

BOARD OF HIGHER EDUCATION

REQUEST FOR COMMITTEE AND BOARD ACTION

COMMITTEE: Academic Affairs

NO: AAC 17-18

COMMITTEE DATE: June 13, 2017

BOARD DATE: June 20, 2017

**APPLICATION OF THE MASSACHUSETTS COLLEGE OF LIBERAL ARTS TO
AWARD THE BACHELOR OF SCIENCE IN COMMUNITY HEALTH EDUCATION**

MOVED: The Board of Higher Education hereby approves the application of the **Massachusetts College of Liberal Arts** to award the **Bachelor of Science in Community Health Education**.

Upon graduating the first class for this program, the University shall submit to the Board a status report addressing its success in reaching program goals as stated in the application and in the areas of enrollment, curriculum, faculty resources, and program effectiveness.

Authority: Massachusetts General Laws Chapter 15A, Section 9(b)

Contact: Winifred M. Hagan, Ed.D., Associate Commissioner for Academic Affairs and Student Success

BOARD OF HIGHER EDUCATION
June 13, 2017
Bachelor of Science in Community Health Education

INTENT AND MISSION

The Massachusetts College of Liberal Arts (MCLA) proposed program for a Bachelor of Science in Community Health Education (CHE) is expected to fulfill and align with the liberal arts mission of the college and enhance the existing program offerings, which integrate the liberal arts with professional studies, promote experiential learning and connect the college with the larger community.

It is planned that the CHE program will prepare students for work in the field of community health education, and for graduate programs in health promotion or public health and disease prevention. MCLA intends that the program will be highly interdisciplinary and allow students to take the Certified Health Education Specialist exam, qualifying them to work in the field of community health education. Students will be expected to gain knowledge of community health, human biology, psychology, sociology, statistics, epidemiology and other fields and to gain hands-on practical experience in health promotion through coursework and internships. Students will be expected to have a focus on professional communication, health promotion, community wellness and evidence-based practice.

The proposed program obtained all necessary governance approvals on campus and was approved by the Board of Trustees of MCLA on April 6, 2017. The required letter of intent was circulated on March 7, 2017. No comments were received.

NEED AND DEMAND

National and State Labor Market Outlook

MCLA reports that the need for qualified health care workers and educators has grown substantially in the past decade, both nationally and locally. Employment of health educators and community health workers is projected to grow 13% from 2014 to 2024 and as of May 2015, Massachusetts was one of the top five states for employment of community health workers according to the *Occupational Outlook Handbook, 2016-17 Ed.*, Bureau of Labor Statistic U.S. Department of Labor Health Educators and Community Health Workers. The Massachusetts Department of Labor and Workforce Development projects that more than 500 additional jobs will be added for health educators and community health workers by 2024¹.

Berkshire County faces a variety of health care challenges that increase the local demand for community health educators. In the 2016 County Health Rankings, Berkshire County's overall ranking was 11 out of 14 counties in Massachusetts² This low ranking is primarily due to issues such as higher rates of adult smoking, drinking, teen births and motor vehicle accident deaths than the statewide average, as well as obesity in nearly one fourth of the population. These health behaviors are worsened by social and economic challenges. A full 20% of Berkshire County children live in poverty, and 20% of residents receive inadequate social support. In addition, Berkshire County has one of the largest elderly populations in the state. Many

¹ (www.mass.gov/lwd/economic-data/projections/ retrieved 2/3/2017)

² (www.countyhealthrankings.org/app/massachusetts/2016/rankings/outcomes/overall retrieved 2/3/2017)

organizations in the county are working to address these issues with health education strategies and programs. A 2015 Berkshire Health Systems (BHS) Community Health Needs Assessment for Berkshire County identified community health priorities that included healthy weight, nutrition and exercise; mental health and depression; substance abuse; excessive drinking; tobacco use; and teen pregnancy, as well as addressing morbidity and mortality related to cancer, diabetes, cardiovascular disease, infectious disease, stroke, high blood pressure and maternal/child health.³ Community health educators could assist in addressing these needs.

Student Demand

Over the last few years MCLA has noted increased interest in health professions due to students and increased local demand for community health educators. The proposed major in Community Health Education is expected to meet these demands.

OVERVIEW OF PROPOSED PROGRAM

MCLA has established working relationships with Berkshire Health Systems, from academic programs such as Medical Technology and student internship placements. A member of the faculty serves on the board of directors for the Berkshire Area Health Education Center. The proposed major is planned to contribute to the economic development of Berkshire County and to prepare the future STEM workforce.

The proposed Community Health Education major is designed to be housed in the Biology Department. The Biology Department currently offers a B.S. in Biology and a B.S. in Athletic Training. The proposed interdisciplinary major will draw from and build on existing course offerings and faculty expertise. The Chair of the Biology department will provide leadership for the program, and a member of the faculty will serve as the Program Coordinator.

Duplication

MCLA reports that the proposed program will be the only one offered by any 4-year institution in Berkshire County or any public institution west of Worcester. It is planned that the proposed program will provide MCLA students with affordable access to a program leading to multiple career possibilities, which are characterized by it being offered as part of a liberal arts education drawing upon a strong presence of traditional and integrative health providers in the region. MCLA expects to increase enrollment by offering the proposed major in Community Health Education.

Worcester State University offers a B.S. in Health Education and minor in Health Education through the Department of Health Sciences. Requirements for health education are focused on health promotion, health, nutrition, anatomy & physiology, psychology, sociology and a practicum. Worcester State's program is comparable to what MCLA plans to offer, but is in a larger and more urban setting. Enrollment is increasing; the number of health education majors has grown from 60 in 2007 to 126 in 2013 (Worcester State University, Office of Institutional Research). Bridgewater State University offers a B.S. in Health Studies with a concentration in Community Health through the Department of Movement Arts, Health Promotion and Leisure Studies. Requirements for this concentration are focused on health promotion, health, epidemiology, anatomy & physiology, technical writing and practical experience through an internship. Bridgewater State's program is comparable to what MCLA plans to offer, but is in a

³ (<http://www.berkshirehealthsystems.org/community> retrieved 2/3/2017)

larger and more urban setting at the opposite side of the state. Enrollment in this program has increased from 72 in 2011, the first year of the provided data, to 172 in Fall 2015 (Bridgewater State University, Office of Institutional Research). The University of Massachusetts-Lowell offers a B.S. in Public Health with a concentration in Community Health/Health Promotion through the MA Department of Public Health. Requirements for this concentration are focused on health promotion, public health, epidemiology, anatomy & physiology, chemistry, statistics and a practicum. This program is comparable to what MCLA plans to offer, but has a more-pronounced focus on public health and is in a large, more urban setting. Enrollment data for the Community Health/Health Promotion concentration were not available, but enrollment in the Public Health major overall has increased from 162 in 2014 to 217 in 2015 (University of Massachusetts-Lowell, Office of Institutional Research).

There are no private institutions in Berkshire County that offer programs in Community Health Education. Springfield College, more than 60 miles away, offers a B.S. in Health Promotion for Schools and Communities through the Department of Physical Education and Health Education. Requirements for the major focus on health, nutrition, anatomy & physiology, psychology and fieldwork. This program is somewhat comparable to what MCLA plans to offer, but in addition to the differences in curriculum, it is located at a private institution, in a more urban setting, at a substantial distance from MCLA. Enrollment figures for this private program are not available to the public.

ACADEMIC AND RELATED MATTERS

Admission

MCLA's admissions standards are selective, and decisions are made on an individual basis after careful review of all academic credentials. First year applicants are evaluated by their academic performance, the strength of the high school curriculum, standardized test scores and a personal essay. In addition, students submit an official high school transcript, including first-quarter senior grades and any transcripts for college-level courses including dual enrollment or early college. MCLA accepts transfer applications for both fall and spring terms. A student who has earned a minimum of 12 semester hours of college level credits from an accredited institution may be considered a transfer student. Transfer applications are evaluated on the basis of their previous college work. A minimum grade point average of a 2.5 on a four point scale is recommended for admission as a transfer student, and a maximum of 75 credits may be transferred towards the bachelor's degree. A minimum of 45 credits must be completed at MCLA.

Program Enrollment

	# of Students Year 1	# of Students Year 2	# of Students Year 3	# of Students Year 4*
New Full Time students	6	8	10	10
Continuing Full Time	0	5	11	19
New Part Time	0	1	1	1
Continuing Part Time	0		1	2
Totals	6	14	23	32

Curriculum (Attachment A)

MCLA's core curriculum provides a practical and interdisciplinary education that challenges students to develop themselves as thinkers, readers, writers, communicators and problem solvers. The core curriculum prepares students for a diverse world, for professional and personal success and for lives of civic responsibility.

Internships or Field Studies

The Program Coordinator for Community Health Education will be responsible for coordinating internships. MCLA has an internship contract that will be completed by the student and the internship supervisor and must be approved by both the Department Chair and the Dean of Academic Affairs. The internship supervisor will meet regularly with the student interns and will visit the clinical site(s). The Berkshire Area Health Education Center in Pittsfield has already agreed to take interns in the proposed Community Health Education program, and Berkshire Medical Center has also expressed interest in hosting these interns.

RESOURCES AND BUDGET

Fiscal (Attachment B)

MCLA's department of Biology currently offers a biology major as well as an athletic training major. Most of the resources required for the proposed major are in place, including departmental administrative support. The department is currently searching for a full-time tenure track position in biology with a specialization in community health. If both this search and an additional ongoing search are successful, the total number of full time faculty members in the department will be 10. In addition, the department will hire part time faculty members to teach specialty courses as needed.

Faculty and Administration (Attachment C)

The Community Health Education major will be housed in the Biology Department, that will also staff the majority of the courses in the curriculum. The department chairs for chemistry, math, psychology and sociology/anthropology/social Work have agreed to staff the other courses needed for the program, all of which are currently offered. The Biology Department currently has eight full-time faculty, six associated with the Biology program and two with the Athletic Training program. A search for an additional faculty member in the field of general biology is in progress. In addition there are numerous part-time faculty, largely comprising those who teach physical education courses. The Biology Department currently offers Introduction to Biology I, Nutrition, Anatomy & Physiology I, Anatomy & Physiology II, Emergency Medical Response and Lifetime Wellness. A number of new students in the Community Health Education program can be accommodated in the existing sections, and there is some capacity to add sections of these courses if needed; this has been discussed with the MCLA administration.

Facilities, Library and Information Technologies

MCLA's Freel Library has substantial book and DVD holdings for biology and typically provides faculty members with a yearly allowance for purchase of new library materials. MCLA subscribes to a number of databases with scientific content, including JSTOR and Academic Search Premier. In addition, the library has individual subscriptions to Science and JAMA, the Journal of the American Medical Association. The library administers a biology "LibGuide" that guides students through the process of finding, evaluating and citing scientific literature and hosts the "MCLA Guide to Writing Lab Reports in Biology," two resources that could also be applied to Health Sciences. The Center for Academic Technology at MCLA is active in promoting the use of technology in the classroom, hosting training sessions for tools such as the course management system Canvas and the eportfolio system Digication, and organizing an annual TechFest to highlight technological tools in undergraduate education. MCLA's Information Technology Services assists with computers and other equipment in faculty offices and classrooms. Lab space and equipment are currently sufficient to meet the needs of the new program, including access to statistical software such as Minitab and SPSS.

Affiliations and Partnerships

The Berkshire Area Health Education Center in Pittsfield and Berkshire Medical Center are expected to participate with internships.

PROGRAM EFFECTIVENESS

Goal	Measurable Objective	Strategy for Achievement	Timetable
1. To produce graduates that are competitive in the job market and graduate studies	Strive for 100% placement for students that complete the program, 100% employment or graduate school.	Connect with health providers in Berkshire County. Work with MCLA's career services office and the Alumni office. Work with UMass system for graduate studies	Ongoing from program implementation
2. To implement a system for monitoring program effectiveness	System will provide usable data on student learning, and post-graduation placements/achievement.	Assess a program outcome each semester. Administer surveys to graduating seniors/alumnae to track placements. Complete program review every 7 years.	Assessment of program outcomes implemented during first year of program. Surveys administered to seniors/alumnae with first graduating class. First program review after 7 years.
3. To increase the number of students enrolled in the major	Obtain a total of 30-35 majors (all years of study) in 5 years	Promote the program through admissions and college websites, creation of brochures and working directly with Berkshire County high schools and community colleges	Five years from program implementation
4. To increase the number of clinical sites associated with the major	Offer at least 8 clinical sites for internships within 5 years.	Contact local health care providers, public health groups and other institutions that might be interested in hosting Community Health Education interns.	Five years from program implementation

EXTERNAL REVIEW AND INSTITUTIONAL RESPONSE

The proposed CHE program was reviewed by Dr. Becky Dunn, RD, LD, CNSC Professor and Chair, Department of Health Science at Keene State College in Keene, New Hampshire and David Campbell, Ph.D., Chair of the Department of Human Performance and Associate Professor of Health Education in the Division of Sciences, Mathematics, and Health at Concord University in Athens, West Virginia. The team determined that existing resources are in place for the program, administrative support is substantial and the proposed CHE major has the capability to deliver a high quality program. The program was found to have a coherent design and be characterized by appropriate depth and breadth. The reviewers recommended a more specific layout of the program in the marketing strategy, a course sequence guide for advising students, and an annual analysis to ensure enrollment supports delivery of curriculum.

MCLA responded in agreement with the recommendations, added a 4-year marketing plan to the proposal, included an 8 -semester course sequence guide and plan to monitor enrollment very closely.

STAFF ANALYSIS AND RECOMMENDATION

Staff thoroughly reviewed all documentation submitted by the **Massachusetts College of Liberal Arts** and the external reviewers. Staff recommendation is for approval of the proposed **Bachelor of Science in Community Health Education** program.

ATTACHMENT A: CURRICULUM

<i>Required (Core) Courses in the Major (Total # courses required = 16)</i>		
<i>Course Number</i>	<i>Course Title</i>	<i>Credit Hours</i>
ANTH 395	Community Health	3
BIOL-150 + lab	Introduction to Biology I: Cells	4
BIOL-250	Nutrition	3
BIOL-342 + lab	Anatomy and Physiology I	4
BIOL-343 + lab	Anatomy and Physiology II	4
BIOL-3XX	Epidemiology	3
BIOL 4XX	Research Methods in Epidemiology	3
CHEM-150 + lab	Introduction to Chemistry	4
HLTH-1XX	Intro to Community Health Education	3
HLTH-2XX	Health Promotion & Planning	3
HLTH-540	Internship in Community Health Education	3
MATH-232	Statistics	3
PHED-120	Emergency Medical Response	1
PHED-215	Lifetime Wellness	3
PSYC-100	Introduction to Psychology	3
SOCI-100	Introduction to Sociology	3
	<i>Sub Total Required Credits</i>	50
<i>Elective Courses (Total # courses required = 4)</i>		
Psychology elective from list		3
Psychology elective from list		3
<i>Psychology electives:</i> PSYC 210 Developmental Psychology, PSYC 208 Applied Developmental Psychology, PSYC 230 Social Psychology, PSYC 270 Abnormal Psychology, PSYC 310 Cognitive Psychology, PSYC 316 Behavior Analysis, PSYC 331 Biological Psychology, PSYC 332 Drugs and Human Behavior, PSYC 340 Psych of Children w/ Special Needs, PSYC 355 Human Sexuality, PSYC 356 Psychology of Gender, PSYC 357 Psychology of Women, PSYC 376 Sport Psychology, PSYC 386 Adolescent Development and PSYC 387 Childhood Disorders.		
Sociology elective from list		3
Sociology elective from list		3
<i>Sociology electives:</i> ANTH 345 Culture, Health & Illness, ANTH 346 Disability and Culture, ANTH 395 Global Health, SOCI 201 Social Problems,		

SOCI 210 Families, SOCI 316 Sociology of Sport, SOCI 335 Health and Aging, SOCI 336 Death and Dying, SOCI 337 Aging and the Life Course, SOWK 241 Introduction to Social Work, SOWK 380 Women and Health and SOWK 475 Family Violence.		
	<i>Sub-Total Elective Credits</i>	12
<i>Distribution of General Education Requirements (7 additional courses)</i> Attach List of General Education Offerings (Course Numbers, Titles, and Credits)		# of Gen Ed Credits
Tier I core: Language at the 102 level (3 cr), ENGL 150 English Composition II (3 cr); Math (MATH 232 Intro to Statistics option fulfilled by major requirements)		6
Tier II core: Human Heritage (2 x 3 cr), Creative Arts (2 x 3 cr), Self & Society (PSYC 100 Intro to Psychology and SOCI 100 Intro to Sociology options fulfilled by major requirements), Science & Technology (BIOL 150 Intro to Biology I: Cells and CHEM 150 Intro to Chemistry I options fulfilled by major requirements)		12
Tier III core: Capstone (3 cr)		3
<i>Sub-Total General Education Credits</i> Of the total 37 credits of General Education Requirements (CORE) , 16 credits are satisfied by the major		21
<i>Curriculum Summary</i>		
Total number of courses required for the degree	27	
Total credit hours required for degree	General Education + Major: 83 cr Graduation requirement: 120 cr	
<i>Prerequisite, Concentration or Other Requirements:</i>		

ATTACHMENT B: BUDGET

<i>One-Time/ Start-Up Costs</i>	<i>Cost Categories</i>	<i>Annual Expenses</i>			
		Year 1	Year 2	Year 3	Year 4
	Full Time Faculty Salary	\$ 55,000	\$ 55,000	\$ 55,000	\$ 55,000
	35 % Fringe	\$ 19,250	\$ 19,250	\$ 19,250	\$ 19,250
	Part Time/Adjunct Faculty \$ 5,181 (two sections)	\$ 10,362	\$ 10,362	\$ 10,362	\$ 10,362
	Staff Departmental Assistant in place				
	General administrative costs are included in the overall college operating budget				
	Instructional Materials, Library Acquisitions	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
	Facilities/Space/Equipment:				
	Field & Clinical Resources				
	Marketing costs included in MCLA's general college budget				
	Other				
	TOTALS	\$ 86,612	\$ 86,612	\$ 86,612	\$ 86,612

<i>One Time/Start-Up Support</i>	<i>Revenue Sources</i>	<i>Annual Income</i>			
		Year 1	Year 2	Year 3	Year 4
	Grants				
	Tuition	\$6,180	\$13,905	\$22,660	\$31,415
	Fees	\$53,070	\$119,408	\$194,590	\$269,773
	Departmental				
	TOTALS	\$59,250	\$133,313	\$217,250	\$301,188

ATTACHMENT C: FACULTY

Summary of Faculty Who Will Teach in Proposed Program							
Name of faculty member (Name, Degree and Field, Title)	Check if Tenured	Courses Taught (C) to indicate core course. (OL) indicates any course currently taught online.	Number of sections	Division or College of Employment	Full- or Part- time in Program	Full- or part-time in other department or program	Sites where individual will teach program courses
TBD PhD Assistant Professor	<input type="checkbox"/>	<ul style="list-style-type: none"> • HLTH 1XX (C) • HLTH 2XX (C) • BIOL 3XX (C) • BIOL 4XX (C) • HLTH 540 (C) 	1 1 1 1 1	Daytime	Full Time	Full Time Biology	• Main Campus
Billetz, Ann Ph.D., Biology Associate Professor	<input checked="" type="checkbox"/>	• BIOL-150 (C)	1	Daytime	Part Time	Full Time Biology	• Main Campus
Curtin, Ed M.A., Sociology Instructor	<input type="checkbox"/>	• SOCI 100 (C)	1	Daytime	Part Time	Full-Time Sociology	• Main Campus
Dehner, Carolyn Ph.D. Biochemistry Assistant Professor	<input type="checkbox"/>	• CHEM-150 (C)	1	Daytime	Part Time	Full Time Chemistry	• Main Campus
Goodwin, Anne Ph.D. Experimental Pathology Associate Professor	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • BIOL 250 (C) • BIOL 342 (C) • BIOL 343 (C) 	1 1 1	Daytime	Part Time	Full Time Biology	• Main Campus

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Name of faculty member (Name, Degree and Field, Title)	Check if Tenured	Courses Taught (C) to indicate core course. (OL) indicates any course currently taught online.	Number of sections	Division or College of Employment	Full- or Part-time in Program	Full- or part-time in other department or program	Sites where individual will teach program courses
Jaysane-Darr, Anna Ph.D., Anthropology Assistant Professor	<input type="checkbox"/>	• ANTH 395 (C)	1	Daytime	Part Time	Full Time Sociology/ Anthropology/ Social Work	• Main Campus
Jay, Tim Ph.D., Cognitive Psychology Full Professor	<input checked="" type="checkbox"/>	• PSYC 100 (C)	1	Daytime	Part Time	Full-Time Psychology	• Main Campus
Kiley, Erin Ph.D., Mathematical Sciences Assistant Professor	<input type="checkbox"/>	• MATH 232 (C)	1	Daytime	Part Time	Full-Time Mathematics	• Main Campus
Krzyzanowicz, Ryan Doctor of Athletic Training Assistant Professor	<input type="checkbox"/>	• PHED 120 (C)	1	Daytime	Part Time	Full-Time Biology	• Main Campus
Mickey, Marisa M.S., Exercise Science Instructor	<input type="checkbox"/>	• BIOL-342 (C) • BIOL-343 (C)	1	Daytime	Part Time	Full time Biology	• Main Campus
Sheldon, Lisa M.S., Nutrition Adjunct Professor	<input type="checkbox"/>	• PHED 215 (C)	1	Daytime	Part Time	Part time Biology	• Main Campus