeing must be addressed through behavioral strategies.

Behavioral change professionals are in even higher demand since the COVID-19 pandemic. Research has shown that lifestyle factors have played a significant role in the severity of COVID-19 symptoms and outcomes. Moreover, as people return to work and/or continue to work remotely, employees are finding the need for behavioral strategies geared at enhancing their social, emotional, physical, and financial wellbeing. The well-being of employees can affect health care costs, productivity, and employee retention and satisfaction. Hence the need for wellness educators who specialize in behavioral wellness, communication, wellness coaching, and technology is imperative.

TABLE 1: Leading Causes of Death in New York State

NY Leading Causes of Death, 2017	Deaths	Rate***	State Rank*	U.S. Rate**
1. Heart Disease	44,092	171.2	17th	165.0
2. Cancer	34,956	141.2	41st	152.5
3. Accidents	7,687	35.5	49th	49.4
4. Chronic Lower Respiratory Diseases	7,258	28.9	48th	40.9
5. Stroke	6,264	24.6	50th	37.6
6. Flu/Pneumonia	4,517	17.7	10th	14.3
7. Diabetes	4,176	16.8	47th	21.5
8. Alzheimer's disease	3,521	13.2	50th	31.0
9. Hypertension	2,699	10.4	11th	9.0
10. Septicemia	2,296	9.1	28th	10.6

New York Mortality Data	Deaths	Rate**	U.S. Deaths	U.S. Rate***
Firearm Deaths	772	3.7	38,658	11.8
Homicide	577	3.0	19,362	6.2
Drug Overdose Deaths	3,921	19.4	63,632	19.8

Health and wellness are terms that are often interchanged, but their origins and meanings are different ⁽¹⁾. As established by the World Health Organization (WHO) in the 1940s, health is referred to as, “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity ⁽²⁾.” Although this definition has been criticized for being overly inclusive and unattainable, especially as it relates to the word “complete,” very importantly, it broadens the medical definition of health beyond the simple absence of disease ⁽²⁾. According to the WHO, the primary determinants of health include the social, economic, and physical environments, and the person’s individual characteristics and behaviors ⁽³⁾. The maintenance and improvement of health, accordingly, depends not only on external or environmental factors (including the systems of care), but also on the efforts and intelligent lifestyle choices of the person ⁽⁴⁾. In fact, it depends on wellness.

In understanding the difference between health and wellness, in short, health is a state of being, whereas wellness is the state of living a healthy lifestyle ⁽⁴⁾. Whereas health refers to physical, mental, and social well-being; wellness aims to *enhance* well-being. Specifically, wellness is not the absence of disease, illness, and stress, but requires *the presence of a positive purpose in life*, satisfying work and play, joyful relationships, a healthy body and living environment, and happiness, in accordance with Halbert Dunn's seminal wellness concepts ⁽⁵⁾.

The proposed program will focus on enhancing behaviors associated with personal wellbeing; hence filling a gap in the SUNY graduate portfolio. Additionally, offering the proposed program 100% online will attract students who would otherwise find an in-person format to be a barrier to matriculation and/or completion.

h)(2)Employment: For programs designed to prepare graduates for immediate employment, use the table below to list potential employers of graduates that have requested the establishment of the program and state their specific number of positions needed. If letters from employers support the program, they may be appended at the end of this form.

Employer	Need: Projected positions	
	In initial year	In fifth year
Oswego County Health Department	3	5
Upstate Medical Center	2	5-6
NYS Office of Employee Relations	TBD	

[Indeed.com](https://www.indeed.com) (Full-time jobs, posted in New York state, in the last two weeks (as of October, 2022))

Job Title	Number of job posts
Health/Wellness Coach	219
Health Educator	787
Wellness Educator	69

Accessed October 4, 2022.

According to the Bureau of Labor and Statistics, the job growth rate for Health Education Specialists is 17%, significantly higher than the national average of 8% (<https://www.bls.gov/ooh/community-and-social-service/mobile/health-educators.htm>; accessed March 10, 2022).

h)(3) *Similar Programs:* Use the table below to list similar programs at other institutions, public and independent, in the service area, region and state, as appropriate. Expand the table as needed. **NOTE:** *Detailed program-level information for SUNY institutions is available in the [Academic Program Enterprise System \(APES\)](#) or [Academic Program Dashboards](#). Institutional research and information security officers at your campus should be able to help provide access to these password-protected sites. For non-SUNY programs, program titles and degree information – but no enrollment data – is available from [SED’s Inventory of Registered Programs](#).*

There are currently two SUNY online master’s degrees similar to this proposed program. The SUNY Plattsburgh Fitness and Wellness Leadership master’s degree has a specific focus on exercise science and fitness leadership. The SUNY Brockport Department of Public Health and Health Education offers the MEd in Community Health Education for those students wishing to work in the field of Public Health as health educators. These narrowly focused programs do not address the multi-faceted nature of interpersonal and/or organizational health and wellbeing.

Institution	Program Title	Degree	Enrollment 20-21
SUNY Brockport	MS in Public Health(100% Online)	MPH	N = 21
SUNY Buffalo	Community Health and Health Behavior (In Person)	M.S.	N= 1
SUNY Cortland	Community Health (Hybrid Delivery)	MSEd	N = 16
SUNY Plattsburgh	Fitness and Wellness Leadership (100% Online)	MS	N = 66
SUNY Potsdam	Community Health (100% Online)	M.S.	N = 4

U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Various years, Completions Survey. Retrieved from <https://nces.ed.gov/ipeds/datacenter> on October 1, 2022.

h)(4) *Collaboration:* Did this program’s design benefit from consultation with other SUNY campuses? If so, what was that consultation and its result?

No collaboration was involved during the planning process other than SUNY Oswego stakeholders.

h)(5) *Concerns or Objections:* If concerns and/or objections were raised by other SUNY campuses, how were they resolved?

No concerns or objectives were raised.



2.4. Admissions

a) What are all admission requirements for students in this program? Please note those that differ from the institution's minimum admissions requirements and explain why they differ.

- Official transcripts showing confirmation of bachelor's degree from an accredited college or university
- GPA of at least 2.8/4.0
- 12 Health Science undergraduate credits with a C- or better from the following areas:
 1. Mental and Emotional Health
 2. Family Life and Health (i.e. sex)
 3. Growth and Development (HDV)
 4. Nutrition
 5. Personal Health
 6. Substance Use and Abuse
 7. Disease Prevention and Control
 8. Safety and First Aid
 9. Consumer Health
 10. Community and Environmental Health Management

**If a student does not have enough credits from the above list, a transcript evaluation will be conducted by the graduate coordinator to determine other course equivalencies. Course equivalencies will be determined by reviewing the course descriptions within the specified institutions course catalogue. Additionally, the graduate coordinator can request the student complete HSC 101: Introduction to Health Promotion as a pre-requisite to the program if there is a deficit in within the aforementioned courses.*

- Personal statement
- One professional letter of recommendation

b) What is the process for evaluating exceptions to those requirements?

When exceptions arise, the department chair and graduate program coordinator will discuss each case individually. Exceptions may include situations when the applicant demonstrates outstanding performance in their career, yet their undergraduate grades are not indicative of graduate school success. When a student is missing any required prerequisite course, the student may be granted conditional admission. Conditional admission would offer the student the opportunity to enroll in the required prerequisites needed for the program and demonstrate their ability to succeed; should they meet the conditions of admission; they can continue with the program.

c) How will the institution encourage enrollment in this program by persons from groups historically underrepresented in the institution, discipline or occupation?

With ~30% of SUNY Oswego's student population from underrepresented and/or underserved communities, SUNY Oswego exemplifies diversity, inclusion, and equality. Hence, the Department of Health Promotion and Wellness will seek these same channels to recruit and retain candidates from underrepresented groups whose attitudes, beliefs and

values align with the department. Additionally, Graduate Studies offers a Diversity Fellowship that supports full-time graduate students from diverse backgrounds.

d) What is the expected student body in terms of geographic origins (i.e., same county, same Regents Region, New York State, and out-of-state); academic origins; proportions of women and minority group members; and students for whom English is a second language?

Since we anticipate a significant number of SUNY Oswego undergraduate students will be applying for this program, the majority of students will be from New York State with a variety of academic origins. As of now, the expected proportions of women, students who represent diverse ethnic, linguistic, and cultural backgrounds, and students for whom English is a second language will echo the enrollment data of the SUNY Oswego undergraduate population: 50% Female, 50% Male, 34% African-American and Black, Asian, Hispanic, Multicultural, Native American, and Pacific Islander, and 6% out of state/International (<https://ww1.oswego.edu/admissions/undergraduate-admissions/class-profiles>). This program will be appealing to students from all academic backgrounds across the region, state, and world. Detailed demographics can be found on the Office of Institutional Research and Assessment's [website](#).

2.5. Academic and Other Support Services

a) Summarize the academic advising and support services available to help students succeed in the program.

The Health Promotion and Wellness department graduate program coordinator, in conjunction with the Department of Graduate Studies and the Department of Extended Learning, will serve as a resource regarding registration and accessing online courses. The graduate coordinator will provide the following services to all admitted students:

- Preparing a preliminary program of study for their advisees, including a review of academic and professional experience, transfer credits, and confirmation of the courses and credits required for each student to complete the degree program.
- Individual advisement with each advisee regarding coursework and elective selections consistent with their professional goals.
- Advisement regarding academic performance for each advisee, consistent with the requirement that graduate students maintain a cumulative grade point average of ≥ 3.0 . For students who do not meet this expectation, the advisor will serve to provide guidance about the opportunities for remediation, including credit recovery in a manner consistent with applicable campus policies.
 - Recruitment for future students through virtual and in-person information sessions
 - Serve as the primary point of contact for prospective-student inquiries to the program
 - Consult with the Division of Graduate Studies in preparing and deploying

- promotional materials/campaigns
- Serve as a key reviewer for admissions decisions in collaboration with other faculty reviewers utilizing the campus CRM
- Work with the department chair to prepare one- and two-year course offering schedules.
- Review graduate catalog each spring and provide updates to the Registrar's Office and the Division of Graduate Studies.
- Prepare graduate documents for annual reports, assessments, accreditation, and state-required reviews of the program.

Division of Extended Learning: The Division of Extended Learning will serve as a resource regarding registration and accessing online courses. A full description of support services and programs available to online degree students is available in SUNY Oswego's [Division of Extended Learning](#).

Accessibility Services: SUNY Oswego: [Office of Accessibility Resources \(OAR\)](#) provides support to students whose disabilities may impact their success as learners, in compliance with section 504 of the Americans with Disabilities Act (ADA). OAR provides support services and adaptive technologies to students who have a legally documented disability or students who suspect that they may have a disability. Students seeking these services must contact the office before adaptive services can begin.

Academic Library Services: SUNY Oswego's Penfield Library will serve to provide access to many online and in-person services and holdings. Librarians provide a 24/7 staffed "[Ask a Librarian](#)" chat/text/call function that supports all enrolled students and helps them access research and course materials.

Academic Planning: All SUNY Oswego students can monitor their degree progress through Degree Works -- a web-based, degree-auditing and tracking tool that enables Oswego students and their academic and professional advisors to monitor academic progress towards graduation in accordance with university and academic program requirements.

Financial Support: Students will receive financial support appropriate to their course of study and based on their individual situation as per SUNY Oswego's rules. Eligible candidates can apply for scholarships and loans.

Learning Management System: Most, if not all, college campuses use a learning management system to support classroom management and online course delivery. SUNY Oswego uses Brightspace. Students have the ability to call the [SUNY Online help desk](#) for technical support.

- b) Describe types, amounts and sources of student financial support anticipated. Indicate the proportion of the student body receiving each type of support, including those receiving no support.**

SUNY Oswego offers a number of funding options for graduate students, including: loans, scholarships, fellowships, and graduate assistantships. A full listing of the funding options available to students can be found at <https://www1.oswego.edu/graduate/funding> and is detailed below.

Scholarships

SUNY Oswego offers a variety of scholarships targeted at the graduate student population, and students may apply to these awards at various points throughout their academic careers. Scholarships are awarded during spring only to students entering during the following summer or fall semester. A listing of these funds is available at <https://www1.oswego.edu/graduate/funding>.

Fellowships

Fellowships are designed for full-time students needing additional support for their graduate studies. Fellowships can require experiential learning components, including leadership training or community engagement. Different fellowships provide different levels of financial support.

Graduate Opportunity Program

The Graduate Opportunity Program provides partial tuition assistance to students who were former recipients of New York State Opportunity Programs (EOP, HEOP, SEEK) who have been admitted to a graduate degree program at SUNY Oswego. Financial support is contingent upon funding availability, and funds are applied toward graduate tuition costs.

Federal Loan and Grant Programs

All graduate students including those who have a Graduate Assistantship, fellowship, or scholarship taking a minimum of six (6) graduate credit hours per semester, may also apply for student loans through the Financial Aid office.

Graduate students who matriculated in the Health Promotion and Behavioral Health Masters program will be eligible to be considered for the Federal Work-Study, Federal Direct Unsubsidized Loans, and Federal Direct PLUS Loans by filing the FAFSA. Proceeds of awards are distributed by semester.

Federal Work Study

Federal Work Study positions are dependent on campus resources and funding. Awards vary according to need and the funds available. Funds are limited. All FWS jobs are paid at no less than minimum wage. Graduate student work-study students are paid either a salary or hourly wage, depending on the position.

Federal Direct Unsubsidized Loans

Graduate students can borrow up to \$20,500 annually in Federal Direct Loans.

Federal Direct PLUS Loans

Federal Direct PLUS Loans (also referred to as Graduate PLUS Loans) are available to graduate students with the additional need to cover the costs of attendance. The maximum PLUS loan amount graduate students can receive is the cost of attendance (determined by the school) minus any other financial aid received.

Externally Funded (Private) Loans:

SUNY Oswego graduate students may pursue private loan funding should they wish to supplement their award through Federal programs.

Additional Funding

Veteran and Active Military Funding: Graduate students who are active or former military personnel may be eligible to utilize their educational benefits at SUNY Oswego graduate programs. These awards are highly individualized based on the students' academic and service history. Individualized advisement for active and former military personnel are provided during the admissions process and throughout the students' time at SUNY Oswego.

2.6. Prior Learning Assessment

If this program will grant credit based on Prior Learning Assessment, describe the methods of evaluating the learning and the maximum number of credits allowed, or check here [] if not applicable.

SUNY Oswego has established policy and procedure regarding Prior Learning Assessment (PLA) that may impact students in the Health Promotion and Behavioral Wellness program. The 2021-2022 Graduate Catalog includes the following language regarding PLA: *Some graduate students have acquired skills and knowledge through non-academic means, such as work experience, professional training, or military service, that may be equivalent to graduate-level college credit. Prior learning assessment (PLA) is a formal process of evaluating graduate students' non-academic learning to determine if the skills, knowledge, and dispositions learned meets the graduate learning outcomes, standards, and requirements of a SUNY Oswego graduate-level course within the student's graduate training program.*

Methods of PLA at SUNY Oswego:

- Students who wish to pursue PLA will be advised on the process as they matriculate to campus. Should the student have appropriate non-academic experiences, the student will work with the graduate coordinator advisor to propose an assessment strategy and outcome (granting of academic credit, waiver of program requirements, etc.) consistent with the extant campus policy and related forms.
- Once approved, the department will document the new PLA and share it with the Registrar and Dean of the Division of Extended Learning for implementation. Documentation will remain on file at the departmental level as well.
- Although there is not a formal limit to the number of credits granted or waived through the PLA, at least 21 graduate credits hours must be obtained from SUNY Oswego.

2.7. Program Assessment and Improvement

Describe how this program's achievement of its objectives will be assessed, in accordance with [SUNY policy](#), including the date of the program's initial assessment and the length (in years) of the assessment cycle. Explain plans for assessing achievement of students learning outcomes during the program and success after completion of the program. Append at the end of this form, a plan or curriculum map showing the courses in which the program's educational and, if appropriate, career objectives – from Item 2.3(b) of this form – will be taught and assessed. *NOTE: The University Faculty Senate's [Guide for the Evaluation of Undergraduate Programs](#) is a helpful reference.*

The Master's e-Portfolio represents the final assessment used in lieu of the comprehensive examination for the Master of Science in Health Promotion and Behavioral Wellness program. Each required course will have a course artifact that each student will complete. The course artifact will encompass the learning outcome(s) of the program that aligns with the specified course.

At the end of each required course, the student will upload their graded artifact to their personal electronic folder. (During HSC 525: Interactive Health Technology, the student will be taught how to turn the documents into an official e-portfolio). An Artifact Report must also accompany the e-portfolio. Each program learning outcome must be addressed with the completion of an Artifact Report.

The Artifact Report is a reflective paper consisting of 3 sections:

1. **e-Portfolio Description.** Provide a 1-paragraph description of the e-portfolio.
2. **Program Outcomes Met:.** Identify how the artifacts included in the e-portfolio addressed the specified program outcomes.
3. **Final Reflection:** The student will submit a personal reflection on their growth in the program over time and how they plan to use their new knowledge and skills to plan, implement, and evaluate behavior change interventions.

During the last semester before the student completes the program, the student will submit their e-portfolio to the graduate coordinator for assessment. In addition to successfully completing all other program requirements, the student must also receive a "Pass" judgment on the e-Portfolio.

All student learning outcomes will be assessed within a 2- year cycle by utilizing the e-portfolio rubric. A curriculum map with program outcomes and rubrics can be found in Appendix A.

Section 3. Program Schedule and Curriculum

Complete the **SUNY Graduate Program Schedule** to show how a typical student may progress through the program. This is the registered curriculum, so please be precise. Enter required courses where applicable, and enter generic course types for electives or options.

*NOTES: The **Graduate Schedule** must include all curriculum requirements and demonstrate*

that expectations from in Regulation 52.2 <http://www.highered.nysed.gov/ocue/lrp/rules.htm> are met.

Special Cases for the Program Schedules:

- For a program with multiple tracks, or with multiple schedule options (such as full-time and part-time options), use one Program Schedule for each track or schedule option. Note that licensure qualifying and non-licensure qualifying options cannot be tracks; they must be separate programs.
- When this form is used for a multi-award and/or multi-institution program that is not based entirely on existing programs, use the schedule to show how a sample student can complete the proposed program. **NOTE:** Form 3A, [Changes to an Existing Program](#), should be used for new multi-award and/or multi-institution programs that are based entirely on existing programs. [SUNY policy](#) governs the awarding of two degrees at the same level.

SUNY Graduate Program Schedule							
Campus Name	SUNY Oswego						
Program/Track Title and Award	M.S. in Health Promotion and Behavioral Wellness						
	Semester	Quarte	Trimester	Other			
Calendar Type	X						
Use the table to show how a typical student may progress through the program. Check all columns that apply to a course or enter credits where applicable. New: X if a new course. Co/Prerequisite(s): list prerequisite(s) for the noted courses.							
Term 1: Fall 1				Term: Spring 1			
Course Number & Title	Credits	New (X)	Co/Prerequisites	Course Number & Title	Credits	New (X)	Co/Prerequisites
HSC 520: Theoretical Foundations of H.P.	3			HSC 521: Advanced Health Programming	3	X	Pre-req: HSC 520
HSC 525: Interactive Health Technology	3			HSC 530: Cultural Competence in H.P.	3	X	
Wellness Elective # 1 (any elective in wellness bucket)	3			Wellness Elective # 2 (any elective in wellness bucket)	3		
Term credit total:	9.0			Term credit total:	9.0		
Term 3: Fall 2				Term 4: Spring 2			
Course Number & Title	Credits	New (X)	Co/Prerequisites	Course Number & Title	Credits	New (X)	Co/Prerequisites
HSC 550: Evidence-based Practice and Research in HP	3	X		HSC 562: The Science and Application of Positive Health Coaching	3.0	X	
Elective # 3 (from either elective bucket)	3				3		
Elective # 4 (from either elective bucket)	3						
Term credit total:	9.0			Term credit total:	3.0		
Program Total:	30.0						

- a) **If the program will be offered through a nontraditional schedule (i.e., not on a semester calendar), what is the schedule and how does it impact financial aid eligibility? *NOTE: Consult with your campus financial aid administrator for information about nontraditional schedules and financial aid eligibility.***

N/A

- b) **For each existing course that is part of the proposed graduate program, append a catalog description at the end of this document.**

See Attached - Appendix B

- c) **For each new course in the graduate program, append a syllabus at the end of this document. *NOTE: Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is graduate level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with [SUNY policy on credit/contact hours](#)), general course requirements, and expected student learning outcomes.***

See Attached - Appendix C includes all course outlines/syllabi for required courses.

- d) **If the program requires external instruction, such as clinical or field experience, agency placement, an internship, fieldwork, or cooperative education, append a completed [External Instruction](#) form at the end of this document.**

Not required as the internship course is an elective and is not required of all students.

Section 4. Faculty

- a) **Complete the SUNY Faculty Table on the next page to describe current faculty and to-be-hired (TBH) faculty.**

- b) **Append at the end of this document position descriptions or announcements for each to-be-hired faculty member.**

See Appendix D

***NOTE:** CVs for all faculty should be available upon request. Faculty CVs should include rank and employment status, educational and employment background, professional affiliations and activities, important awards and recognition, publications (noting refereed journal articles), and brief descriptions of research and other externally funded projects. New York State's requirements for faculty qualifications are in in Regulation 52.2*

<http://www.highered.nysed.gov/ocue/lrp/rules.htm>

SUNY Faculty Table

Provide information on current and prospective faculty members (identifying those at off-campus locations) who will be expected to teach any course in the graduate program. Expand the table as needed. Use a separate Faculty Table for each institution if the program is a multi-institution program.

(a)	(b)	(c)	(d)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Additional Qualifications: List related certifications, licenses and professional experience in field
PART 1. Full-Time Faculty				
Sandra Bargainnier, Professor	10%	HSC 510 HSC 562 HSC 587	EdD Boston University MS University of Rhode Island BS Lock Haven University	Certified Health Education Specialist (CHES #2266), National Board-Certified Health & Wellness Coach (NBC-HWC # 786726500), Certified Wellcoach® (CHWC #02455), Certified Financial Wellness Facilitator, New York State K-12 Health and Physical Education permanent teacher certification, 35 years of teaching experience in health education/promotion, wellness, and teacher education.
Amy Bidwell, Associate Professor/Department Chair	10%	HSC 510 HSC 512 HSC 562 HSC 594 HSC 691	Ph.D. in Exercise Physiology and Science Education - Syracuse University	Dr. Bidwell is a certified health coach through Wellcoaches and a YMCA Diabetes Educator. Additionally, Dr. Bidwell has completed the Mindfulness-Based Stress Reduction program through the University of Massachusetts and is a certified stress management facilitator through National Wellness Institute. She is currently in the midst of a nine-month certification program through The Flourishing Center to obtain a Certificate in Positive Psychology. Dr. Bidwell is the lead investigator on a campus-wide behavior change program where she integrates positive psychology into the classroom. Dr. Bidwell has been teaching nutrition, exercise and behavior change courses at Oswego for eleven years.
Jessica Harris, Assistant Professor	10%	HSC 502, HSC 520, HSC 521, HSC 550, HSC 573, HSC 590, HSC 594, HSC 691	Ed.D. in Executive Leadership - St. John Fisher College	Dr. Jessica Harris is a certified health education specialist (CHES®). She has been planning, implementing, and evaluating health promotion programs for over 10 years. She received her Ed.D from St. John Fisher College in Executive Leadership, M.S. in Health Science from the University of Arkansas, and B.S. in Community Health Education from the University of Maine at Farmington. Dr. Harris teaches introduction to health promotion and wellness, health promotion programming planning, implementation, and evaluation courses at SUNY Oswego.

(a)	(b)	(c)	(d)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Additional Qualifications: List related certifications, licenses and professional experience in field
Elizabeth Keida, Assistant Professor	25%	HSC502 HSC510 HSC512 HSC550 HSC594	Ed.D. in Executive Leadership - St. John Fisher College	Dr. Keida is a nationally certified YMCA Diabetes Educator, has completed the Wellcoaches Core Training, is a Certified Worksite Wellness Specialist and a Certified Worksite Program Manager. Dr. Keida has over 10 years of Ten years of experience in Health Promotion and is the current primary investigator on a student-faculty research team and the program manager on a worksite health promotion program that spans over three higher education institutions and 1 school district.
Minjung Seo, Associate Professor	25%	GRT 501 HSC 520 HSC 521 HSC550 HSC590HSC 594HSC 691	Dual title Ph.D in Gerontology and Health Promotion from Purdue University in Indiana	A certified health education specialist (CHES®) Expertise in health promotion program planning, implementation and evaluation/research focusing on adults/ older adults in the community and in teaching theoretical framework in health promotion and evidence based intervention strategies development (more than 15 years of teaching experience). Also, contributed to global learning experience connecting universities from different countries.
Najah Zaaed, Assistant Professor	25%	HSC 514 HSC 525 GRT 501 HSC 530	DrPH- School of Public Health, Loma Linda University MSW School of Social Work, Falk College, Syracuse University MPA Maxwell School of Citizenship, Syracuse University BS Chancellor University	Licensed Master's of Social Work (NY-# 105851-01), and practices as therapist to address mental health and wellness. DrPH includes a focus in health promotion and education, as well as global health, Graduate certificate in International Leadership and Non-governmental organizations Graduate certificate in Gerontology Certified Health Education Specialist (CHES # 30285) Worksite Wellness Management certificate Mental Health First Aid Instructor More than 12 years experience in public and mental health. Greater than 6 years experience in research design, implementation and assessment. Co-authored manuscripts in peer-reviewed journals and lead investigator on a national study related to health promotion and wellness.
Part 3. To-Be-Hired Faculty (List as TBH1, TBH2, etc., and				

(a)	(b)	(c)	(d)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Additional Qualifications: List related certifications, licenses and professional experience in field
provide expected hiring date instead of name.)				
TBH1 August 2024	25%	TBD		

c) What is the institution’s definition of “full-time” faculty?

At the graduate level, it is 9 credit hours per semester, or a 3/3 load. Undergraduate or mixed (graduate and undergraduate) assigned course load is 4/4. Any alterations to these loads must be approved by the Department Chair and School of Education Dean. Full-time instructors in lines that lead to Continuing Appointment are required to follow the SUNY Board of Trustees 5 criteria, as well as College-wide and School of Education criteria.

Section 5. Financial Resources and Instructional Facilities

a) What is the resource plan for ensuring the success of the proposed program over time? Summarize the instructional facilities and equipment committed to ensure the success of the program. Please explain new and/or reallocated resources over the first five years for operations, including faculty and other personnel, the library, equipment, laboratories, and supplies. Also include resources for capital projects and other expenses.

The proposed program will have minimal impact on existing physical resources as the program will be delivered 100% online. Additionally, there are no specific laboratories, computer facilities, or new-to-the-College software packages needed.

Within the first year, a graduate coordinator will be hired to assist with reviewing applications, advising graduate students, and overseeing the graduate curriculum. The new graduate program coordinator would be responsible for all aspects of program oversight (recruitment, advising, mentoring, scheduling, assessment, budgetary concerns, etc.). As enrollment increases and more electives are developed, an additional full-time faculty will be recruited to assist with teaching these courses. Anticipated start date of a new full-time faculty member is August 2024.

Program costs are based on the following assumptions:

- Hiring a full-time Tenure-Track Faculty to teach a 3/3 load within the graduate program.
- Courses will have an average enrollment of 15-20 students.
- A dedicated graduate program coordinator will not be warranted the first academic year (2023-2024) as there will be limited number of students and responsibilities at that point. Beginning in year two (2024-2025), the administration demands of the program will warrant a dedicated program coordinator.
- The Department of Health Promotion and Wellness will need clerical support. The department administrative assistant will perform these duties.
- Additional library resources are required to maintain existing electronic database subscriptions and obtain additional online databases/subscriptions to provide students and faculty access to the most up-to-date resources.
- SUNY Oswego will share technology expenses.
- Costs associated with various office supplies, copies, textbooks, etc will be needed to support a new full-time faculty member and graduate coordinator. There is an anticipated increase of \$500 per year in program costs (supplies) to offset increases in inflation.

- Expenses for faculty professional development and scholarly presentations at conferences/professional meetings will be supported by the Department, School of Education and Provost’s budgets that are already in place.
- Existing resources from the office of Graduate Studies will provide targeted advertising/marketing support for the first 2-3 years.
- No capital expenditures are anticipated.

b) Complete the five-year SUNY Program Expenses Table, below, consistent with the resource plan summary. Enter the anticipated academic years in the top row of this table. List all resources that will be engaged specifically as a result of the proposed program (e.g., a new faculty position or additional library resources). If they represent a continuing cost, new resources for a given year should be included in the subsequent year(s), with adjustments for inflation or negotiated compensation. Include explanatory notes as needed.

SUNY Program Expenses Table:

Program Expense Categories	Expenses (in dollars)					
	Before Start	Academic Year 1: 2023	Academic Year 2: 2024	Academic Year 3: 2025	Academic Year 4: 2026	Academic Year 5: 2027
(a) Personnel (New Tenure-Track Faculty)	0	0	\$62,000	\$65,000	\$67,000	\$70,000
Program Coordinator	0	\$0	\$3250	\$3250	\$3250	\$3250
(b) Library	0	\$3000	\$3000	\$3500	\$3500	\$3500
(c) Equipment	0	0	0	0	0	0
(d) Laboratories	0	0	0	0	0	0
(e) Supplies	0	\$2500	\$3000	\$3500	\$4000	\$4500
(f) Capital Expenses	0	0	0	0	0	0
Sum of Rows	0	\$5,550	\$71,250	\$75,250	\$77,750	\$81,250

Section 6. Library Resources

a) Summarize the analysis of library collection resources and needs *for this program* by

the collection librarian and program faculty. Include an assessment of existing library resources and accessibility to those resources for students enrolled in the program in all formats, including the institution’s implementation of SUNYConnect, the SUNY-wide electronic library program.

Students have access to online library services and a librarian on-call 24 hours a day. Bundled journals and technical books are available online. Research papers not available in the library system can be requested and delivered by email within a few days of the request. Penfield Library provides access to many services online and there is a Distance Learning Librarian. Students may access the library’s holdings directly from the Learning Management system. We also plan to submit a library collection grant to purchase some specialized books. Below is a list of the journals the department is requesting with the \$3000 budgeted for library resources:

Library Resources for HPW Grad Program:

Total cost for year one is \$2938.00. The increase starting in year three is to compensate for protentional increases in subscription costs.

- American Journal of Lifestyle Medicine - available with a 1-year subscription” \$221.96
- The Journal of Positive Psychology - not available as existing subscription: \$1345.79
- Health Education Research: \$1370.25
- Journal of Nutrition Education and Behavior - Science Direct available from 2016 to current issue.
- International Journal of Environmental Research and Public Health - open access via DOAJ (Free) from 2004-current issue and from two of our paid databases from 2005-current issue.
- Preventive Medicine - Science Direct available from 2010 to current issue. (Free)
- Coaching: The international Journal of Theory. Research and Practice. - not available as existing subscription.
- International Journal of Evidence-Based Coaching and Mentoring. - open access via DOAJ (Free) from 2003-current and from one of our paid databases from 2008 to current issue.

b) Describe the institution’s response to identified collection needs and its plan for library development.

N/A

Section 7. External Evaluation

SUNY and SED require external evaluation of all proposed graduate degree programs. List below all SUNY- approved evaluators who conducted evaluations (adding rows as needed), and append at the end of this document each original, signed [External Evaluation Report](#). NOTE: To select external evaluators, a campus sends 3-5 proposed evaluators’ names, titles and CVs to the assigned SUNY Program Reviewer, expresses its preferences and requests approval.

Evaluator #1

NAME: Barbara McCahan Ph.D.

TITLE: Professor and Coordinator of Public Health

INSTITUTION: Plymouth State University

Evaluator #2

NAME: Soghra Jarvandi, MD, MPH, PhD

TITLE: Associate Professor, Health Specialist

INSTITUTION: University of Tennessee, Family and Consumer Sciences

Section 8. Institutional Response to External Evaluator Reports

Append at the end of this document a single *Institutional Response to all External Evaluation Reports.*

See Appendix F.

Section 9. SUNY Undergraduate Transfer

NOTE: SUNY Undergraduate Transfer policy does not apply to graduate programs.

Section 10. Application for Distance Education

a) Does the program's design enable students to complete 50% or more of the course requirements through distance education? No Yes. If yes, append a completed *SUNY [Distance Education Format Proposal](#)* at the end of this proposal to apply for the program to be registered for the distance education format.

See Appendix G

b) Does the program's design enable students to complete 100% of the course requirements through distance education? No Yes

Section MPA-1. Need for Master Plan Amendment and/or Degree Authorization

a) Based on guidance on [Master Plan Amendments](#), please indicate if this proposal requires a Master Plan Amendment.

No Yes, a completed [Master Plan Amendment Form](#) is appended at the end of this proposal.

b) Based on *SUNY Guidance on Degree Authorizations* (below), please indicate if this proposal requires degree authorization.

No Yes, once the program is approved by the SUNY Provost, the campus will work with its Campus Reviewer to draft a resolution that the SUNY Chancellor will recommend to the SUNY Board of Trustees.

SUNY Guidance on Degree Authorization. Degree authorization is required when a proposed program will lead to a [new degree](#) (e.g., B.F.A., M.P.H.) at an existing level of study (i.e., associate, baccalaureate, first-professional, master's, and doctoral) in an existing disciplinary area at an institution. Disciplinary areas are defined by the [New York State Taxonomy of Academic Programs](#). Degree authorization requires approval by the SUNY Provost, the SUNY Board of Trustees and the Board of Regents.

List of Appended Items

Appended Items: Materials required in selected items in Sections 1 through 10 and MPA-1 of this form should be appended after this page, with continued pagination. In the first column of the chart below, please number the appended items, and append them in number order.

Number	Appended Items	Reference Items
A	<i>For all programs</i> , a plan or curriculum map showing the courses in which the program's educational and (if appropriate) career objectives will be taught and assessed	Section 2, Item 7
B	<i>For all programs</i> , a catalog description for each existing course that is part of the proposed graduate major program	Section 3, Item (b)
C	<i>For all programs with new courses</i> , syllabi for all new courses in a proposed graduate program	Section 3, Item (c)
D	<i>For programs that will depend on new faculty</i> , position descriptions or announcements for faculty to-be-hired	Section 4, Item (b)
E	<i>For all programs</i> , original, signed External Evaluation Reports from SUNY-approved evaluators	Section 7
F	<i>For all programs</i> , a single Institutional Response to External Evaluators' Reports	Section 8
G	<i>For programs designed to enable students to complete at least 50% of the course requirements at a distance</i> , a <u>Distance Education Format Proposal</u>	Section 10

Appendix A: Curriculum Map

Learning Objectives:

Upon completion of the program, students will be able to:

1. Assess, plan, implement and evaluate health promotion and/or behavior change strategies, interventions, and programs; (520, 521, 550)
2. Facilitate behavior change by empowering the client to self-discover values, resources, and strategies that are individualized and meaningful; (520, 521, 525, 562)
3. Create inclusive and accessible health promotion programs designed to reach diverse individuals, communities, and organizations which includes inclusive communication methods and technologies to support, manage, and promote wellness initiatives; (520, 521, 525, 530)
4. Use technology effectively to motivate, monitor, and measure health behavior change; (525, 562)
5. Apply relevant theories and models to explain the integrated role of physical, social, intellectual, emotional, occupational, financial, environmental and spiritual aspects in the human pursuit and experience of wellness throughout the lifespan; (520, 521, 562)
6. Provide developmentally appropriate and culturally relevant evidence-based information to educate individuals and the public about wellness. (520, 521, 530, 562)

Course Title	Student Learning Outcomes	Artifacts to be used in Portfolio
HSC 520: Theoretical Foundations of HP	LO # 1: Assess, plan, implement and evaluate health promotion and/or behavior change strategies, interventions, and programs;	Theoretical Foundations Final Project: Project requires students to plan interventions that modify health behaviors at a real location in the field (individual, group, or community level) that are informed by theory and

	<p>LO # 2: Facilitate behavior change by empowering the client to self-discover values, resources, and strategies that are individualized and meaningful;</p> <p>LO # 3: Create inclusive and accessible health promotion programs designed to reach diverse individuals, communities, and organizations which includes inclusive communication methods and technologies to support, manage, and promote wellness initiatives;</p> <p>LO # 5: Apply relevant theories and models to explain the integrated role of physical, social, intellectual, emotional, occupational, financial, environmental and spiritual aspects in the human pursuit and experience of wellness throughout the lifespan;</p> <p>LO # 6: Provide developmentally appropriate and culturally relevant evidence-based information to educate individuals and the public about wellness.</p>	<p>empirical literature. Students will have to use real settings and apply specific theoretical frameworks to create a final interactive presentation.</p>
<p>HSC 521: Advanced Health Programming</p>	<p>LO # 1: Assess, plan, implement and evaluate health promotion and/or behavior change strategies, interventions, and programs;</p> <p>LO # 2: Facilitate behavior change by empowering the client to self-discover values, resources, and strategies that are individualized and meaningful;</p> <p>LO # 3: Create inclusive and accessible health promotion programs designed to reach diverse</p>	<p>Health Promotion Program Planning Guide: Cumulative document showcasing students planning process designed to reach diverse populations. The final guide will demonstrate students ability of planning and implementing community-based public health education interventions through assignments such as needs assessment, logic models, etc.</p>

	<p>individuals, communities, and organizations which includes inclusive communication methods and technologies to support, manage, and promote wellness initiatives;</p> <p>LO # 5: Apply relevant theories and models to explain the integrated role of physical, social, intellectual, emotional, occupational, financial, environmental and spiritual aspects in the human pursuit and experience of wellness throughout the lifespan;</p> <p>LO # 6: Provide developmentally appropriate and culturally relevant evidence-based information to educate individuals and the public about wellness.</p>	
HSC 525: Interactive Health Technology	<p>LO # 2: Facilitate behavior change by empowering the client to self-discover values, resources, and strategies that are individualized and meaningful;</p> <p>LO # 3: Create inclusive and accessible health promotion programs designed to reach diverse individuals, communities, and organizations which includes inclusive communication methods and technologies to support, manage, and promote wellness initiatives;</p> <p>LO # 4: Use technology effectively to motivate, monitor, and measure health behavior change;</p>	<p>E-Portfolio: Throughout the semester, students will use health technology assessment tools to analyze and reflect on health technologies, and how they relate to their health topic and target population. The students will create educational content about the health technologies based on their assessments, and post it on s various social media platforms, which includes a final e-portfolio. Content creation may be in the form of videos or blogs.</p>
HSC 530: Cultural Competence in Health Promotion and Behavioral Wellness	<p>LO # 3: Create inclusive and accessible health promotion programs designed to reach diverse</p>	<p>Final Project: Students will assess and reflect on diverse populations' health behaviors and</p>

	<p>individuals, communities, and organizations which includes inclusive communication methods and technologies to support, manage, and promote wellness initiatives;</p> <p>LO # 6: Provide developmentally appropriate and culturally relevant evidence-based information to educate individuals and the public about wellness.</p>	<p>how they influence health education, promotion, and management. Students will submit a final health education project incorporating cultural humility and sensitivity factors that may influence a population's health behaviors.</p>
HSC 550: Evidence-based Practice and Research in HP	<p>LO # 1: Assess, plan, implement and evaluate health promotion and/or behavior change strategies, interventions, and programs;</p>	<p>Evaluation Report- Throughout the semester, students will create evaluation tools and plan evaluation methodology and analysis. A final report of the process and their findings, including literature to support their findings and claims, will be submitted.</p>
HSC 562: The Science and Application of Positive Health Coaching	<p>LO # 2: Facilitate behavior change by empowering the client to self-discover values, resources, and strategies that are individualized and meaningful;</p> <p>LO # 4: Use technology effectively to motivate, monitor, and measure health behavior change;</p> <p>LO # 5: Apply relevant theories and models to explain the integrated role of physical, social, intellectual, emotional, occupational, financial, environmental and spiritual aspects in the human pursuit and experience of wellness throughout the lifespan;</p> <p>LO # 6: Provide developmentally appropriate and culturally relevant evidence-based</p>	<p>Practical skills assessment and wellness vision portfolio. The practical assessment is designed to evaluate the coach's application of the practical coaching skills taught during the course.</p>

	information to educate individuals and the public about wellness.	
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Program Final Assessment: E-Portfolio:

The Master's e-Portfolio represents the final assessment used in lieu of the comprehensive examination for the Masters of Science in Health Promotion and Behavioral Wellness program. Each required course will have a course artifact that each student will complete. The course artifact will encompass the learning outcome(s) of the program that aligns with the specified course.

At the end of each required course, the student will upload their graded artifact to their personal Google folder. (During HSC 525: Interactive Health Technology, the student will be taught how to turn the Google documents into an official e-portfolio). An Artifact Report must also accompany the e-portfolio. Each program learning outcome must be addressed with the completion of an Artifact Report.

The Artifact Report is a reflective paper consisting of 3 sections:

1. **e-Portfolio Description.** Provide a 1-paragraph description of the e-portfolio.
2. **Program Outcomes Met:** Identify how the artifacts included in the e-portfolio addressed the specified program outcomes.
3. **Final Reflection:** The student will submit a personal reflection on their growth in the program over time and how they plan to use their new knowledge and skills to plan, implement, and evaluate behavior change interventions.

During the last semester, before the student completes the program, the student will submit their e-portfolio to the graduate coordinator for assessment. In addition to successfully completing all other program requirements, the student must also receive a "Pass" judgment on the e-Portfolio.

Student learning outcome assessment begins immediately and will be assessed on a two-year cycle. The program will utilize the AEFIS (Assessment, Evaluation, Feedback & Intervention System), a “web-based assessment management platform that facilitates the collection and application of real-time assessment data” to assess the program’s six learning outcomes. The e-portfolio rubric will be uploaded to the AEFIS system and used to assess competencies in all six learning outcomes. The graduate coordinator will complete the rubric for each student before program completion.

Appendix B: Course Descriptions

Required Courses: (18 credits)

HSC 520 - Health Behavior Change Process

Influential theories of health-related behaviors, processes of shaping behavior, and the effects of community and environmental factors (i.e. socio-ecological model and transtheoretical model [TTM] or stages of change model). Assessment of health risk factors.

Prerequisite: Second semester senior and departmental approval or graduate standing.

Offered: Irregularly.

Credit: 3

HSC 521 – Advanced Health Promotion Programming Approaches

This course applies the skills and techniques required to plan and implement culturally competent health promotion programs at the community, state, and national levels. Various theoretical and practical approaches to program planning and implementation are utilized to identify public health concerns. Concepts such as needs assessments, logic models, partnership building, data collection, data analysis, and evidence-based decision-making are applied to develop community-based programming (Authentic learning, knowledge, reflection, social justice, practice, collaboration & leadership).

Credit: 3

HSC 525 - Interactive Health Technologies

Students will develop an on-line portfolio to showcase 1) interactive health technology skills such as, but not limited to: blogging, use of apps and games to improve health; and using wikis and social media to communicate health-promoting messages; and, 2) knowledge, skills, and dispositions from a health-promoting experience (e.g. research, internship, clinical experience, service learning, employment, co-op, etc.).

Prerequisite: Second semester senior and departmental approval, or graduate standing.

Credit: 3

HSC 530 – Culturally Competent Health and Wellness

It is imperative for students to learn about and examine cultural factors influencing a population's health decisions, behaviors, and overall well-being, before developing effective health promotion and wellness programs. This course will cover various topics that influence culture and health, including the continuum of cultural competency, subcultures, and traditional versus modern medicine beliefs and practices. In addition, students will learn to assess factors that lead to

diversified and inclusive practices in the health and wellness industry by examining the role of culture in the design, implementation, and outcomes of health services.

Credit: 3

HSC 550 – Evidence-Based Practice and Research in Health Promotion

This course covers various evaluation and measurement concepts in health and wellness programs. This course also provides students the opportunity to develop evaluation instruments and construct a plan to evaluate the quality and effectiveness of health promotion programs. Emphasis is on computerized health information retrieval systems, selection of evaluation instruments, reading, writing and interpreting research literature. Basic statistics and analysis techniques are studied and applied with attention given to the administration, scoring, statistical analysis, and interpretation of results. (Authentic learning, knowledge, reflection, social justice, practice, collaboration & leadership)

Credit: 3

HSC 560: Theory and Application of Positive Psychology

This course introduces the science related to happiness, well-being, flourishing, and positive aspects of human experience. Students will gain an understanding of what contributes to overall well-being and how to build the enabling conditions of a life worth living. Each week will offer students an opportunity to explore both the concepts (e.g., biological, psychological, social, emotional) and the research behind the concepts and utilize evidence-based experiential activities that enhance well-being. Students will engage in a detailed analysis and evidence-based positivity change process utilizing validated questionnaires and positive psychology and well-being enhancing interventions.

Prerequisite: Graduate Level Standing or Department Permission

Credit: 3

Electives (Under Advisement): (12 Credits)

BHI 503: eHealth Systems

Students are introduced to Internet technologies fostering the emergence of a global connected world. Two topics, namely Web systems and social technologies are covered. The course provides an overview of Web design concepts and skills, including usability and accessibility in a health context, and scripting languages. Emerging client-side technology is explored as well as Web services. Social media and collective intelligence technologies are also applied to enhance health and wellness in communities and create patient-centered or home-based information systems.

Prerequisite: Graduate standing or permission of the instructor.

Credit: 3

BHI 505: Digital Health

Health informatics is more and more ubiquitous, distributed, and pervasive. This course studies how to conceive and use ubiquitous and distributed systems and information for health and wellness and how to integrate them with clinical and other health services. Topics include networks, wireless technologies, mobile health, advanced networking technologies, sensor-based systems, sensor data analysis and mining, disaster informatics, digital libraries, telemedicine, and telehealth.

Prerequisite: BHI 503 or permission of the instructor.

Credit: 3

BHI 556: Biomedical Ethics, Professionalism, and Technology

An introduction to philosophical theories of ethics and principles of biomedical ethics, professional issues as they arise in healthcare settings, and controversies created or exacerbated by the use of technology in biomedicine.

Prerequisite: Graduate standing

Credit: 3

COM 522: Intercultural Communication

An exploration of how cultural differences influence communication. The study and implementation of means to provide awareness and application of those concepts to becoming a more effective intercultural communicator.

Prerequisite: Graduate standing

Credit: 3

GRT 501: Introduction to Gerontology

As a multidisciplinary survey of the processes of aging, this course is intended to introduce the student to concepts in gerontology, and a broader understanding of aging or older persons. A variety of topics such as myths, biology of aging, gender issues, social roles, cultural expectations and aging, history, environmental issues, aging in diverse populations, and mental health will be introduced. The course includes an overview of programs and institutions that serve the elderly and their families and care providers.

Prerequisite: Graduate standing

Credit: 3

HSC 502 – Innovative Wellness Leadership

This course examines leadership skills that can be applied at the organizational level to create a healthy, vibrant work culture that enhances wellness and quality of life. Students will review leadership theories and their impact on wellness in the workplace, innovation, growth, and sustainability (Authentic Learning, Knowledge, Reflection, Social Justice, Practice, Collaboration, & Leadership).

Credit: 3

HSC 510 - Mind-Body Wellness

Wellness should be seen as a combination of biological, psychological, and social factors rather than purely in biological terms. Topics in alternative health and healing introduces the fundamental concepts of complementary and alternative health and wellness methods and practices.

Prerequisite: Second semester senior and departmental approval, or graduate standing.

Offered: Irregularly

Credit: 3

HSC 512 - Healthy Weight Management

The interrelationship between wellness and weight management with a focus on obesity and healthy weight loss.

Prerequisite: Second semester senior and departmental approval, or graduate standing.

Offered: Irregularly

Credit: 3

HSC 514 - Wellness and Addictions

Biological and psychological explanations which have been and continue to be used to explain the etiology and meaning of addiction will be examined. This exploration will include considerations of the role of social, cultural, and population differences as they may relate to addictive behaviors. Topics will include the relationships between addictions and drugs, overeating, over-exercising, computer use, alcohol, sex, and gambling, etc.

Prerequisite: Second semester senior and departmental approval, or graduate standing.

Offered: Irregularly

Credit: 3

HSC 560 – Theory and Application of Positive Psychology

This course introduces the science related to happiness, well-being, flourishing, and positive aspects of the human experience. Students will gain an understanding of what contributes to overall well-being and how to build the enabling conditions of a life worth living. Each week

will offer students an opportunity to explore both the concepts (e.g., biological, psychological, social, emotional) and the research behind the concepts and utilize evidence-based experiential activities that enhance well-being. Students will engage in a detailed analysis and evidence-based positivity change process utilizing validated questionnaires and positive psychology and well-being-enhancing interventions.

Credit: 3

HSC 573 – Sexual Wellness

This course encourages graduate-level students to expand their understanding of complex issues related to sexuality by deepening their exposure to research practice in the field and increasing comfort and ability to speak on sexual health topics through practice and refinement. The course focuses on contemporary issues and historical perspectives related to a cultural understanding of gender and sexuality to increase knowledge in the field of sexual health.

Credit: 3

HSC 587 – Refugee Wellness

Explore how the multidimensional individual and group identities of refugees and the resettlement experience impact their wellness.

Credit: 3

HSC 590 – Special Topics in Health and Wellness

Exploration of key concepts, skills and dispositions in specified areas related to health and wellness. Varies from semester to semester.

Repeatable up to 12 credits.

HSC 594 – Research Practicum

This course gives graduate students the opportunity to select independent research activities in conjunction with new or ongoing research, programs, or activities of faculty or other qualified individuals. The mentored research experience is designed collaboratively by the student and faculty, and/or mentor (Authentic Learning, Knowledge, Reflection, Social Justice, Practice, Collaboration, & Leadership).

Credit: 3

HSC 691 – Health Promotion Graduate Internship

A course designed for graduate students who wish to take part in a semester-long, college-approved internship related to Health Promotion and Behavioral Wellness. Emphasis is placed on integrating academic learning with relevant work experience. Upon completion, graduate students should be able to evaluate career selection, demonstrate employability skills

and satisfactorily perform work-related competencies in a diverse professional environment. This graduate course represents the actual internship placement. It is not a classroom or online-based course. Note: Variable credit 1 to 9, may be repeated for a total of 9 credits.

Prerequisite: Minimum GPA of 3.00, graduate standing. Acceptance of experience through EXCEL: Experiential Courses and Engaged Learning, an approved position description filled out by Site Supervisor and permission of the student's major academic advisor and sponsoring faculty member. Clear learning objectives and academic assignments appropriate for the position and credits being earned.

Credit: variable credit hours

MBA 517: Organizational Behavior

This course takes the perspective of organizations as complex social systems in which managers must develop the ability to manage behavior to exploit organizational opportunities in a global environment. I use concepts from the behavioral sciences as tools to diagnose organizational problems/opportunities and formulate action plans to improve organizational performance.

Students examine organizations from several levels of analysis (i.e. individual, group, inter-group and organizational) and learn to apply different theoretical perspectives (i.e. open vs. closed systems; rational vs. political; control theory vs. complexity theory) to develop managerial solutions.

We address the following concepts in this course: systems thinking, problem diagnosis, problem solving, perception, motivation, learning, conflict, decisionmaking, group dynamics, leadership, power, organizational design, organizational change, ethical behavior, diversity and cultural effects on behavior, how the above concepts can be used in a global context.

Students spend much of their time analyzing case studies and participating in a variety of exercises. Students work individually and as team members, and are expected to report on their work in class.

Prerequisite: Graduate standing or permission of instructor

Credit: 3

MBA 600: Health Care Systems in the US

Health care delivery in the United States is a dynamic, evolving, and extremely complex system comprised of myriad providers and payers. The system is further complicated by significant government involvement in both delivery and payment. This course will review the multiple components of the health care delivery system and the rationale for its' patterns and practices. Selected quantitative content necessary to understanding health care utilization will also be covered. (Offered: F1 and Sp)

Prerequisite: Graduate standing or permission of the program director.

Credit: 3

MBA 601: Healthcare Law

Health Law is a study of the overall legal aspects of the various dimensions of health care management. Specific applications and study will include areas of health care administration, governing boards, the medical staff, facility liability, health care fraud and abuse, consent for treatment, confidentiality of health information, computerization of health care information, professional negligence/medical malpractice and other related topics.

(Offered: F1 and Sp)

Prerequisite: Graduate standing or permission of the program director.

Credit: 3

MBA 604: Health Policy

Health policy is the action of governments with the broadly defined principle purpose of improving the public's health. Health policy issues regularly confront the healthcare delivery system's participants, including those related to delivery and cost. Included in policy debates are the delivery systems of other nations and what we may learn from them. This course will review the formulation of policy, legislative action and regulations as it pertains to healthcare in the US. Also addressed are the tools available to the healthcare industry to monitor, influence and address legislative and regulatory change.

Prerequisite: Graduate standing or permission of the program coordinator.

Justification for the Course:

Credit: 3

The State University of New York at Oswego
School of Education
Department of Health Promotion and Wellness

- I. **COURSE NUMBER & CREDIT:** HSC 502 (3 Credit Hours)
- II. **COURSE TITLE:** Innovative Wellness Leadership
- III. **COURSE DESCRIPTION:** This course examines leadership skills that can be applied at the organizational level to create a healthy, vibrant work culture that enhances wellness and quality of life. Students will review leadership theories and their impact on wellness in the workplace, innovation, growth, and sustainability.
- IV. **PREREQUISITES:** Graduate Level Standing
- V. **COURSE OFFERING:** Course is offered on an irregular basis.
- VI. **GRADE MODE:** A-E
- VII. **MODE OF INSTRUCTION:** Course will be offered 100% online in an asynchronous format.
- VIII. **JUSTIFICATION:** In a fast-paced work environment it is vital to promote healthy work environments that allow employees to thrive. Healthy employees are more productive, have fewer absences, and are less prone to work-related injuries. Students will acquire personal, analytical, and leadership skills to develop a wellness culture for organizations.
- IX. **COURSE OBJECTIVES:** Upon completion of this course, students will be able to:
 - A. Define the importance of organizational culture in leading positive change (Authentic learning, knowledge, reflection, social justice, practice, collaboration, and leadership).
 - B. Identify components of a wellness culture at various organizational levels (Knowledge, reflection, collaboration, and practice).
 - C. Identify and describe various approaches that reinforce effective wellness leadership (Authentic learning, knowledge, reflection, social justice, practice, collaboration, and leadership).
 - D. Assess the strengths and weaknesses of organizational culture as a way to optimize wellness (Authentic learning, knowledge, reflection, social justice, practice, collaboration, and leadership).
 - E. Use innovative skill-building to create wellness-centered cultures (Authentic learning, knowledge, reflection, social justice, practice, collaboration, and leadership).
 - F. Reflect on personal leadership traits, strengths, and weaknesses to pursue personal and professional development. (Authentic learning, knowledge, reflection, social justice, practice, collaboration, and leadership).

- X. **COURSE OUTLINE:** Topics for this course may include but are not limited to:
- A. Wellness Leadership
 - 1. An operational understanding of wellness
 - 2. Creating supportive and healthy environments
 - B. Types of Leadership
 - 1. Servant leadership
 - 2. Authentic leadership
 - 3. Quantum leadership
 - 4. Inspirational leadership
 - 5. Invisible leadership
 - 6. Among Other Areas of Leadership
 - C. Leadership Theories
 - 1. Transformational leadership theory
 - 2. Contingency theory
 - 3. Situational leadership theory
 - 4. Transactional theories
 - 5. Behavioral theory
 - 6. Trait theory
 - 7. Great man theory of leadership
 - 8. Relational theories
 - 9. Among Other Areas of Leadership
 - D. Concepts of Wellness
 - 1. Wellness frameworks
 - 2. Illness-wellness continuum
 - 3. Iceberg model of health and illness
 - 4. The eight dimensions of wellness
 - 5. Socio-ecological Model
 - 6. Among Other Concepts of Wellness
 - E. Organizational Culture
 - 1. Elements of organizational culture
 - 2. Reframing organizations
 - a) Structural, human resource, political, and symbolic
 - F. Emotional Intelligence
 - 1. ABC Model
 - 2. Wheel of emotions
 - G. Worksite Wellness
 - 1. Current practices in worksite wellness
 - 2. Building relationships and partnerships
 - 3. State policies and procedures
 - 4. Workplace Health Assessment
 - 5. Developing a comprehensive worksite wellness plan
 - 6. Implementing a comprehensive worksite wellness plan
 - 7. Determine Impact Through Evaluation
 - H. Wellness-Centered Culture
 - 1. Starting with why -mission and vision
 - 2. Concepts and elements

- a) Diversity and inclusion
 - b) Ethics and practices
 - c) Investing in wellness
 - d) Eliminating barriers
3. Among other key components

- XI. **METHODS OF INSTRUCTION:** May include but is not limited to:
- A. Utilization of group discussion techniques
 - B. Micro-lectures
 - C. Independent research and readings
 - D. Leadership journaling
 - E. Wellness programming project
- XII. **COURSE REQUIREMENTS:** By the end of this course, students will be able to:
- A. Demonstrate practical communication skills with peers in discussion formats and group settings
 - B. Participate in an ongoing presence with your peers through several interactive discussion forums
 - C. Complete assignments related to wellness and leadership
 - D. Use confidential reflective leadership journaling
 - E. Develop comprehensive wellness programming
 - F. Implement comprehensive wellness programming
- XIII. **MEANS OF EVALUATION:** Student's work will be evaluated according to graduate-level standards through:
- A. Attendance and Participation
 - B. Module Assignments
 - C. Discussion Board Assignments Leadership Journals
 - D. Wellness Centered Programming Project
- XIV. **RESOURCES:** The department has the faculty resources and expertise to offer this course. The current library holdings in conjunction with access to inter-library loan will be sufficient to offer this course. Other resources will be utilized as fitting, such as (e.g.) a library guide for writing literature reviews.
- XV. **BIBLIOGRAPHY:**
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SIGNATURES:

Department Curriculum Committee Chairperson

Date

Department Chairperson

Date

Faculty Council Chairperson

Date

**The State University of New York at Oswego
School of Education
Department of Health Promotion and Wellness**

- I. **COURSE NUMBER & CREDIT:** HSC 520 (3 Credit Hours)
- II. **COURSE TITLE:** Theoretical Foundations of Health Promotion
- III. **COURSE DESCRIPTION:** This course focuses on the theoretical underpinnings of health behavior and health promotion strategies. The course will allow students to apply theoretical frameworks to modify health behaviors based on ecological perspectives at the individual, group, and community levels to provide solutions to public health problems.
- IV. **JUSTIFICATION:** The product of a successful health promotion endeavor is generally the development of behaviors conducive to well-being or a change in behaviors to those conducive to health. It follows that the health/wellness professional must have a theoretical base from which to work. This advanced introductory course introduces students to the social science formatting of APA and serves as a writing intensive course focused on evidence and theoretical frameworks.
- V. **PREREQUISITES:** Graduate Level Standing
- VI. **COURSE OFFERING:** The course is offered in fall, spring or summer every twelve months.
- VII. **GRADE MODE:** A-E
- VIII. **MODE OF INSTRUCTION:** The course will be offered 100% online in an asynchronous format.
- IX. **COURSE OBJECTIVES:** Upon completion of this course, students will be able to:
 - A. Describe a selected set of widely employed behavioral and social science theories /models /constructs/principles used to develop or improve programs to reduce or eliminate major public health problems(*Authentic learning, knowledge, reflection, social justice, practice, collaboration, and leadership*).
 - B. Demonstrate an understanding of relevant health behavior and health change theories (*Knowledge, reflection, collaboration, and practice*).
 - C. Acquire skills in applying behavioral science theories and models to current public health problems (*Authentic learning, knowledge, reflection, social justice, practice, collaboration, and leadership*).
 - D. Apply theories to culturally diverse and unique populations. (*Authentic learning, knowledge, reflection, social justice, practice, collaboration, and leadership*).
 - E. Apply relevant social and behavioral science theories, concepts, and models that are designed to understand and modify health behavior (*Authentic learning, knowledge, reflection, social justice, practice, collaboration, and leadership*).

- F. Evaluate the strengths and limitations of different social and behavioral science theories, models, and frameworks (*Authentic learning, knowledge, reflection, social justice, practice, collaboration, and leadership*).
- G. Compare and contrast health promotion program planning models and theories for application in health promotion and wellness settings. (*Authentic learning, knowledge, reflection, social justice, practice, collaboration, and leadership*).

X. COURSE OUTLINE:

- A. Theory in Research, Practice, and Service
 - 1. Ecological perspective on health
- B. Individual Level Theories
 - 1. Health Belief Model
 - 2. Transtheoretical Model
 - 3. Theory of Reasoned Action
 - 4. Theory of Planned Behavior
 - 5. Integrated Behavior Model
- C. Interpersonal Theories
 - 1. Social Support and Health
 - 2. Social Networks and Health Behavior
 - 3. Social Cognitive Theory
 - 4. Diffusion of Innovations
- D. Organizational Level
 - 1. Chronic Care Model
 - 2. Organizational Level Change to
 - 3. Promote Community Health
- E. Community Level
 - 1. Structural models of Change
 - 2. Social-ecological model
 - 3. Community Organizing
 - 4. Community Participatory Research
 - 5. Developing Effective Community-Based Health Promotion Efforts
- F. Culture and Theories
 - 1. Health Equity and Critical Race Theories
- G. Internet and Mobile Interventions and Behavior Change Techniques
- H. Societal and Policy Level Change
 - 1. Conceptual Frameworks to Describe and Act Upon Social Determinants of Health
- I. Theory Application
 - 1. Case Study

XI. METHODS OF INSTRUCTION:

- A. May include but are not limited to:
- B. Utilization of group discussion techniques
- C. Active/ Experiential Learning
- D. Micro-lectures
- E. Independent research and readings

- F. Projects and assignments
- G. Media

XII. **COURSE REQUIREMENTS:** Each student will demonstrate mastery through:

- A. Completion of mastery quizzes;
- B. Demonstrate practical communication skills with peers in discussion formats and group settings;
- C. Participation and ongoing presence with your peers through several interactive discussion forums;
- D. Completing weekly module assignments;
- E. Developing concept model assignments applying theories and models of the social and behavioral sciences;
- F. Completing projects using planned interventions informed by theory and the empirical literature.

XIII. **MEANS OF EVALUATION:** Student's work will be evaluated according to graduate-level standards through:

- A. Attendance and Participation
- B. Mastery Quizzes
- C. Module Assignments.
- D. Discussion Board Assignments.
- E. Concept Model Assignments.
- F. Theoretical Foundations Project.

XIV. **RESOURCES:**

The department has the faculty resources and expertise to offer this course. The current library holdings in conjunction with access to inter-library loan, will be sufficient to offer this course. Other resources will be utilized as fitting, such as (e.g.) a library guide for writing literature reviews.

XV. **BIBLIOGRAPHY:**

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SIGNATURES:

Department Curriculum Committee Chairperson

Date

Department Chairperson

Date

Faculty Council Chairperson

Date

The State University of New York at Oswego
School of Education
Department of Health Promotion and Wellness

- I. **COURSE NUMBER & CREDIT:** HSC 521 (3 Credit Hours)
- II. **COURSE TITLE:** Advanced Health Promotion Programming
- III. **COURSE DESCRIPTION:** This course applies the skills and techniques required to plan and implement culturally competent health promotion programs at the community, state, and national levels. Various theoretical and practical approaches to program planning and implementation are utilized to identify public health concerns. Concepts such as needs assessments, logic models, partnership building, data collection, data analysis, and evidence-based decision-making are applied to develop community-based programming.
- IV. **PREREQUISITES:** Graduate Level Standing and HSC 520
- V. **COURSE OFFERING:** Course is offered in fall, spring or summer every twelve months.
- VI. **GRADE MODE:** A-E
- VII. **MODE OF INSTRUCTION:** Course will be offered 100% online in an asynchronous format.
- VIII. **JUSTIFICATION:** Health promotion program planning and implementation are part of the eight areas of responsibility for health education specialists delineated by NCHEC. Since the leading causes of mortality and morbidity in the United States are lifestyle-related, it is essential that our students are prepared to identify priority populations, conduct needs assessments, and create intervention strategies based on health promotion theories and models.
- IX. **COURSE OBJECTIVES:** Upon completion of this course, students will be able to:
 - A. Analyze data to determine the health of the priority population(s) and the factors that influence health.
 - B. Apply theories to develop a framework for public health research and practice.
 - C. Engage priority populations, partners, and stakeholders for participation in the planning process.
 - D. Develop tailored intervention(s) for priority population(s) to achieve desired outcomes.
 - E. Identify various health promotion theories and models and explain how they can be utilized for intervention activities of health promotion programs.
 - F. Facilitate the development of strategic and/or improvement plans using systems thinking to promote the mission, vision, and goal statements for health education

and promotion.

- G. Demonstrate how to plan and implement a community-based public health education intervention.
 - H. Demonstrate proficiency in communicating health information and health education needs by appropriately using oral, electronic, and written techniques for communicating health education information.
- X. **COURSE OUTLINE:** Topics for this course may include but are not limited to:
- A. Conduct an Assessment of Needs and Capacity
 - 1. Obtain primary data, secondary data, and other evidence-informed sources.
 - 2. Identify the social, cultural, economic, political, and environmental factors that impact the health and/or learning processes of the priority population(s).
 - 3. Synthesize assessment findings to inform the planning process.
 - B. Health Promotion Program Planning
 - 1. Facilitate collaborative efforts among priority populations, partners, and stakeholders.
 - 2. Establish the rationale for the intervention.
 - 3. Identify desired outcomes using the needs and capacity assessment.
 - C. Mission & Vision Alignment
 - 1. Elicit input from priority populations, partners, and stakeholders regarding desired outcomes.
 - 2. Develop vision, mission, and goal statements for the intervention(s).
 - 3. Develop specific, measurable, achievable, realistic, and time-bound (SMART) objectives.
 - D. Health Promotion Interventions
 - 1. Select planning model(s) for health education and promotion.
 - 2. Create a logic model.
 - 3. Assess the effectiveness and alignment of existing interventions to desired outcomes.
 - 4. Developing intervention strategies based on health promotion theories and models.
 - E. Developing Implementation Plans
 - 1. Coordinate the delivery of the intervention(s) consistent with the implementation plan.
 - 2. Develop materials needed for implementation.
 - F. Implementation
 - 1. Deliver health education and promotion interventions.
 - 2. Employ an appropriate variety of instructional methodologies.
 - 3. Monitor implementation.
 - G. Ethics and Professionalism
 - 1. Apply professional codes of ethics and ethical principles throughout the assessment, planning, implementation, evaluation and research, communication, consulting, and advocacy processes.
 - 2. Apply principles of cultural humility, inclusion, and diversity in all aspects

of practice (e.g., Culturally and Linguistically Appropriate Services (CLAS) standards and culturally responsive pedagogy).

- XI. **METHODS OF INSTRUCTION:** May include but is not limited to:
- A. Lecture
 - B. Large and small group discussion
 - C. Presentation and demonstration
 - D. Project(s)
- XII. **COURSE REQUIREMENTS:** Each student will demonstrate mastery through:
- A. Completion of mastery quizzes.
 - B. Demonstrate practical communication skills with peers in discussion formats and group settings.
 - C. Participation and ongoing presence with your peers through several interactive discussion forums.
 - D. Completing weekly module assignments related to program planning and implementation.
 - E. Develop a health promotion program for a local, state, or national community.
 - F. Implement a health promotion program for a local, state, or national community.
- XIII. **MEANS OF EVALUATION:** Student's work will be evaluated according to graduate-level standards through:
- A. Attendance and Participation.
 - B. Mastery Quizzes
 - C. Module Assignments
 - D. Discussion Board Assignments
 - E. Development of a health promotion program.
 - F. Implementation of a health promotion program.
 - G. Final health promotion planning portfolio
- XIV. **RESOURCES:**
The department has the faculty resources and expertise to offer this course. We have verified with instructional technologies and the library that they have sufficient resources available to enable us to offer this course.
- XV. **BIBLIOGRAPHY:**
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Evaluation and Action.

SIGNATURES:

_____ Date
Department Curriculum Committee Chairperson

_____ Date
Department Chairperson

_____ Date
Faculty Council Chairperson

State University of New York at Oswego
School of Education
Department of Health Promotion and Wellness

- I. **Course Number and Credit:** HSC 530 3 credits
- II. **Course Title:** Cultural Awareness in Health and Wellness
- III. **Course Description:** It is imperative for students to learn about and examine cultural factors influencing a population's health decisions, behaviors, and overall well-being, before developing effective health promotion and wellness programs. This course will cover various topics that influence culture and health, including the continuum of cultural competency, subcultures, and traditional versus modern medicine beliefs and practices. In addition, students will learn to assess factors that lead to diversified and inclusive practices in the health and wellness industry by examining the role of culture in the design, implementation, and outcomes of health services.
- IV. **Course Offerings:** Course is offered fall, spring or summer session.
- V. **Grade Mode:** A-E
- VI. **Mode of Instruction:** Course will be offered 100% online in an asynchronous format.
- VII. **Justification of the Course:** While health disparities influence health outcomes, so do cultural health beliefs and practices. Cultural considerations such as subcultures, language barriers, spirituality, policies, and socioeconomic status can significantly influence health behaviors and outcomes. However, some culturally related health disparities can be reduced when professionals have adequate knowledge, safe space for dialogue and skill-building opportunities, and resources.
- VIII. **Course Objectives:** Upon completion of this course, students will be able to:
 - A. Assess methods to reduce racial, economic, ethnic, and social disparities in healthcare systems, delivery, and outcomes.
 - B. Explain how cross-cultural issues are relevant to healthcare and personal beliefs, traditions, and health behaviors.
 - C. Analyze historical and modern concerns associated with the implications of stereotyping populations and its influence on health decisions and behaviors.
 - D. Demonstrate how the continuum of cultural consciousness is applied in health promotion and wellness and other health and human service professions.
 - E. Apply cross-cultural health promotion and wellness skills in the workplace.
 - F. Examine health policies that affect cultural identity and practices.
- IX. **Course Outline:**
 - A. Introduction to Course

1. Cultural foundations
2. The historical context of culture and health
3. Modern-day culture-and-health related concerns
- B. Cultural Considerations
 1. Traditions
 2. Theoretical perspectives of culture and health behaviors
 3. Languages other than English
 - a) Communication methods
 - b) Exploring the meaning of words and body language
 - c) Literacy (verbal and written)
 4. Environmental considerations
 5. Sociopolitical influence on health traditions and beliefs
 6. Religiosity, spirituality, and health
 7. Practical resources
 8. Subcultures and identity
 9. End-of-life care and bereavement
- C. Barriers to Health
 1. Prejudice, discrimination, and racism
 2. Cultural induced stereotypes
 3. The micros in health and wellness (aggression, assault, insult, invalidation, etc.)
 4. Implicit versus explicit bias in health programs and services
 5. Removing the barriers with culturally adapted health services
 6. Policies conflicting with cultural traditions and beliefs
- D. Incorporating Traditions and Beliefs in Health, Illness, and Management
- E. Cultural influence on health decisions and behaviors
- F. Cultural influence on knowledge, attitude, and perceptions of diseases
- G. Traditional Medicine versus Modern Medicine
- H. Diversified Workforce
 1. Diversity and inclusion in health promotion and wellness
 2. Patient navigators
 3. Tapping into community resources
 4. Interpreters and Translators (medical versus non-medical)
- I. Identifying and Applying Culture in Health Promotion and Wellness
 1. Assessment tools
 - a) Culture Care Assessment
 - b) Cultural Competency Survey
 2. National CLAS Standards
 3. Illness Explanatory Models

X. **Methods of Instruction:** Any or all of the following methods will be used in this course:

1. Lecture
2. Large and Small group discussion
3. Active/experiential learning (i.e., role play, interviewing people or organizations)

4. Projects
5. On-line discussions
6. Guest Speakers/Panels
7. Media (video, Ted Talks, You Tube)
8. Public workshops

IX. **Course Requirements:** Each student will be required to demonstrate mastery through

1. Online discussions
2. Reflection assignments
3. Active learning, such as assessing case studies and problem-solving
4. Final project/ paper
5. Quizzes

X. **Means of Evaluation:** Student's work will be evaluated according to graduate-level standards through:

1. Assignments
2. Projects
3. Final Paper
4. Quizzes

XI. **Resources:** The department has the faculty resources and expertise to offer this course. We have verified with instructional technologies and the library that they have sufficient resources available to enable us to offer this course.

XII. **Bibliography:**

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and Promoting Holistic Health in the Menominee Nation. *Health Education & Behavior*, 46(1_suppl), 81S–87S. <https://doi.org/10.1177/1090198119859401>

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Wang, Guruge, S., & Montana, G. (2019). Older Immigrants' Access to Primary Health Care in Canada: A Scoping Review. *Canadian Journal on Aging*, 38(2), 193–209. <https://doi.org/10.1017/S0714980818000648>

XIII.

(typed name/signature, Dept/Program Curriculum Committee Chair)

Date

(typed name/signature of Dept. Chair or Program Coordinator)

Date

(Typed name/Signature of Undergraduate Curriculum Chair and/or Graduate Council Chair)

Date

The State University of New York at Oswego
School of Education
Department of Health Promotion and Wellness

NUMBER & CREDIT: HSC 550 (3 Credit Hours)

COURSE TITLE: Evaluation and Research in Health Promotion

COURSE DESCRIPTION: This course covers various evaluation and measurement concepts in health and wellness programs. This course also provides students the opportunity to develop evaluation instruments and construct a plan to evaluate the quality and effectiveness of health promotion programs. Emphasis is on computerized health information retrieval systems, selection of evaluation instruments, reading, writing and interpreting research literature. Basic statistics and analysis techniques are studied and applied with attention given to the administration, scoring, statistical analysis, and interpretation of results.

PREREQUISITES: Graduate Level Standing

COURSE OFFERING: Course is offered fall, spring or summer session.

GRADE MODE: A-E

MODE OF INSTRUCTIONS: Course will be offered 100% online in an asynchronous format.

JUSTIFICATION: Evaluation skills are important for the wellness professional to justify wellness program adoption and continuation. These skills help the wellness professional refine each wellness program's operating methods and characteristics in order to maximize its impact on an organization. Retrieving, deconstructing, and applying scholarly literature is another critical skill in health promotion. These skills improve the ability of individuals to be a resource person in the field of health science.

COURSE OBJECTIVES: Upon completion of this course, students will be able to:

- A. Utilize computerized health information retrieval systems effectively. *(Authentic learning, knowledge, reflection, practice)*
- B. Develop summative evaluation instruments to evaluate program effectiveness. *Authentic learning, knowledge, reflection, practice)*
- C. Develop formative evaluation instruments to evaluate program quality. *(Authentic learning, knowledge, reflection, practice)*
- D. Develop plans/protocols to carry out evaluation plans. *(Authentic learning, knowledge, reflection, social justice, practice, collaboration & leadership)*
- E. Interpret results of data collected/provided. *(Authentic learning, knowledge, reflection, practice)*
- F. Obtain health-related data about social and cultural environments, growth, and development factors, needs and interests. *(Authentic learning, knowledge, reflection, social justice, practice, collaboration & leadership)*
- G. Read, interpret, assess, and apply research literature in health education/promotion.

(Authentic learning, knowledge, reflection, practice)

H. Compute and interpret basic statistics. (*Authentic learning, knowledge, reflection, practice*)

COURSE OUTLINE: Topics for this course may include but are not limited to:

1. Online data retrieval/library research
 - a. ERIC, PsycLIT, Medline, PubMed, health-related indices online and print indices professional health-related periodicals/books
2. Review existing wellness program materials and/or site
 - a. Target population
 - b. Program design
 - c. Goals and objectives
3. Types of evaluation
 - a. Summative Evaluation
 - b. Formative Evaluation
4. Evaluation Instruments
 - a. Survey
 - b. Focus Group
 - c. Formal Interviews
 - d. Informal Interviews
 - e. Complete/Direct Observation
 - f. Observation as a Researcher
 - g. Observation as a Participant
5. Data analysis and/or interpretation)
 - a. Input data in a spreadsheet
 - b. univariate statistics (measures of central tendency, measures of dispersion)
 - c. bivariate statistics (cross-tabulations, chi-square, t-tests, effect size, ANOVA, correlations)
6. Evaluation/research report preparation
 - a. APA guidelines
 - i. how to write an evaluation report
 - ii. Synthesizing information to develop a comprehensive report

METHODS OF INSTRUCTION: May include but is not limited to:

1. Lecture
2. Demonstration (on-line retrieval)
3. Group evaluation projects
4. Discussion

COURSE REQUIREMENTS: Each student will demonstrate mastery through:

1. Complete exams
2. Demonstrate needs assessment, data collection and data analysis

3. Interpret research literature
4. Interpret descriptive statistics
5. Interpret univariate and bivariate statistics in the professional literature
6. Write an evaluation report following APA guidelines

MEANS OF EVALUATION: Student's work will be evaluated according to graduate-level standards through:

1. Examinations/quizzes
2. Article critique(s)
3. On-line retrieval systems assignment
4. Literature review
5. Needs assessment (design, data collection, sampling, instrument)
6. Data analysis and interpretation
7. Final research paper & oral presentation

RESOURCES:

The department has the faculty resources and expertise to offer this course. We have verified with instructional technologies and the library that they have sufficient resources available to enable us to offer this course.

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SIGNATURES:

Department Curriculum Committee Chairperson

Date

Department Chairperson

Date

Faculty Council Chairperson

Date

**The State University of New York at Oswego
School of Education
Department of Health Promotion and Wellness**

- I. **COURSE NUMBER & CREDIT:** HSC 562 (3 Credit Hours)
- II. **COURSE TITLE:** The Science and Application of Positive Health Coaching
- III. **COURSE DESCRIPTION:** This course introduces the science related to human flourishing and the positive aspect of well-being. Students will gain an understanding of what contributes to overall well-being and how to build the enabling conditions of a life worth living. Students will engage in an evidence-based positive change process utilizing motivational interviewing, active listening, appreciative inquiry, growth mindset, and strength-based intervention to improve behaviors.
- IV. **PREREQUISITES:** Graduate Level Standing
- V. **COURSE OFFERING:** Course is offered in fall, spring or summer every twelve months.
- VI. **GRADE MODE:** A-E
- VII. **MODE OF INSTRUCTION:** Course will be offered 100% online in an asynchronous format.
- VIII. **JUSTIFICATION:** Scientific research has revealed that with a strength-based approach to change, individuals can focus on what is right in their lives instead of fixing what is wrong, ultimately enhancing human flourishing. Health coaching assists with this by utilizing motivational interviewing, appreciative inquiry, active listening, and goal-setting to enhance human behavior change.
- IX. **COURSE OBJECTIVES:** Upon completion of this course, students will be able to:
 - A. Describe the aim and scope of positive psychology and its implications for well-being and flourishing;
 - B. Explain the PERMA-V (positive emotions, engagement, relationships, meaning, accomplishments, vitality) construct associated with subjective well-being and how these constructs can be used to improve daily functioning.
 - C. Identify evidence-based research that supports positive psychology's principles, strategies, tools, and skills;
 - D. Develop skills to implement motivational interviewing and appreciative inquiry into individual and group coaching sessions.
 - E. Utilize one's strengths and virtues and employ strategies to increase happiness, overall quality of life, and well-being;
 - F. Develop a toolkit of assessments and activities for putting positive psychology scientific findings, theories, and tools into real-world practice.

- X. **COURSE OUTLINE:** Topics for this course may include but are not limited to:
- A. Myths and Misunderstandings about the Science of Positive Psychology
 - B. Positive Emotional Experiences
 - C. Mindfulness and Present-Moment Experiences
 - D. Goals, Optimism, and Hope
 - E. Virtues, Values, and Character Strengths
 - F. Relationships and Connections
 - G. Gratitude and Forgiveness
 - H. Basics of health coaching
 - I. Positive, appreciative inquiry
 - J. Positive Motivational Interviewing
 - K. Neuroscience of Learning and Behavior Change
 - L. Growth mindset
 - M. Adversity, Vulnerability, Resilience
 - N. Food, Nutrition and physical activity in Health and Wellbeing
- XI. **METHODS OF INSTRUCTION:** May include but is not limited to:
- A. Discussions
 - B. Readings
 - C. Videos
 - D. Evidence-based research articles
- XII. **COURSE REQUIREMENTS:** Each student will demonstrate mastery through
- A. Completion of weekly Behavior Change Journals
 - B. Demonstrate practical communication skills with peers in discussion formats and group settings
 - C. Completing weekly module assignments related to positive health coaching.
 - D. Use reflective journaling describing personal experiences of individual health coaching.
 - E. Participation in an end of the semester coaching practicum
 - F. Building of a personal Positivity e-Portfolio
- XIII. **MEANS OF EVALUATION:** Student's work will be evaluated according to graduate-level standards through:
- A. Behavior Change Journals
 - B. Weekly Discussion Posts
 - C. Individual Coaching Practicum
 - D. Reflection Papers
 - E. PERMA Profiler
 - F. Positivity e-portfolio
- XIV. **RESOURCES:** The department has the faculty resources and expertise to offer this course. The current library holdings and access to an inter-library loan will be sufficient to offer this course. Other resources will be utilized as fitting, such as (e.g.) a library guide for writing literature reviews.

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SIGNATURES:

Department Curriculum Committee Chairperson

Date

Department Chairperson

Date

Faculty Council Chairperson

Date

The State University of New York at Oswego
School of Education
Department of Health Promotion and Wellness

COURSE NUMBER & CREDIT: HSC 573 (3 Credit Hours)

COURSE TITLE: Sexual Wellness

COURSE DESCRIPTION: This course encourages graduate-level students to expand their understanding of complex issues related to sexuality by deepening their exposure to research practice in the field and increasing comfort and ability to speak on sexual health topics through practice and refinement. The course focuses on contemporary issues and historical perspectives related to a cultural understanding of gender and sexuality to increase knowledge in the field of sexual health.

PREREQUISITES: Graduate Level Standing

JUSTIFICATION: Sexual health is influenced by a complex web of factors ranging from sexual behavior, attitudes, and societal factors, to biological risk and genetic disposition. Sexual health is also influenced by mental health, violence, and chronic illnesses. Addressing sexual health at the intrapersonal, interpersonal, and community level can expand students' awareness and understanding of diverse sexual health needs.

COURSE OFFERING: Course is on an irregular basis.

GRADE MODE: A-E

MODE OF INSTRUCTION: Course will be offered 100% online in an asynchronous format.

COURSE OBJECTIVES: Upon completion of this course, students will be able to:

- A. Develop a critical understanding of the concepts of gender, sexuality, health, and wellness as applied to the college culture
- B. Evaluate research and practice in the field of sexual health and wellness through ongoing discussions of readings
- C. Demonstrate a greater understanding of underrepresented and marginalized sexual communities
- D. Analyze cultural influences on sexual values and decision-making
- E. Discuss the historical aspects of sexual health and wellness in the United States, including the sexual revolution, the role of gender, and the role of culture
- F. Create different media sources and messages regarding sexual wellness
- G. Critically examine sexual norms

COURSE OUTLINE:

- a. Overview of Sexual Health
 - i. Sexuality and culture
 - ii. Identifying sexual values and decision-making for sexual health

b. Sexual Wellness

- i. A brief overview of sexual wellness across the lifespan, which includes:
 1. Sexual wellness as a health dimension
 2. Examining concepts of sexual wellness as applied to the college culture
 3. Explore concepts related to rights, respect, and responsibilities
 - ii. Historical Perspectives of Sexual Health and Wellness
 1. Identify interrelated changes in society's culture and demographics, paving the way for a change in the dating script.
 2. Discuss both past and present controversies related to sexual health in the United States, such as the sexual revolution, the role of gender, and culture.
 3. Discuss and explore underrepresented and marginalized sexual communities, both past and present in the United States.
 - iii. Gender Identity and Sexual Orientation
 1. What is gender identity?
 2. What is sexual orientation?
 3. Explore core contexts of gender identity and trans awareness
 4. Discuss societal and cultural attitudes
 5. Discussion of legislation around rights, respect, and responsibilities
 - iv. What Does Hooking Up Mean?
 1. The meaning behind the "hook up" and the scene in which it takes place.
 2. Analyze cultural influences on the "hook-up" and the decision-making process that takes place.
 - v. Examining the "Hook-Up" Culture
 1. Critically examine sexual norms related to hooking up, sexual scripts, sex, dating, and relationships through literature and research practice.
 - vi. Media Messages
 1. Discussion of distorted perceptions regarding the "hook-up" culture and media's influence.
 2. Analysis of media messages and their impact on our sexual wellness
 - vii. Creation of media messages for prevention and empowerment
- The Sexual Double Standard
- a. Describe the gender dynamic and what role it plays within the hook-up culture
 - b. Review of the sexual double standard, looking at history and the women's movement to today's culture.
 - c. Explore the differences between gender and how we seek relationships and hookups.

VIII. METHODS OF INSTRUCTION:

May include but are not limited to:

1. Utilization of group discussion techniques
2. Micro-lectures
3. Viewing of various media messages (documentaries, Social Media, Movies, Podcasts)
4. Independent research and readings

5. Projects and assignments associated with sexual wellness

COURSE REQUIREMENTS: Each student will demonstrate mastery through:

1. Completion of mastery quizzes (Knowledge, reflection).
2. Demonstrate practical communication skills with peers in discussion formats and group settings (Knowledge, reflection, social justice, collaboration, & leadership).
3. Participation and ongoing presence with your peers through several interactive discussion forums (Knowledge, reflection, social justice, collaboration, & leadership).
4. Completing weekly module assignments related to sexual wellness (Authentic learning, knowledge, reflection, social justice, practice, collaboration & leadership).
5. Use confidential reflective journaling describing personal values and beliefs regarding sexual health and wellness concepts (Authentic learning, knowledge, reflection, social justice, practice).
6. Developing media messages to advocate and empower individuals regarding sexual health responsibilities (Authentic learning, knowledge, reflection, social justice, practice).
7. Creation of a sexual health advocacy project utilizing social media outlets (Authentic learning, knowledge, reflection, social justice, practice, collaboration & leadership).

MEANS OF EVALUATION: Student's work will be evaluated according to graduate-level standards through:

1. Attendance and Participation
2. Mastery Quizzes
3. Module Assignments
4. Discussion Board Assignments
5. Reflective Journals
6. Sexual Health Advocacy Project

RESOURCES:

The department has the faculty resources and expertise to offer this course. The current library holdings in conjunction with access to inter-library loan will be sufficient to offer this course. Other resources will be utilized as fitting, such as (e.g.) a library guide for writing literature reviews.

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SIGNATURES:

Department Curriculum Committee Chairperson

Date

Department Chairperson

Date

Faculty Council Chairperson

Date

**State University of New York at Oswego School of Education
Department of Health Promotion and Wellness**

Course Number and Credit: HSC 587 3 credits

Course Title: Refugee Wellness

Course Description: Explore how the multidimensional individual and group identities of refugees and the resettlement experience impact their wellness.

Prerequisites: graduate student standing

Justification of the Course: Understanding how marginalized communities construct and maintain multidimensional group and individual identities as they navigate their new homeland can help Americans view their existence with a lens toward resilience, hope, and compassion. Historically, and today, refugees are part of the tapestry of the American experience, economy, and diversity of our communities, schools, and places of work. Understanding these experiences through the 8-dimensions of wellness framework (SAMHSA,2022) can help others investigate the dynamics of power, privilege, and oppression in the United States and the impact on refugees' health and wellness outcomes.

Course Offerings: Course is offered on an irregular basis.

Grade Mode: A-E

Mode of Instruction: Course will be offered 100% online in an asynchronous format.

Course Objectives:

1. Differentiate between the migration processes of refugees, asylum seekers, stateless persons and internally displaced persons (IDPs).
2. Discuss what it means to be a citizen in the United States.
3. Apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.
4. Describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender in regards to refugees
5. Identify the challenges facing refugees as they navigate a new homeland.
6. Define the 8-dimensions of wellness. Physical wellness, Social wellness, Emotional wellness, Environmental wellness, Occupational wellness, Financial wellness, Intellectual wellness, Spiritual Wellness

7. Demonstrate an understanding of how refugees in the United States construct and maintain multidimensional individual and group identities and their underpinning worldviews as they navigate a new homeland.
8. Identify issues of power, privilege, and oppression in the United States that impact refugees' wellness/ability to thrive in the United States (i.e. self-empowerment, wellness, poverty, racism, cultural assimilation, access to healthcare, language barriers, employment, education, loneliness, legal aid, building livelihoods, xenophobia, and overcoming violence and trauma)
9. Analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity
10. Construct an evidenced-based solution to address issues of power, privilege, and oppression in the United States that impacts refugees' wellness/ability to thrive in the United States (i.e. *self-empowerment, wellness, poverty, racism, cultural assimilation, access to healthcare, language barriers, employment, education, loneliness, legal aid, building livelihoods, xenophobia, and overcoming violence and trauma)

Course Outline:

1. Introduction to Forced Migration
 - a. Definitions
 - Refugees
 - asylum seekers
 - stateless persons
 - internally displaced persons (IDPs)
 - b. Terminology
 - Pre-flight
 - Flight
 - Post-flight
 - Vetting process
 - Resettlement and Post-resettlement
2. Wellness- definition and model
3. Where are you from? (Identity, Birthplace, Nationality, Ethnicity, etc.) (DEI LO#2)
4. History of Refugees and Immigration in the United States
 - a. Describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender in regards to refugees (**SUNY DEI**)
 - Chinese Exclusion Act-1882
 - 1970's the color/culture of refugees/immigrants changed
 - Muslim ban 2017
 - Asylum-seekers at the southern U.S. border-2018

- b. Apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action. **(SUNY DEI)**
 - The Americas
 - Refugees in Oswego County (Safe Haven)
 - Immigration and Naturalization Service Refugee Law and Policy Timeline, 1891-2021
- 5. The Refugee Resettlement Process
 - a. Resettlement and its impact on wellness
- 6. Racial disparities and the US healthcare system (DEI LO#1 and DEI LO #2)
 - a. Analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity **(SUNY DEI)**
- 7. Contemporary health disparities: comorbidities and social determinants of health in the US: (DEI LO#1, DEI LO #2)
- 8. Hope for a better future (DEI LO#1, DEI LO #2)

Methods of Instruction: Any or all of the following methods will be used in this course:

- a) Read articles, books, websites and other relevant written material
- b) Watch media (You Tube videos/Ted Talks/etc. and instructor Mini-lectures)
- c) Guest speakers (local refugees)
- d) Large and small group discussions
- e) Active/experiential learning (personal assessments, scenarios, problems, projects, service learning experience)
- f) On-line discussions

Course Requirements: Each student will demonstrate mastery through:

- a) Discussions- Aligns with course objective(s) 2, 3, 4, 5, 6, 7, 8, 9, 10
- b) Reflective writings - Aligns with course objective(s) 3, 4, 5, 6, 7, 8, 9, 10
- c) Experiential learning activities- Aligns with course objective(s) 5, 6, 7, 8, 9, 10
- d) Quizzes- Aligns with course objective(s) 1,2, 3,4
- e) Book report or Service Learning (Optional) at refugee social service agency- Aligns with course objective(s) 7, 8, 9, 10
- f) Research Paper: Aligns with course objective(s) 7, 8, 9, 10

Evaluation Criteria: Student's work will be evaluated according to graduate-level standards through:

- A. Written Discussion Forums
 - a. Aligns with course objective(s) 2, 3, 4, **5, 6, 7** (DEI LO#1 and DEI LO #2)
- B. Written Reflection Papers
 - a. Aligns with course objective(s) 3, 4, **5, 6, 7** (DEI LO#1, DEI LO #2, **SUNY DEI**)
- C. Quizzes
 - a. Aligns with course objective(s) 1,2, 3, 4, 6
- D. Book report or or 10 hour service-learning)

- a. Aligns with course objective(s) 3, 7, 8, 9, 10 (DEI LO#1, DEI LO #2, SUNY DEI)
- E. Research paper
 - a. Aligns with course objective(s) 7, 8, 9, 10

Resources: The department has the faculty resources and expertise to offer this course. The current library holdings in conjunction with access to inter-library loan will be sufficient to offer this course. Other resources will be utilized as fitting, such as (e.g.) a library guide for writing literature reviews. Several books and children's literature pertaining to refugees have been ordered over the past few years as part of a Library Collections Grant.

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State University of New York at Oswego
School of Education
Department of Health Promotion and Wellness

Course Number and Credit: HSC 590 1-6 credits

Course Title: Special Topics in Health and Wellness

Course Description: Exploration of key concepts, skills and dispositions in specified areas related to health and wellness. Varies from semester to semester.
Repeatable up to 12 credits.

Prerequisites: Graduate standing

Course Offerings: Course is offered on an irregular basis.

Grade Mode: A-E

Mode of Instruction: Course will be offered 100% online in an asynchronous format.

Justification of the Course: Special topic courses provide graduate students with the opportunity to explore different topics and opportunities that might not otherwise be offered through the regular curriculum, including study abroad. This course will be offered on an irregular basis. It may be repeated up to 12 credits with different topics.

Course Objectives:

- A. Implement best practices within the subject area
- B. Reflect upon experiences in order to change and grow as lifelong learners
- C. Identify key concepts, processes, and dispositions that comprise the disciplinary knowledge
- D. Recognize issues of social justice and diversity within the subject matter
- E. Collaborate on projects from the real world and creative contexts

Course Outline Because of the nature of a special topics course there is no typical course outline. To provide structure for the student's learning, a syllabus will be designed by the faculty for each special topic course that is proposed. The course outline must align with the course objectives.

Methods of Instruction: Any or all of the following methods will be used in this course:

- A. Lecture
- B. Large and Small group discussion
- C. Active/experiential learning (i.e., role play, team based problem solving)
- D. Projects

- E. On-line discussions
- F. Guest Speakers/Panels
- G. Media (video, Ted Talks, You Tube)
- H. Online and/or hybrid
- I. Service learning, international experiences, etc.

Course Requirements: Samples of *possible* course requirements:

- A. Complete and discuss readings (text, scholarly works)
- B. Write in a journal/reaction log
- C. Actively participate in class (i.e., role play, discussions)
- D. Complete exams/quizzes
- E. Complete a culminating project

Means of Evaluation: Samples of evaluations. Must align with the course objectives. Student's work will be evaluated according to graduate-level standards through:

- A. Exams
- B. Participation/Attendance
- C. Projects/assignments/problems
- D. Homework

Resources: The department has the faculty resources and expertise to offer this course. Instructional technologies and the library have sufficient resources available to enable us to offer this course.

Bibliography: Since each special topics course is different—there is no set bibliography for this course outline. Readings will be customized for each special topic course and syllabi. Readings must align with the course objectives.

The State University of New York at Oswego
School of Education
Department of Health Promotion and Wellness

COURSE NUMBER & CREDIT: HSC 594 (3 Credit Hours)

COURSE TITLE: Research Practicum

COURSE DESCRIPTION: This course allows graduate students to select independent research activities in conjunction with new or ongoing research, programs, or activities of faculty or other qualified individuals. The mentored research experience is designed collaboratively by the student and faculty, and/or mentor. (Authentic Learning, Knowledge, Reflection, Social Justice, Practice, Collaboration, & Leadership).

PREREQUISITES: Graduate Level Standing

JUSTIFICATION: The purpose of this course is to introduce students to the research process, from defining a research population to disseminating findings. Students will be able to apply key components of their capstone courses to create a finalized research project that can be disseminated to an interdisciplinary audience. It is important to prepare our students for potential health fields and careers that require skill sets in the area of empirical investigations. These skills are critical to becoming independent researchers and often required in notable health positions across the United States.

COURSE OFFERINGS: Course is offered on an irregular basis.

GRADE MODE: A-E

MODE OF INSTRUCTION: Course will be offered 100% online in an asynchronous format.

COURSE OBJECTIVES: Upon completion of this course, graduate students will be able to:

1. Develop skills in specific research activities such as critical review of literature, data collection, data management, and/or data analysis (Knowledge, reflection, practice, and collaboration).
2. Explain research theory and practice (Knowledge, reflection, practice, and collaboration).
3. Interpret literature related to the target population and health topic (Knowledge, reflection, and practice).
4. Conduct literature reviews (Knowledge, reflection, practice, and collaboration).
5. Conduct a semester-long collaborative and/or independent research project (Authentic learning, knowledge, reflection, collaboration, and practice).
6. Reflect on the research topic and results (Knowledge, reflection, practice, collaboration, and leadership).
7. Select research approaches (Authentic learning, knowledge, reflection, social justice, practice, collaboration, and leadership).

8. Formulate good research questions (Authentic learning, knowledge, reflection, social justice, practice, collaboration, and leadership).

COURSE OUTLINE:

The course will include the following topic:

1. Theoretical foundations for development of scientific knowledge
2. Examine existing and evolving scientific knowledge in topic area
3. Methods and processes of theory/knowledge development
4. Research methods and scholarship appropriate to inquiry
5. Working with human subjects
6. Ethics and legal issues
7. Documenting, presenting, and writing your research

METHODS OF INSTRUCTION:

May include but is not limited to:

1. One-on-One mentorship with a faculty member or qualified individual
2. Independent research and readings
3. Hands-on research experiences with data collection or programming

COURSE REQUIREMENTS: Each student will demonstrate mastery through:

1. Completion of applied research activities (Authentic learning, knowledge, reflection, practice, collaboration & leadership).
2. Analysis of collected data (Knowledge, reflection, collaboration, and practice).
3. Preparation of grant proposals, manuscripts, or health promotion programming/evaluations (Authentic learning, knowledge, reflection, social justice, practice, collaboration & leadership).
4. Demonstrate professionalism and ethics when working with human subjects (Authentic learning, knowledge, reflection, social justice, practice, collaboration & leadership).
5. Complete IRB procedures and protocols (Knowledge, reflection, collaboration, and practice).
6. Disseminate findings to an interdisciplinary audience (Authentic learning, knowledge, reflection, social justice, practice, collaboration & leadership).

MEANS OF EVALUATION: Student's work will be evaluated according to graduate-level standards through:

1. Participation (Authentic learning, knowledge, reflection, collaboration, social justice)
2. Written research assignments and activities (Knowledge, reflection)
3. Fulfillment of collaborative research project with faculty or qualified individual
4. (Authentic learning, knowledge, reflection, practice, collaboration & leadership).

RESOURCES:

The department has the faculty resources and expertise to offer this course. The current library holdings and access to an inter-library loan will be sufficient to offer this course. Other resources will be utilized as fitting, such as (e.g.) a [library guide](#) for writing literature reviews.

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SIGNATURES:

Department Curriculum Committee Chairperson

Date

Department Chairperson

Date

Faculty Council Chairperson

Date

State University of New York at Oswego
School of Education
Department of Health Promotion and Wellness

Course Number and Credit Hours: HSC 691, (1-9 cr)

Course Title: Health Promotion Graduate Internship

Course Description: A course designed for graduate students who wish to take part in a semester-long, college-approved internship related to Health Promotion and Behavioral Wellness. Emphasis is placed on integrating academic learning with relevant work experience. Upon completion, graduate students should be able to evaluate career selection, demonstrate employability skills and satisfactorily perform work-related competencies in a diverse professional environment. This graduate course represents the actual internship placement. It is not a classroom or online-based course.

Prerequisites: Graduate standing, good standing (min. 3.00 GPA), must have earned at least 9 credits in the program.

Course Offerings: Course is on an irregular basis.

Grade Mode: A-E

Mode of Instruction: Course will be offered 100% online in an asynchronous format.

Justification for Course: This internship is intended for graduate students in good academic standing who wish to gain hands-on experience while making progress toward their graduate degree in Health Promotion and Behavioral Wellness.

Course Objectives: Upon completion of this graduate internship the student will be able to:

1. Critically analyze the application of theoretical concepts and skills in Health Promotion and/or Behavioral Wellness to a professionally related work setting
2. Synthesize and integrate theory and practice by examining the work of one or more professional practitioners and gain feedback through evaluation of their site supervisor.
3. Identify and apply strategies a professional practitioner utilizes to stay abreast of developments in their field of employment.
4. Rely on experiential learning through reflection, abstract conceptualization and active experimentation in a supervised pre-professional position
5. Fulfill ethical responsibilities associated with the work of a practicing professional

6. Serve as a productive member of an organization through a clearly elicited recognition of the economic and social contributions to the site.
7. Utilize resources and tools to further develop and articulate NACE (National Association of Colleges and Employers) competencies such as critical thinking/problem solving, oral/written communications, digital technology, leadership, professionalism/work ethic, career management, global/intercultural fluency, and other transferable skills.

Course Outline: To be determined by the Site Supervisor and Faculty Sponsor, in accordance with SUNY Oswego and EXCEL standards, and in alignment with the identified learning objectives.

Methods of Instruction: Internship

Course Requirements:

Each graduate student will create an Experiential Learning Agreement with their Faculty Sponsor meeting EXCEL guidelines and standards with clear learning objectives and academic assignments tailored to the experience, a number of hours completed, and credits being earned. An approved position description meeting all established laws and standards will be vetted and approved through EXCEL and by the Faculty Sponsor before registration.

Means of Evaluation: Satisfactory/Unsatisfactory/Honors. Assignments will be evaluated according to graduate-level standards and may include:

- a. Timesheets
- b. Site evaluation
- c. Midterm and final summary
- d. Work samples produced during the internship
- e. Resume and cover letter
- f. Reflections
- g. Digital portfolio
- h. Research paper

Resources: This graduate internship will be supervised by a faculty sponsor within the Department of Health Promotion and Wellness. The internship experience will utilize existing library and campus resources. No additional equipment or facilities are necessary.

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XIII. Signatures: Include the printed/typed name & signature of the following persons:

Department Chair, Date

Graduate Coordinator Date

Curriculum Com. CLAS, SCMA, SOB, SOE Date

Chair, Graduate Council Date

Appendix D:

State University of New York at Oswego

Assistant Professor (Tenure-track) of Health Promotion and Wellness

The Department of Health Promotion and Wellness in the School of Education at SUNY Oswego invites applications for a Tenure Track Assistant Professor position (10-month position) to begin Fall 2023. Successful candidates are expected to be available on campus to teach, advise and actively engage in scholarship and committee work. We actively seek candidates who represent the diversity and international perspective of our students; and who can promote students' ability to succeed in a multicultural and global community.

Posting Date:

Review Date: Review of applications will begin immediately and will continue until the position is filled.

Salary: Commensurate with qualifications and experience. In addition, the State University of New York provides an excellent benefit package. For more information on benefits for full-time United University Professions (UUP) faculty, visit:

<https://www.suny.edu/media/suny/content-assets/documents/benefits/benefit-summaries/FTUUPbenefitssummary-January-2017.pdf> or <http://www.suny.edu/benefits/>

Date of Appointment:

Description of Responsibilities:

- a. Teach residential and on-line undergraduate Wellness Management majors on the SUNY Oswego campus and on-line using Blackboard. Future instruction will include teaching at SUNY Oswego in Syracuse, NY and graduate courses as needed on-line. Courses could include, but are not limited to: Introduction to Health Promotion and Wellness, Health Promotion Program Planning, Health Program Implementation, Health Program Research and Evaluation, Health Disparities, Disease: Lifestyle & Environment, Nutrition, Drug Use and Abuse, Human Response to Stress, Wellness and Addictions and Health and Technology.
- b. Advise Wellness Management undergraduate majors and minors.
 - c. Provide service to the department, the School, the College, the profession, and the community.
 - d. Contribute to ongoing program development with a focus on wellness coaching, an interactive wellness lab, and a graduate program.
 - e. Collaborate in community-based research in social determinants of health, health disparities, health communication, and/or interactive health technologies.

- f. Collaborate with campus, community, and regional health organizations and discipline-related initiatives.
- g. Promote students' ability to succeed in a multicultural and global community.

In addition, the faculty will demonstrate potential for excellence in teaching and scholarship, commitment to undergraduate and/or graduate education, and possess communication and interpersonal skills sufficient to work effectively with an increasingly diverse array of students and colleagues.

Required Qualifications:

- Doctorate in Health Promotion, Public Health or closely related field. ABD considered with degree completion in two years from date of appointment.
- Experience in serving diverse populations and applying the principles of equity and social justice.

Preferred Qualifications:

- Certified Health Education Specialist (CHES) certification
- Experience and use of technology for health and wellness application
- Interest or certification in Wellness Coaching
- Experience teaching online
- Experience teaching at the college-level with a focus on active learning.
- A demonstrated record of working collegially with faculty, students, staff and other colleagues.

To Apply: To be considered a candidate, all of the following materials must be submitted: letter of application addressing qualifications, curriculum vitae (CV), a copy of unofficial transcripts, one page diversity statement, one page teaching philosophy and contact information for three professional references to:

<http://oswego.interviewexchange.com/candapply.jsp?JOBID=88410>

Official transcripts are required prior to hiring. Files must be complete to be considered.

Inquiries about the position can be made to Search Chair: Dr. Sandy Bargainnier
sandra.bargainnier@oswego.edu, (315)-312-2162

Description of Department:

The Department of Health Promotion and Wellness is a vibrant and expanding department offering a B.S. degree in Wellness Management. The BS in Wellness Management is offered on campus and on-line. The department is leading the way in distance education and is part of Open SUNY Plus as it offers a 100% on-line advanced graduate certificate in Health and Wellness. Minors include Nutrition, Athletic Coaching and Health Sciences. Eight full time faculty focus on healthy behavior change across the lifespan with a special focus on exercise, nutrition, wellness coaching, social justice and interactive health technologies.

Additional information can be found at:

http://www.oswego.edu/academics/colleges_and_departments/departments/hpw.html

Description of SUNY Oswego: Founded in 1861, SUNY Oswego is a public comprehensive college located in Central New York on the beautiful shores of Lake Ontario, 45 minutes from Syracuse. Named one of "Top Up-and-Coming Schools" in U.S. News "America's Best Colleges" in 2010, a Kiplinger's "Best College Value" for 2015, and a "Best Northeastern College" by Princeton Review every year since the first edition in 2003, Oswego offers its 8000 undergraduate and graduate students preeminent academic programs in the arts and sciences, business, communications, and teacher education. The College's success is built on providing students outstanding educational experiences with attention to a liberal arts and sciences foundation, practical applications, interdisciplinary approaches, independent scholarly and creative work, and skills for living in multicultural and global communities. The emphasis on faculty-mentored student research and creative projects is evidenced by Quest, a daylong symposium spotlighting original student research; a stipend program for students engaged in research and creative work; and the Global Laboratory, a STEM-based research abroad program at top-ranked universities around the world. SUNY Oswego is an unusually collegial and vibrant community and is in a time of wonderful opportunities with extensive facilities construction and renovation, a forward-looking strategic plan, and expanded outreach to regional, national, and international communities.

Additional information about SUNY Oswego can be found at www.oswego.edu.

Oswego is committed to enhancing its diversity. SUNY Oswego is an Affirmative Action/Equal Opportunity Employer and is actively engaged in recruiting, supporting, and fostering a diverse community of outstanding faculty, staff and students. We encourage applications from qualified applicants regardless of race, color, national origin, religion, creed, age, disability, sex, gender identity or expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim SUNY status, or criminal conviction. Please see our full non-discrimination policy, <https://www.oswego.edu/title-ix/non-discrimination-policy>.

In accordance with USCIS regulations, successful applicants must be legally able to work in the United States per the Immigration Reform and Control Act of 1986.

Requests for reasonable accommodations of a disability during the application and/or interview process should be made to the Human Resources Office by calling 315-312-2230 or emailing hr@oswego.edu.

For Campus Safety information, please see the Annual Security and Fire Report (Clery) on the Human Resources Website: <https://www.oswego.edu/human-resources/annual-security-and-fire-report>

Pursuant to Executive Order 161, no State entity, as defined by the Executive Order, is permitted to ask, or mandate, in any form, that an applicant for employment provide his or her current compensation, or any prior compensation history, until such time as the applicant is extended a conditional offer of employment with compensation. If such information has been requested from you before such time, please contact the Governor's Office of Employee Relations at (518) 474-6988 or via email at info@goer.ny.gov.



External Evaluation Report

Form 2D
Version 201-08-02

The External Evaluation Report is an important component of a new academic program proposal. The external evaluator's task is to examine the program proposal and related materials, visit the campus to discuss the proposal with faculty and review related instructional resources and facilities, respond to the questions in this Report form, and submit to the institution a signed report that speaks to the quality of, and need for, the proposed program. The report should aim for completeness, accuracy and objectivity.

The institution is expected to review each External Evaluation Report it receives, prepare a single institutional response to all reports, and, as appropriate, make changes to its program proposal and plan. Each separate External Evaluation Report and the Institutional Response become part of the full program proposal that the institution submits to SUNY for approval. If an external evaluation of the proposed program is required by the New York State Education Department (SED), SUNY includes the External Evaluation Reports and Institutional Response in the full proposal that it submits to SED for registration.

Institution: State University of New York at Oswego

Evaluator Name (Please print.): Soghra Jarvandi

Evaluator Title and Institution: Associate Professor, Health Specialist; University of Tennessee

Evaluator Signature:

Proposed Program Title: Health Promotion and Behavioral Wellness

Degree: Masters

Date of evaluation: September 1, 2022

I. Program

1. Assess the program's **purpose, structure, and requirements** as well as formal mechanisms for program **administration and evaluation**. Address the program's academic rigor and intellectual coherence.

Purpose: The program's purpose is to train students for positions in health promotion and wellness. With growing rates of behavioral and lifestyle-related health conditions, there is a rising need for professionals in health promotion to work on preventive strategies. The purpose of this program matches well with a national need to promote behavior change among individuals and communities.

Structure: The program's structure includes an 18-credit core with an additional 12 elective credits that can be customized to student's interest. The core credits focus on behavior change, program planning, implementation, and evaluation. The elective credits include two major areas: wellness and management/leadership. In terms of admission, 3 credits in a science-related or equivalent undergraduate course is required. Since the admission criteria, in the proposed program, does not include a requirement to have a (strong) background in health sciences, it seems to be very important to include a health-related course in the core credits. I would suggest to organize the core courses in a way to include a course about the biological basis of health and the role of preventive strategies (nutrition and physical activity), for example, a course related to health promotion across lifespan, lifestyles, current recommendations/guidelines, and health

terminology. Such a course would prepare future graduates to work with a multidisciplinary team, including health professionals.

Requirements: The requirements seem to be similar to those of the institution's minimum admission requirements, and appear to be appropriate for the program.

Administration and Evaluation: The process for evaluation includes a comprehensive plan for assessing student's outcome, using e-portfolio. However, in the proposal, I can not see a formal mechanism for evaluation of the program itself. During my virtual visit of SUNY, the information provided by SUNY team indicated that they regularly evaluate their programs and make necessary changes. I would suggest to include the plan and process for program evaluation in the proposal. Specifically, what are the goals of the program, how and how often they evaluate the program.

2. Comment on the **special focus** of this program, if any, as it relates to the discipline.

This program focuses on health promotion and behavior modification. Guided by principles of wellness from different professional organizations, this program focuses on coaching individuals to improve their overall health. The focus of the program addresses a critical need in population health. Chronic conditions are currently major health problems. In U.S. six in ten adults have at least one chronic condition. Strategies to improve lifestyle factors are effective preventive strategies. Health coaching is a proven strategy to help people to change their lifestyle behaviors.

3. Comment on the plans and expectations for **self-assessment and continuous improvement**.

I cannot see the plans about program's self-assessment in the proposal. Based on my conversations during virtual visits, the team used previous data to make improvements in their plan. However, future plans for assessments are not included in the proposal. I would suggest to include assessments, for example tracking the successful employment of students and their career paths.

4. Discuss **the relationship** of this program to other programs of the institution and collaboration with other institutions, and assess available support from related programs.

As stated in the proposal, there was no collaboration during the planning of the program. In terms of support, there is a letter of support from the Department of Communication Studies, indicating that they would offer "Intercultural Communication" course. This course would be very important as part of an elective course for the proposed program. Apparently, the program would benefit from additional collaborations with other departments / institutions, especially on health-related topics, for example, by inviting guest lecturers.

5. What is the evidence of **need and demand** for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

Based on the data from Farm Bureau, there is an increasing demand for jobs related to health education. With the increasing trend in chronic conditions, it is expected that the need for preventive strategies will continue to increase. However, it would be important for the program to plan for continuous assessments of post-graduation success and to make improvements, as future jobs may require special skills/knowledge to be included in the program.

II. Faculty

6. **Evaluate the faculty**, individually and collectively, with regard to training, experience, research and publication, professional service, and recognition in the field.

Faculty	Education	Training	Research
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Sandra Bargainnier	Ed.D Curriculum and Teaching	<ul style="list-style-type: none"> • Certified Health Education Specialist • National Board-Certified Health & Wellness Coach • Certified Wellcoach® • Certified Financial Wellness Facilitator 	
Amy Bidwell	Ph.D Exercise Physiology and Science Education	<ul style="list-style-type: none"> • A certified health coach through Wellcoaches and a YMCA Diabetes Educator • Completed the Mindfulness-Based Stress Reduction program through UMass • Certified stress management facilitator 	lead investigator on a campus-wide behavior change program where she integrates positive psychology into the classroom.
Jessica Harris	Ed.D Executive Leadership	<ul style="list-style-type: none"> • Certified Health Education Specialist 	
Elizabeth Keida	Ed.D Education in Executive Leadership	<ul style="list-style-type: none"> • Certified Worksite Program Manager. 	Primary investigator on a student-faculty research team and the program manager on a worksite health promotion program that spans over three higher education institutions and 1 school district.
Minjung Seo	Ph.D Dual title: Health Promotion and Gerontology	<ul style="list-style-type: none"> • Certified Health Education Specialist 	
Najah Zaaed	Dr.PH Public Health	<ul style="list-style-type: none"> • Licensed Masters of Social Work. • Graduate certificate in International Leadership and Non-governmental organizations • Graduate certificate in Gerontology • Certified Health Education Specialist • Worksite Wellness Management certificate 	Co-authored manuscripts in peer-reviewed journals and lead investigator on a national study related to health promotion and wellness.

As summarized above for each faculty, the faculty members for this program have extensive training/experience related to health education and coaching. They all have been teaching relevant courses for several years at the same or other institutions. Their expertise includes a range of areas, such as worksite wellness, stress management, gerontology, social work, and leadership. The CV of the faculty were not available, and so, I cannot talk about their professional service and recognition in the field. Based on the information provided, it seems that the faculty are not significantly engaged in research and publication.

7. **Assess the faculty in terms of number and qualifications and plans for future staffing.** Evaluate faculty responsibilities for the proposed program, taking into account their other institutional and programmatic

commitments. Evaluate faculty **activity in generating funds** for research, training, facilities, equipment, etc. Discuss any **critical gaps and plans for addressing them**.

There are six faculty listed for the proposed program, all have a minimum of a doctorate degree (Ed.D, Ph.D, or Dr.PH) in a relevant field. In addition, the faculty earned certificates related to health coaching. The faculty have appropriate qualifications in terms of education, training and previous experience with teaching health education courses. Based on the proposal, each faculty will dedicate 10% of their time to this program, which seems to be reasonable, given the estimated number of students enrolled in the program.

The program will be 100% online and does not need any lab or other equipment. Expenses related to technology, faculty professional development and marketing will be supported by SUNY Oswego, the Department and Provost's budgets, and the office of Graduate Studies.

Based on the proposal, it is planned to hire two personnel, a full-time tenure-track faculty to teach undergraduate courses vacated by current faculty, and a new graduate program coordinator. However, the program coordinator is not currently listed in the Program Expenses Table. I would suggest to clarify the sources of financial support for hiring new personnel.

8. Evaluate credentials and involvement of adjunct faculty and support personnel.

No adjunct faculty is listed in the proposal. The clerical support will be done by the department administrative assistant. In addition, a program coordinator will work on the administration demand of the project. However, as stated above (Q. 7), the timeline and budget for hiring the program coordinator is not clearly included in the proposal.

III. Students

9. Comment on the student population the program seeks to serve, and assess plans and projections for student recruitment and enrollment.

The proposal states that "the majority of students will be from New York State with a variety of academic origins." Given the demographics of current students at SUNY Oswego, it is expected that the students in the program will be 50% female, 34% non-white, and 6% out of state/international. In addition, with a Diversity Fellowship available in the institution for graduate students, this program can potentially attract diverse students.

The anticipated enrollments in the program are based on the current enrollments and inquiries by undergraduates and alumni. Based on the information provided, the estimated number of enrollments in year 1 seems to be reasonable. However, I would suggest to add a more detailed plan for student recruitment and enrollment, including possible strategies if the enrollment will not be as estimated.

10. What are the prospects that recruitment efforts and admissions criteria will supply a sufficient pool of highly qualified applicants and enrollees?

For admission, minimum criteria are used. It is expected to have a sufficient pool, based on:

- Current admissions in undergraduate online courses
- Inquiries undergraduates and alumni
- The interest in these courses that are already offered

For reviewing the applications and administrative steps, a graduate coordinator is needed. However, the timeline for hiring the graduate coordinator is not clear in the proposal.

11. Comment on provisions for encouraging participation of **persons from underrepresented groups**. Is there adequate attention to the needs of part-time, minority, or disadvantaged students?

Given that about 30% of current students at SUNY Oswego are from underrepresented and/or underserved population, it is expected that the students in the proposed program will have similar demographics. In addition, the Diversity Fellowship, supporting full-time graduate students, encourages diverse students. I cannot talk about the program's plan for part-time students, because there is no information included in the proposal. There is an estimated number of 4-5 part-time students in the program each year. I would suggest to add more information about the plan for part-time students.

12. Assess the system for monitoring **students' progress and performance** and for **advising students** regarding academic and career matters.

The proposal includes a system for students to receive regular advising and mentoring regarding their performance. A program coordinator (to be hired) will be responsible for assessments, mentoring and advising students. This position would be very important to the success of the program. Thus, it is suggested to hire this position before the start of the first semester.

13. Discuss prospects for graduates' post-completion success, whether **employment, job advancement, future study, or other outcomes related to the program's goals**.

Based on the U.S. Bureau data, employment rates for health and wellness educators is much higher than the average employment for all other occupations. Because of the increasing trend in the rates of chronic health conditions and given the importance of preventive strategies, there has been an increasing need in jobs related to health and wellness education. Thus, the program goals fit well with the current needs, which will likely result in successful employment / job advancement for the graduates.

IV. Resources

14. Comment on the adequacy of physical **resources and facilities**, e.g., library, computer, and laboratory facilities; practica and internship sites or other experiential learning opportunities, such as co-ops or service learning; and support services for the program, including use of resources outside the institution.

The available resources seem to be adequate for the proposed program, since the program will be delivered 100% online and does not require laboratory facilities. In addition, students will have access to online library.

15. What is the **institution's commitment** to the program as demonstrated by the operating budget, faculty salaries, the number of faculty lines relative to student numbers and workload, and discussions about administrative support with faculty and administrators?

The conversations with the faculty and administrators, during my virtual visit, indicate that they strongly support the proposed program. Currently the faculty in the department have the experience and expertise needed to deliver the courses of the program. With the proposed plan of hiring a new faculty and a program coordinator, it seems that there would be adequate number of personnel to deliver the program. I would suggest that the proposal clarify the sources of financial support for hiring these two new personnel.

V. Summary Comments and Additional Observations

16. Summarize the **major strengths and weaknesses** of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered.

Strengths:

- The focus of the program, based on an important need
- Currently offering the courses online

- Faculty expertise and experience
- Previous experience with online delivery and the available resources in the department

Weaknesses:

- The program structure does not include basic health information in the core credits.
- Section related to financial resources does not include detailed information (e.g., sources of budget and timeline for hiring).
- A plan for program evaluation and continuous improvement is not included.

17. If applicable, particularly for graduate programs, comment on the ways that this program will make a **unique contribution** to the field, and its likelihood of achieving State, regional and/or national **prominence**.

18. Include any **further observations** important to the evaluation of this program proposal and provide any **recommendations** for the proposed program.

Suggestions/recommendations are included in response to questions above.



The State University
of New York

External Reviewer Conflict of Interest Statement

I am providing an external review of the application submitted to the State University of New York by:

Soghra Jarvandi

(Name of Institution or Applicant)

The application is for (circle A or B below)

A) New Degree Authority

B) Registration of a new academic program by an existing institution of higher education:

Health Promotion and Behavioral Wellness

(Title of Proposed Program)

I affirm that I:

1. am not a present or former employee, student, member of the governing board, owner or shareholder of, or consultant to the institution that is seeking approval for the proposed program or the entity seeking approval for new degree authority, and that I did not consult on, or help to develop, the application;
2. am not a spouse, parent, child, or sibling of any of the individuals listed above;
3. am not seeking or being sought for employment or other relationship with the institution/entity submitting the application?
4. do not have now, nor have had in the past, a relationship with the institution/entity submitting the application that might compromise my objectivity.

Name of External Reviewer (please print):

Soghra Jarvandi, MD, MPH, PhD

Signature:

S. Jarvandi

APPENDIX F: Institutional Response to External Evaluators' Reports

The proposed master's degree program in Health Promotion and Behavioral Wellness (HPBW) was reviewed by two colleagues external to SUNY Oswego: Dr. Barbara McCahan and Dr. Soghra Jarvandi. Both reviewers spoke highly of the program and reiterated the essential need for a program focused on health prevention and behavior change, complementing other physical, mental, and behavioral healthcare specialties.

Dr. Jarvandi, a medical doctor and Ph.D., highlighted how physicians do not always have the knowledge or time to educate patients on behavior change. Additionally, the reviewers highlighted the importance of a program based on behavior change and content knowledge as trends in chronic diseases continue to increase. Specifically, Dr. Jarvandi stated, *"Because of the increasing trend in the rates of chronic health conditions and given the importance of preventive strategies, there has been an increasing need in jobs related to health and wellness education."* These comments provide evidence that qualified graduates from the Health Promotion and Behavioral Wellness will satisfy a gap in the profession.

Below, we highlight our responses to the reviewers' comments and thank them for their thoughtful reviews.

Program purpose, structure, requirements, and program evaluation:

One reviewer stated that *"Since the admission criteria, in the proposed program, does not include a requirement to have a (strong) background in health sciences, it seems to be very important to include a health-related course in the core credits. I would suggest to organize the core courses in a way to include a course about the biological basis of health and the role of preventive strategies (nutrition and physical activity), for example, a course related to health promotion across lifespan, lifestyles, current recommendations/guidelines, and health terminology. This course would prepare future graduates to work with a multidisciplinary team, including health professionals."*

Based on this recommendation, the committee has determined that including 12 Health Science undergraduate credits as a required prerequisite is appropriate (2.4a in the proposal). Adding these courses as program prerequisites in place of an additional core course allows the program to maintain the 30-credit maximum to graduate. If a student does not have enough credits from the prerequisites, a transcript evaluation will be conducted by the graduate coordinator to determine other course equivalencies. Additionally, the graduate coordinator can request the student complete HSC 101: Introduction to Health Promotion as a pre-requisite to the program if necessary.

Self-Assessment: The reviewers stated the importance of including *"assessments, for example tracking the successful employment of students and their career paths."*

The program will work with several campus partners to evaluate post-graduation employment. More specifically, we will utilize the Office of Alumni and Engagement and the Division of Graduate Studies to help track successful employment for program graduates. Further, we will solicit feedback from employers on the preparation of our graduates for successful work in the health and wellness sector. We will also recruit program graduates to engage with the Program Advisory Group (PAG) to provide formative feedback for academic changes. Collectively, the program will seek to recruit post-graduation data from both alumni and employers to ensure the program continues to meet the needs of both groups over time

Relationships: A reviewer stated *“the program would benefit from additional collaborations with other departments/institutions, especially on health-related topics, for example, by inviting guest lecturers.”*

The proposed program includes collaboration with various departments throughout campus. Specifically, letters of support from Departments of Communication Studies, Biomedical and Health Informatics, and Business Administration were included in the proposal. The department has solicited collaboration from the Counseling and Psychological Services department within the School of Education as well.

Need and Demand: Both reviewers suggested that the program track graduation rates and job placement. The program coordinator will use data tracking from the Department of Graduate Studies, Institutional Research and Assessment, and School of Education Associate Dean of Assessment and Accreditation to track post-graduation success and make changes accordingly. More detailed information can be found under “self-assessment.”

Faculty Qualifications: Although the reviewers stated the faculty are highly qualified in both online teaching and scholarship, it was suggested the qualifications of the graduate coordinator be specifically highlighted.

The program Coordinator will be a tenure, or tenure-track faculty, compensated with a three-credit hour release per semester. In partnership with the Division of Graduate Studies and core program faculty, the Program Coordinator will engage in the general activities below:

- Recruitment for future students through virtual and in-person information sessions
- Serve as the primary point of contact for prospective-student inquiries to the program
- Consult with the Division of Graduate Studies in preparing and deploying promotional materials/campaigns
- Serve as a key reviewer for admissions decisions in collaboration with other faculty reviewers utilizing the campus CRM
- Work with the department chair to prepare one- and two-year course offering schedules.

- Review graduate catalog each spring and provide updates to the Registrar's Office and the Division of Graduate Studies.
- Prepare graduate documents for annual reports, assessments, accreditation, and state-required reviews of the program.

A graduate coordinator has already been assigned, beginning January 2023.

Collectively, both reviewers spoke highly of the program, its design, intended structure, and focus as a whole. The diverse, robust curriculum was commended as it specifically addresses the high need area of health promotion and behavior change and we are eager to bring this program to SUNY Oswego.

Respectfully submitted,



Amy Bidwell, Ph.D.
Chair, Health Promotion and Wellness



Laura Spenceley, Ph.D.
Dean, School of Education



Distance Education Format Proposal For A Proposed or Registered Program

Form 4

Version 2016-10-18

When a new or existing program is designed for a [distance education format](#), a campus Chief Executive Officer or Chief Academic Officer should submit a signed cover letter and this completed form to the SUNY Provost at program.review@suny.edu. According to MSCHE, the 50% standard includes only courses offered in their entirety via distance education, not courses utilizing mixed delivery methods. Also, MSCHE requires that the first two programs for which 50% or more is offered through distance education be submitted for Commission review and prior approval of a substantive change.

- All campuses must complete the following sections: Sections 1 - 3, and Part B: Program Specific Issues.
- Part A must be completed if the proposing campus has not previously submitted this form with a completed Part A: Institution-wide Issues, or has made significant changes to its institution-wide distance education operations since last completing Part A. This applies even if the institution has programs registered to be delivered at a distance.

Section 1. General Information	
a) Institutional Information	Institution's 6-digit SED Code : 235000
	Institution's Name: State University of New York at Oswego
	Address: 7060 State Route 104, Oswego, NY 13126
b) Registered or Proposed Program	Program Title: M.S. in Health Promotion and Behavioral Wellness
	SED Program Code
	Award(s) (e.g., A.A., B.S.): M.S.
	Number of Required Credits: Minimum [30] If tracks or options, largest minimum []
	HEGIS Code :
	CIP 2010 Code :
c) Distance Education Contact	Name and title: Gregory F. Ketcham, Assistant Dean Telephone: 315-312-2270 E-mail: greg.ketcham@oswego.edu
d) Chief Executive or Chief Academic Officer Approval	Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. <i>E-signatures are acceptable.</i> Name and title: Scott Furlong, Provost and Vice President for Academic Affairs Signature and date:
	If the program will be registered jointly¹ with one or more other institutions, provide the following information for <u>each</u> institution:
	Partner institution's name and 6-digit SED Code:
	Name, title, and signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):

¹ If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

Section 2: Enrollment

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	5	4	9	0
2	10	5	15	1
3	10	5	15	2
4	15	5	20	2
5	15	5	20	2

Section 3: Program Information

- a) **Term length** (in weeks) for the distance program:

15 weeks (fall and spring); 3-6 weeks for summer courses; 3-6 weeks for Winter Session

- b) Is this the same as term length for classroom program? [] No [X] Yes

- c) How much "**instructional time**" is required per week per credit for a distance course in this program? (Do not include time spent on activities that would be done outside "class time," such as research, writing assignments, or chat rooms.) **NOTE:** See [SUNY policy on credit/contact hours](#) and [SED guidance](#).

Five hour per week for a semester long course, similar to face-to-face courses; additional time for reading textbooks and completing assignments similar to face-to-face courses; time adjusted for shorter sessions.

- d) What proportion or percentage of the program will be offered in Distance Education format? Will students be able to complete 100 percent of the program online? If not, what proportion will be able to be completed online?

The proposed program is a 100% online with no requirements for on-campus instruction.

- e) What is the maximum number of students who would be enrolled in an online course section?

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Part A: Institution-wide Issues: Submit Part A only for the **first** Distance Education program proposed by your institution using this form. SUNY and the State Education Department will keep this in a master file so that your institution will not need to resubmit it for each new proposed online program, **unless there are significant changes, such as a new platform.**

Part A.1. Organizational Commitment

- a) Describe your institution's planning process for Distance Education, including how the need for distance access was identified, the nature and size of the intended audiences, and the provisions for serving those audiences, including how each student's identity will be verified.
- b) Describe your institution's resources for distance learning programs and its student and technical support services to ensure their effectiveness. What course management system does your institution use?

- c) Describe how the institution trains faculty and supports them in developing and teaching online courses, including the pedagogical and communication strategies to function effectively. Describe the qualifications of those who train and/or assist faculty, or are otherwise responsible for online education.
- d) If your institution uses courses or academic support services from **another provider**, describe the process used (with faculty participation) to evaluate their quality, academic rigor, and suitability for the award of college credit and a degree or certificate.
- e) Does your institution have a clear **policy on ownership of course materials** developed for its distance education courses? How is this policy shared with faculty and staff? **NOTE:** You may refer to [SUNY's statement on copyright and faculty ownership of instructional content](#), and/or faculty contract provisions.

Part A.2. Learner Support

- a) Describe how your institution provides distance students with **clear information** on:
 - Program completion requirements
 - The nature of the learning experience
 - Any specific student background, knowledge, or technical skills needed
 - Expectations of student participation and learning
 - The nature of interactions among faculty and students in the courses.
 - Any technical equipment or software required or recommended.
- b) Describe how your institution provides distance learners with adequate **academic and administrative support**, including academic advisement, technical support, library and information services, and other student support services normally available on campus. Do program materials clearly define how students can access these support services?
- c) Describe how **administrative processes** such as admissions and registration are made available to distance students, and how program materials inform students how to access these services.
- d) What **orientation** opportunities and resources are available for students of distance learning?

Part B: Program-Specific Issues: Submit Part B for each new request to add Distance Education Format to a proposed or registered program.

Part B.1. Learning Design

- a) How does your institution ensure that the **same academic standards and requirements** are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.

The online M.S. in Health Promotion and Behavioral Wellness program will follow the same program requirements as those offered in the physical classroom. As such, the learning objectives and expected outcomes

for online courses are identical regardless of delivery modality. Students enrolled in this program are able to complete the core requirements and cognates along with a wide variety of electives to be selected under advisement. Online courses are being taught by full-time and part-time faculty who teach for SUNY Oswego on a regular basis. Faculty design course syllabi based upon course proposals that have been approved through faculty governance. The M.S. in Health Promotion and Behavioral Wellness program is housed in the department of Health Promotion and Wellness, where many of the faculty have significant online teaching experience.

- b) Are the courses that make up the distance learning program offered in a sequence or configuration that allows *timely completion of requirements*?

Courses for the online M.S. in Health Promotion and Behavioral Wellness program will be offered on a rotating basis. Courses will be offered regularly so that students meeting the foundation requirements will be able to complete the 30 credit hour program within a reasonable time frame. The course rotation will be consistent with the same planning structure that is used for in-person classes both on and off-campus.

- c) How do faculty and others ensure that *the technological tools* used in the program are appropriate for the content and intended learning outcomes?

SUNY Oswego uses a widely digital learning environment (DLE) to facilitate online learning. As an original participant in the SUNY learning Network and now SUNY Online, the college utilizes the SUNY support team and the Desire2Learn support team to manage Brightspace. Brightspace is robust and allows faculty to facilitate sharing course content in the form of text-based or video lectures, discussion forums, written assignments, case analysis—those learning activities that are common to many graduate courses. In addition, the system supports both audio and video materials. At SUNY Oswego, instructional designers assist the faculty in selecting the appropriate tools for learning activities and review the course design using a research-based rubric (OSCQR) before the course is delivered online.

- d) How does the program provide for appropriate and flexible interaction between faculty and students, and among students?

Faculty can interact with students in a variety of ways. The digital learning environment (DLE) provides integrated email so that faculty and students can easily communicate within the course structure. Students can easily ask questions about a topic related to that specific module. Faculty also indicate when they will access the system (how frequently) in the Course Information section as well.

Faculty communicate with their students via the DLE, email, Google Meet, Zoom and telephone. Faculty members also offer students an opportunity for individual appointments to discuss course materials or consult regarding assignments. Zoom and Google Meet also allow students to interact with faculty and other students in real time via the Internet, allowing online students the same opportunity to meet with their professor and other classmates as in-class students.

- e) How do faculty teaching online courses verify that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit?

Access to any online course at SUNY Oswego requires that the student register through the college's student information system. The registration system requires the student to provide a variety of personal information (which is kept secure). Registration data is automatically updated from Banner to the DLE. Student, faculty and staff access requests to information systems are verified by multi-factor authentication (MFA), which also

controls access to services such as the registration system, DegreeWorks, Zoom, the library's databases and SUNY business services.

Part B.2. Outcomes and Assessment

- a) Distance learning programs are expected to produce the *same learning outcomes* as comparable classroom-based programs. How are these learning outcomes identified – in terms of knowledge, skills, or credentials – in course and program materials?

All course outlines include course-specific learning outcomes that are comparable to those in face-to-face courses. Most courses are offered both online and face-to-face and the learning outcomes are identical for both delivery formats. All course outlines have been reviewed and approved by faculty governance. Sample course outlines for XXX XXX and XXX XXX are attached.

- b) Describe how the *means chosen for assessing student learning* in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.

Student learning is assessed using a variety of course appropriate methods selected by the course instructor, consistent with course outline objectives. Student learning may be assessed through online assessments, class activities in which they must apply course-related material to case studies, discussions, presentations, reaction papers, research papers, and demonstrate applied learning via projects., as appropriate to the course content and course outline learning objectives.

Part B.3. Program Evaluation

- a) What process is in place to monitor and *evaluate the effectiveness* of this particular distance education program on a regular basis?

Students are asked to provide feedback via online course evaluations at the end of the semester. This information is provided to the campus office for online education as well as to the individual instructor for the course. The department will complete ongoing assessments to evaluate program effectiveness and quality as described in the next question's response.

Specific information on program evaluation can be found in Appendix A.

- b) How will the evaluation results will be used for *continuous program improvement*?

The department chair will ask all instructional faculty to provide a summary of student evaluations at the end of each semester and to address any student concerns. Instructional faculty are expected to update their online courses at regular intervals, reflecting "best practices" for online instruction as well as developments in the field. The department chair will review the results of these evaluations, identify areas in need of improvement, and develop strategies for making appropriate changes. This process will ensure that the program is assessed and improved on an ongoing basis.

- c) How will the evaluation process assure that the *program results in learning outcomes appropriate to the rigor and breadth* of the college degree or certificate awarded?

The procedures outlined above should ensure that the program is meeting the learning outcomes listed in the course outlines as well as program objectives, which have been approved by faculty governance. The department chair will provide additional support to review the assessment data and to offer suggestions for improvement

Part B.4. Students Residing Outside New York State

SUNY programs must comply with all "[authorization to operate" regulations](#) that are in place in other U.S. states where the institution has enrolled students or is otherwise active, based on each state's definitions.

- a) What processes are in place to monitor the U.S. state of residency of students enrolled in any distance education course in this program while residing in their home state?

SUNY Oswego reviews enrollments in distance learning courses annually. The Dean of Extended Learning (or designee) requests the information from Institutional Research. Enrollment is reviewed and the dean will take the necessary steps to comply with regulations regarding authorization.

SUNY Oswego is a SARA participating institution and has registered with the New York State Education Department (NYSED).

- b) Federal regulations require institutions delivering courses by distance education to provide students or prospective students with contact information for filing complaints with the state approval or licensing entity in the student's state of residency and any other relevant state official or agency that would appropriately handle a student's complaint. What is the URL on your institution's website where contact information for filing complaints for students in this program is posted? **NOTE:** *Links to information for other states can be found at [here](#).*

SUNY Oswego provides information for students on its distance learning web pages. Information for complaints can be found under Online Degrees and on the page titled: Complaints. The URL is:

<https://ww1.oswego.edu/extended-learning/online-programs-development/online-student-complaint-process>



Appendix H

July 26, 2022

Jessica Reeher
Department of Communication Studies
15 Lanigan Hall

To: Amy Bidwell, Department Chair, Health Promotion and Behavioral Wellness

Please accept this letter of support on behalf of the Department of Communication Studies for the proposed M.S. in Health Promotion and Behavioral Wellness. Our department can offer the specific support of the following class as a choice for electives in the program:

- COM 522: Intercultural Communication

COM 522 has been developed for and is typically offered in an online modality.

The listed course is offered with irregularity and may continue to be offered on an irregular basis, making it ideal for an elective choice offering.

Sincerely,

A handwritten signature in black ink that reads "Jessica K. Reeher". The signature is written in a cursive style with a large initial 'J'.

Jessica Reeher
Chair, Department of Communication Studies

Appendix H

MEMORANDUM

TO: Professor Amy Bidwell
Health Promotion and Wellness Department Chair

FROM: Isabelle Bichindaritz
Director of Biomedical and Health Informatics

DATE: September 7, 2022

RE: Health Promotion and Behavioral MS Program Proposal

I am writing this letter of recommendation in support of the Health Promotion and Behavioral Wellness MS program proposal.

Our Biomedical and Health Informatics MS program gladly allows your proposed program to add some of our courses as electives, namely:

- BHI503 eHealth
- BHI505 Digital Health
- BHI556 Biomedical Ethics, Professionalism, and Technology

These courses are taught one semester per year and are offered 100% online. BHI503 and BHI505 are also offered in Syracuse.

We welcome the opportunity to teach to some of your students and wish you the best of success with your exciting new program.

Sincerely,



Isabelle Bichindaritz, Ph.D.
Professor
Director of Biomedical and Health Informatics
State University of New York at Oswego
ibichind@oswego.edu

Appendix H



To: Amy Bidwell, Department Chair, Health Promotion and Wellness
From:
Re: Letter of Support for M.S. in Health Promotion and Behavioral Wellness
Date: October 6, 2022

Please accept this letter of support on behalf of the MBA program for the proposed M.S. in Health Promotion and Behavioral Wellness. Our department can support the new program by offering the following electives to students:

MBA 517 – Organizational Management – A Global Perspective
MBA 600 – Healthcare Systems in the U.S.
MBA 601 – Issues in Health Law
MBA 604 – Healthcare Policy

The courses listed are each offered once per academic year.

Sincerely,

A handwritten signature in blue ink, appearing to read "Irene Scruton".

Irene Scruton, EdD
Assistant Dean School of Business
Director of MBA Programs

A handwritten signature in black ink, appearing to read "Sarah Bonzo".

Sarah Bonzo, PhD
Associate Professor
School of Business Graduate Curriculum Committee Chair



October 27, 2022

To whom it may concern:

SUNY.edu

I am writing to you to show support for the creation of a Master of Science in Health Promotion and Behavioral Health.

I work for NYS EAP and have developed the statewide wellness program, *WellNYS Everyday*. The focus of this program for the past nine years is on behavior change and not disease management. Most disease management programs promote behavior change when it comes to healthy behaviors. The focus of *WellNYS Everyday* is on promoting eating healthy, physical activity, sleep, and managing stress. The field of health promotion will benefit greatly from having students who have extensive knowledge in behavioral health.

Yours in health,

Linda Carignan-Everts

Linda Carignan-Everts
EAP Wellness Coordinator