BOG Directive about Presidential Perception Committee

At the request of the Board of Governors (BOG), I am sending the following statement intended to reflect the direction provided to the Faculty Senate Executive Committee during the January 16, 2020 meeting of the BOG – Executive Committee. Specifically, the BOG has directed that any Presidential Perception Survey, or other instrument which evaluates, assesses, gauges, judges, or otherwise rates the President should be distributed internally through Fairmont State email. Further, comments offered in addition to traditional rating or ranking of the President's performance should be provided only to the BOG Executive Committee and the President. Such comments should not be provided to the faculty or other constituents.

#19-20-06 Physics Aviation (r1)

FAIRMONT STATE UNIVERSITY

Approved by the Curriculum Committee on January 21, 2020

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: February 4, 2020

SUBJECT: Curriculum Proposal #19-20-06 Physics Aviation

The Physics Program proposes to add a new elective course to the course catalog that has previously been offered and taught as Special Topics courses numbered 1099-002, Introduction to Physics for Aviation. This new course meets the requirements of the FAA's Advisory Circular AC 61-139, Section 9. Academic Areas, part (2) Aerodynamics and Aircraft Performance, whereas PHYS 1101 and 1105 do not. Laboratory experiments, homework problems and lectures apply the concepts and quantitative principles of kinematics and dynamics to aerodynamic flight (including rotary flight), rocket propulsion and buoyant (lighter-than-air) flight.

cc: Richard Harvey
             Cheri Gonzalez
             Laura Ransom
             Lori Schoonmaker
             Siegfried Bleher

CURRICULUM PROPOSAL (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

Proposal Number:	#19-20-06
School/Department/Program:	College of Science and Technology/Natural Sciences Department/Physics Program
Preparer/Contact Person:	Siegfried Bleher
Telephone Extension:	X4582
Date Originally Submitted:	October 4, 2019
Revision (Indicate date and label it Revision #1, #2, etc.):	Revision #1 January 13, 2020
Implementation Date Requested:	Fall 2020

I. **PROPOSAL.** Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

The Physics Program proposes to add a new elective course to the course catalog that has previously been offered and taught as Special Topics courses numbered 1099-002, Introduction to Physics for Aviation. This new course meets the requirements of the FAA's Advisory Circular AC 61-139, Section 9. Academic Areas, part (2) Aerodynamics and Aircraft Performance, whereas PHYS 1101 and 1105 do not. Laboratory experiments, homework problems and lectures apply the concepts and quantitative principles of kinematics and dynamics to aerodynamic flight (including rotary flight), rocket propulsion and buoyant (lighter-than-air) flight.

II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

A. Deletion of course(s) or credit(s) from program(s)

N/A

Total hours deleted. _____

B. Addition of course(s) or credit(s) from program(s)

N/A

Total hours added. _____

C. Provision for interchangeable use of course(s) with program(s)

N/A

D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

   N/A

E. Other changes to existing courses such as changes to title, course number, and elective or required status.

   N/A

F. Creation of new course(s). For each new course

   1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

Course Number	Title	Credit	Prerequisites	Ownership	Status
PHYS 1104	Introduction to Physics for Aviation	4	MATH 1540 or MATH 1585 or MATH 2501 or MATH ACT 24 or old MATH SAT 560 or new MATH SAT 580 or College Level Math of ACCUPLACER 65	FSU	Elective

   2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.

      Please see Appendix A

   3. Include, as an appendix, a detailed course outline consisting of at least two levels.

      Please see Appendix A

   4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

      Please see Appendix A

G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

III. **RATIONALE FOR THE PROPOSAL.**

A. **Quantitative Assessment:** This course has been taught three times at FSU from 2017 – 2019, with number of registered students 13, 10, 17, respectively.

B. **Qualitative Assessment:** Student learning outcomes for PHYS 1104 are aligned with the requirements for academic courses described in the FAA's Advisory Circular AC 61-139 as follows:

(a) Courses listed within this academic area should be designed for a pilot to understand the principles of airplane aerodynamics and aircraft performance.

(b) *General courses such as physics may satisfy this academic area requirement provided the course description clearly indicates that aerodynamics and/or aircraft performance are the primary focus of the course.*
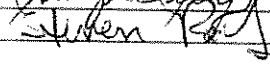
(c) General areas that should be discussed for aerodynamics and aircraft performance include but are not limited to the following:

• Aerodynamics and terminology with emphasis on lift, weight, thrust, and drag forces acting upon an airplane in flight; calculation of stall speed; W&B; stability and control; operating data; low speed aerodynamics, fundamentals associated with transonic and supersonic flight.

• Aircraft performance requirements; performance of aircraft powered by reciprocating, turboprop, or jet turbine engines; special flight conditions often experienced by commercial pilots of fixed-wing aircraft; configuration changes.

PHYS 1104 (Introduction to Physics for Aviation) teaches students the principles of kinematics and dynamics that underlie flight and aerodynamics. Homework, demonstrations and many of the labs are specific to aviation. Please see Appendix B for a detailed course description.

IV. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature
School of Business & Aviation	Timothy R. Oxley	
College of Sci & Tech	Steven Root	

V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

VI. ADDITIONAL COMMENTS.

General education approval is being submitted by the Aviation program (that is, the new Application for Course Acceptance as a Core Curriculum Course under Category 8 Natural Science with Critical Thinking).

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APPENDIX A – PHYS 1104

Course Description

This course introduces students to principles of mechanics and fluid mechanics (linear and rotational motion, force and torque, work and energy, buoyancy) and their application to flight (including fixed-wing aircraft, rotary-wing aircraft and lighter-than-air flight). The prerequisites are MATH 1540 or MATH 1585 or MATH 2501 or MATH ACT 24 or old MATH SAT 560 or new MATH SAT 580 or College Level Math of ACCUPLACER 65. This course is offered in the spring semester only.

Course Outline

This algebra-based course covers the following topics:

- **Mechanics**:
    - kinematics in 1D
    - kinematics in 2D
    - relative velocity
    - Newton's 3 laws
    - work-energy theorem
    - rotational kinematics and dynamics
    - impulse and momentum
- **Fluid Dynamics**: pressure
    - Pascal's principle
    - Archimedes' principle
    - Bernoulli's equation
    - Reynolds number
- **Flight Kinematics**
    - Navigation in 3D: Euler angles, Aircraft Body frame, North-East-Down frame
    - pitch, yaw, roll
    - aircraft control surfaces
- **Flight Dynamics**
    - Forces involved in flight (thrust, lift, drag, weight)
    - Planes, helicopters and drones, balloons, spaceflight.
- **Thermodynamics**
    - Temperature, pressure, volume, equation of state
    - 3 laws of thermodynamics,
    - gas laws (Boyle's law, Charles' law, Gay-Lussac's law, General Gas Law – equation of state, Avogadro's law, humidity, partial pressure)

Outcome Competencies

1. Students will be able to apply the following mathematical methods to solve problems of motion (linear and rotational) that arise in aviation (aerodynamic flight and lighter-than-air flight) through:
    a. converting word problem statements to appropriate representations including pictures/graphs and the appropriate mathematical variables and relationships,
    b. graphical and algebraic methods of adding vectors,
    c. right triangle trigonometry,
    d. algebraic manipulations to solve one degree of freedom equations,
    e. algebraic manipulations (substitution, elimination) to solve two degree of freedom equations.

   Assessment: Word Problem Homework, Word Problem Exam Questions

2. Students will be able to apply the correct principles and equations of motion to problems of motion that arise in aviation. (This is assessed via conceptual questions.) Students will be able to correctly identify the following principles of motion:
    a. principles of linear kinematics (i.e. relationships between displacement, velocity and acceleration)
    b. Newton's laws of motion applied to linear dynamics,
    c. kinetic energy,
    d. potential energy,
    e. linear momentum,
    f. rotational kinematics (i.e. angular displacement, angular velocity and angular acceleration),
    g. Newton's laws of motion applied to rotational dynamics.

    Assessment: conceptual Questions Homework, Conceptual Exam Questions, Daily use of personal response devices

3. Students will be able to solve problems of motion that arise in aviation. (This is assessed via word problems.) Principles of motion included in the problems of motion students will be able to solve:
    a. principles of linear kinematics (i.e. relationships between displacement, velocity and acceleration)
    b. Newton's laws of motion applied to linear dynamics,
    c. kinetic energy,
    d. potential energy,
    e. linear momentum,
    f. rotational kinematics (i.e. angular displacement, angular velocity and angular acceleration),
    g. Newton's laws of motion applied to rotational dynamics.

    Assessment: Word Problem Homework, Word Problem Exam Questions

4. Students will be able to use laboratory equipment to explore the behavior of physical systems. Specifically, students will be able to
    a. Perform experiments that investigate the qualitative behavior of systems and experiments that collect numerical data.
    b. Quantitatively analyze the data to demonstrate physical principles, extract physical parameters, test models, and refine models.
    c. Assess and measure the role of experimental error.
    d. Demonstrate and discuss the links between physical principles and empirical data in the form of laboratory reports.

    Assessment: Preparation and submission of lab reports

Methods of Assessment

1. Daily homework that develop quantitative skills and conceptual understanding of material presented in lectures.
2. 3 – 4 tests during semester, plus comprehensive final test.
3. Daily use of personal response devices ("clickers").
4. Preparation and submission of lab reports.

#19-20-07 HCMG 4000 LTC Management (r2)

FAIRMONT STATE UNIVERSITY

Approved by the Curriculum Committee on January 21, 2020

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: February 4, 2020

SUBJECT: Curriculum Proposal #19-20-07 HCMG 4000 LTC Management

The elimination of BSBA 2201 and BSBA 2202 from the business core courses and substitution of BSBA 25XX "Fundamentals of Accounting," provides an opportunity to expand the Fairmont State School of Business and Aviation undergraduate healthcare management curriculum with an additional course. Currently the curriculum has seven (7) specific healthcare courses including a capstone course. This proposal is to add an additional 3 hour course that addresses management and strategy of the post-acute care continuum to round out the curriculum. Post-acute care ranges from specialty hospitals, skilled/intermediate facilities, hospice, home-based care and medical-home models, assisted living and rehabilitative services.

cc: Richard Harvey
            Cheri Gonzalez
            Laura Ransom
            Lori Schoonmaker
            M. Raymond Alvarez

PREPARING CURRICULUM PROPOSALS

INSTRUCTIONS

Draft your proposal in accordance with the guidelines below and the format shown on the following pages. Should any item under the several headings not pertain to your proposal, write N/A. **Number the second and subsequent pages of your proposal.**

Supply the preliminary information about the proposal as indicated below:

PROPOSAL NUMBER: Leave this space blank. A number will be assigned to the proposal by the Associate Provost.

SCHOOL: Enter the name of the College or School (e.g., *Liberal Arts*), Department (e.g., Language and Literature), and Program (e.g., English).

PREPARER/CONTACT PERSON: Enter the name of the person who prepared the proposal and his/her telephone extension number.

COPIES OF MEMOS SENT TO AFFECTED DEPARTMENTS: Attach these to the back of your proposal.

LETTERS OF SUPPORT FROM DEANS OF AFFECTED DEPARTMENTS: If the Curriculum Committee requests these letters, attach them to the back of your proposal.

DATE SUBMITTED: The Curriculum Committee meets on the fourth Tuesday of each month. **Proposals are due in the Office of the Associate Provost on or before the second Tuesday of the month.**

REVISION SUBMISSION DATE: If changes are required to the original proposal, enter the date the proposal was resubmitted.

IMPLEMENTATION DATE REQUESTED: Enter the first day of the semester (or summer term) and year in which the proposed curriculum change(s) would take effect.

CURRICULUM PROPOSAL (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

Proposal Number:	#19-20-07
School/Department/Program:	School of Business and Aviation Healthcare Management Program
Preparer/Contact Person:	Dr. M. Raymond Alvarez
Telephone Extension:	4889
Date Originally Submitted:	September 25, 2019

Revision (Indicate date and label it Revision #1, #2, etc.):	November 26, 2019 Revision #1 January 21, 2020 Revision #2
Implementation Date Requested:	Monday, August 17, 2020

I. **PROPOSAL.** Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

The elimination of BSBA 2201 and BSBA 2202 from the business core courses and substitution of BSBA 25XX "Fundamentals of Accounting," provides an opportunity to expand the Fairmont State School of Business and Aviation undergraduate healthcare management curriculum with an additional course. Currently the curriculum has seven (7) specific healthcare courses including a capstone course. This proposal is to add an additional 3 hour course that addresses management and strategy of the post-acute care continuum to round out the curriculum. Post-acute care ranges from specialty hospitals, skilled/intermediate facilities, hospice, home-based care and medical-home models, assisted living and rehabilitative services.

II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

    A. Deletion of course(s) or credit(s) from program(s)

                Total hours   **n/a**   deleted.

    B. Addition of course(s) or credit(s) from program(s)

        HCMG 4000 Managing the Post-Acute Healthcare Continuum, Hybrid-1 course

                Total hours   **3 credit hours** added.

    C. Provision for interchangeable use of course(s) with program(s) **n/a**

    D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

Course	Title	Content	New Content
HCMG 2201	U.S. Healthcare Systems	Survey of the major components and characteristics that comprise the current U.S. healthcare continuum, including managed care, integrated systems and government payors.	n/a
HCMG 2221	Healthcare Finance	Introduction to financial management, operating revenue, managing working capital, tax status, third-party payors and reimbursement methodologies, financial planning and capital budgeting in healthcare organizations.	n/a
HCMG 2231	Population Health	Overview of health outcomes of geographic populations (communities, countries, etc.) as well as	n/a

		group populations (workforce, schools, ethnic groups, disabled persons, prisoners, or others categorized by shared traits or issues) and how such groups are relevant to policy makers in both the public and private sectors.	
HCMG 3331	Health Information Exchange	Introduces electronic transfer of administrative and clinical information among healthcare organizations at the strategic, organizational, legal, technical, and sociopolitical level in the U.S. and abroad, including impact on quality, safety, efficiency, and financial sustainability	n/a
HCMG 3333	Quality Management in a Regulatory Environment	Focuses on the importance of quality management to achieve compliant regulatory, safety and efficiency goals in healthcare delivery. Includes current pay for performance reimbursement from government payors.	n/a
HCMG 4000	**Managing the Post-Acute Healthcare Continuum**	Post-acute healthcare organizations have gained, sustained, or lost competitive advantage amidst competition, widespread regulation, high interdependence, and massive technological, economic, social, and political changes. This course examines why strategy and compliant practices to manage current and emerging challenges are vital to sustainability.	**New course**
HCMG 4400	Healthcare Policy	Introduction to policy issues in healthcare including state and federal roles, the policy process and integration into healthcare systems management. It includes underlying concepts, critical health policy issues, values and the American political process as they influence policy.	n/a
HCMG 4450	Capstone	Students choose a healthcare project for advanced concepts and skills needed for effective management activities that promote individual and agency development. Capstone is synthesis of management skills in practice, skill in decision-making and judgment as well as professional role development.	n/a

E. Other changes to existing courses such as changes to title, course number, and elective or required status. **n/a**

F. Creation of new course(s). For each new course

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

Course Number	Course Title	Units of Credit	Pre-requisites	Ownership	Status
HCMG 4000	**Managing the Post-Acute Healthcare Continuum**	3	Student must have proficiencies with Blackboard or equivalent Fairmont State University e-learning platforms. Students must have	Fairmont State	Required

			completed all HCMG courses at the 3000 level.		

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.

See Appendix B: Course Description

3. Include, as an appendix, a detailed course outline consisting of at least two levels.

See Appendix B: Syllabus and Outline

4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

Course Outcome	Alignment to Program Learning Goals:	Assessment Measure	Performance Indicator:
1. Delineate major management functions and describe their applicability to post-acute care organizations	PLO 1: Synthesize empirical and theoretical knowledge from healthcare management and general education including the social sciences, natural science, mathematics, English, and humanities as a framework for professional practice.	Written assignments	A class average of 80 percent or more based on rubric scores.
2. Evaluate and describe current legislative/policy issues in post-acute organizations and be able to discuss potential solutions	PLO 3: Recognize and analyze how political and social policies impact health care.	Journal or discussion forum	A class average of 80 percent or more based on rubric scores and final exam score.
3. Analyze various financing and reimbursement methods currently in use, basic financial awareness skills including current payment methods and provider networks	PLO 5: Demonstrate critical thinking process to solve problems and to make decisions as a professional in a health care setting.	Midterm and final exams	A class average of 80 percent or more based on rubric scores.
4. Differentiate and articulate ethical issues facing post-acute managers for compliant business practices.	PLO 2: Employ effective communication in verbal, non-verbal, and technological aspects of post-acute care management.	Journals	A class average of 80 percent or more based on rubric scores and final exam score.
5. Summarize the principles of modern leadership and management, including identifying methods for effective resource management and stewardship	PLO 4: Utilize leadership and management techniques in collaboration with other health team members to facilitate the operation of a health care organization	Written assignments	A class average of 80 percent or more based on rubric scores.

6. Critique selected articles and current research articles while acquiring competency through writing findings in APA format.	*PLO 6: Synthesize or critique a personal philosophy of health care management which incorporates professional responsibility and accountability within an ethical-legal framework.*	Written assignment	A class average of 80 percent or more based on rubric scores and final exam score.
7. Develop/foster skills working as a team with other members of the class to create and participate in an oral presentation.	*PLO 7: Assume responsibility for self-direction in life-long learning by participating in activities that contribute to personal and professional growth.*	Group project	A class average of 80 percent or more based on rubric scores and final exam score.

Assessment of Student Learning in a Curriculum Map

Program Outcomes

1. Synthesize empirical and theoretical knowledge from healthcare management and general education including the social sciences, natural science, mathematics, English, and humanities as a framework for professional practice.
2. Employ effective communication in verbal, non-verbal, and technological aspects of healthcare management.
3. Recognize and analyze how political and social policies impact health care.
4. Utilize leadership and management techniques in collaboration with other health team members to facilitate the operation of a health care organization.
5. Demonstrate critical thinking process to solve problems and to make decisions as a professional in a health care setting.
6. Synthesize a personal philosophy of health care management which incorporates professional responsibility and accountability within an ethical-legal framework.
7. Assume responsibility for self-direction in life-long learning by participating in activities that contribute to personal and professional growth.

Core Curriculum Cores		Program Student Learning Outcomes						
		1	**2**	**3**	**4**	**5**	**6**	**7**
Managing the Post-Acute Healthcare Continuum	HCMG 4000	M-Written assign-ment	R-Discussion forums	M-Exams	M-Journal	R-Written assignment	M-Written assignment	M-Presentation
Level of Learning: I- Introduced, R- Reinforced, M-Mastered								
Key for Bloom Taxonomy Cognitive Domain								
Red = Recognition/Understanding: Assignments that test students' ability to recall or explain ideas or concepts regarding relevant course material.								
Yellow = Apply/Analyze: Assignments that test ability to use information or problem-solving skills.								
Green= Evaluate: Assignments that require students to make judgments about a decision or course of action.								
Purple= Create: Assignments that require students to generate new ideas, products, or ways of viewing things.								

G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

The only program to be affected is the Healthcare Management Program within the School of Business and Aviation. There is a net gain of three hours.

III.   **RATIONALE FOR THE PROPOSAL.**

A.   **Quantitative Assessment**: Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

The need for this type of course is based on current and future emphasis for effective stewardship of federal support (e.g., Medicare/Medicaid reimbursement) for healthcare services delivered to distinct populations. The post-acute sector is subject to 'pay for performance' mechanisms as of October 2019; therefore, financial management skills are needed by leaders in order for the organization to be effective, compliant and viable.

According to MedPAC's June 2017 report, Medicare margins in 2015 for skilled nursing facilities (SNFs), inpatient rehabilitation facilities (IRFs), and home healthcare agencies (HHAs) were 12.6 percent, 13.9 percent, and 15.6 percent, respectively. In comparison, hospital overall Medicare margins averaged -7.1 percent in 2015 (with an "all-payer margin" of 6.8 percent). The Institute of Medicine has attributed 73 percent of overall Medicare geographical spending variances to post-acute care utilization variation. Such variation is associated with increased costs and lower quality and outcomes. Efforts to improve the overall value of post-acute care generally have not been effective. However, bundled and episode-based payment models are starting to eliminate traditional silos among ambulatory, inpatient, and post-acute care settings, thereby reducing problematic care transitions between settings and improving cost, service, and quality dimensions across all settings. Effective management and coordination of post-acute providers is essential to create collaborative and effective networks and partnerships.

The Bachelor's Degree in Post-acute care management was established in 2018 when the former Allied Health Administration associate degree program ceased operation and transferred students to the School of Business. The latter program required 34 hours including 21 business core hours (7 courses) and 13 allied health courses (4 courses) in addition to having earned a prior two year associate degree. Now under the School of Business and Aviation, the associate degree is eliminated and courses are expanded to 72 hours of business core that included 7 specific health care management courses which replaced the former allied health courses. This included a new Business Core of 45 hours; Health care Management Courses of 27 hours (including MGMT 3308 and 3390); General Studies 33 hours; and Free Electives 15 hours for a total of 120 hours. This curriculum is consistent with those offered by comparable institutions offering bachelors' degrees in healthcare care management. A curriculum proposal was approved on March 20, 2018. The content is now designed to meet current industry demands for training and education.

The addition of a course to the undergraduate program is designed to provide a sound basis in business and post-acute care management skills for early careerists seeking entry-level positions within healthcare organizations.

B.   **Qualitative Assessment**: Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

After reviewing the business core and other curricula from similar programs, it was found that a course specifically geared toward post-acute management and integration was needed primarily
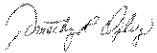
because of the current Affordable Care Act such as population health strategies and the introduction of new delivery and payment models in acute and post-acute settings. The West Virginia Nursing Home Administrator's Licensing Board supports the inclusion of this training at the bachelor's level to assist in helping recruit and retain key staff at 123 facilities under their present licensure regulation.

Since this is a hybrid-1 course with four in class sessions (25 percent), the majority of the content delivered on line via BlackBoard. No additional faculty, facilities, equipment or library materials will be required as the content will be incorporated into the fall semester so that an equilibrium of 4 fall and 4 spring courses will be offered. A current adjunct faculty member has an active nursing home administrator's license which is ideal to teach this course.

IV.   Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

n/a

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature
School of Business & Aviation	**Dr. Timothy R. Oxley**	*[signature]*

V.   Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

n/a

VI.   ADDITIONAL COMMENTS.

This course addresses conceptual, interpersonal and business skills associated with post-acute care management and leadership from the organizational perspective as well as the industry's trends and issues. Healthcare organizations have gained, sustained, or lost competitive advantage amidst intense competition, widespread regulation, high interdependence, and massive technological, economic, social, and political changes. Evaluating the challenges post-acute providers face, the course examines how they may use strategy to manage current and emerging challenges more effectively.

This course examines the impact of healthcare reform for population health management and patient engagement. In our current scope of content, this is not already included and would make an undergraduate course better-rounded in terms of being grounded in business practices as well as post-acute care management.

Finally, this provides a learner with an introduction to a much broader range of careers beyond the clinic or hospital walls. It would also facilitate those who desire to continue in the Master's Degree program in Healthcare Management at Fairmont State University. This program has a 15 hour certificate that will enable completion of a 500 hour administrator-in-training program approved by the WV Nursing Home Administrator's Licensing Board for eligibility to sit for licensure examination.

APPENDIX A
B.S. Degree in Post-acute care management
Current Program:

Required Major Courses:

Healthcare management (72 Credits)	Credits
BSBA2201 Principles of Accounting I	3
BSBA2202 Principles of Accounting II *(Pre-req BSBA 2201)*	3
BSBA2204 Principles of Marketing	3
BSBA2209 Principles of Management	3
BSBA2211 Principles of Macroeconomics	3
BSBA2212 Principles of Microeconomics *(Pre-req BSBA 2211)*	3
BSBA2221 Intro to Financial Management *(Pre-req BSBA 2201)*	3
BSBA3306 Business Law I	3
BSBA3310 Business and Economics Statistics *(Pre-req MATH 1430 or higher)*	3
BSBA3320 International Business *(Pre-reqs BSBA 2209, BSBA 2204, BSBA 2211)*	3
BSBA4415 Strategic Management & Policy *(Pre-reqs BSBA 2209, BSBA 2204, BSBA 2211)*	3
BSBA4420 Business Ethics and Corporate Responsibility *(Pre-req BSBA 3320, BISM 3200 + senior)*	3
BISM2200 Business Information Tools *(Pre-req Math + BISM 1200)*	3
BISM2800 Corporate Communications & Technology *(Pre-reqs BISM 1200 & ENGL 1102))*	3
BISM3200 Management Information Systems *(Pre-req BISM 2200)*	3
MGMT3308 Human Resources Management *(Pre-req BSBA 2209)*	3
MGMT3390 Organizational Behavior *(Pre-req BSBA 2209 & BISM 2800)*	3
HCMG2201 U.S. Healthcare Systems	3
HCMG2221 Healthcare Finance	3
HCMG2231 Population Health	3
HCMG3331 Health Information Exchange *(PR: HCMG2201, HCMG2221, HCMG2231)*	3
HCMG3333 Quality Management in a Regulatory Environment *(PR: HCMG2201, HCMG2221, HCMG2231)*	3
HCMG4400 Healthcare Policy *(PR: HCMG2201, HCMG2221, HCMG2231)*	3
HCMG4450 Healthcare Management Capstone	3

Free Electives (15 credits)

	Required General Studies (33credits)	Credits
1: Critical Analysis	BISM2200 Business Information Tools	x
2: Quantitative Literacy	MATH1530 College Algebra	3
3: Written Communication	ENGL1101 Written English I	3
4: Teamwork	BSBA2209 Principles of Management	x
5: Information Literacy	ENGL1102 Written English II	3
6: Technology Literacy	BISM1200 Intro to Computing	3
7: Oral Communication	COMM2202 Intro to Communication in the World of Work	3
8: Citizenship	*Student Choice from Approved Options (HIST 1107, 1108, POLI 1103)*	3
9: Ethics	BSBA4420 Business Ethics and Corporate Responsibility	x
10: Health and Well Being	*Student Choice from Approved Options (HTLA 1100)*	2
11: Interdisciplinary/Lifelong Learning	*Student Choice from Approved Options (ENG, FOLK, GEOG)*	3
12: Fine Arts	*Student Choice from Approved Options (ART, ENG)*	3
13: Humanities	*Student Choice from Approved Options (ENG, FOLK)*	3
14: Social Science	BSBA2211 Principles of Macroeconomics	X
15: Natural Science	*Student Choice from Approved Options (BIO, CHEM, PHYS, GEO, HCLA)*	4
16: Cultural Awareness/Human Dignity	BSBA3320 International Business	x

2018-2019 Catalog

Healthcare Management Total		
Post-acute care management Core	72	
General Studies	33	
Free Electives	15	
Total:	120	

APPENDIX A
B.S. Degree in Post-acute care management

Proposed Program:

Healthcare management (72 Credits)	Credits
BSBA25XX Fundamentals of Accounting	3
BSBA2204 Principles of Marketing	3
BSBA2209 Principles of Management	3
BSBA2211 Principles of Macroeconomics	3
BSBA2212 Principles of Microeconomics *(Pre-req BSBA 2211)*	3
BSBA2221 Intro to Financial Management *(Pre-req BSBA 2201)*	3
BSBA3306 Business Law I	3
BSBA3310 Business and Economics Statistics *(Pre-req MATH 1430 or higher)*	3
BSBA3320 International Business *(Pre-reqs BSBA 2209, BSBA 2204, BSBA 2211)*	3
BSBA4415 Strategic Management & Policy *(Pre-reqs BSBA 2209, BSBA 2204, BSBA 2211)*	3
BSBA4420 Business Ethics and Corporate Responsibility *(Pre-req BSBA 3320, BISM 3200 + senior)*	3
BISM2200 Business Information Tools *(Pre-req Math + BISM 1200)*	3
BISM2800 Corporate Communications & Technology *(Pre-reqs BISM 1200 & ENGL 1102))*	3
BISM3200 Management Information Systems *(Pre-req BISM 2200)*	3
MGMT3308 Human Resources Management *(Pre-req BSBA 2209)*	3
MGMT3390 Organizational Behavior *(Pre-req BSBA 2209 & BISM 2800)*	3
HCMG2201 U.S. Healthcare Systems	3
HCMG2221 Healthcare Finance	3
HCMG2231 Population Health	3
HCMG3331 Health Information Exchange *(PR: HCMG2201, HCMG2221, HCMG2231)*	3
HCMG3333 Quality Management in a Regulatory Environment *(PR: HCMG2201, HCMG2221, HCMG2231)*	3
HCMG4000 Managing the Post-Acute Healthcare Continuum	3
HCMG4400 Healthcare Policy *(PR: HCMG2201, HCMG2221, HCMG2231)*	3
HCMG4450 Healthcare Management Capstone	3

Free Electives (15 credits)

General Studies (33credits)		Credits
1: Critical Analysis	BISM2200 Business Information Tools	x
2: Quantitative Literacy	MATH1530 College Algebra	3
3: Written Communication	ENGL1101 Written English I	3
4: Teamwork	BSBA2209 Principles of Management	x
5: Information Literacy	ENGL1102 Written English II	3
6: Technology Literacy	BISM1200 Intro to Computing	3
7: Oral Communication	COMM2202 Intro to Communication in the World of Work	3
8: Citizenship	*Student Choice from Approved Options (HIST 1107, 1108, POLI 1103)*	3
9: Ethics	BSBA4420 Business Ethics and Corporate Responsibility	x
10: Health and Well Being	*Student Choice from Approved Options (HTLA 1100)*	2
11: Interdisciplinary/Lifelong Learning	*Student Choice from Approved Options (ENG, FOLK, GEOG)*	3
12: Fine Arts	*Student Choice from Approved Options (ART, ENG)*	3
13: Humanities	*Student Choice from Approved Options (ENG, FOLK)*	3
14: Social Science	BSBA2211 Principles of Macroeconomics	X
15: Natural Science	*Student Choice from Approved Options (BIO, CHEM, PHYS, GEO, HCLA)*	4
16: Cultural Awareness/Human Dignity	BSBA3320 International Business	x

| Healthcare Management Total		
Post-acute care management Core	72	
General Studies	33	
Free Electives	15	
Total:	120	

APPENDIX B

Catalogue Description for HCMG 4000: Managing the Post-Acute Healthcare Continuum

This course addresses conceptual, interpersonal and business skills associated with managing post-acute healthcare organizations that provide continued care for special populations. With the changing demographics, by the late 2020's, the majority of Americans will be over the age of 65 and 20 percent of them will need some form of assisted care. As health care's traditional care providers focus on a care continuum, a critical strategic consideration for health systems is development of effective post-acute care networks that enable them to deliver cost-effective, high-quality care in the right place at the right time. The content builds expert knowledge of all aspects of long-term care management, including operations, human resources, patient advocacy, and information systems. It also emphasizes the latest understandings of the long-term care continuum and patient-centered care for diverse populations. This is a hybrid 1 course with 75% of the content delivered on line and 25% in scheduled sessions with instructor during the semester.

APPENDIX B

Sample Syllabus

FAIRMONT STATE UNIVERSITY˙ School of Business	*Managing the Post-Acute Healthcare Continuum*
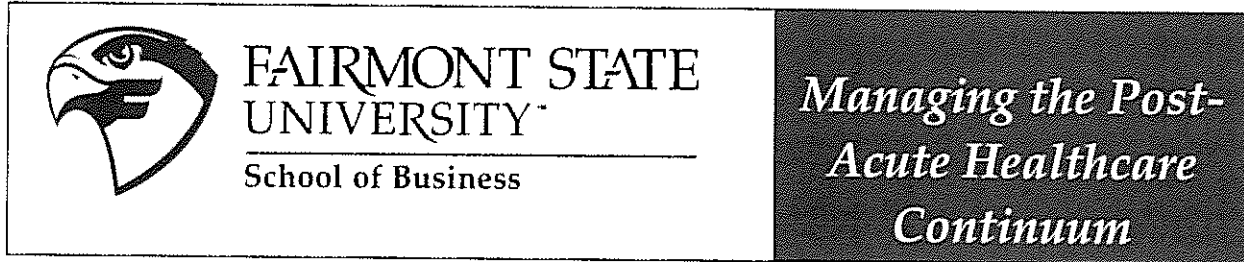
HCMG 4000: Managing the Post-Acute Healthcare Continuum

COURSE DESCRIPTION:

This course addresses conceptual, interpersonal and business skills associated with managing post-acute healthcare organizations that provide continued care for special populations. With the changing demographics, by the late 2020's, the majority of Americans will be over the age of 65 and 20 percent of them will need some form of assisted care. As health care's traditional care providers focus on a care continuum, a critical strategic consideration for health systems is development of effective post-acute care networks that enable them to deliver cost-effective, high-quality care in the right place at the right time. The content builds expert knowledge of all aspects of long-term care management, including operations, human resources, patient advocacy, and information systems. It also emphasizes the latest understandings of the long-term care continuum and patient-centered care for diverse populations.

This is a hybrid 1 course with 75% of the content delivered on line and 25% in scheduled sessions with instructor during the semester.

REQUIRED TEXTBOOK:

Managing the Long-Term Care Facility (2016)
Rebecca Perley
Jossey-Bass; ISBN-13: 978-1118654781

PREREQUISITES OR COREQUISITES:

Working knowledge of how to use as well as access to personal computers, including knowledge of word-processing, spreadsheet software, presentation/media design and ability to conduct journal reviews or other research using library resources. Student must have proficiencies with Blackboard or equivalent Fairmont State University e-learning platforms. Students must have completed all HCMG courses at the 3000 level

COURSE OBJECTIVES: The purpose of this course is to enable students to:

1. Delineate major management functions and describe their applicability to post-acute care organizations
2. Identify and describe current legislative/policy issues in post-acute organizations and be able to discuss potential solutions

3.Analyze various financing and reimbursement methods currently in use, basic financial awareness skills including current payment methods and provider networks
4. Differentiate and articulate ethical issues facing post-acute managers for compliant business practices.
5. Summarize the principles of modern leadership and management, including identifying methods for effective resource management and stewardship.
6. Critique selected articles and current research articles while acquiring competency through writing their findings in APA format.
7. Develop/foster skills working as a team with other members of the class to create and participate in an oral presentation.

PROGRAM LEARNING OUTCOMES (PLO):

1. Synthesize empirical and theoretical knowledge from post-acute care management and general education including the social sciences, natural science, mathematics, English, and humanities as a framework for professional practice.
2. Employ effective communication in verbal, non-verbal, and technological aspects of post-acute care management.
3. Recognize and analyze how political and social policies impact health care.
4. Utilize leadership and management techniques in collaboration with other health team members to facilitate the operation of a health care organization.
5. Demonstrate critical thinking process to solve problems and to make decisions as a professional in a health care setting.
6. Synthesize or critique a personal philosophy of health care management which incorporates professional responsibility and accountability within an ethical-legal framework.
7. Assume responsibility for self-direction in life-long learning by participating in activities that contribute to personal and professional growth.

COURSE OUTCOMES AND ASSESSMENT: After completing this course, students should be able to:

Course Outcome	Alignment to Program Learning Goals:	Assessment Measure	Performance Indicator:
1. Delineate major management functions and describe their applicability to post-acute care organizations	PLO 1: Synthesize empirical and theoretical knowledge from healthcare management and general education including the social sciences, natural science, mathematics, English, and humanities as a framework for professional practice.	Written assignments	A class average of 80 percent or more based on rubric scores.
2. Identify and describe current legislative/policy issues in post-acute organizations and be able to discuss potential solutions	PLO 3: Recognize and analyze how political and social policies impact health care.	Journal/discussion forum	A class average of 80 percent or more based on rubric scores and final exam score.
3.Analyze various financing and reimbursement methods currently in use, basic financial awareness skills	PLO 5: Demonstrate critical thinking process to solve problems and to make decisions	Midterm and final exams	A class average of 80 percent or more based on rubric scores.

including current payment methods and provider networks	as a professional in a health care setting.		
4. Identify and articulate ethical issues facing post-acute managers for compliant business practices.	PLO 2: Employ effective communication in verbal, non-verbal, and technological aspects of post-acute care management.	Journals	A class average of 80 percent or more based on rubric scores and final exam score.
5.Summarize the principles of modern leadership and management, including iden tifying methods for effective resource management and stewardship	PLO 4: Utilize leadership and management techniques in collaboration with other health team members to facilitate the operation of a health care organization	Written assignments	A class average of 80 percent or more based on rubric scores.
6. Critique selected articles and current research articles while acquiring competency through writing findings in APA format.	PLO 6: Synthesize or critique a personal philosophy of health care management which incorporates professional responsibility and accountability within an ethical-legal framework.	Written assignment	A class average of 80 percent or more based on rubric scores and final exam score.
7. Develop/foster skills working as a team with other members of the class to create and participate in an oral presentation.	PLO 7: Assume responsibility for self-direction in life-long learning by participating in activities that contribute to personal and professional growth.	Group project	A class average of 80 percent or more based on rubric scores and final exam score.

GRADING SCALE: 1000-900 = A,   899 - 800 = B,   799 - 700 = C,   699-600 = D,   < 600 = F

COURSE DELIVERABLES:

Journals (4)	25 points/each = 100 points	
Discussion forums (4)	50 points/each = 200 points	
3 written papers	3 @ 100	= 300 points
Midterm and final Exam	2 @ 100	= 200 points
Group presentation & written paper		200 points

Participation in class meetings earns 10 points (bonus) per session

EXAMINATIONS: There are two examinations which occur at mid-terms and during the final week of the class. Generally these are written, short answer questions and some multiple-choice. Exams must be submitted by posted deadlines.

WRITTEN ASSIGNMENTS: All written assignments are required to be in proper APA format following instructions provided. Generally, a written assignment requires at least 5 pages of narrative excluding title page and references. No late work is accepted.

DISCUSSION FORUMS & JOURNALS: Discussion boards are open forums that address topics related to the course content. Journals provide student-to-instructor interaction. Journals are a personal space for students to communicate privately with the instructor. Students can also use journals as a self-reflective tool to post

their opinions, ideas, and concerns about the course, or discuss and analyze course-related materials. All postings must be complete sentences with correct proper grammar and syntax. Citations should be included for pertinent information that relates to fact, source of information or current research. Journaling will be done in four segments. This can include discussion of texts and additional readings.

GROUP PROJECT: The principal deliverable is a group project focused on developing a business plan that is based on five strategic domains in post-acute care health care:
1. Resident centered care and quality of life (mission, vision, values)
2. Staffing and Human Resources
3. Financial performance (budgets, census and staffing)
4. Environment of Care (design of facility)
5. Leadership and Management (compliance, technology and stewardship)

The group project will include a three year budget as well as business development strategy. The group will present an overview of the project and submit a narrative report.

SCORING RUBRICS: These are used to evaluate quality of submitted work for all assignments, discussions, written work and presentations. These are used to delineate consistent criteria for grading and evaluation of effort. Rubrics are posted in electronic format. (Rubrics follow at end)

GENERAL WEEKLY COURSE OUTLINE: Each week of the course has standard, defined content and objectives with additional readings, specific instructions for assignments, etc. These are found in Blackboard posted by week. This will also include topic for journal entry or discussion forum. Additional readings, articles and other materials will be included in the weekly learning module.

COURSE OUTLINE

Week 1:	Introduction, syllabus and course review
	Class session #1– orientation "Outside the Hospital Walls: Historical Overview"
	Read Introduction and chapter 1 of text (additional readings assigned throughout)
Week 2:	**Discussion Forum #1**
	Read chapter 2: Long Term Care Continuum
Week 3:	**Paper #1 (Quality of Life in Post-Acute Care)**
	Read chapter 3: Advocacy, Patient/Resident-Centered Care
Week 4:	**Journal entry 1**
	Read chapter 4: Environment of Care
Week 5:	**Discussion Forum #2 and Class session**
	Read chapter 5: Staffing and Human Resource Management
Week 6:	**Mid Term exam**
Week 7:	**Paper #2 (Medicare Bundling and Episodes of Care)**
	Read chapters 6: Reimbursement for Post-Acute Services
Week 8:	**Journal entry 2**
	Read chapter 7: Compliance and Risk Management
Week 9:	**Journal entry 3 and Class session #2**
	Read chapter 8: Legal and Ethical Issues
Week 11:	**Paper #3 (Laws Governing Organizations, Providers and Patients)**
	Read chapter 9: Marketing and Business Development
	Organize project teams

Week 12:	**Discussion Forum #3**
	Read chapter 10-11: Health Information; Aspects of Aging
Week 13:	**Journal entry 4; begin working on final project**
	Read chapter 12-13: Resident and Facility-Centered Operations
Week 14	**Class session #3**
	Discussion Forum #4
	Read chapter 14-15: Performance Outcomes and Finances
Week 15:	**Finalize group project (post-acute facility business plan)**
	Read chapter 16: Future trends
Week 16: Final Week	**In-class Presentation**
	Final Exam; submit group project document and presentation

Rubrics and curriculum map follow this section

GRADING RUBRIC for DISCUSSION BOARD and JOURNALS
(50 points for each discussion board; 25 points for Journals)

Criteria	Excellent 20 Points – 10 points	Good 15 Points – 7 points	Acceptable 10 Points – 4 points	Poor 0-5 Points
Participation	Posts well developed and fully address all aspects of the discussion board topic. Student posting are in advance of deadline. Student responds to other 3 students' postings.	Participates before deadline but posts lack full development of concepts/ideas. Less than 3 responses to others are posted for forums	Majority of posts occur at or near deadline; posting is rushed or incomplete. --or-- Posts do not address all aspects of assignment.	No participation documented during week (nothing posted on discussion board). No responses to other postings.

Criteria	Excellent 20 Points – 10 points	Good 15 Points – 7 points	Acceptable 10 Point – 4 points	Poor 0-5 Points
Content of discussion thread postings	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts. Posts are correct, reflective and substantive to advance discussion with clear, concise comments in easy to read style. Few if any grammatical errors. Meets 250 word minimum or has at least 15 sentences for each posted topic.	Elaborates on an existing posting with further comment or observation. --or— Posted facts lack full development of concept or thought. Post has less than 250 words or less than 12 sentences for each posted topic.	Numerous errors in grammar and syntax. Posts indicate that less than desired effort was placed into position. Posts shallow contribution to discussion (e.g., agrees or disagrees). --or— Posts repeat others or do not add significantly to discussion. Student did not follow directions for discussion board in all responses. Post has fewer than 100 words (or <6 sentences).	Posts overall are of poor quality with little effort demonstrated. Failure to follow instructions throughout postings. –or – Posts information that is off-topic, incorrect, or irrelevant to discussion. Minimal posting; significant grammar errors and overall poor effort demonstrated. -or- (0 points) Student did not participate.

Criteria	Excellent 10 Points – 5 Points	Good 8 Points – 4 points	Acceptable 5 Points- 2 points	Poor 0 Point
References & Support (these may be included in the first two criteria in some instances and not a separate item)	Uses 2 or more references to literature, readings, or personal experience to support comments.	Incorporates at least 1 reference from literature/readings and some personal experience.	Posts cite some personal experience, but no references to course readings or other research to support position.	Posts includes no references or supporting experience.

Examples of postings that demonstrate higher levels of thinking:
- "Some common themes I see between my experiences and our textbook are…." (analysis)
- "Current trends are significant if we consider the relationship between …." (synthesis)
- "Evidence based research indicates (standards, outcomes, etc.) …." (evaluation)

Grading Rubric for Group/PowerPoint Presentation (100 Points)

Criteria	Excellent (20)	Above Average (18)	Acceptable (15)	Poor/below standard (10)
Effectiveness	Project includes all material needed to gain a comfortable understanding of the topic.	Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements.	Project is missing more than two key elements.	Project is lacking several key elements and has inaccuracies.
Sequencing of Information and Presentation	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next slide. Presentation has no misspellings or grammatical errors.	Most information is organized in a clear, logical way. One slide or item of information seems out of place. Presentation has 1-2 misspellings, but no grammatical errors.	Some information is logically sequenced. An occasional slide or item of information seems out of place. Presentation has several grammatical errors and misspellings.	There is no clear plan for the organization of information. Presentation has more than 10 grammatical and/or spelling errors.
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 slides.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
Organization	PowerPoint contains a minimum of required slides. All parts of the task are completed fully and support the theme/content of the presentation.	PowerPoint contains a minimum of required slides. All parts of the task are completed partially and support the theme/content of the presentation.	PowerPoint contains fewer than minimum required, or some slides designed do not support the theme/content of the presentation.	PowerPoint contains fewer than minimum slides and is missing several parts of the task. Slides designed do not support the theme/content of the presentation.

GENERAL GRADING RUBRIC for WRITTEN ASSIGNMENTS (100 points)

Criteria	Excellent (50 points)	Good (40 points)	Acceptable (30 points)	Needs improvement (20 points)	Poor (10)
Structure	Proper length and structure with minimum pages as required for narrative. Essay is clear, easy to follow, and appropriate to the assignment. There is a logical flow to the topics/arguments. Format includes Title Page, other specific sub headings required in assignment, and references. Information presented clearly.	Submission is appropriate and fairly well organized. Overall it is informative, complete and understandable but needs some editing. Paper has a few errors. -or- Failed to follow instructions for organization of paper in some instances or has less than required pages of narrative. Writing is understood and logical but could use better phrasing.	Thesis (or position or theme) is fairly clear. However, there is inconsistent support for thesis. Paper not well organized or was not proofread. -or- Failed to follow instruction in a few circumstances. Conclusion is acceptable but needs more clarification or is not readily seen by reader.	Main ideas are unclear and/or inappropriate. The work is not very informative or understandable or arguments/points not supported. -or- Paper is not well organized and there is a lack of transition from sections of the paper. Tables or section headings are not presented in proper format.	Poorly organized throughout. Lack of subheadings. -or- Failure to following posted instructions. -or- Less than total required pages of narrative.
Style	Proper use of APA style with 1 or less errors in format. Appropriate grammar and vocabulary are used. Title and introduction makes you want to read the paper. Generally, not written in first person.	Less than 2 errors in APA style noted. Style is good but needs work. Generally appropriate vocabulary is used with few errors in grammar and composition.	Several errors in APA format, grammar and composition. Somewhat informative and understandable but there are numerous spelling and grammatical errors throughout.	APA example not followed (e.g., lacks title page, running head, type face, or has numerous citation errors. Multiple errors in grammar, composition, etc. Mostly written in first person. Overall would be considered poor effort overall.	APA style not evident Lack of sentence structure or proper grammar. Would be considered 'not acceptable' for graduate work. Lack of sentence structure or proper grammar. Would be considered 'not acceptable' for graduate work.
Research	Data cited comes from required number of valid sources. Citations and References are complete and reflect appropriate APA style. The evidence used reflects multiple views. Would be considered scholarly work.	The evidence comes from less than required number of valid sources, or less than the required number to be cited. -or- Overall the paper is good but generally there are less than 2 general format errors in APA style for citations and references.	Valid sources are lacking. -or- The bibliography is missing some information or has several mistakes in formatted in APA style. This would be considered minimal citations for peer-reviewed research.	The evidence seldom comes from few cited valid sources (less than 1 citation or no citations). -or- The bibliography is missing significant information; numerous errors in APA style or lack of citations. Paper lacks substantiation and appears to be based on opinion.	Little to none evident Not quality work for graduate level assignments -or- Paper has a bibliography but no in-text citations.
Logic and reasoning	Arguments and statements are pertinent to the topic and are logical, supported with cited evidence. The key points are evident and clear to reader. Paper presents well-developed analysis and synthesis.	Arguments and statements are pertinent and logical but are not reasonably supported with sufficient evidence. Paper presents reasonable analysis and synthesis but not well-verbalized in the text.	Arguments and statements are not consistently pertinent, logical, or supported. Few key arguments have been made. Nuance, inference and subtlety lacking. Too much personal opinion (first person).	Arguments and statements rarely, if at all, seem logical and supported. Almost no key arguments have been made. Analysis and synthesis lacking. Would be considered poor work needing revision.	Difficult to determine or lacks clarity of purpose.

Revision Date: September 9, 2013

GRADING RUBRIC for Final Project (100 points)

Criteria	Excellent (20 points)	Good (15 points)	Acceptable (10 points)	Needs improvement (5 points)	Poor (0 points)
Grammar, syntax and style	Proper use of style with less than 1 error in format for a proposal. Appropriate grammar and vocabulary are used. No significant errors in sentence structure. The paper is professional looking and of high quality.	Generally appropriate vocabulary is used with several noticeable errors in grammar and composition noted. Too much use of first person in narrative versus being an objective proposal.	Somewhat informative and understandable but there are numerous spelling and grammatical errors. Several errors in format, grammar and composition.	There are multiple errors in grammar, composition, etc. Mostly written in first person. Not compelling as written. Would be considered fair or average work and probably not competitive for funding due to how it is written.	Professional style not evident; Poor sentence structure; Lack of proof reading; Would not be considered appropriate as a funding proposal due to grammar.
Structure and organization of paper	Proper length and structure with minimum pages 6 pages for narrative. Essay is clear, easy to follow, and appropriate to the assignment. There is a logical flow to the topics/arguments.	Project is appropriate and fairly well organized. Overall it is informative, complete and understandable but needs some editing. Paper has a few errors. Failed to follow instructions for organization of paper in some instances or has 5 or less pages of narrative. Project generally understood and logical but needs editing.	Project is fairly clear. Inconsistent support for justifying need, budget, etc. Paper organization is lacking or was not proofread. Did not follow instruction. Conclusion is acceptable but needs more clarification or is not readily seen by reader.	Project unclear and/or inappropriate. Not very informative or understandable or arguments/thesis not supported. Paper is not well organized. Conclusion doesn't follow from the rest of the paper.	Poorly organized throughout. Failure to following posted instructions. Less than total required pages of narrative.
Format	All elements required are met	Generally good format; most elements included	Average format; several key items not included.	Not quality format; needs work	Poor; unacceptable
Logic, persuasion and delivery	All information presented is pertinent and logical, supported with cited evidence. The key points were stressed – no major points have been left out. Presentation presents well-developed project and would be considered competitive.	Generally, the project is pertinent and logical but not reasonably supported with demonstrated evidence consistently. Timeframe is adequate.	Justification for the proposal is not consistently pertinent, logical, or supported. Few key arguments have been made. Nuance, inference and personal opinion deter from merit. Timeframe needs clarification.	Rationale for project rarely, if at all, seems logical and supported. Almost no key arguments have been made to fund project. Objectivity and synthesis lacking in persuasion. Overuse of first person in text. Timeframe is lacking or not well thought out.	Difficult to determine or lacks clarity of purpose. A reviewer would reject this proposal based on its merit. No timeframe—project not logical.
APA style	Proper APA; less than 1 error	APA is good, 2-3 errors	APA is fair, 4-5 errors	APA errors 6-7	Numerous errors in APA

#19-20-08 HCMG Health Care Minor Curriculum Proposal (r2)

Office of the Provost
1201 Locust Avenue • Fairmont, West Virginia 26554
Phone: (304) 367-4101 • Fax: (304) 367-4902
www.fairmontstate.edu

Curriculum Commttee Approval on January 21, 2020

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: February 4, 2020

SUBJECT: Curriculum Proposal #19-20-08

The School of Business and Aviation (SBA) proposes a 21 credit hour Minor in Healthcare Management designed for non-healthcare management majors. This minor is designed for those students seeking a business orientation to enhance their health services professional training (nursing, community health, counseling, etc.) especially if they plan administrative or management roles in their respective career or clinical paths. Moreover, a healthcare management minor is advantageous to current SBA students in accounting, finance, information systems management or marketing if they desire an understanding of the healthcare environment or plan to seek careers in this field.

cc: Richard Harvey
                Cheri Gonzalez
                Laura Ransom
                Lori Schoonmaker
                M. Raymond Alvarez

PREPARING CURRICULUM PROPOSALS

INSTRUCTIONS

Draft your proposal in accordance with the guidelines below and the format shown on the following pages. Should any item under the several headings not pertain to your proposal, write N/A. **Number the second and subsequent pages of your proposal.**

Supply the preliminary information about the proposal as indicated below:

PROPOSAL NUMBER: Leave this space blank. A number will be assigned to the proposal by the Associate Provost.

SCHOOL: Enter the name of the College or School (e.g., *Liberal Arts*), Department (e.g., Language and Literature), and Program (e.g., English).

PREPARER/CONTACT PERSON: Enter the name of the person who prepared the proposal and his/her telephone extension number.

COPIES OF MEMOS SENT TO AFFECTED DEPARTMENTS: Attach these to the back of your proposal.

LETTERS OF SUPPORT FROM DEANS OF AFFECTED DEPARTMENTS: If the Curriculum Committee requests these letters, attach them to the back of your proposal.

DATE SUBMITTED: The Curriculum Committee meets on the fourth Tuesday of each month. **Proposals are due in the Office of the Associate Provost on or before the second Tuesday of the month.**

REVISION SUBMISSION DATE: If changes are required to the original proposal, enter the date the proposal was resubmitted.

IMPLEMENTATION DATE REQUESTED: Enter the first day of the semester (or summer term) and year in which the proposed curriculum change(s) would take effect.

CURRICULUM PROPOSAL (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

Proposal Number:	**#19-20-08**
School/Department/Program:	School of Business and Aviation Healthcare Management Program
Preparer/Contact Person:	Dr. M. Raymond Alvarez
Telephone Extension:	4889
Date Originally Submitted:	October 17, 2019

Revision (Indicate date and label it Revision #1, #2, etc.):	November 26, 2019 Revision #1; January 21, 2020 Revision #2		
Implementation Date Requested:	Monday, August 17, 2020 (Fall semester)		

I. **PROPOSAL**. Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

The School of Business and Aviation (SBA) proposes a 21 credit hour Minor in Healthcare Management designed for non-healthcare management majors. This minor is designed for those students seeking a business orientation to enhance their health services professional training (nursing, community health, counseling, etc.) especially if they plan administrative or management roles in their respective career or clinical paths. Moreover, a healthcare management minor is advantageous to current SBA students in accounting, finance, information systems management or marketing if they desire an understanding of the healthcare environment or plan to seek careers in this field.

II. **DESCRIPTION OF THE PROPOSAL**. Provide a response for each letter, A-H, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

A. Deletion of course(s) or credit(s) from program(s)

Total hours   **n/a**   deleted.

B. Addition of course(s) or credit(s) from program(s)

Includes 7 core HCMG courses to serve as minor concentration from existing courses
Total hours   **21 hours**   added.

C. Provision for interchangeable use of course(s) with program(s)   **n/a**

D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

The minor would include the following 7 courses in the healthcare program:

Course	Title	Content	New Content
HCMG 2201	U.S. Healthcare Systems	Survey of the major components and characteristics that comprise the current U.S. healthcare continuum, including managed care, integrated systems and government payors.	n/a
HCMG 2221	Healthcare Finance	Introduction to financial management, operating revenue, managing working capital, tax status, third-party payors and reimbursement methodologies, financial planning and capital budgeting in healthcare organizations.	n/a
HCMG 2231	Population Health	Overview of health outcomes of geographic populations (communities, countries, etc.) as well as group populations (workforce, schools, ethnic groups, disabled persons, prisoners, or others categorized by shared traits or issues)	n/a

		and how such groups are relevant to policy makers in both the public and private sectors.	
HCMG 3331	Health Information Exchange	Introduces electronic transfer of administrative and clinical information among healthcare organizations at the strategic, organizational, legal, technical, and sociopolitical level in the U.S. and abroad, including impact on quality, safety, efficiency, and financial sustainability	n/a
HCMG 3333	Quality Management in a Regulatory Environment	Focuses on the importance of quality management to achieve compliant regulatory, safety and efficiency goals in healthcare delivery. Includes current pay for performance reimbursement from government payors.	n/a
HCMG 4000	Managing the Post-Acute Healthcare Continuum	Post-acute healthcare organizations have gained, sustained, or lost competitive advantage amidst competition, widespread regulation, high interdependence, and massive technological, economic, social, and political changes. This course examines why strategy and compliant practices to manage current and emerging challenges are vital to sustainability.	n/a
HCMG 4400	Healthcare Policy	Introduction to policy issues in healthcare including state and federal roles, the policy process and integration into healthcare systems management. It includes underlying concepts, critical health policy issues, values and the American political process as they influence policy.	n/a

E. Other changes to existing courses such as changes to title, course number, and elective or required status.   **n/a**

F. Creation of new course(s). For each new course

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

No new courses are being created.

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.

See Appendix A: Course Description

3. Include, as an appendix, a detailed course outline consisting of at least two levels.

Not applicable. Detailed course outlines already exist on these courses**. Appendix B** shows the course sequence and pre-requisites**.**

4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

See Curriculum Map that indicates Outcome and Alignment to Program Learning Goals on following page.

Program Student Learning Outcomes Curriculum Map for Courses in Minor

Degree: BS Healthcare Management

Prepared by: Dr. Raymond Alvarez	Revised: Fall 2019

1. Synthesize empirical and theoretical knowledge from healthcare management and general education including the social sciences, natural science, mathematics, English, and humanities as a framework for professional practice.
2. Employ effective communication in verbal, non-verbal, and technological aspects of healthcare management.
3. Recognize and analyze how political and social policies impact health care.
4. Utilize leadership and management techniques in collaboration with other health team members to facilitate the operation of a health care organization.
5. Demonstrate critical thinking process to solve problems and to make decisions as a professional in a health care setting.
6. Synthesize a personal philosophy of health care management which incorporates professional responsibility and accountability within an ethical-legal framework.
7. Assume responsibility for self-direction in life-long learning by participating in activities that contribute to personal and professional growth.

Core Curriculum Cores		Program Student Learning Outcomes						
		1	**2**	**3**	**4**	**5**	**6**	**7**
US Healthcare Systems	HCMG 2201	I-Exams	R-Discussion Boards	R-Paper	M-Group Presentation			
Healthcare Finance	HCMG 2221	I-Exams	R-Discussion Boards		R-Paper	M-Final Written Paper		
Population Health	HCMG 2231	I-Exams		R-Paper		M-Final Written Paper		M-Presentation
Health Information Exchange	HCMG 3331		R-Discussion Boards	I-Exams	M-Group Manuscript		R-Paper	M-Presentation
Quality Management in a Regulatory Environment	HCMG 3333	I-Exams	M-Dashboard Presentation	R-Discussion Boards	R-Paper	M-Dashboard Presentation		
Managing the Post-Acute Healthcare Continuum	HCMG 4000	M-Written assign-ment	R-Discussion forums	M-Exams	M-Journal	R-Written assignment	M-Written assignment	M-Presentation
Healthcare Policy	HCMG 4400	I-Exams	R-Discussion Boards	R-Paper	M-Group Manuscript			M-Presentation

Level of Learning: I- Introduced, R- Reinforced, M-Mastered

Key for Bloom Taxonomy Cognitive Domain

Red = Recognition/Understanding: Assignments that test students' ability to recall or explain ideas or concepts regarding relevant course material.

Yellow = Apply/Analyze: Assignments that test ability to use information or problem-solving skills.

Green= Evaluate: Assignments that require students to make judgments about a decision or course of action.

Purple= Create: Assignments that require students to generate new ideas, products, or ways of viewing things.

G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

> Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

> **N/A**

III. **RATIONALE FOR THE PROPOSAL**.
A. **Quantitative Assessment**: Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

This minor is anticipated to have approximately 10 students from the nursing/pre-nursing program and 10 students from other concentrations declare this as a minor annually.

B. **Qualitative Assessment**: Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

Prior to 2018, Fairmont State offered an Allied Health Degree program for those students completing an associate's degree in a healthcare related field such as nursing, medical laboratory technology, medical records management, respiratory therapy, PT/OT assistant, etc. After 2018, the program transferred from the School of Nursing to the School of Business (now School of Business and Aviation) where it became a regular four year bachelor's degree program. Any student who had completed and/or were in the process of completing a two year associate's degree were allowed to declare an Allied Health Administration major which only required an additional 34 hours: 21 hours from the business core and 13 hours from selected allied healthcare courses. As these students graduated out, the new curriculum was implemented by the fall of 2018. The first true incoming students in the new four year curriculum began in the spring of 2019. However, the new curriculum includes 72 hours of business core courses.

The Fairmont State School of Nursing program requested that a minor in business be available as they do not recommend a 'double major' for students admitted into the Associate/Bachelor of Nursing program. After discussions, the School of Nursing desired a business core that would be a preferred 'healthcare management' minor for better alignment of a business minor with clinical preparation and training. Upon review of the business minor, it was determined that seven core programs of the Healthcare Management curriculum provided an overview of healthcare systems, importance of financial management, role of technology and information, quality assessment, population health (epidemiology), policy, ethics and leadership that was germane to those students seeking management positions at some time in their future nursing or health care profession.

This also provides a unique opportunity for other students to acquire essential understanding of the healthcare system so that they can matriculate to the new master's degree in healthcare management. Likewise students seeking careers in healthcare finance, marketing or human resources can add a specialized minor concentration. No additional faculty, facilities, equipment or library materials will be required as the content will be incorporated into the fall semester so that an equilibrium of 3 fall and 4 spring courses will be offered to fulfil the minor concentration.

IV.   Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

n/a

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature
School of Business & Aviation	**Dr. Timothy R. Oxley**	*(signature)*

V.   Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

n/a

VI.   ADDITIONAL COMMENTS.

This new minor provides a learner with an introduction to a much broader range of understanding the health care continuum, including potential management careers beyond the clinic or hospital walls. It would also facilitate those who desire to continue in the Master's Degree program in Healthcare Management at Fairmont State University.

See Appendix B for memo of support from Dr. Laura Clayton, associate dean of the School of Nursing.

APPENDIX A

Catalogue Description for Minor in Healthcare Management

This minor addresses conceptual, interpersonal and business skills associated with management careers in healthcare organizations. Skill sets acquired focus on critical strategic consideration for health systems, legal/regulatory environment required for cost-effective, high-quality care delivery, policy and regulatory compliance, and financial management of healthcare organizations. The content builds expert knowledge including operations, human resources, patient advocacy, population health, and information systems. It also emphasizes challenges of strategic leadership for patient-centered care of diverse populations. This minor consists of seven three credit hour hybrid 1 courses. Hybrid 1 courses have 75% of the content delivered on line and 25% in scheduled sessions with instructor during the semester.

APPENDIX B
Minor Concentration in health care management

Proposed Minor Concentration:

Health Care Management Minor (21 credit hours)	Credits
HCMG2201 U.S. Healthcare Systems	3
HCMG2221 Healthcare Finance	3
HCMG2231 Population Health	3
HCMG3331 Health Information Exchange (*PR: HCMG2201, HCMG2221)*	3
HCMG3333 Quality Management in a Regulatory Environment (*PR: HCMG2201, HCMG2221, HCMG2231*)	3
HCMG4000 Managing the Post-Acute Healthcare Continuum	3
HCMG4400 Healthcare Policy (*PR: HCMG2201, HCMG2221, HCMG2231*)	3

Detailed course information already exists for these courses.

Email from School of Nursing (support for proposal):
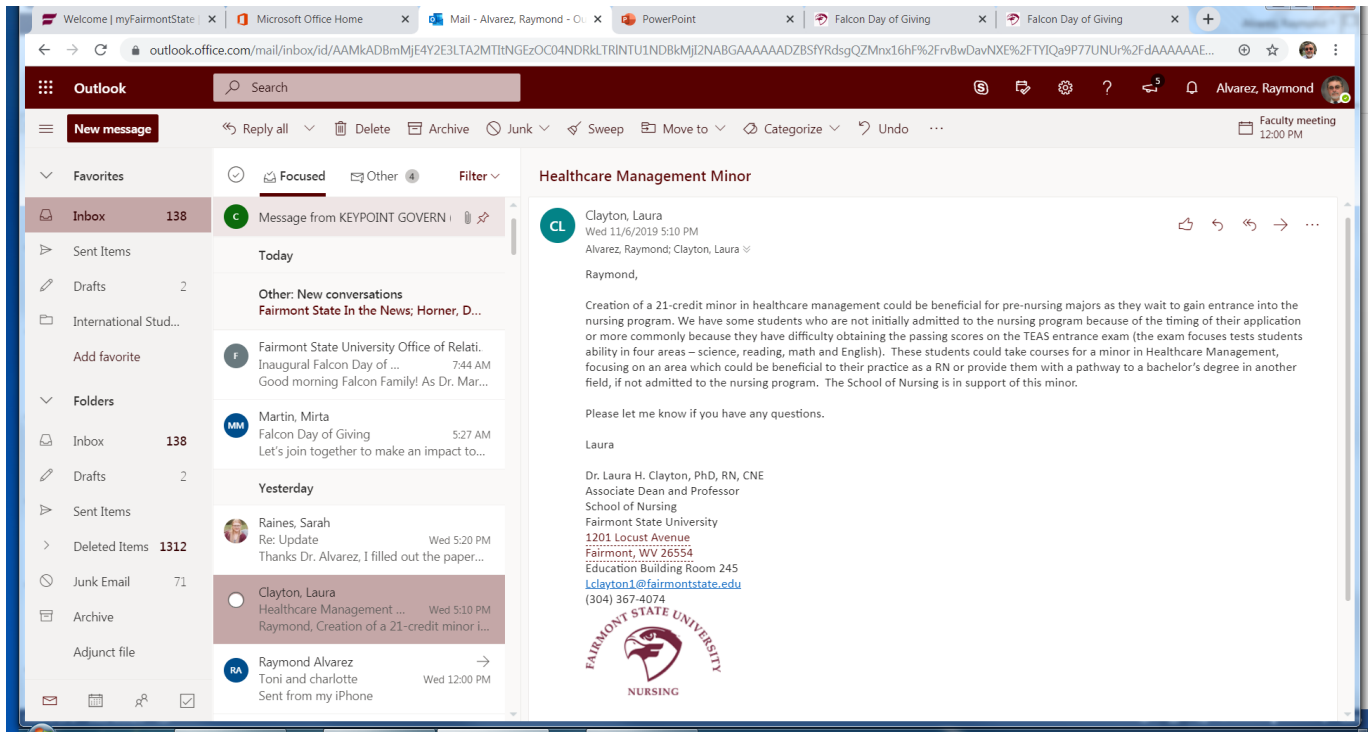
Content of Email:

Creation of a 21-credit minor in healthcare management could be beneficial for pre-nursing majors as they wait to gain entrance into the nursing program. We have some students who are not initially admitted to the nursing program because of the timing of their application or more commonly because they have difficulty obtaining the passing scores on the TEAS entrance exam (the exam focuses tests and students ability in four areas – science, reading, math and English). These students could take courses for a minor in Healthcare Management, focusing on an area which could be beneficial to their practice as a RN or provide them with a pathway to a bachelor's degree in another field, if not admitted to the nursing program. The School of Nursing is in support of this minor.

Please let me know if you have any questions.

Laura

Dr. Laura H. Clayton, PhD, RN, CNE
Associate Dean and Professor
School of Nursing
Fairmont State University
1201 Locust Avenue
Fairmont, WV 26554
Education Building Room 245
Lclayton1@fairmontstate.edu
(304) 367-4074

#19-20-09 Medical Terminology (r1)

FAIRMONT STATE UNIVERSITY™

Approved by the Curriculum Committee on January 21, 2020

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: February 4, 2020

SUBJECT: Curriculum Proposal #19-20-09 Medical Terminology

The purpose of this proposal is to establish a course in Medical Terminology for students interested in the health care professions at Fairmont State. There are several majors that will find this 3-credit course beneficial. These include: Exercise Science, Nursing, Pre-Medical, Pre-Dental, Pre-Pharmacy, and Pre-Physical Therapy. While this will be a new course listing for the current catalog, there is a history of this course being offered at Fairmont State as HLCA 1100, a 3-credit course.

cc: Richard Harvey
             Cheri Gonzalez
             Laura Ransom
             Lori Schoonmaker
             Jan Kiger

Proposal Number:	#19-20-09
School/Department/Program:	School of Education, Health & Human Performance
Preparer/Contact Person:	Jan Kiger
Telephone Extension:	X4984
Date Originally Submitted:	September 25, 2019
Revision (Indicate date and label it Revision #1, #2, etc.):	Revision #1, Jan. 28, 2020
Implementation Date Requested:	Spring 2020

I. **PROPOSAL.** Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

The purpose of this proposal is to establish a course in Medical Terminology for students interested in the health care professions at Fairmont State. There are several majors that will find this 3-credit course beneficial. These include: Exercise Science, Nursing, Pre-Medical, Pre-Dental, Pre-Pharmacy, and Pre-Physical Therapy. While this will be a new course listing for the current catalog, there is a history of this course being offered at Fairmont State as HLCA 1100, a 3-credit course.

II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

A. Deletion of course(s) or credit(s) from program(s)

Total hours deleted.   N/A

B. Addition of course(s) or credit(s) from program(s). **This course will be offered as an elective.**

Total hours added.   N/A

C. Provision for interchangeable use of course(s) with program(s)

D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

N/A

E. Other changes to existing courses such as changes to title, course number, and elective or required status.

N/A

F. Creation of new course(s). For each new course

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

    PHED 1180: Medical Terminology, 3 credit hours. This will be an elective with no prerequisites.

    See Appendix A.

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.

    See Appendix B

3. Include, as an appendix, a detailed course outline consisting of at least two levels.
    See Appendix C

4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.
    See Appendix C & D

G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

    Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

    There is no net gain or loss in credit hours to any current program.

III. **RATIONALE FOR THE PROPOSAL.**
   A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

   B. **Qualitative Assessment:** Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

   Fairmont State students were taking this course at other institutions prior to the offering of Medical Terminology in Summer 2019 and again Fall 2019.
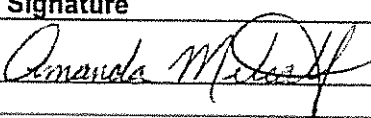
   Medical terminology is required or recommended for admission to many programs where our students continue their education in Physical Therapy, Physician's Assistant, Athletic Training, and Medicine. Even when it is not required, it can be extremely helpful to students preparing for a career in the health care profession.

   This course will be added to an existing load for faculty. No new faculty, facilities, equipment, or library materials will be required.

   This course uses an online textbook that houses the course material and assessments. Students will be required to pay for access.

IV. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature
School of Education, Health & Human Performance	Amanda Metcalf	*Amanda Metcalf*

V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

N/A

VI. ADDITIONAL COMMENTS.

VII. Current Course Listings in the Catalog

N/A

RE: Course number needed

Ransom, Laura
To Kiger, Jan, FSU Office of the Registrar
(i) You replied to this message on 8/20/2019 4.18 PM.

Hi Jan,

It may be easier for me to list what cannot be used:

1100, 1101, 1102, 1110, 1111, 1112, 1114, 1116, 1117, 1120, 1121, 1124, 1125, 1126, 1130, 1140, 1142, 1144, 1145, 1150, 1152, 1155, 1160, 1162, 1164, 1170

Laura Ransom
Records Officer
Office of the University Registrar

FAIRMONT STATE UNIVERSITY

Ransom, Laura
To Kiger, Jan, FSU Office of the Registrar
(i) You replied to this message on 8/20/2019 4.18 PM.

↩ Reply   ↩ Reply All   → Forward   •
Tue 8/20/2019 3 14

From: Kiger, Jan
Sent: Tuesday, August 20, 2019 7:55 AM
To: FSU Office of the Registrar <registrar@fairmontstate.edu>
Subject: Course number needed

Hello,
We want to begin the process of developing a course proposal for the Medical Terminology course we offer. We want this to be a 1000 level course Can you tell me what course numbers are available in the PHED subject area? Thanks.
Jan

Jan Kiger
Interim Department Chair, Health & Human Performance
Assistant Professor, Outdoor Recreation Leadership
School of Education, Health & Human Performance

4

Catalog Description: This course will introduce students interested in the health care profession to the language of science and medicine by covering topics in anatomy, physiology, pathology, diseases, disorders, equipment, diagnosis, and treatment, enabling the student to develop vocabulary essential to the understanding of and communication within the various health fields.

PHED 1180 Medical Terminology

Prerequisites: None

Catalog Description: This course will introduce students interested in the health care profession to the language of science and medicine by covering topics in anatomy, physiology, pathology, diseases, disorders, equipment, diagnosis, and treatment, enabling the student to develop vocabulary essential to the understanding of and communication within the various health fields.

Course Objectives and Goals
The Student will be able to:
A. Use a computer to complete this on-line course.
B. Define flashcard prefixes, suffixes, and stem words.
C. Identify and explain the function of specific word parts.
D. Describe how medical compound terms (words) are constructed.
E. Build compound terms using multiple word parts in a combining form.
F. Analyze key compound medical terms found on the word part flashcards, multiple choice questions, and lecture slides.
G. Define key compound medical terms found on the flashcards.
H. Spell and define medical equipment, treatment, disease, and diagnostic compound terms.
I. Identify and describe some of the medical problems, disorders, and diseases presented in lectures.

Chapter 1: Orientation
1. Chapter Objectives
   a. Operate the menu bar to log in and out of their account, procure the course syllabus, obtain answers to frequently answered questions (FAQ), and contact Caduceus support for help with issues not covered in the FAQ.
   b. Use the system to establish contact with the course instructor and the Caduceus support team.
   c. Understand how to navigate course lectures, flash cards and assessments.
2. Assessment: Successful log in by student.

Chapter 2: The Basics of Medical Terminology
1. Chapter Objectives
   a. Examine a medical word and break down its structure into four different parts: prefix, suffix, stem, and root word.
   b. Assess the structural breakdown and infer the literal and actual meaning of the term.
   c. Explain the difference between the literal and the actual meaning of a term.
   d. Recognize a medical part of speech based on its structure.
   e. Assemble compound medical terms and define them based on an evaluation of the structural breakdown.
2. Assessment: Demonstrate understanding of structural breakdown of medical word by means of an end-of-chapter quiz.

Chapter 3: Body, Diagnosis, Equipment, Instruments, and Treatment
1. Chapter Objectives
   a. Apply medical terminology breakdown skills to examine morpheme components of terms introduced in this chapter.
   b. Identify anatomy, conditions, diseases, technology, and treatment based on breakdown and reconstruction of these terms.
2. Assessment: Demonstrate an understanding of acquired terminology by means of an end-of-chapter quiz.

6

Chapter 4: Integrated Medicine
1. Chapter Objectives
    a. Define integrated medicine and list several types.
    b. Identify integrated medicine terms and analyze them into component morphemes
2. Assessment: Demonstrate an understanding of integrated medicine terminology by means of an end-of-chapter quiz

Chapter 5: Self-Testing Flash Cards
1. Chapter Objectives
    a. Match medical prefixes, suffixes, stems, and roots with their definition.
    b. Demonstrate an understanding of the structure of the specialized lexicon used in healthcare.
2. Assessment: Demonstrate an understanding of medical lexical knowledge by performing a self-assessment.

Chapter 6: Musculoskeletal System Lectures
1. Chapter Objectives
    a. Apply acquired medical terminology breakdown skills to examine morpheme components of terms specific to the musculoskeletal system.
    b. Identify musculoskeletal system anatomy, conditions, diseases, and treatment based on breakdown and reconstruction of these terms.
2. Demonstrate an understanding of the musculoskeletal system terminology by means of an end-of-chapter quiz.

Chapter 7: Nervous System and Special Senses Lectures
1. Chapter Objectives
    a. Apply acquired medical terminology breakdown skills to examine morpheme components of nervous system terms
    b. Identify nervous system anatomy, conditions, diseases, and treatment based on breakdown and reconstruction of these terms.
2. Assessment: Demonstrate an understanding of the nervous system terminology by means of an end-of-chapter quiz.

Chapter 8: Circulatory (Cardiovascular) System Lectures
1. Chapter Objectives
    a. Apply acquired medical terminology breakdown skills to examine morpheme components of terms specific to the circulatory and cardiovascular system.
    b. Identify circulatory and cardiovascular system anatomy, conditions, diseases, and treatment based on breakdown and reconstruction of these terms.
2. Assessment: Demonstrate an understanding of the circulatory and cardiovascular system terminology by means of an end-of-chapter quiz.

Chapter 9: Respiratory System Lectures
1. Chapter Objectives
    a. Apply acquired medical terminology breakdown skills to examine morpheme components of terms specific to the respiratory system.
    b. Identify respiratory system anatomy, conditions, diseases, and treatment based on breakdown and reconstruction of these terms.
2. Assessment: Demonstrate an understanding of respiratory system terminology by means of an end-of-chapter quiz.

Chapter 10: Integumentary (Skin) System
1. Chapter Objectives
    a. Apply acquired medical terminology breakdown skills to examine morpheme components of terms specific to the integumentary system.
    b. Identify integumentary system anatomy as well as dermatologic conditions, diseases, and treatment based on breakdown and reconstruction of these terms.
2. Assessment: Demonstrate an understanding of integumentary system terminology by means of an end-of-chapter quiz.

Chapter 11: Digestive System
1. Chapter Objectives
   a. Apply acquired medical terminology breakdown skills to examine morpheme components of terms specific to the digestive system.
   b. Identify digestive system anatomy, conditions, diseases, and treatment based on breakdown and reconstruction of these terms.
2. Assessment: Demonstrate an understanding of digestive system terminology by means of an end-of-chapter quiz.

Chapter 12: Urinary System and Urogenital System
1. Chapter Objectives
   a. Apply acquired medical terminology breakdown skills to examine morpheme components of terms specific to the urogenital system.
   b. Identify male and female urogenital system anatomy as well as conditions, diseases, and treatment specific to each gender based on breakdown and reconstruction of these terms.
2. Assessment: Demonstrate an understanding of urogenital system terminology by means of an end-of-chapter quiz.

Chapter 13: Reproductive Systems and Sexually Transmitted Infections
1. Chapter Objectives
   a. Apply acquired medical terminology breakdown skills to examine morpheme components of terms specific to the reproductive system and sexually transmitted infections.
   b. Identify male and female reproductive system anatomy as well as conditions, sexually transmitted infections, and treatment specific to each gender based on breakdown and reconstruction of these terms.
2. Assessment: Demonstrate an understanding of reproductive system and sexually transmitted infection terminology by means of an end-of-chapter quiz.

Chapter 14: Endocrine System
1. Course Objectives
   a. Apply acquired medical terminology breakdown skills to examine morpheme components of terms specific to the endocrine system.
   b. Identify male and female endocrine system anatomy as well as gender-specific and general endocrine conditions, diseases, and treatment based on breakdown and reconstruction of these terms.
2. Assessment: Demonstrate an understanding of endocrine system terminology by means of an end-of-chapter quiz.

Chapter 15: Review

Chapter 16: Final Exam

Syllabus

Fairmont State University

Medical Terminology for the Health Professional
https://fairmont.cipcourses.com (Use Google Chrome or Firefox)

Course Description:

This course will introduce aspiring health professionals to the language of science and medicine by covering topics in anatomy, physiology, pathology, diseases, disorders, equipment, diagnosis and treatment enabling the student to develop a vocabulary essential to the understanding of and communication within the various health fields.

Scientific and Medical Terminology E-Textbook:

The virtual text contains interactive audio-visual lecture pages that prepare each student for the **self-testing flashcards** and the **multiple-choice** self-test questions. These activities must be completed in full before the final exam in chapter 16 of E-Textbook can be taken.

Completion of this self-paced course is worth **25%** of the final grade. The final exam must be completed in order for a course summary sheet to be sent to the instructor and the student. **Your grade will not be posted to the Registrar's Office until you complete the final exam.**

Course is Designed to:
A.   Prepare students for advanced professional preparation courses by incorporating content taught in advanced medical and scientific courses.
B.   Provide students with multiple (**4200**) color medical pictures that will assist with increased understanding of the specialized vocabulary presented and discussed in this course.
C.   Reinforce student's mastery of the language of medicine with a learning system that will increase their memorization of word parts and compound terms through repetition.
D.   Provide students with an opportunity to study and replay the audio-visual online lectures and complete the self-testing activities at a convenient time and place.

Instructor Information
Name:
Email:
Office Location:
Office Phone:
Office Hours:

Course Objectives and Goals (12)
The Student will be able to:
J.   Use a computer to complete this on-line course.
K.   Define flashcard prefixes, suffixes, and stem words.
L.   Identify and explain the function of specific word parts.
M.   Describe how medical compound terms (words) are constructed.
N.   Build compound terms using multiple word parts in a combining form.
O.   Analyze key compound medical terms found on the word part flashcards, multiple choice questions, and lecture slides.
P.   Define key compound medical terms found on the flashcards.
Q.   Spell and define medical equipment, treatment, disease, and diagnostic compound terms.
R.   Identify and describe some of the medical problems, disorders, and diseases presented in lectures.

Course Flow Plan
A.   View and listen to the audio-visual lectures in **Chapters 1 through 4.**
B.   Complete the multiple-choice question bank (25 item quizzes on each chapter except chapter 1) located in **Chapter 4.**
C.   Complete the self-testing flashcards in **Chapter 5.**
D.   View and listen to the audio-visual lectures for the body systems in **Chapters 6-14.** Complete the Diseases and Disorders multiple-choice question banks (44 questions/self-test) in the last file of Chapters 6-14.
E.   Generate a printed **Summary Sheet** by clicking the typewriter symbol on your computer screen. This sheet will show the number of lecture pages completed in online E-Textbook, the self-testing totals for the flashcards in Chapter 5, and the multiple-choice questions in Chapters 4, and 6-14.
F.   All assigned activities must be completed before the online final exam. This **Summary Sheet** verifies that you are prepared to take the final online exam in Chapter 16. The final exam is 120-minute, 200-question test related to the online self-testing activities.

Weekly Activities, Lectures and Self-Testing

Week 1	Overview: Syllabus, Online E-Textbook, and of Self-Testing Items. **Lecture Chapters 1 through 3:** The Basics of Medical Terminology.
Week 2	**Lecture Topic Chapter 4: Integrated Medicine.** Test Bank contains a file of 114 multiple-choice questions that will be used for the Quizzes. **(Complete Quiz)**
Week 3	**Self-Testing Flashcards – Chapter 5.** Complete 100 Flashcards Per Day for 10 Days = 1000 Flashcards.
Week 4	**Self-Testing Flashcards - Chapter 5.** Complete 100 Flashcards Per Day for 10 Days = 1000 Flashcards.
Week 5	**Self-Testing Flashcards – Chapter 5.** Complete 100 Flashcards Per Day for 10 Days = 1000 Flashcards.
Week 6	**Lecture Topic Chapter 6: Musculoskeletal System.** (Complete Quiz)
Week 7	**Lecture Topic Chapter 7: Nervous System & Special Senses.** (Complete quiz)
Week 8	**Midterm no later than _____.**

Week 9	**Lecture Topic Chapter 8: Cardio/Vascular System** (Complete quiz)
Week 10	**Lecture Topic Chapter 9: Respiratory System.** (Complete quiz)
Week 11	**Lecture Topic Chapter 10: Integumentary System.** **(Complete quiz)**
Week 12	**Lecture Topic Chapter 11: Digestive System** (Complete quiz)
Week 13	**Lecture Topic Chapter12: Urinary/Genital System** (Complete quiz)
Week 14	**Lecture Topic Chapters 13 & 14: VD & Endocrine System.** (Complete quiz)
Week 15	Flex week
Week 16	Review. Complete any uncompleted topics. Now **print out** your lecture and self-testing **Summary Sheet** for your records. Complete the Final exam **no later than** _____ .

Grading:
25% - Completion of the course
25% - Quizzes- 12 Quizzes (25 questions each- 15 minutes for completion)
25% - Mid Term (100 questions- 83 minutes for completion)
25% - Final Exam(200 questions- 120 minutes for completion)

Students will be graded based upon:
Grading Scale
A ≥ 90%
B ≥ 80%
C ≥ 70%
D ≥ 60%
F ≤ 59.99%

Student Computer Technical Help (ANYTIME)
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#19-20-11 CHEP Curriculum Proposal (r2)

Office of the Provost
1201 Locust Avenue • Fairmont, West Virginia 26554
Phone: (304) 367-4101 • Fax: (304) 367-4902
www.fairmontstate.edu

Curriculum Committee Approved on January 21, 2020

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: February 4, 2020

SUBJECT: Curriculum Proposal #19-20-11

Brief abstract:
1. Assigning the CHEP prefix courses to the Community Health program (major and minor).
2. The Area of Emphasis is being removed. Instead students will complete a minor or the minor
3. requirement is waived if they have an associate degree/are double majoring.
4. Update the Community Health minor (Appendix C).
5. Update the program information in the course catalog.

cc: Richard Harvey
               Cheri Gonzalez
               Laura Ransom
               Lori Schoonmaker
               Chris Kast
               Janie Leary

CURRICULUM PROPOSAL (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

Proposal Number:	**#19-20-11**
School/Department/Program:	**College of Liberal Arts: Dept. of Behavioral Sciences**
Preparer/Contact Person:	**Janie M. Leary**
Telephone Extension:	**3630**
Date Originally Submitted:	**Fall 2019**
Revision (Indicate date and label it Revision #1, #2, etc.):	#2
Implementation Date Requested:	**Fall 2020**

I. **PROPOSAL**. Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

   1. **Assigning the CHEP prefix courses to the Community Health program (major and minor).**
   2. **The Area of Emphasis is being removed. Instead students will complete a minor or the minor requirement is waived if they have an associate degree/are double majoring.**
   3. **Update the Community Health minor (Appendix C).**
   4. **Update the program information in the course catalog.**

II. **DESCRIPTION OF THE PROPOSAL**. Provide a response for each letter, A-H, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

   A. Deletion of course(s) or credit(s) from program(s)

   HLTA 1150 Introduction to Health Education
   PHED 1100 Fitness & Wellness
   HLTA 1110 Nutrition   (also goes by NUTR 1110)
   HLTA 2202 Environmental Health
   HLTA 2203 Contemporary & Drug Behavior Issues
   HLTA 2210 Disease Etiology
   HLTA 3315 Healthy Sexuality
   HLTA 3320 Behavior Change Theory
   HLTA 3330 Introduction to Epidemiology & Biostatistics
   HLTA 3345 Community Needs Assessment
   HLTA 3350 Health Promotion & Program Planning
   HLTA 3360 Communication Techniques for Health Promotion
   HLTA 3390 Certified Health Education Specialist (CHES) Preparation
   HLTA 4410 Seminar in Public Health
   HLTA 4440 Health Research and Measurement Design
   HLTA 4445 Health Research Implementation
   HLTA 4451 Field Practicum in Community Health
   HLTA 4452 Field Practicum in Community Health Portfolio
   HLTA 4446 Funding & Administration of Health Promotion Programs.

   Total hours deleted. 52

   B. Addition of course(s) or credit(s) from program(s)

   CHEP 1100   Health Promotion
   CHEP 1110   Nutrition & Health Promotion
   CHEP 2202   Environmental Health
   CHEP 3000   Epidemiology & Disease Etiology
   CHEP 3320   Behavior Change Theory
   CHEP 3345   Needs Assessment
   CHEP 3350   Program Planning & Evaluation
   CHEP 3360   Communication Techniques for Health Promotion
   CHEP 4410   Public Health Policy Seminar
   CHEP 4440   Health Research and Measurement Design   (OR PSYC 3305 OR SOCY 3360)

CHEP 4445	Health Research Implementation	(OR PSYC 3390 OR SOCY 3370)
CHEP 4450	Program Funding & Administration	
CHEP 4480	Community Health Capstone	
CHEP 4490	Community Health Internship	

POLI 2240 OR PSYC 2240 OR SOCY 2240

Students must complete courses on at least TWO of the topics below:
       Addiction: PSYC 3395 OR CRIM 3365
       Sexuality & Relationships: SOCY 3335 OR SOCY 3345
       Health Promotion & Special Populations: CHEP 4000 or CHEP 4001 or PSYC 4491

Total hours added.   **50-51**

C. Provision for interchangeable use of course(s) with program(s)
    POLI 2240 OR PSYC 2240 OR SOCY 2240
    SOCY 3335 OR SOCY 3345
    CHEP 4440 OR PSYC 3305 OR SOCY 3360
    CHEP 4445 OR PSYC 3390 OR SOCY 3370
    PSYC 3395 OR CRIM 3365
    CHEP 4000 OR CHEP 4001 OR PSYC 4491

D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

E. Other changes to existing courses such as changes to title, course number, and elective or required status.
    Updated Community Health Education Program Catalog Description
    The Bachelor of Science degree in Community Health provides students with the knowledge and skills to work in community-based programs. The focus of the degree is to prepare health professionals who can assess needs, plan and implement programs, conduct research, communicate health information, and serve as a health resource person. Courses are designed with hands-on learning in mind. Students participate in projects where they are meeting a real community's health needs.

    Program graduates work to promote positive health behaviors and prevent disease by collaborating with individuals and communities. Employment opportunities are available in non-profit, government, healthcare, and business sectors. Graduates may also seek certification through professional organizations, such as the National Commission on Health Education Credentialing.

    A Community Health Minor (18-19 hours) is also offered.

F. Creation of new course(s). For each new course
  1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.
  2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.
  3. Include, as an appendix, a detailed course outline consisting of at least two levels.
  4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s). Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

    No other programs are impacted by this proposal. The overall degree credit hours remain the same.

The proposed changes allow students more freedom for completing the Community Health program. This will increase likelihood of program completion and make it easier for students wishing to double major or complete a minor. Additionally, the increased flexibility of courses allows some courses to count in multiple majors, further reducing the credit hours required for graduation with a double major, depending on the declared majors.

The minor/double major requirement is waived for students who have already completed an associate degree. This will allow those students to complete their 4-year degree in Community Health in 51 or fewer credit hours, depending on prior coursework.

III.   **RATIONALE FOR THE PROPOSAL**.
   A. **Quantitative Assessment**: Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

   According to Bureau of Labor Statistics, the Community Health field is expected to grow by 16% by 2026. A recent survey of program graduates included a question about their perception of the field. When asked, "How would you assess the future employment prospects of the Community Health Education program?", responses (n=16) ranged from 50 to 100 (on a 0-100 scale), with a mean of 82.4. This degree program prepares graduates to meet the needs of the community, now and in the future.

   Graduates of the Community Health Education program can sit for a number of certifications, such as Certified Health Education Specialist (CHES). Some organizations require a certification in addition to a four-year degree in the field. Aligning the course names, descriptions, and/or content with national certification programs will better assist graduates wishing to complete the additional certifications.

   Students majoring in other fields are likely to work in community-based organizations. Additional training in behavior change, program planning/implementation, and program management will help them better meet the needs of their organizations.

   B. **Qualitative Assessment**: Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

   No new faculty, facilities, equipment, or library resources are needed for these changes.

IV.   Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

   By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature
College of Liberal Arts	Chris Kast	*Chris Kast*

V.   Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

VI.   ADDITIONAL COMMENTS.

APPENDIX A
Current B.S. Degree in Community Health Education

Required Major Courses	HRS
HLTA 1150 Introduction to Health Education	3
PHED 1100 Fitness & Wellness	2
HLTA 1110 Nutrition	3
HLTA 2202 Environmental Health	3
HLTA 2203 Contemporary & Drug Behavior Issues	3
HLTA 2210 Disease Etiology	3
HLTA 3315 Healthy Sexuality	3
HLTA 3320 Behavior Change Theory	3
HLTA 3330 Introduction to Epidemiology & Biostatistics	3
HLTA 3345 Community Needs Assessment	3
HLTA 3350 Health Promotion & Program Planning	3
HLTA 3360 Communication Techniques for Health Promotion	2
HLTA 3390 Certified Health Education Specialist (CHES) Preparation	2
HLTA 4410 Seminar in Public Health	3
HLTA 4440 Health Research and Measurement Design	3
HLTA 4445 Health Research Implementation	3
HLTA 4451 Field Practicum in Community Health	3
HLTA 4452 Field Practicum in Community Health Portfolio	1
HLTA 4446 Funding & Administration of Health Promotion Programs.	3
"Area of Emphasis" or "Minor in any area"	**12 to 24**
TOTAL HOURS FOR MAJOR (depends on whether the student completes Area of Emphasis or Minor)	**64-76**
Required General Studies Courses (example text highlighted)	
Outcome 1 - Critical Analysis:	3
Outcome 2- Quantitative Literacy: MATH 1407 or higher	3
Outcome 3- Written Communication: ENGL 1101	3
Outcome 4 - Teamwork:	3
Outcome 5 - Information Literacy: ENGL 1102 or 1103	3
Outcome 6 - Technology Literacy:	3
Outcome 7 - Oral Communication: COMM 2200 or 2201 or 2202	3
Outcome 8 - Citizenship:	3
Outcome 9 - Ethics:	3
Outcome 10 - Health:	3
Outcome 11- Interdisciplinary:	3
Outcome 12 - Arts:	3
Outcome 13 – Humanities	3
Outcome 14 – Social: PSYC 1101 or SOCY 1110 recommended	3
Outcome 15 – Natural Science	3
Outcome 16 - Cultural	3
TOTAL GENERAL STUDIES HOURS	**48-49**

4

TOTAL FREE ELECTIVES	**XX**
TOTAL HOURS	**120**

(Breakdown for minor/Area of Emphasis on next page)
Breakdown of how hours are computed:

Student seeks a degree in Community Health Education with an AREA of EMPHASIS		Student seeks a degree in Community Health Education with a MINOR	
General Studies	45-46	General Studies	45-46
Major	52	Major	52
Area of Emphasis	12	Minor	18-21
Free Electives	11-Oct	Free Electives	1-5
TOTAL for degree	120	TOTAL for degree	120

5

APPENDIX B
Proposed B.S. Degree in Community Health Education (120 hours)

Required Major Courses			HRS
CHEP	1100		4
CHEP	1110		3
CHEP	2202		3
CHEP	3000		3
CHEP	3320		3
CHEP	3345		3
CHEP	3350		3
CHEP	3360		2
CHEP	4410		2
CHEP	4440	OR PSYC 3305 OR SOCY 3360	3-4
CHEP	4445	OR PSYC 3390 OR SOCY 3370	3
CHEP	4450	{Course will meet the Writing Intensive requirement}	3
CHEP	4480		3
CHEP	4490		4
		POLI 2240 OR PSYC 2240 OR SOCY 2240	3
TOTAL Required Major Courses			45-46
Major Electives			6

Students must complete at least one course from at least TWO of the topics below:
   Addiction: PSYC 3395 OR CRIM 3365
   Sexuality & Relationships: SOCY 3335 OR SOCY 3345
   Health Promotion & Special Populations: CHEP 4000 or CHEP 4001 or PSYC 4491

Minor Requirements/Electives (if minor is required)	
Minor, Associate degree, or Double major	Hours vary based on route taken by student
TOTAL HOURS FOR MAJOR (and minor if required)	**51+**

Required General Studies Courses (example text highlighted)	
Outcome 1 - Critical Analysis: any course from the approved list	3
Outcome 2- Quantitative Literacy: MATH 1407 or higher	3
Outcome 3- Written Communication: ENGL 1101	3
Outcome 4 - Teamwork: any course from the approved list	3
Outcome 5 - Information Literacy: ENGL 1102 or 1103	3
Outcome 6 - Technology Literacy: any course from the approved list	3
Outcome 7 - Oral Communication: COMM 2200 or 2201 or 2202	3
Outcome 8 - Citizenship: any course from the approved list	3
Outcome 9 - Ethics: any course from the approved list	3
Outcome 10 - Health: any course from the approved list	3
Outcome 11- Interdisciplinary: any course from the approved list	3
Outcome 12 - Arts: any course from the approved list	3
Outcome 13 – Humanities: any course from the approved list	3
Outcome 14 – Social: PSYC 1101 or SOCY 1110 recommended	3
Outcome 15 – Natural Science: any course from the approved list	3
Outcome 16 – Cultural: any course from the approved list	3

TOTAL GENERAL STUDIES HOURS	**48-49**
TOTAL FREE ELECTIVES	**XX**
TOTAL HOURS	**120**

(Breakdown for the minor/associate degree options on the next page)

Student seeks a degree in Community Health Education with a MINOR*		Students seeking a degree in Community Health Education and already have an associate degree or are double majoring*	
General Studies	48-49	General Studies	Variable, based on courses completed in the associate degree or as part of their double major.
Major	51-52	Major	51-52
Minor	18-21	Minor	NA
Free Electives	3+	Free Electives	Variable based on student need for full-time status, etc.
TOTAL for degree	120	TOTAL for degree	Up to 52 credits for the core Community Health courses**

* Some courses may meet the requirements for General Studies, the major, and/or minor/double major. This would impact the credit hours available as free electives.

**Students who complete courses as part of their associate degree that also meet the course requirements for the Community Health degree may finish the degree in fewer than 52 credit hours.

Appendix C
Updates to Community Health Education Program Minor

Old Requirements:

Students may also choose to complete a minor in Community Health. Courses required for the minor include:

Required courses (18 hours):
HLTA 1150
HLTA 2210
HLTA 3320
HLTA 3330
HLTA 3345
HLTA 3350

Choose one course from the following (2-3 hours):
HLTA 2202
HLTA 2203
HLTA 3315
HLTA 3360
HLTA 3390
HLTA 4446

New Requirements:

Students may also choose to complete a minor in Community Health. Courses required for the minor include:

Required courses (16 hours):
CHEP 1100
CHEP 3000
CHEP 3320
CHEP 3345
CHEP 3350

Choose one course from the following (2-3 hours):
CHEP 2202
CRIM 3365 OR PSYC 3395
SOCY 3335 OR SOCY 3345
CHEP 4000 OR CHEP 4001 OR PSYC 4491
CHEP 4450
CHEP 4480
POLI/PSYC/SOCY 2240

#19-20-12 CHEP Course Creation proposal (r2)

FAIRMONT STATE UNIVERSITY™

Approved by Curriculum Committee on January 21, 2020

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: February 4, 2020

SUBJECT: Curriculum Proposal #19-20-12

Brief abstract:

Creating the Community Health Prefix to correspond to the program's new position in the College of Liberal Arts, Department of Behavioral Sciences.

CHEP 4450 will be designated as the Writing Intensive course for the Community Health program. Additional information is included in Appendix A (page 16).

cc: Richard Harvey
                 Cheri Gonzalez
                 Laura Ransom
                 Lori Schoonmaker
                 Chris Kast
                 Janie Leary

Fairmont State University is an equal opportunity, affirmative action institution.

CURRICULUM PROPOSAL (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

Proposal Number:	**#19-20-12**
School/Department/Program:	**College of Liberal Arts: Dept. of Behavioral Sciences**
Preparer/Contact Person:	**Janie M. Leary**
Telephone Extension:	**3630**
Date Originally Submitted:	**Fall 2019**
Revision (Indicate date and label it Revision #1, #2, etc.):	#2
Implementation Date Requested:	**Fall 2020**

I.   **PROPOSAL**. Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

> **Creating the Community Health Prefix to correspond to the program's new position in the College of Liberal Arts, Department of Behavioral Sciences.**
>
> **CHEP 4450 will be designated as the Writing Intensive course for the Community Health program. Additional information is included in Appendix A (page 16).**

II.   **DESCRIPTION OF THE PROPOSAL**. Provide a response for each letter, A-H, and for each Roman Numeral II– V. If any section does not apply to your proposal, reply N/A.

   A.   Deletion of course(s) or credit(s) from program(s)
   Total hours deleted. _____
   B.   Addition of course(s) or credit(s) from program(s)
   Total hours added. _____

   C.   Provision for interchangeable use of course(s) with program(s)

   D.   Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

   E.   Other changes to existing courses such as changes to title, course number, and elective or required status.

   F.   Creation of new course(s). For each new course

   1.   Designate the course number, title, units of credit, prerequisites (if any) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

CHEP 1100	**Health Promotion**	**4 hours**
CHEP 1110	**Nutrition & Health Promotion**	**3 hours**
CHEP 2202	**Environmental Health**	**3 hours**
CHEP 3000	**Epidemiology & Disease Etiology**	**3 hours**
CHEP 3320	**Behavior Change Theory**	**3 hours**
CHEP 3345	**Needs Assessment**	**3 hours**
CHEP 3350	**Program Planning & Evaluation**	**3 hours**
CHEP 3360	**Communication Techniques for Health Promotion**	**2 hours**
CHEP 4000	**Death, Dying, and Caretaking**	**3 hours**
CHEP 4001	**Disability, Communities, & Health**	**3 hours**
CHEP 4410	**Public Health Policy Seminar**	**2 hours**
CHEP 4440	**Health Research and Measurement Design**	**3 hours**
CHEP 4445	**Health Research Implementation**	**3 hours**
CHEP 4450	**Program Funding & Administration**	**3 hours**
CHEP 4480	**Community Health Capstone**	**2 hours**
CHEP 4490	**Community Health Internship**	**4 hours**

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.

3. Include, as an appendix, a detailed course outline consisting of at least two levels.

4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

Course Descriptions, learner outcomes, & assessment measures are in Appendix A.

G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

III. **RATIONALE FOR THE PROPOSAL**.
A. **Quantitative Assessment**: Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

B. **Qualitative Assessment**: Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

IV. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature
College of Liberal Arts	Chris Kast	*Chris Kast*

V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

VI. ADDITIONAL COMMENTS.

Appendix A
Course Descriptions, Learner Outcomes, & Assessment Measures

CHEP 1100 Health Promotion…..……4 hrs.

Students will explore the significance of each dimension of health and the reciprocal relationship between human health status and the environment. Various body systems and related health issues will be discussed. Students will learn how to be educated consumers of health information and how to advocate for health on behalf of their clients.

Course Outline
Basics of Health
    a. Dimensions of health
    b. Diseases
    c. Injury & violence
2. Promoting health in communities and self
    a. Behavior change theory
    b. Responsible consumption of health information

Learner Outcomes	Direct Assessment Measure	Satisfactory Performance Standards
Identify the dimensions of health, health behaviors, and social/environmental influences that lead to healthy/unhealthy physical and psychological outcomes	Content Exam Direct - Exam	The class average on exams (combined) will be at least 70%.
Apply strategies to assess health information for quality	Analysis Project Direct - Student Artifact	70% of the students will score 75% or higher on the assignment
Compile data on health-related topics. Analyze data and report on findings; compare findings to secondary data sources.	Data Analysis Project Direct - Student Artifact	70% of students will complete the Report & score 70% or higher

CHEP 1110 Nutrition & Health Promotion …...… 3 hrs

This course examines nutritional needs across the life cycle and in special populations. The course will also discuss challenges to healthy nutrition, including eating disorders and economic/geographical barriers. Students will develop a plan for healthy nutrition.

Course Outline
- Basics of nutrition & health promotion
    - d. Nutritional needs of the human body across the lifespan
    - e. Disease and disorders related to improper nutrition
- 3. Promoting nutritional health in communities and self
    - a. Application of behavior change theories
    - b. Skills for healthy nutrition
        - i. Food labels
        - ii. Portion vs. serving
        - iii. Healthy consumer of nutrition-related advertising

Learner Outcomes	Direct Assessment Measure	Satisfactory Performance Standards
Identify and evaluate the nutritional needs and issues across the lifespan	Content Exam Direct - Exam	The class average on exams (combined) will be at least 70%.
Apply strategies to assess health information for quality	Semester Project Direct - Student Artifact	70% of the students will score 75% or higher on the assignment
Demonstrate the ability to apply related skills to promote healthy nutrition for self and others.	Semester Project Direct - Student Artifact	70% of the students will score 75% or higher on the assignment

CHEP 2202   Environmental Health…..… 3 hours

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

Course Outline
1. Environmental Health Basics
   a. Key terms and concepts
   b. Human-environmental interactions
2. Special Topics in Environmental Health
   a. Water and waste management
   b. Air quality
   c. Vector-borne diseases
   d. Indoor environmental concerns
3. Environmental health and special populations
   a. Children
   b. Elderly
   c. Occupational health

Learner Outcomes	Direct Assessment Measure	Satisfactory Performance Standards
Demonstrate knowledge of environmental health and safety	Direct - Exam	70% of students will score 70% or better on Exam.
Describe the philosophy, organization, and function of federal, state, and/or local public health agencies	Direct – Student Artifact	70% of students will score 70% or better on the assignment.
Investigate and report on an assigned environmental health risk.	Direct – Student Artifact	70% of students will score 70% or better on this assignment.

CHEP 3000 Epidemiology & Disease Etiology .... 3 hrs.

This course examines the multi-causal issues that lead to disease. Disease types, tracking, diagnosis, methods of transmission, prevention, and treatment will be covered. Students are introduced to the scientific processes of health research. Students will analyze the causes of disease and assess disease progression in communities. Pre-req/Co-req: CHEP 1100 or PSYC 1101 or SOCY 1110.

Course Outline
1. Populations
    a. Cultural considerations
    b. Epidemiological tracking and research
    c. Health equity & equality
2. Disease Types
    a. Communicable vs. non-communicable
    b. Acute vs. chronic
3. Diagnoses
    a. Causation
    b. Diagnostics & treatments
    c. Risk Factors
4. Prevention
    a. Primary, secondary, & tertiary prevention

Learner Outcomes	Direct Assessment Measure	Satisfactory Performance Standards
Identify and analyze factors that influence health behaviors and real-world health	Disease Risk Assessment Direct - Student Artifact	70% of students will score 70% or better
Apply professional growth and leadership by reflecting on current research and professional practice regarding disease	Annotated Bibliography Direct - Student Artifact	70% of students will score a 70% or higher
Demonstrate knowledge of the basic principles of epidemiology and disease etiology	Direct - Exam	70% of students would average 70% or higher
Describe epidemiology, disease etiology, and prevention practices		
Investigate a population health surveillance program and recognize the limitations of the scientific process		

CHEP 3320 Behavior Change Theory .... 3 hrs.

This course examines theories, models, and constructs related to personal, environmental, and population-based health risk and health enhancing behaviors. Students will apply course material to health promotion in a variety of settings. Pre-req: CHEP 3000, PSYC 1101, or SOCY 1110.

Course Outline
1. Explanatory vs. Change Theories
2. Foundational theories /Models
   a. Intrapersonal-level
   b. Interpersonal-level
   c. Population- & Community-level
3. Planning Models

Learner Outcomes	Direct Assessment Measure	Satisfactory Performance Standards
Identify components of theories/models and apply them to improve health behavior/outcomes	Content exam Direct - Exam	70% of students will score 70% or better
Select a planning model for health education/promotion	Behavior Change Activity Direct - Portfolio	70% of students will score 70% or better
Design theory-based strategies and interventions to improve health behavior/outcomes	Behavior Change Activity Direct - Portfolio	70% of students will score 70% or better

CHEP 3345   Needs Assessment .... 3 hours

The course assesses health-related needs, assets, and capacity in communities. Students will participate in data collection and analysis, as well as develop recommendations to promote health in the community. Pre-req: CHEP 3000

Course Outline
1. Introduction to Needs Assessment and Capacity Assessment
2. Data Collection Techniques
   a. Primary data
   b. Observations
   c. Interviews
   d. Surveys
2. Secondary Data
   a. Governmental databases
   b. Document analyses
3. Strategies
   a. Key stakeholders
   b. Individuals
   c. Focus groups
4. Reporting Findings
   a. Audience
   b. Health literacy
   c. Executive summaries
   d. Comprehensive Reports
5. Utilizing Findings for Program Planning
   a. Interpret results
   b. Apply findings
   c. Administer and manage programs

Learner Outcomes	Direct Assessment Measure	Satisfactory Performance Standards
Identify fundamental concepts of needs and capacity assessment.	Exams Direct - Exam	70% of students will score 70% or better on the exams.
Compile primary data and utilize secondary data to assess a community's health needs and capacity.	Primary Collection Activity Indirect - Interview	70% of students will score 70% or better
	Secondary Data Collection Activity Direct - Student Artifact	70% of students will score 70% or better
Prepare a report of needs and capacity assessment findings, taking into account the audience and health literacy of the readers.	Final Report Direct - Portfolio	70% of students will score 70% or better
Interpret results of the findings in order to recommend how the findings would be applied in a community setting.		

CHEP 3350   Program Planning & Evaluation .... 3 hours

This course examines the importance of health promotion programs. Students will design/tailor and implement programs to meet the needs of an identified community.   Students will also participate in program evaluation and offer recommendations for improvement. Pre-req: CHEP 3000

Course Outline
1. Key Terms and Concepts in Program Planning
2. Contexts for Health Promotion Efforts
   1. Workplaces
   2. Schools
   3. Community settings
3. Health Promotion Considerations
   a. Social
   b. Organizational
   c. Cultural
4. Program Planning
   a. Participants
   b. Practitioners
   c. Logistical considerations

Course Outcome	Direct Assessment Measure	Satisfactory Performance Standards
Define health and health promotion terms	Content exam Direct - Exam	70% of students will score 70% or better on the content exam.
Describe the unique characteristics of various health promotion efforts.	Essay Direct - Student Artifact	70% of students will score 70% or better on the essay.
Identify important social, organizational, and cultural health promotion considerations	Program Planning Activity Portfolio- Direct - Portfolio	The class' average score on the Context portion of the Portfolio 70% or higher.
Plan a program in which logistical considerations, participants' responsibilities, and practitioners' roles are identified.	Program Planning Activity Portfolio-Logistics Direct - Portfolio	The class' average score on the Logistics portion of the Portfolio 70% or higher.

CHEP 3360 Communication Techniques for Health Promotion……….. 2 hrs.

This course examines health communication, tailoring of health materials, using social media for health promotion, etc. Low health literacy and low reading literacy and their impact on health status are covered. Students apply the course material and develop health promotion materials related to a health topic of interest to them. Pre-req: CHEP 3000 or PSYC 1101 or SOCY 1110.

Course Outline
1. Overview of Health Communications
      a. Definition of Health Communication
      b. Multi-disciplinary
      c. Audience-centered
2. Health Communication Strategies
      a. Interpersonal Communications
      b. Direct Instruction
      c. Media Campaigns
3. Identifying the Behavior of Interest
4. Advocacy Efforts
      a. Access resources
      b. Policies
      c. Methods and techniques

Learner Outcomes	Direct Assessment Measure	Satisfactory Performance Standards
Define critical terms and concepts related to Health Communication	Content Exams Direct - Exam	70% of students would average 70% of higher
Identify a behavior of interest to be targeted with a health communication technique.	Directed Response Activity Direct - Student Artifact	70% of students will score 70% or higher.
Apply a variety of health communication strategies	Messaging Activity Direct - Student Artifact	70% of students will score 70% or better

CHEP 4000 Death, Dying, and Caretaking……………3 hrs.

This course examines theories surrounding life/death, grief/bereavement, and caregiving. Stress management and life-balance of formal and informal caretakers are covered. Additionally, the legal and political issues of death and caregiving are covered. Pre-req: PSYC 1101 or SOCY 1110

Course Outline
1. Theories around death, dying, and caretaking
2. Societal Influences
    a. Evolution of death practices
    b. Evolution of family dynamics and caretaking
3. Legal considerations of death, dying, and caretaking
    a. End-of-Life considerations
    b. Political/Legal Topics
        a. Life support
        b. Assisted suicide & mercy killing

Learner Outcomes	Direct Assessment Measure	Satisfactory Performance Standards
Demonstrate knowledge of various theories about death, dying, grief/bereavement, and caretaking	Midterm & Final Exam Direct - Exam	The class average on all exams (combined) will be at least 70%.
Demonstrate an increase in self-awareness about their own attitudes toward death and bereavement.	Personal Reflection Direct-Student Artifact	70% of the students will score 75% or higher on the assignment
Explain how to promote self-care of individuals in the caretaking role.	Health Promotion Resource Direct-Student Artifact	70% of the students will score 75% or higher on the assignment

CHEP 4001 Disability, Communities, & Health……3 hrs.

This course investigates the experiences and needs of individuals with disabilities, health impairments, and/or chronic pain. Topics include how disabilities are defined, measured, perceived in society, health disparities/inequality, and emerging trends/topics of concern. Students investigate the challenges faced by individuals when navigating through society as well as ways communities can create a more inclusive environment. Pre-req: PSYC 1101 or SOCY 1110

Course Outline
1. Defining and Measuring Disabilities
    a. History and current issues
    b. Cultural perceptions
    c. Lived experiences and quality of life
    d. Legal, institutional, and related influences
2. Health Promotion and Disabilities
    a. Theories for understanding and change
    b. Health disparities & Inequities
    c. Stress, coping and social support
    d. Health literacy and living healthy

Learner Outcomes	Direct Assessment Measure	Satisfactory Performance Standards
Demonstrate knowledge of theories, concepts, and issues in disability studies and health psychology.	Exams Direct - Exam	The class average on all exams (combined) will be at least 70%.
Compare and contrast how disability studies and health psychology theories apply to individuals in different social groups and cultures	Topic Paper Direct-Student Artifact	70% of the students will score 75% or higher on the assignments
Apply these theoretical perspectives to their own lives and the world around them	Interview or Self-reflection Direct-Student Artifact	70% of the students will score 75% or higher on the assignments

CHEP 4410 Public Health Policy Seminar .... 2 hours

This course provides a framework for identifying public health policy issues. Topics covered each semester will be tailored to current events while incorporating historical influences on current situations. Students will participate in advocacy for health education/promotion, discuss current and emerging health issues; explain how policy and/or systems change can promote or discourage health. Pre-req: Junior or Senior-level standing.

Course Outline
1. Current state of health issues
   a. Local/State
   b. National/International
2. Health Policies
   a. Local/State
   b. National/International
3. Address health issues
   a. Reaching communities of interest
   b. Perceptions vs. reality

Course Outcome	Direct Assessment Measure	Satisfactory Performance Standards
Identify current and emerging health issues and develop an advocacy plan for addressing a public health problem	Advocacy Plan Direct - Portfolio	The class average on the Advocacy Plan will be 70%.
Examine one existing & one proposed health policy & describe how the policies fit within a local, state, regional, territorial, federal, or world-wide public health system	Analysis Paper Direct - Student Artifact	The class average on the Analysis Paper will be 70%.

CHEP 4440   Health Research and Measurement Design .... 3 hours

This course examines principles of research and measurement including research ethics, instrument construction, designing a study and an examination of concepts and strategies involved with assessment. Students identify a health topic of interest, determine what is currently known on the topic, and develop a research project to further the knowledge on the topic. Pre-req/Co-req: CHEP 3320

Course Outline
1. Introduction to Health Research
        a. Collaborative Institutional Training Initiative (CITI) Human Subjects Research Training
        b. Institutional Review Board proposals
        c. Determining current knowledge and research needs
        d. Types of research questions
        e. Ethics of health research
2. Components of Health Research
        a. Developing a research proposal
                1. Introduction
                2. Review of literature
                3. Methods
        b. Secure IRB approval for implementation

Course Outcome	Direct Assessment Measure	Satisfactory Performance Standards
Demonstrate proficient knowledge of how the scientific method applies to the research.	Demonstrate proficient knowledge of how the scientific method applies to the research Direct - Student Artifact	70% of students will earn a 70 or higher on each assessment
Analyze various types of research	Analyze various types of research Direct - Exam	
Demonstrate knowledge of how research problems and processes are performed	Demonstrate knowledge of how research problems & processes are performed Direct - Exam	
Demonstrate completion of a research proposal	Complete an introduction, review of literature and a methods section Direct - Student Artifact	

CHEP 4445   Health Research Implementation .... 3 hours

This course investigates the concepts of project management, data collection, analysis methods, and designs used in health-related programs. Students collect data on a health topic of interest to them, analyze the data, and make recommendations for health promotion based on the findings. Pre-req: CHEP 4440

Course Outline
1. Implementing a Research Agenda
    a. Data Collection
    b. Data Entry
    c. Data Analysis
2. Using Findings to Promote Health
    a. Results
    b. Recommendations
    c. Presentation of findings and recommendations
    d. Translating findings into programs or policies

Learner Outcomes	Direct Assessment Measure	Satisfactory Performance Standards
Collect & analyze data- Students will implement a data collection plan for their senior research project.	Data collection Direct - Student Artifact	70% of students will earn a 70% or higher
Interpret results of research project and make appropriate conclusions and recommendations related to the results.	Results report Direct - Student Artifact	70% of students will earn a 70% or higher
Perform appropriate statistical test(s)- Based on data collected & research design, perform, analyze, & interpret results of appropriate stats tests		70% of students will earn a 70% or higher

CHEP 4450 Program Funding & Administration. .... 3 hrs.   Writing Intensive course

This course provides an overview of securing funding for and managing of health promotion programs. Students will create a grant proposal and other materials necessary for managing a health promotion program. Pre-req: ENGL 1102 or higher, and MATH 1407 or higher.

Course Outline
1. Identify funding sources for programs.
   a. Funding sources related to student's topic of interest
   b. Evaluate funding sources for quality and appropriateness
2. Develop a funding proposal for the topic that is of interest to the student
3. Demonstrate fiscal stewardship
4. Personnel management
   a. Develop materials related to applying for jobs
   b. Develop materials for advertising for and hiring program employees

Learner Outcomes	Direct Assessment Measure	Satisfactory Performance Standards
Identify funding sources for topic-specific (student choice of topic) programs.	Funding Opportunities Resource Guide Direct - Student Artifact	70% of students will earn a 70% or higher
Develop a proposal for topic that is of interest to the student.	Project Proposal Direct - Student Artifact	70% of students will earn a 70% or higher
Students will demonstrate fiscal stewardship through a semester long project managing a fictitious program budget.	Budget Development Direct - Student Artifact	70% of students will earn a 70% or higher
	Budget Management Direct - Student Artifact	70% of students will earn a 70% or higher
Students will discuss personnel management in the context of programs.	Personnel Development & Management Direct - Student Artifact	70% of students will earn a 70% or higher

Writing Intensive Course
CHEP 4450 requires students to create a grant proposal. Grant writing (and report writing) are essential skills for Community Health professionals. The following outline provides an example of how students will organize their grant proposal. Students will follow APA formatting for in-text citations and references. Students will use the DHHS-PHS 398 grant application forms, as appropriate.
1. Executive Summary/Abstract
2. Evidence of Need
   a. Literature review or background
   b. Current state of the situation
3. Plan
   a. Goals/Objectives/Specific Aims
   b. Methodology Plan
      i. Development
      ii. Implementation
   c. Measurement/Evaluation plan
   d. Dissemination plan
   e. Program management plan
4. Team and organization credentials
5. Budget & Budget Justification
6. References
7. Appendices

CHEP 4480 Community Health Capstone. .... 2 hrs.

This course serves as a review for the Community Health program. Topics include assessing and addressing community health needs, advocating for health, using behavior change theory to promote health, managing health promotion programs/research. Students will participate in class discussions, reflect on assigned readings and apply skills developed across courses to real-world, health-related situations. Students will also take practice exams that are aligned with various professional accreditation bodies in the health promotion field. Pre-req/Co-req: CHEP 3350.

Course Outline
1. Review and application of core concepts from program
   a. Assess Needs, Assets, and Capacity for Health Education/Promotion
   b. Plan Health Education/Promotion
   c. Implement Health Education/Promotion
   d. Conduct Evaluation and Research Related to Health Education/Promotion
   e. Administer and Manage Health Education/Promotion
   f. Serve as a Health Education/Promotion Resource Person
   g. Communicate and Advocate for Health
2. Analyze the ethics of health professions
   a. History of ethics, policies, and regulations in the health/medical field
   b. Ethical considerations working in communities
3. Preparation for professional organization certifications

Learner Outcomes	Direct Assessment Measure	Satisfactory Performance Standards
Apply the program's core concepts to meet Community Health needs.	Pre-Post Exam Direct - Exam	The class will average a 25 point increase from the baseline to the final exam.
	Case study Direct – Student Artifact	80% of students will earn an 80% or higher
Apply Health Education Code of Ethics to Community Health Educ.	Ethics reflection Direct - Student Artifact	80% of students will earn an 80% or higher

CHEP 4490 Community Health Internship....................................... 4 hrs.

This course is a 120-hour, semester-long experience working directly with a community agency during the student's last semester. Specific goals will meet the needs of the agency in collaboration with the student and the course faculty. Expectations include implementing, administering, or managing a health education project, and serving as a health promotion/education resource person. Students also develop a portfolio showcasing their best work from the internship. Pre-req/Co-req: CHEP 3350.

Course Outline
1. Health Promotion Activities
    a. Understanding work responsibilities in a community health agency
    b. Recognizing the scope of health education for a given setting
2. Professional Development as a Community Health Professional
    a. Develop professional resume and cover letter
    b. Develop application materials for graduate school
3. Site-Specific Needs
4. Implement a Community Health Plan of Action
    i. Actual health promotion activities will vary by site need but might include any of the following examples: needs assessment, training or implementation of a program, monitoring/evaluating a program, etc.
5. Serve as a Community Health Resource Person
    i. Actual activity will vary based on site but might include any of the following examples: Obtain and disseminate health promotion information, provide training, serve as a health education consultant to the community, etc.
6. Develop Internship Portfolio

Learner Outcomes	Direct Assessment Measure	Satisfactory Performance Standards
Work in a community agency assisting with health education/promotion activities.	Internship Forms Direct - Student Artifact	All student interns will submit required materials.
Develop resume, cover letter, health philosophy, and other materials necessary for professional advancement.	Professional Portfolio Direct - Portfolio	90% of students will complete the professional portfolio.
Interview individuals working in the health education/promotion field and reflect on how the information learned impacts their own career outlook.	Professional Interviews Direct - Student Artifact	80% of student interns will earn an 80% or higher.
Implement a health promotion project.	Implement Health Education Direct - Portfolio	90% of student interns will successfully identify and address the identified health concern.
Students will act as a health promotion resource person for the internship agency.	Health Resource Direct - Portfolio	90% of student interns will successfully develop a resource to support the identified health concern