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**MEMORANDUM**

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TO: Curriculum Committee

FROM: Jack Kirby 

DATE: March 19, 2013

SUBJECT: Curriculum Proposal #12-13-33, REVISION #3  
Final Faculty Senate Approval 2/12/2013

I recommend approval of the attached Revision #3 of Curriculum Proposal #12-13-33 from the School of Education, Health & Human Performance. All revisions have been made to the proposal and this copy is the final draft of Curriculum Proposal 12-13-33.






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## MEMORANDUM

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TO: Curriculum Committee

FROM: Jack Kirby 

DATE: January 31, 2013

SUBJECT: Curriculum Proposal #12-13-33, REVISION #2

I recommend approval of the attached REVISION #2, Curriculum Proposal #12-13-33 from the School of Education, Health & Human Performance. The proposal is ready for Faculty Senate.




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**MEMORANDUM**

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TO: Curriculum Committee

FROM: Jack Kirby 

DATE: January 25, 2013

SUBJECT: Curriculum Proposal #12-13-33, REVISION #1

I recommend approval of the attached Revision #1 of Curriculum Proposal #12-13-33 from the School of Education, Health & Human Performance. This revision addresses issues that were discovered after the proposal was submitted to the curriculum committee for review.


c: Dr. Christina Lavorata  
Dr. Van Dempsey  
Dr. Any Sidwell  
Ms. Evie Brantmayer  
Ms. Leslie Lovett



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**MEMORANDUM**

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TO: Curriculum Committee  
FROM: Jack Kirby   
DATE: January 17, 2013  
SUBJECT: Curriculum Proposal #12-13-33

I recommend approval of the attached Curriculum Proposal #12-13-33 from the School of Education, Health & Human Performance.

This proposal makes a change from the existing Bachelor of Science – Health Science program to a Community Health Education degree program. These modifications will align the program with national standards and clearly define the program focus.

c: Dr. Christina Lavorata  
Dr. Van Dempsey  
Dr. Any Sidwell  
Ms. Evie Brantmayer  
Ms. Leslie Lovett



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

**Proposal Number:** #12-13-33  
**School/Department/Program:** School of Education, Health & Human  
Performance/Health & Human Performance/  
Community Health Education  
**Preparer/Contact Person:** Dr. Amy Sidwell  
**Telephone Extension:** 367-4509  
**Date Originally Submitted:** December 14, 2012  
**Revision (Indicate date and label it  
Revision #1, #2, etc.):** March 15, 2013, Revision # 3  
**Implementation Date Requested:** Fall 2013

- 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 request a change from the existing Bachelor of Science - Health Science program to a Community Health Education degree program. The current Health Science program is not aligned with national standards, nor does it have a clearly defined focus. The proposed Community Health Education program and new courses are aligned directly with nationally vetted standards. A Community Health Education degree will allow our graduates to: take the Certified Health Education Specialist (CHES) exam with the National Commission on Health Education Credentialing, work in public health settings, and be prepared for graduate studies.

- 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)

PHED 2211 Anatomy & Physiology (4)  
BUSN 3310 Statistics (3)  
CHEM 1101 General Chemistry 1 (4)  
CHEM 1102 General Chemistry 2 (4)  
INFO 1100 Computer Concepts & Applications (3)  
PSYC 2230 Social Psychology (3)  
PSYC 2250 Community Psychology (3)  
SOCY 2200 Social Problems (3)

Total hours deleted. 27

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

PHED 1100 Fitness & Wellness (2)  
FOSM 1110 Nutrition (3)  
HLTA 2210 Disease Etiology (3)  
HLTA 3320 Behavior Change Theory (3)  
HLTA 3330 Introduction to Epidemiology & Biostatistics (3)  
HLTA 3350 Health Promotion & Program Planning (3)  
HLTA 3360 Communication Techniques for Health Promotion (2)

HLTA 4420 Community Needs Assessment (3)  
PHED 4400 Research Methodology (3)  
PHED 4410 Research Design Seminar (3)  
HLTA 4450 Field Practicum in Public Health (6)

Total hours added. 34

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

HLTA 1150 Introduction to Health Education: Shared with School Health Education & Exercise Science

HLTA 2203 Contemporary & Drug Behavior Issues: Writing Intensive, General Education course, also shared with School Health Education

HLTA 2210 Disease Etiology: To be shared with School Health Education

HLTA 3315 Healthy Sexuality: Shared with School Health Education

HLTA 3360 Communication Techniques for Health Promotion: Will be shared with School Health Education

PHED 1100 Fitness & Wellness: General Studies, suggested course for Physical Education majors, & required for Exercise Science

FOSM 1110 Nutrition (3): Used in the Associate of Science in Nursing program and Nutrition minor

PHED 4400 Research Methodology: Required in Exercise Science program

PHED 4410 Research Design Seminar: Required in Exercise Science program

This program will not require a minor, but will require an emphasis area consisting of at least 9 credits from one of the following: I. Psychology; II. Sociology; III. Nutrition; or IV. Exercise Science.

I. PSYC 1101 (3) (PR), PSYC 2230 Social Psychology (3) , PSYC 3330 Developmental Psychology (3), PSYC 3370 Theories of Learning (3), or PSYC 4410 Theories of Personality (3)

II. SOCY 1110 (3) (PR), SOCY 2200 Social Problems (3), SOCY 3310 Sociology of the Family (3), or SOCY 4450 Minority Groups (3)

III. FOSM 1120 Nutrition in Childhood & Adolescence (3), FOSM 2200 Introduction to Foods (3), FOSM 2220 Diet Therapy (3)

IV. PHED 2211 Anatomy & Physiology (4) (PR), PHED 3312 Physiology of Exercise (3), PHED 3316 Fitness Assessment (3), PHED 3317 Clinical Applications in Exercise Physiology (3)

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

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

HLTA 1150 Introduction to Health Education pre-requisite for 2200 level HLTA courses

HLTA 2202 Community & Environmental Health to be changed to HLTA 2202 Environmental Health

HLTA 3370 Contemporary & Drug Behavior Issues course number change to HLTA 2203

HLTA 4415 Human Sexuality to be changed to HLTA 3315 Healthy Sexuality. Sophomore standing (30 hours) or instructor approval.

HLTA 4450 Field Practicum in Public Health changed from 4 to 6 hours credit. Pre-requisite HLTA 4410 Seminar in Public Health.

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.

HLTA 2210 Disease Etiology. 3 credits. Pre-requisites HLTA 1150 Introduction to Health Education & FOSM 1110 Nutrition (for Community Health Education majors) or FOSM 1120 Child & Adolescent Nutrition (for School Health Education majors). FSU course. Required.

HLTA 3320 Behavior Change Theory. 3 credits. Pre-requisite HLTA 2210 Disease Etiology. FSU course. Required.

HLTA 3330 Introduction to Epidemiology & Biostatistics. 3 credits. Pre-requisite HLTA 2210 Disease Etiology. FSU course. Required.

HLTA 3350 Health Promotion & Program Planning. 3 credits. Pre-requisite HLTA 2210 Disease Etiology. FSU course. Required.

HLTA 3360 Communication Techniques for Health Promotion. 2 credits. Pre-requisite HLTA 2210 Disease Etiology. FSU course. Required.

HLTA 4420 Community Needs Assessment. 3 credits. Pre-requisite HLTA 3330 Introduction to Epidemiology & Biostatistics. Required.

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog. **See Appendix D**
3. Include, as an appendix, a detailed course outline consisting of at least two levels. **See Appendix E**
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 F**

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. **See Appendix A**

**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.

In March 2011 a Program Review of the Health Sciences program was sent to the Fairmont State University Board of Governors. Significant findings presented to the Board of Governors revealed: the Health Science program/major had not undergone a curriculum review in over 10 years, the faculty of the department believe this major needs to be revised to accurately prepare students for the field of public health or graduate school, and there have been major changes in the field of health science/public health over this same time period. These findings were supported by the input from outside reviewers. Dr. Eugene Fitzhugh from the University of Tennessee and Dr. Mark Perco from the University of North Carolina Greensboro provided comments and suggestions for program improvement. While the University was recognized by the reviewers for efforts in offering courses from a variety of academic units on campus, Dr. Perco remarked, "What FSU is doing is pretty common but may be putting some students behind in terms employment and grad school."

Another major weakness revealed in the Program Review affects matriculation and retention efforts. A 5-year analysis of the program indicated the following trends:

### Five-year trend data on graduates and majors enrolled

Semester	Enrolled Majors	Graduates
Fall 2005	11	2
Spring 2006	16	1
Summer 2006		
Fall 2006	20	1
Spring 2007	27	5
Summer 2007		1
Fall 2007	27	0
Spring 2008	25	5
Summer 2008		1
Fall 2008	20	0
Spring 2009	26	4
Summer 2009		1
Fall 2009	29	4
Spring 2010	28	7
Summer 2010		0
Fall 2010	30	3

Total of 35

While the number of enrolled majors generally increased over the 5-year time frame, the number of graduates remained relatively low each semester. Further, the department has not been able to track where those graduates have become employed. Approximately 30 Alumni Questionnaires were mailed, and only two were returned. One graduate indicated employment at the VA hospital, and the other respondent indicated "searching for work."

Aligning the new Community Health Education program with the National Commission on Health Education Commission (NCHEC) Certified Health Education Specialist (CHES) Standards has important implications for employment. In 2010, NCHEC released the results of their Health Education Specialist Job Analysis (HEJA 2010). The organization examined: professional education, credentialing, and employment data. A validated survey instrument was sent to health educators, and 918 responded to the request for information. Several of NCHEC's findings from the study apply directly to our request to change our current program. One major recommendation states, "Accrediting agencies and approval bodies should be encouraged to recognize the HEJA-2010 areas of responsibility, competencies, and sub-competencies as the basis for quality assurance for health education professional preparation programs" (NCHEC, 2010). Our request to revise our program reflects these important areas of responsibilities and competencies current health educators use within their employment settings.

- 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?

A curricular change is requested because the current Health Sciences program (developed more than 10 years ago) is not aligned with national standards. As a result, it is difficult to benchmark outcomes. We believe using NCHEC Standards as the basis of a new Community Health Education program will improve the quality of program. We expect students will be inducted into the field earlier (through focused course work, research, and internships), and will develop useful pedagogical content knowledge and skills necessary for employment or graduate school. Further, we expect students will go through each semester in a cohort group (which may help with retention efforts). At this time we do not anticipate additional costs for facilities, equipment, or library materials.



- III. 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 Liberal Arts	Dr. Deanna Shields	<i>Deanna Shields</i>
School of Education/HHP	Dr. Van Dempsey	<i>Dr. Van Dempsey</i>
School of Human Services	Brian Floyd	<i>B. A. Floyd</i>
School of Business	Dr. Rick Harvey	<i>Richard Harvey</i>
School of Science and Technology	Dr. Anthony Gilberti	<i>Anthony J. Gilberti</i>

IV.

ould 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.

ADDITIONAL COMMENTS. The proposed new program in Community Health Education will not require a minor (as the old program in Health Sciences does), but an Emphasis Area will be selected by the student.

**APPENDIX A**  
**B.S. Degree in Health Science**  
**Current Program**

<b>Required Major Courses</b>	<b>HRS</b>
HLTA 1150 Introduction to Health	3
HLTA 2202 Community & Environmental Health	3
HLTA 3370 Contemporary & Drug Behavior Issues	3
HLTA 4410 Seminar in Public Health Education	3
HLTA 4415 Human Sexuality	3
HLTA 4450 Field Practicum in Public Health	4
BUSN 3310 Statistics	3
CHEM 1101 General Chemistry I	4
CHEM 1102 General Chemistry II	4
INFO 1100 Computer Concepts & Applications	3
PHED 2211 Anatomy & Physiology	4
PSYC 2230 Social Psychology	3
PSYC 2250 Community Psychology	3
SOCY 2200 Social Problems	3
<b>TOTAL Required Major Courses</b>	<b>46</b>
Minor Electives	18

**TOTAL HOURS FOR MAJOR 46**

**Required General Studies Courses**

First Year Experience 15-16

ENGL 1104 Written English I 3

ENGL 1108 Written English II 3

INFO 1100 Computer Concepts and Applications 3

MATH 3-4

COMM 2200,  
2201,  
OR  
2202 Communication 3

Scientific Discovery 8

Cultural / Civilization Exploration 9

Society / Human Interactions 6

Artistic / Creative Expression 6

**TOTAL GENERAL STUDIES HOURS 44**

**TOTAL FREE ELECTIVES 20**

**TOTAL HOURS 128**

**APPENDIX B**  
 B.S. Degree in Community Health Education  
 Proposed Program

<b>Required Major Courses</b>	<b>HRS</b>
HLTA 1150 Introduction to Health Education	3
FOSM 1110 Nutrition	3
PHED 1100 Fitness & Wellness	2
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 3350 Health Promotion & Program Planning	3
HLTA 3360 Communication Techniques for Health Promotion	2
HLTA 4410 Seminar in Public Health	3
HLTA 4420 Community Needs Assessment	3
HLTA 4450 Field Practicum in Public Health	6
PHED 4400 Research Methodology	3
PHED 4410 Research Design Seminar	3

Area of Emphasis Electives	9
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<b>TOTAL HOURS FOR MAJOR</b>	<b>58</b>
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<b>Required General Studies Courses</b>	
Attribute IA – Critical Analysis	3
Any course in 1A	
Attribute IB – Quantitative Literacy	3
MATH 1107	
Attribute IC – Written Communication	3
ENGL 1104	
Attribute ID - Teamwork	3
Any course in ID	
Attribute IE – Information Literacy	3
ENGL 1108	
Attribute IF – Technology Literacy	3
Any course in IF	
Attribute IG – Oral Communication	3
COMM 2200 Intro to Communications	
Attribute III - Citizenship	3
Any course in III	
Attribute IV - Ethics	3
PHIL 3325 Ethics	
Attribute V - Health	X
PHED 1100	
Attribute VI - Interdisciplinary	3
Any course in VI	
Attribute VIIA - Arts	3
Any course in VIIA	
Attribute VIIB - Humanities	3
Any course in VIIB	
Attribute VIIC – Social Sciences	3
PSYC 1101 Intro to Psych or SOCY 1110 Intro to Socy recommended	
Attribute VIID - Natural Science	4-5
Any course in VIID	
Attribute VIII – Cultural Awareness	3
Any course in VIII	
Additional General Studies hours	X
Major Course – HLTA 2203 writing intensive course	
<b>TOTAL GENERAL STUDIES HOURS</b>	<b>46-47</b>
<b>TOTAL FREE ELECTIVES</b>	<b>15-16</b>
<b>TOTAL HOURS</b>	<b>120</b>

**Proposed Community Health Education Program**

Total Program Hours 58– will not require a minor

**Core Courses**

\* Proposed changes to program are in bold print

HLTA 1150 Introduction to Health Education (3)  
**PHED 1100 Fitness & Wellness (2)**  
**FOSM 1110 Nutrition (3)**  
**HLTA 2202 Environmental Health (3)**  
**HLTA 2203 Contemporary and 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 3350 Health Promotion & Program Planning (3)**  
**HLTA 3360 Communication Techniques for Health Promotion (2)**  
HLTA 4410 Seminar in Public Health (3)  
**HLTA 4420 Community Needs Assessment (3)**  
HLTA 4450 Field Practicum in Public Health (6)  
**PHED 4400 Research Methodology (3)**  
**PHED 4410 Research Design Seminar (3)**

**Emphasis Areas – Select One Area – 9 hours**

Psychology will require PSCY 1101 as PR

Sociology will require SOCY 1110 as PR

Exercise Science will require PHED 2211 as a PR

(Liberal Studies)

**Psychology**

PSYC 1101 Intro to Psyc (3)

PSYC 2230 Social Psychology (3)

**PSYC 3330 Developmental Psychology (3)**

PSYC 3370 Theories of Learning (3)

Or

**PSYC 4410 Theories of Personality (3)**

**Sociology**

SOCY 1110 Intro to Soc (3)

SOCY 2200 Social Problems (3)

**SOCY 3310 Sociology of the Family (3)**

**SOCY 4450 Minority Groups (3)**

**Nutrition**

**FOSM 1120 Nutrition in Childhood and Adolescence (3)**

**FOSM 2200 Introduction to Foods (3)**

**FOSM 2250 Applications in Community & Medical Nutrition (3)**

**Exercise Science**

PHED 2211 Anat & Phys

**PHED 3312 Physiology of Exercise (3)**

**PHED 3316 Fitness Assessment (3)**

**PHED 3317 Clinical Applications in Exercise Physiology (3)**

**APPENDIX D**  
**Revised Course Descriptions**

**HLTA 1150 Introduction to Health Education.** 3 credits. FSU course. Required.

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

**HLTA 2202 Environmental Health.** 3 credits. FSU course. Required.

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

**HLTA 2203 Contemporary & Drug Behavior Issues.** 3 credits. FSU course. Required. Writing Intensive.

This course covers the identification, analysis, and evaluation of the most critical health problems confronting our society, including drug abuse and addiction.

**HLTA 2210 Disease Etiology.** 3 credits. FSU course. Required.

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

**HLTA 3315 Healthy Sexuality.** 3 credits. FSU course. Required.

This course is designed to help students examine the many facets of human sexuality including the design and physiology of the human reproductive systems and the biological and emotional motivations associated with the sexual aspects of life. Learning opportunities will require students to consider the sociological factors involved in defining and adopting sex-roles, their relationship and impact on marriage and family planning, and trends, issues, and content necessary to effectively evaluate and utilize sexuality education methods and materials. PR: HLTA 1150, sophomore standing (30 or more hours), or instructor approval.

**HLTA 3320 Behavior Change Theory.** 3 credits. FSU course. Required.

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

**HLTA 3325 Instructional Strategies & Planning in School Health.** 3 credits FSU course. Required.

This course is designed to develop the student's abilities to develop, plan and evaluate existing curricula, and to organize and plan an effective health education program based on the eight component Coordinated School Health Programming model. Emphasis is placed on the development of pre K-adult curriculum and the design of outcomes-based, developmentally appropriate instructional units. PR: HLTA 3310.

**HLTA 3330 Introduction to Epidemiology & Biostatistics.** 3 credits. FSU course. Required.

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

**HLTA 3350 Health Promotion & Program Planning.** 3 credits. FSU course. Required.

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

**HLTA 3360 Communication Techniques for Health Promotion.** 2 credits. FSU course. Required.

Students will communicate and advocate for school and community health education by analyzing informational needs and available resources using a variety of communication tools and techniques. PR: HLTA 2210.

**HLTA 4420 Community Needs Assessment.** 3 credits. FSU course. Required.

Students will assess needs, assets, and capacity for health education in a community or public health setting. PR: HLTA 3330.



**APPENDIX E**  
**Course Outlines**

**HLTA 2210 Disease Etiology. 3 credits.**

**COURSE CONTENT MODULES:**

1. Disease Types
  - a. Infectious disease
  - b. Cancer
  - c. Cardiovascular
  - d. Musculoskeletal
  - e. Metabolic
  - f. Mental Illness
2. Diagnoses
  - a. Causation
  - b. Self-Report
  - c. Clinical Diagnosis
  - d. Risk Factors
3. Prevention
  - a. Primary Prevention
  - b. Secondary Prevention
  - c. Tertiary Prevention
4. Treatment
  - a. Medical Model
  - b. Western Medicine
  - c. Eastern Medicine
  - d. Complementary Medicine
5. Populations
  - a. Children and adolescents
  - b. Working Adults
  - c. Elderly

**HLTA 3320 Behavior Change Theory. 3 credits.**

**COURSE CONTENT MODULES:**

1. Explanatory Theories
2. Change Theories
3. Foundational Theories
  - a. Intrapersonal
    - i. Health Belief Model
    - ii. Theory of Planned Behavior/Theory of Reasoned Action
    - iii. Transtheoretical Model/Stages of Change
  - b. Interpersonal
    - i. Social Cognitive Theory
    - ii. Social Network & Social Support
  - c. Population
    - i. Communication Theory
    - ii. Diffusion of Innovations
    - iii. Community Mobilization
  - d. Program Planning Models
    - i. PRECEDE-PROCEED
    - ii. MATCH
    - iii. Intervention Mapping
    - iv. Community Readiness Model
    - v. Social Marketing

**HLTA 3330 Introduction to Epidemiology & Biostatistics. 3 credits.**

**COURSE CONTENT MODULES:**

1. Basic principles of Epidemiology and Biostatistics
  - a. Disease Frequency
  - b. Control of Health Problems
2. Measures of Health
  - a. Personal

- b. Social
  - c. Economic
  - d. Environmental
3. Methodologies
- a. Experimental
    - i. Prevention
    - ii. Treatment
    - iii. Manipulation of a Variable
  - b. Observational
    - i. Cohort
    - ii. Case-Control
    - iii. Cross-Sectional
    - iv. Ecological
4. Population Health Surveillance
- a. Collection of Data
  - b. Analysis of Data
  - c. Interpretation of Data
5. Basic Research Design
- a. Descriptive Measures
  - b. Probability
  - c. Hypotheses

**HLTA 3350 Health Promotion & Program Planning. 3 credits.**

**COURSE CONTENT MODULES:**

- 1. Definitions of Health
- 2. Definitions of Health Promotion
- 3. Contexts for Health Promotion Efforts
  - a. Workplaces
  - b. Schools
  - c. Community Settings

4. Health Promotion Considerations

- a. Social
- b. Organizational
- c. Cultural

5. Program Planning

- a. Participants
- b. Practitioners
- c. Logistical Considerations

**HLTA 3360 Communication Techniques for Health Promotion. 2 credits.**

**COURSE CONTENT MODULES:**

1. Overview of Health Communications

- a. Definition of Health Communication
- b. Multi-faceted approach
- c. Multi-disciplinary
- d. Audience-centered

2. Health Communication Strategies

- a. Interpersonal Communications
- b. Direct Instruction
- c. Media Campaigns

3. Identifying the Behavior of Interest

- a. Factors that impact current and future health needs
- b. Assess information needs

4. Advocacy Efforts

- a. Access resources
- b. Policies
- c. Methods and techniques

**HLTA 4420 Community Needs Assessment. 3 credits.**

**COURSE CONTENT MODULES:**

1. Introduction to Needs Assessment and Capacity Assessment
2. Data Collection Techniques
  - a. Primary Data
    - i. Observations
    - ii. Interviews
    - iii. Surveys
  - b. Secondary Data
    - i. Governmental databases
    - ii. 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

## APPENDIX F

### Outcome Competencies and Methods of Assessment

#### HLTA 2210 Disease Etiology. 3 credits.

##### Learner Outcomes:

##### Students will...

1. Describe disease etiology and prevention practices (AAHE Standard 1 Content Knowledge, Key Element E).
2. Identify and analyze factors that influence health behaviors (NCHEC Competency 1.4, Examine Relationships Among Behavioral, Environmental, and Genetic Factors that Compromise or Enhance Health).
3. Identify and analyze factors that enhance health (NCHEC Competency 1.4, Examine Relationships Among Behavioral, Environmental, and Genetic Factors that Compromise or Enhance Health).
4. Identify and analyze factors that compromise health (NCHEC Competency 1.4, Examine Relationships Among Behavioral, Environmental, and Genetic Factors that Compromise or Enhance Health).
5. Engage in professional growth and leadership by reflecting on current research and professional practice regarding disease (ITSE-NETS T, 5 C).
6. Recall content knowledge in disease etiology (WVPTS Standard 1A, Curriculum and Planning Core Content).
7. Design instructional activities that are meaningful to students in terms of local community norms and knowledge (CREDE Standard Contextualization).

##### Direct Measures:

- Content Exams to demonstrate content knowledge of disease etiology, prevention practices, factors that influence health behaviors, and factors that enhance or compromise health.
- Literature Review: Reflection on a research-based article on one of the four treatment approaches.
- Disease Risk Assessment: Create an instructional activity for a given audience (school-based or community-based) in which disease risk may be assessed.

#### HLTA 3320 Behavior Change Theory. 3 credits.

##### Learner Outcomes:

##### Students will...

1. Recognize the difference between explanatory and change theories

2. Apply foundational theories and models to develop assessment strategies (NCHEC Competency 1.1.3 Plan Assessment Process).
3. Identify gaps in health data using theories and assessment models (NCHEC Competency 1.2.4 Access Existing Information and Data Related to Health).
4. Select a planning model for health education (NCHEC Competency 2.2.3 Develop Goals and Objectives).
5. Design theory-based strategies and interventions to achieve stated objectives (NCHEC Competency 2.3.2 Select or Design Strategies or Interventions).

**Direct Measures:**

- Content exams: Demonstrate knowledge of explanatory and change theories.
- Personal Health Journal: Evaluate personal health by applying one of the three intrapersonal theories to an individual behavior change.
- Peer Health Assessment: Develop an assessment to be used with a peer to identify gaps in the peer's self-reported health status.
- Community Behavior Change Activity: Identify a population in which a health behavior change is indicated, write goals and objectives for changing the behavior, select an appropriate planning model, and design strategies and/or interventions to achieve the stated objectives.

**HLTA 3330 Introduction to Epidemiology & Biostatistics. 3 credits.**

**Learner Outcomes:**

**Students will...**

1. Recall basic principles of epidemiology and biostatistics
2. Recognize epidemiological and biostatistical methodologies
3. Create health measurement instruments
4. Investigate a population health surveillance program
5. Identify concepts related to research design

**Direct Measures:**

- Content exams on principles, methodologies, and research design concepts

- Instrument Design: Based on knowledge of surveillance practices, create an online survey, in which an individual may self-report his or her health status.
- Term Paper: Write a paper in which a population health surveillance program is described.

**HLTA 3350 Health Promotion & Program Planning. 3 credits.**

**Learner Outcomes:**

**Students will...**

1. Be able to define health and health promotion
2. Describe the unique characteristics of each of the following contexts for health promotion efforts (Workplaces, Schools, Community Settings, and Hospitals).
3. Identify important social, organizational, and cultural health promotion considerations.
4. Plan a program in which logistical considerations, participants' responsibilities, and practitioners' roles are identified.

**Direct Measures:**

- Content Exams on definitions of health, health promotion, and other key terms.
- Essay: Compare and contrast the characteristics for health promotion efforts in workplace, school, community, and hospital settings.
- Program Planning: Identify a workplace, school, community, or hospital setting in which a program could be implemented. Identify the social, organization, and cultural considerations. Consider logistics, participants' responsibilities, and practitioners' roles.

**HLTA 3360 Communication Techniques for Health Promotion. 2 credits.**

**Learner Outcomes:**

**Students will...**

1. Define the following: Health Communication, Multi-faceted approach, Multi-disciplinary, and Audience-centered
2. Identify a behavior of interest to be targeted with a health communication technique.
3. Apply a variety of health communication strategies
4. Advocate for a healthy behavior identified.

**Direct Measures:**



- Content exam on definitions of health promotion communication.
- Directed Response Activity: Analyze and respond to factors that impact current and future needs in school or community health education (AAHE Standard VIII A Communication and Advocacy, NCHEC Competency 7.1.1 Assess and Prioritize Health Information and Advocacy Needs, ISTE NETS T 2, CREDE Standard Contextualization).
- Messaging Activity: Using health behavior theories and models, create, pilot-test, and edit messages tailored to priority populations in a school or community setting (NCHEC Competency 7.2.1-7.2.6 Identify & Develop a Variety of Communication Strategies, Methods, & Techniques, WVPTS 3B Teaching-Communicating with Students...in a Variety of Ways).
- Presentation to a School or Community Group (AAHE Standards C & D Communication & Advocacy, NCHEC Competency 7.3.2 Deliver Message Using a Variety of Strategies, Methods, & Techniques)

**HLTA 4420 Community Needs Assessment. 3 credits.**

**Learner Outcomes:**

**Students will...**

1. Recall fundamental concepts of needs and capacity assessment.
2. Collect primary data and utilize secondary data to assess a community's health needs and capacity.
3. Employ assessment strategies when working with key stakeholders, individuals, or groups.
4. Prepare a report of needs and capacity assessment findings, taking into account the audience and health literacy of the readers.
5. Interpret results of the findings in order to recommend how the findings would be applied in a community setting.

**Direct Measures:**

- Content knowledge exam on definition of needs assessment, capacity assessment, and sources of primary and secondary data.
- Data Collection Activity 1: Working within a community, students will collect secondary data (government health databases) to describe a community's current health needs (NCHEC Competency 4.1.7 Develop Evaluation/Research Plan)

- Data Collection Activity 2: Working within a community, students will collect primary data (surveys, interviews, observations) to describe a community's current health needs (NCHEC Competency 4.2.2 Write New Items to be Used in Data Collection for Evaluation).
- Interview Activity: Students will identify and interview a key stakeholder, a community member, and/or a group of individuals to identify their perceptions of the community's health needs (NCHEC Competency 4.3.1 Collect Data Based on the Evaluation/Research Plan)
- Final Report: Students will report their findings, interpret the results, and make recommendations for implementing a potential solution (NCHEC Competency 4.4 Interpret Results and 4.5 Apply Findings)