




MEMORANDUM

FINAL FACULTY SENATE APPROVAL ON 03/08/2016

TO: Faculty Senate

FROM: Jack Kirby 

DATE: February 26, 2016

SUBJECT: Curriculum Proposal #15-16-09, REV #1
Community Health Education

I recommend approval of the attached REVISION #1 Curriculum Proposal 15-16-09. This proposal seeks to delete PHED 4400, PHED 4410, and FOSM 1110; add HLTA 4440, HLTA 4445, and HLTA 1110; make changes to the General Studies requirements; update the course description for HLTA 2210; update the grading scale for HLTA 4451/4452; and change the course number for HLTA 4420.


Dr. Christina Lavorata
Dr. Carolyn Crislip-Tacy
Dr. Paul Reneau
Dr. Janie Leary
Dr. Amy Sidwell
Ms. Leslie Lovett
Ms. Cheri Gonzalez
Dr. Shayne Gervais





MEMORANDUM

TO: Curriculum Committee

FROM: Jack Kirby 

DATE: December 16, 2015

SUBJECT: Curriculum Proposal #15-16-09
Community Health Education

I recommend approval of the attached Curriculum Proposal 15-16-09. This proposal seeks to delete PHED 4400, PHED 4410, and FOSM 1110; add HLTA 4440, HLTA 4445, and HLTA 1110; make changes to the General Studies requirements; update the course description for HLTA 2210; update the grading scale for HLTA 4451/4452; and change the course number for HLTA 4420.

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

Proposal Number: 15-16-09
School/Department/Program: School of Education, Health & Human Performance/Health & Human Performance/Community Health Education
Preparer/Contact Person: Dr. Janie M. Leary & Dr. Amy Sidwell
Telephone Extension: 333-3630
Date Originally Submitted: December 7, 2015
Revision (Indicate date and label it Revision #1, #2, etc.): 2-26-2016 Rev #1
Implementation Date Requested: Fall 2016

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

1. Community Health Education students take PHED4400/4410 with Exercise Science students. Program specific research courses will better prepare health educators to meet community needs.
2. Specific courses are required for several General Studies sections, and Nutrition/Psychology/Sociology emphasis areas. We are making minor updates to the accepted courses.
3. We are adding specific pre-requisites for courses in the major.
4. We are changing the course number for HLTA 4420 to HLTA 3345.
5. HLTA 4451/4452: We request the grading be changed from pass/fail to standard grading.
6. Replace FOSM 1110 with HLTA 1110. Remove Nutrition emphasis area from program.

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 4400-Research Methodology
- PHED 4410-Research Design Seminar
- FOSM 1110-Nutrition

Total hours deleted. 9

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

- HLTA 4440- Health Research and Measurement Design
- HLTA 4445- Health Research Implementation
- HLTA 1110- Nutrition

Total hours added. 9

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

Currently, Community Health students are required to take COMM 2200 to meet General Studies Attribute 1G. We would like students to have the option of taking COMM 2200,

COMM 2201, or COMM 2202 to meet General Studies Attribute 1G. All three courses are already approved to meet GS sections IG.

Currently, Community Health students are required to take MATH 1107 to meet General Studies Attribute 1B. We would like students to take any math course MATH 1107 or higher.

Currently, Community Health students are required to take PHIL 3325 to meet General Studies Attribute IV. We would like to change this to state, "Choose any course from the attribute".

Currently, Community Health students completing a concentration in Psychology are required to take specific courses. We request a change in language to allow students to choose any Psychology courses at the 3000 and 4000 levels to meet the required 9 credit hours.

Currently, Community Health students completing a concentration in Sociology are required to take specific courses. We request a change in language to allow students to choose any Sociology courses at the 3000 and 4000 levels to meet the required 9 credit hours.

- 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

HLTA 2210 Course Description is updated to better explain the course expectations.

- E. Other changes to existing courses such as changes to title, course number, and elective or required status.
- Currently, HLTA 4451/4452 Internship and Internship Portfolio are pass/fail courses. We request the grading scale be changed to a standard letter grade system to allow the grade to better reflect student achievement.
 - HLTA 4420 changed to HLTA 3345. This change in course number so this course is required earlier in students' plans of study. The actual content of the course is not changing.
 - We request the following existing classes have the following pre-requisites added:
 - HLTA 3345 Pre-Req: HLTA 2210
 - HLTA 3350 Pre-Req: HLTA 3345
 - HLTA 4451/4452 Pre-Req: HLTA 3345

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

- 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 4440- Health Research and Measurement Design (3 hours). FSU course. Required. Prerequisite: HLTA 3320
 - HLTA 4445- Health Research Implementation (3 hours). FSU course. Required. Prerequisite: HLTA 4440
 - HLTA 1110- Nutrition (3 hours). FSU Course. Required.
- 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

See Appendix G for Model Schedule

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.

Aligning HLTA 4440 and HLTA 4445 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). Developing program-specific research courses will better align the degree program with Area IV (Conduct Evaluation and Research Related to Health Education). Community Health Education students will have direct experience with tailoring their research to community health topics and learn how to manage a community health research project.

Fairmont State University's School of Education, Health & Human Performance uses standards-based instruction and evaluation in its degree programs. Our request to develop program-specific research courses reflects these important areas of responsibilities and competencies current health educators use within their employment settings.

The updates to the course options will allow students more flexibility in their course scheduling while also ensuring they take courses relevant to their program.

- 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?

We believe using NCHEC Standards as the basis of new research courses will improve the quality of program. We expect students will develop useful pedagogical content knowledge and skills necessary for employment or

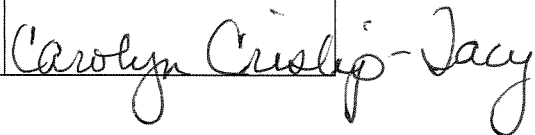
graduate school. At this time, we do not anticipate additional costs for facilities, equipment, or library materials.

Changes to prerequisites and required courses will simplify course registration and help ensure students are properly prepared for their internship.

The FOSM 1100- Nutrition course is offered through Pierpont. Due to the expected division of Fairmont State and Pierpont courses, a new nutrition course housed at Fairmont State is necessary.

- 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 Education/HHP	Dr. Carolyn Crislip-Tacy	

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.

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
FOSM 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 3350 Health Promotion & Program Planning	3
HLTA 3360 Communication Techniques for Health Promotion	2
PHED 4400 Research Methodology	3
HLTA 4410 Seminar in Public Health	3
HLTA 4420 Community Needs Assessment	3
PHED 4410 Research Design Seminar	3
HLTA 4451 Field Practicum in Community Health	3
HLTA 4452 Field Practicum in Community Health Portfolio	1
Area of Emphasis Electives	9
TOTAL HOURS FOR MAJOR	56

Required General Studies Courses	
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	
TOTAL GENERAL STUDIES HOURS	46-47
TOTAL FREE ELECTIVES	17-18

APPENDIX B

Proposed 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 4440 Health Research and Measurement Design	3
HLTA 4410 Seminar in Public Health	3
HLTA 4445- Health Research Implementation	3
HLTA 4451 Field Practicum in Community Health	3
HLTA 4452 Field Practicum in Community Health Portfolio	1
Area of Emphasis Electives	9
TOTAL HOURS FOR MAJOR	56
Attribute IA – Critical Analysis	3
Any course in 1A	
Attribute IB – Quantitative Literacy	3
MATH 1107 or higher	
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	
or COMM 2201 Introduction to Group Communication	
or COMM 2202 Intro to Communication in World of Work	
Attribute III - Citizenship	3
Any course in III	
Attribute IV - Ethics	3

Any course in IV	
Attribute V - Health	3
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	3
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	
TOTAL GENERAL STUDIES HOURS	46-47
TOTAL FREE ELECTIVES	17-18
TOTAL HOURS	120

APPENDIX C

Proposed Community Health Education Program
Total Program Hours 56– will not require a minor

Core Courses

HLTA 1150 Introduction to Health Education (3)
PHED 1100 Fitness & Wellness (2)
HLTA 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 3345 Community Needs Assessment (3)
HLTA 3350 Health Promotion & Program Planning (3)
HLTA 3360 Communication Techniques for Health Promotion (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)

Emphasis Areas – Select One Area – 9 hours

Psychology will require PSYC 1101 as PR
Sociology will require SOCY 1110 as PR
Exercise Science will require PHED 2211 as a PR

Psychology

9 credit hours of PSYC courses at the 3000/4000 levels

Sociology

9 credit hours of SOCY courses at the 3000/4000 levels

Exercise Science

PHED 3312 Physiology of Exercise (3)
PHED 3316 Fitness Assessment (3)
PHED 3317 Clinical Applications in Exercise Physiology (3)

APPENDIX C

Proposed Minor in Community Health Education (20-21 Semester Hours)

Required courses:

HLTA 1150 Introduction to Health Education (3)

HLTA 2210 Disease Etiology (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)

Elective (choose one course from below):

HLTA 2202 Environmental Health (3)

HLTA 2203 Contemporary and Drug Behavior Issues (3)

HLTA 3315 Healthy Sexuality (3)

HLTA 3360 Communication Techniques for Health Promotion (2)

APPENDIX D
Revised Course Descriptions

<p>HLTA 1110- Nutrition. 3 hrs. Required. This course is a study of the nutrients, their sources, and their relationship to body functions. Each stage of the life cycle will be studied as it relates to changing nutritional requirements for individuals and family groups of varying cultural and economic levels. Students will evaluate their daily nutritional intake against recommended daily allowances.</p>
<p>HLTA 2210- Disease Etiology. 3 hrs. Required. This course is designed to provide students with content knowledge about the social and behavioral causes of disease and relationships to health. Disease types, diagnosis, methods of transmission, prevention, and treatment will be introduced. PR: HLTA 1150</p>
<p>HLTA 3345- Community Needs Assessment. 3 hrs. Required. Students will assess needs, assets, and capacity for health education in a community or public health setting. PR: HLTA 2210</p>
<p>HLTA 3350- Health Promotion & Program Planning. 3 hrs. 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 3345</p>
<p>HLTA 4440- Health Research and Measurement Design. 3 hrs. Required. Principles of research and measurement including research ethics, instrument construction, designing a study and an examination of concepts and strategies involved with health education assessment. PR: HLTA 3320</p>
<p>HLTA 4445- Health Research Implementation. 3 hrs. Required. Students learn concepts of project management, data collection, analysis methods, and designs used in health promotion programs. PR: HLTA 4440</p>
<p>HLTA 4451- Field Practicum in Community Health. Required. 3 hrs. Required. This course is a semester-long experience working directly with a community agency during the student's last semester. Specific goals should meet the needs of the agency in collaboration with the student and the University coordinator. Expectations include: implementing, administering, or managing a health education project, and/or serving as a health education resource person. PR: HTLA 3345</p>
<p>HTLA 4452- Field Practicum in Community Health Portfolio. Required. 1 hr. Required. This course is taken concurrently with HLT A4451 and consists of developing a portfolio which showcases the students' best work during the Field Practicum. The portfolio will be aligned with National Commission for Health Education Credentialing Areas of Responsibility. PR: HLTA 3345</p>

APPENDIX E

Course Outlines

HLTA 1110- Nutrition. 3 credits.

COURSE CONTENT MODULES:

1. Identify foods that meet specific nutritional needs.
 - a. Identify the major steps involved in the digestions, absorption, and metabolism of the energy-yielding nutrients.
 - b. Analyze individual nutrient intake and make recommendations for changes in diet based on scientifically determined standards.
2. Identify the sources and functions of individual nutrients as they relate to the health of an organism.
 - a. Identify major factors that influence nutrient needs during a variety of physiological states and lifestyle stages such as pregnancy, infancy and growth, physical activity, obesity, etc.
 - b. Identify food consumption patterns in the United States and the effect of diet on health and disease in our society.

HLTA 4440- Health Research and Measurement Design. 3 credits.

COURSE CONTENT MODULES:

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

HLTA 4445- Health Research Implementation. 3 credits.

COURSE CONTENT MODULES:

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

APPENDIX F
Outcome Competencies and Methods of Assessment

HLTA 1110- Nutrition. 3 credits

Learner Outcomes and Measures:

- 1) Content Exams to demonstrate content knowledge of nutrition needs, digestion and metabolism, and factors that enhance or compromise health.
- 2) Nutrition Assessment: Create a diet analysis of personal nutritional intake and comparing it with recommended daily allowances.

HLTA 4440- Health Research and Measurement Design. 3 credits.

Learner Outcomes and Measures:

- 1) Scientific Methods- **Demonstrate** proficient knowledge of how the scientific method applies to the research process (Content exams) NCHEC Area of Responsibility & Competency 4.1: Develop Evaluation/Research Plan
- 2) Types of Research- **Analyze** various types of research (Content exams) NCHEC Area of Responsibility & Competency 4.1: Develop Evaluation/Research Plan
- 3) Research Process and Problems- Demonstrate knowledge of how research problems and processes are performed (Content exams) NCHEC Area of Responsibility & Competency 4.1: Develop Evaluation/Research Plan
- 4) Demonstration of Research Report- Complete an introduction, review of literature and a methods section on a selected topic of interest in the field of human performance. (Student artifact) NCHEC Area of Responsibility & Competency 4.1: Develop Evaluation/Research Plan

HLTA 4445- Health Research Management. 3 credits.

Learner Outcomes and Measures:

- 1) Students will demonstrate ability to collect and analyze data- Students will show the ability to design and implement a data collection plan for their senior research project. (Student artifact) NCHEC Area of Responsibility & Competency 4.2: Design Instruments to Collect & 4.3: Collect and Analyze Evaluation/Research Data
- 2) Ability to Interpret Results and Formulate Conclusions- Students will appropriately interpret results of Sr. research projects and make appropriate discussion and conclusions of what results indicate. (Student artifact) NCHEC Area of Responsibility & Competency 4.4: Interpret Results of the Evaluation/Research & 4.5: Apply Findings From Evaluation/Research
- 3) Determine and Perform appropriate statistical test(s)- Based on data collected and research design, perform, analyze, and interpret results of appropriate statistical test(s) (Student artifact) NCHEC Area of Responsibility & Competency 4.4: Interpret Results of the Evaluation/Research

Syllabus for new Nutrition Course

Course Information

Course Title: Nutrition
Course Number: HLTA 1110
Course Location:
Course meeting days:
Prerequisites:
Credits: 3 credit hours

Instructor Information

Instructor: Dr. Jessica Alsup
Office: Colebank 308
Phone: 367-3649
Email: jbrown56@fairmontstate.edu

Course Description:

This course is designed to cover general nutrition information for students in exercise science, community health and health education. The course is a study of the nutrients, their sources, and their relationship to body functions. Each stage of the life cycle will be studied as it relates to changing nutritional requirements for individuals and family groups of varying cultural, economic and activity levels. Students will evaluate their daily nutritional intake against recommended daily allowances as well as current diet trends.

Course Content Modules:

A. Identify foods that meet specific nutritional needs.

a. Identify the major steps involved in the digestions, absorption, and metabolism of the energy-yielding nutrients.

b. Analyze individual nutrient intake and make recommendations for changes in diet based on scientifically determined standards.

B. Identify the sources and functions of individual nutrients as they relate to the health of an organism.

a. Identify major factors that influence nutrient needs during a variety of physiological states and lifestyle stages such as pregnancy, infancy and growth, physical activity, obesity, etc.

b. Identify food consumption patterns in the United States and the effect of diet on health and disease in our society.

Learning Outcomes:

Upon successful completion of this course the student will be able to:

- Identify foods that meet specific nutritional needs.
- Identify the sources and functions of individual nutrients as they relate to the health of an organism.
- Identify major factors that influence nutrient needs during a variety of physiological states and lifestyle stages such as pregnancy, infancy and growth, physical activity, obesity, etc.
- Identify the major steps involved in the digestions, absorption, and metabolism of the energy-yielding nutrients.
- Identify food consumption patterns in the United States and the effect of diet on health and disease in our society.
- Analyze individual nutrient intake and make recommendations for changes in diet based on scientifically-determined standards.
- Analyze various diets and determine the associated benefits, risks and limitations.

Required Text:

1) Blake. *Nutrition and You. (3rd Ed.)*. 2015. San Francisco, CA: Pearson Education, Inc.

2) My Diet Analysis (Access Code)* - purchased as an access card from the campus bookstore

Course Evaluation:

Assignments – 100 points

Quizzes- 50 points

Midterm Examination- 150 points

Project – 150 points

Final Examination –150 points

Grading Scale A- 90 - 100%

B- 80 - 89%

C- 70 - 79%

D- 60 - 69%

Policies:

Late Work Policy:

It is expected that all work will be turned in on the required date at the beginning of class. Failure to turn in work when due (at the beginning of class) will result in a 10% loss of grade for every 24 hours after the due date and time. If you are late to class the day an assignment is due, your assignment will be considered late.

Attendance Policy:

Class attendance is essential for success in this course. Written examination questions come from lecture notes and discussions; as such it is expected for students to attend class. However it is understood that times occur where class attendance is impossible, therefore you are allowed three (3) absences. For every absence beyond 3 your final calculated grade will be “cut” 5%. School sponsored absences do not count towards your absences.

Make Up Exam Policy:

A make-up exam will only be given when extreme circumstances occur. Examples of these are medical emergencies &/or family emergencies. If an emergency does occur it is the student's responsibility to contact me via e-mail or phone call, both of these systems give a date and time stamp so I'll know when you contacted me. Failure to contact me in a timely fashion will result in a ZERO (0) for the exam. All make-up exams must be "made up" within 5 school days of the original exam date. If a student knows in advance that they will not be able to attend an examination date notice must be given prior to the exam. It is the student's responsibility to let the instructor know if attendance at an exam is a problem.

Cell Phone Policy:

You are in this class to learn and thus you do not need to have your cell phone etc. If you are use your cell phone in class you will be asked to leave the class and counted absent for that day. If there is an impending emergency or a reason you feel you need your cell phone to be left on please let me know before class and there will be no problem concerning the cell phone etc.

School Policies:

You are expected to have read and abide by the standard Fairmont State University policies (link below).

<http://www.fairmontstate.edu/AcademicAffairs/SyllabusStatements.asp>

Course Topical Outline

I. What is Nutrition

II. Tools for Healthy Eating

- a. Planning a Healthy Diet
- b. Keeping Diet Records

III. The Basics of Digestion

- a. Digestion
- b. Absorption
- c. Transport

IV. Carbohydrates, Fats, and Proteins

- a. Monosaccharides
- b. Disaccharides
- c. Saturated Fats
- d. UnSaturated Fats
- e. Proteins and Amino Acids

VII. Vitamins

- a. Water Soluble
- b. Fat Soluble

VIII. Minerals

- a. Macrominerals
- b. Microminerals

IX. Weight Management

- a. Energy Balance
- b. Anabolism
- c. Metabolism

X. Nutrition in the Life Cycle

- a. Pregnancy & Lactation
- b. Childhood & Adolescence
- c. Adulthood & Elderly

APPENDIX G
Model Schedule

Yellow highlighted courses indicate courses making up one series of pre-req classes.
Green-highlighted indicate the second proposed series of pre-req courses.
HLTA 1150 and HLTA 2210 are required pre-reqs for both series.

FRESHMAN FIRST SEMESTER

Attribute 1A Critical Analysis	3
Attribute 1B Quantitative Literacy MATH 1107 or higher	3
Attribute 1C ENGL 1104 Written English I	3
HLTA 1150 Introduction to Health Education	3
Attribute V Health PHED 1100 Fitness & Wellness	2
Emphasis Area Course	3
	17

FRESHMAN SECOND SEMESTER

Attribute 1D Teamwork	3
Attribute 1E Information Literacy ENGL 1108	3
Attribute 1F Technology Literacy	3
HLTA 2210 Disease Etiology	3
FOSM 1110 Nutrition	3
	15

SOPHOMORE FIRST SEMESTER

Attribute 1G Communication COMM 2200 or 2201 or 2202	3
HLTA 2202 Environmental Health	3
HLTA 3345 Community Needs Assessment	3
Attribute VII A Arts	3
Attribute III Citizenship	3
	15

SOPHOMORE SECOND SEMESTER

HLTA 2203 Contemporary & Drug Behavior Issues	3
Attribute VI Interdisciplinary	3
Attribute VII C Social Sciences (PSYC 1101 Intro to Psych or SOCY 1110 Intro to Socy recommended)	3
Attribute VII D Natural Science	4-5
Attribute VIII Cultural Awareness	3
	16-17

JUNIOR FIRST SEMESTER

HLTA 3315 Healthy Sexuality	3
HLTA 3320 Behavior Change Theory	3
HLTA 3330 Intro to Epidemiology & Biostatistics	3
Attribute VII B Humanities	3
Attribute IV Ethics	3

	15
JUNIOR SECOND SEMESTER	
HLTA 3350 Health Promotion & Program Planning	3
HLTA 3360 Communication Techniques for Health Promotion	2
Emphasis Area Course	3
Free Electives	8
	16
SENIOR FIRST SEMESTER	
HLTA 4410 Seminar in Public Health	3
HLTA 4440- Health Research and Measurement Design	3
Emphasis Area Course	3
Free Electives	3
	12
SENIOR SECOND SEMESTER	
HLTA 4445- Health Research Implementation	3
HLTA 4451 Field Practicum in Community Health	3
HLTA 4452 Field Practicum Portfolio	1
Free Electives	7
	14

Leary, Janie

From: Crislip-Tacy, Carolyn
Sent: Friday, August 28, 2015 3:09 PM
To: Leary, Janie; Sidwell, Amy
Subject: FW: Curriculum Proposal

FYI

From: Gonzalez, Cheri
Sent: Friday, August 28, 2015 3:07 PM
To: Crislip-Tacy, Carolyn
Cc: Leary, Janie
Subject: RE: Curriculum Proposal

Hi,

Those course numbers are available.

Thanks
Cheri

From: Crislip-Tacy, Carolyn
Sent: Wednesday, August 26, 2015 1:13 PM
To: Gonzalez, Cheri
Cc: Leary, Janie
Subject: Curriculum Proposal

We are writing a curriculum proposal in Health. Can you tell me if the numbers HLTA 4440 and HLTA 4445 have ever been used and if they are available?

Thanks, Carolyn

Leary, Janie

From: Crislip-Tacy, Carolyn
Sent: Wednesday, December 09, 2015 6:32 PM
To: Leary, Janie
Subject: FW: Could you check?

FYI

From: Gonzalez, Cheri
Sent: Wednesday, December 09, 2015 12:40 PM
To: Crislip-Tacy, Carolyn
Cc: Leary, Janie
Subject: RE: Could you check?

Hi,

HLTA 3345 is available.

Thanks
Cheri

HELP US IMPROVE OUR SERVICES: VISIT [HTTPS://WWW.SURVEYMONKEY.COM/R/FSU_ES_SURVEY](https://www.surveymonkey.com/r/fsu_es_survey) TO COMPLETE A SATISFACTION SURVEY.

Cheri L. Gonzalez
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Cheri.Varkonda@fairmontstate.edu



From: Crislip-Tacy, Carolyn
Sent: Tuesday, December 08, 2015 11:42 AM
To: Gonzalez, Cheri
Cc: Leary, Janie
Subject: Could you check?

Is HLTA 3345 available to be used for a new course in a curriculum proposal? If I already asked ...sorry for the repeat question.

Thanks, Carolyn

Leary, Janie

From: Crislip-Tacy, Carolyn
Sent: Tuesday, December 08, 2015 11:34 AM
To: Leary, Janie
Subject: FW: Nutrition course number

FYI

From: Gonzalez, Cheri
Sent: Thursday, October 29, 2015 3:44 PM
To: Crislip-Tacy, Carolyn
Cc: Leary, Janie; Sidwell, Amy
Subject: RE: Nutrition course number

Yes that number is available.

Thanks
Cheri

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From: Crislip-Tacy, Carolyn
Sent: Thursday, October 29, 2015 3:35 PM
To: Gonzalez, Cheri
Cc: Leary, Janie; Sidwell, Amy
Subject: FW: Nutrition course number

For a curriculum proposal... is HLTA 1110 number available to use for a new course?
Thanks, Carolyn

From: Sidwell, Amy
Sent: Tuesday, October 27, 2015 10:27 AM
To: Crislip-Tacy, Carolyn; Alsup, Jessica; Leary, Janie
Cc: Leary, Janie; janie.m.leary@gmail.com
Subject: Nutrition course number

Hi Carolyn and Jess,
Janie asked me to send this message because her campus email is down this morning.

Carolyn, we are requesting a course number for the Nutrition course that will be taught by HHP (more specifically, Jess). Is HLTA 1110 Nutrition available?

Thank you,
Amy and Janie

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