



FINAL FACULTY SENATE APPROVAL ON JANUARY 16, 2018

MEMORANDUM

TO: Faculty Senate

FROM: Jack Kirby *JK*

DATE: November 28, 2017

SUBJECT: Curriculum Proposal #17-18-04
Community Health Education


I recommend approval of the attached Curriculum Proposal 17-18-04. This proposal seeks to change the course description for HLTA 4410, reinstate the Nutrition emphasis, and allow students completing the Psychology or Sociology emphasis to count PSYC 2240/SOCY Behavioral Statistics toward completion of their area of emphasis.

Dr. Christina Lavorata
Dr. Carolyn Crislip-Tacy
Dr. Amy Sidwell
Dr. Janie Leary
Mr. Brian Floyd
Ms. Laura Ransom
Ms. Cheri Gonzalez



MEMORANDUM

TO: Curriculum Committee

FROM: Jack Kirby 

DATE: November 2, 2017

SUBJECT: Curriculum Proposal #17-18-04
Community Health Education

I recommend approval of the attached Curriculum Proposal 17-18-04. This proposal seeks to change the course description for HLTA 4410, reinstate the Nutrition emphasis, and allow students completing the Psychology or Sociology emphasis to count PSYC 2240/SOCY Behavioral Statistics toward completion of their area of emphasis.

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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: 17-18-04

School/Department/Program: School of Education, Health & Human Performance/Health & Human Performance/Community Health Education

Preparer/Contact Person: Dr. Amy Sidwell & Dr. Janie Leary

Telephone Extension: x 4509 & x 3630

Date Originally Submitted: November 2, 2017

Revision (Indicate date and label it Revision #1, #2, etc.): _____

Implementation Date Requested: Fall 2018

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 two changes to the existing Bachelor of Science in Community Health Education degree program.

1. Change the course description for HLTA 4410 Public Health Seminar.
2. Reinstate the Nutrition Area of Emphasis.
3. Allow students completing the Psychology or Sociology Area of Emphasis to count PSYC 2240/SOCY Behavioral Statistics toward completion of their Area of Emphasis

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.

1. Deletion of course(s) or credit(s) from program(s). **None**
Total hours 0 deleted.
2. Addition of course(s) or credit(s) to program(s). **No additional credit hours have been added. The following courses are optional HLTA courses to be used for the Nutrition Area of Emphasis:**
HLTA 1120 Nutrition in Childhood & Adolescence (3)
HLTA 1145 Sports Nutrition (3)
HLTA 1155 Local Market Agriculture (3)
HLTA 2215 Introduction to Foods (3)
HLTA 2220 Diet Therapy (3)
HLTA 2250 Applications in Community & Medical Nutrition (3)

Total hours added. 0

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

The Community Health Education program does not require a minor, but does require an emphasis area consisting of at least 9 credits from one of the following: I. Psychology; II. Sociology; or III. Exercise Science. Prior to 2016, Nutrition had been listed as an Area of Emphasis for Community Health Education students.

4. 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**

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

- a. The HLTA 4410 course title, course number, and required status will remain unchanged.

6. Creation of new course(s).

1. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog. **See Appendix D**

2. Include, as an appendix, a detailed course outline consisting of at least two levels. **See Appendix E**

3. 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**

7. 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?

- a. This proposal does not affect the hours needed to complete the bachelor's degree in Community Health Education. There are no net gains or losses in hours. Appendix A Current Program and Appendix B Proposed Program have been omitted from this current proposal at the suggestion of Dr. Jack Kirby in an email dated September 21, 2017.

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.

Fairmont State University's School of Education, Health & Human Performance uses standards-based instruction and evaluation in its degree programs. The Community Health Education bachelor's degree program was designed using National Commission on Health Education Credentialing's Areas of Responsibility. Our request to revise the Seminar course and Area of Emphasis in Nutrition reflects important competencies current health educators use within employment settings.

Just prior to graduation, Community Health Education students are required to participate in an Exit Survey. Two elements of the Exit Survey are germane to the rationale for the present request for changes to the Community Health Education program. First, the survey includes questions related to declared Areas of Emphasis and minors completed. Of the 34 Community Health and Health Science students who completed the Exit Survey from 2013 to Spring 2017, 13 listed Nutrition as their completed Area of Emphasis. Among the 13 who had declared Nutrition as an Area of Emphasis, 10 of those students completed a full minor in Nutrition. Second, the Exit Survey includes a question asking about any weaknesses in the Community Health Education program. One student wrote, "The only weakness within the program is the minors being changed, for example, nutrition being removed from the minor/emphasis area list."

- 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?

1. A course description change is requested for HLTA 4410 because the course had been taught by an adjunct faculty member for the past eleven years. The adjunct is retiring, and his syllabi have been shared with full-time faculty. The adjunct's syllabus for HLTA 4410 has a course description that differs from the course description published in the Academic Catalog. Neither course descriptions are aligned with national standards from the National Commission on Health Education Credentialing. As a result, it is difficult to benchmark outcomes. We believe using NCHEC Standards as the basis of a revised course will improve the quality of program.

2. A request to reinstate Nutrition as an Area of Emphasis in Community Health Education is being made to be responsive to employment opportunities for our program's graduates. Several recent advertised job postings have required at least 12 hours of coursework in Nutrition. Further, a number of our graduates have received employment where coursework in Nutrition was a

requirement for their employment. To provide examples of just two of our graduates, a Health Science graduate is currently working in Ohio State University's Extension program in Nutrition Education. A Community Health Education graduate is working in West Virginia University's Extension program in Nutrition Education. Neither student would have received their job offers without completing coursework in Nutrition. Allowing current Community Health Education students the opportunity to complete Nutrition courses (like those students before them) will help current students develop useful pedagogical content knowledge and skills necessary for employment. At this time, we do not anticipate additional costs for facilities, equipment, or library materials.

3. Students enrolled in Psychology or Sociology Areas of Emphasis often take PSYC 2240/SOCY Behavioral Statistics. Students indicate they do this to complete a full minor in Psychology or Sociology or because they intend to pursue graduate studies. Currently, neither Area of Emphasis includes PSYC 2240/SOCY 2240.

- 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		
School of Education/HHP	Dr. Carolyn Crislip-Tacy	<i>Carolyn Crislip-Tacy</i>
School of Human Services		
School of Business		
School of Science and Technology		

Should this proposal affects 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. **This proposal does not affect General Studies requirements.**

APPENDIX C
Proposed Revisions to the Areas of Emphasis

Emphasis Area-Select One Area-9 hours

Psychology

Any combination of 9 credit hours to include PSYC 2240/SOCY 2240 Behavioral Statistics or 3300 and 4400-level PSYC courses. Will require PSYC 1101 as a PR.

Sociology

Any combination of 9 credit hours to include SOCY 2240/ PSYC 2240 Behavioral Statistics or 3300 and 4400-level SOCY courses. Will require SOCY 1110 as a PR

Exercise Science

Will require PHED 2211 as a PR

PHED 3312 Physiology of Exercise (3)

PHED 3316 Fitness Assessment (3)

PHED 3317 Clinical Applications in Exercise Physiology (3)

Nutrition

Will require HLTA 1110 or FOSM 1110 as a PR

9 credit hours from any combination of courses

HLTA 1120 Nutrition in Childhood & Adolescence (3)

HLTA 1145 Sports Nutrition (3)

HLTA 1155 Local Market Agriculture

HLTA 2215 Introduction to Foods (3)

HLTA 2220 Diet Therapy (3)

HLTA 2250 Applications in Community & Medical Nutrition (3)

APPENDIX D
Revised & New Course Descriptions

HLTA 1120 Nutrition in Childhood & Adolescence. 3 credits. FSU course. This course will provide an overview of basic nutrition as well as nutrient standards used to evaluate nutrition status among Americans. Specific focus will include nutrition needs from pre-pregnancy through adolescence. Students will evaluate dietary guidelines, conduct a diet analysis, and complete a menu planning assignment for an individual between the ages of 2-18.

HLTA 1145 Sports Nutrition. 3 credits. FSU course. This course will provide an introduction to sports nutrition including definitions of sports nutrition and general nutrition concepts, a review of digestion and energy metabolism, a thorough explanation of macronutrients, micronutrients, and water as they relate to athletic performance. The course will also review the most current research as it relates to the energy systems and specific nutrition needs of athletes in three categories - endurance, strength/power, and team sports.

HLTA 1155 Local Market Agriculture. 3 credits. FSU course. This course will cover topics in small farm viability and will explore the collaboration between farmers and chefs in supporting and promoting the local food market. In addition, students will examine local farmers' most common direct marketing opportunities. The student will be able to develop a farm to restaurant model, which will illustrate the importance of sharing the value of local foods.

HLTA 2215 Introduction to Foods. 3 credits. FSU course. This course is a study in the selection, storage, preparation, and presentation of food. This three credit hour course will investigate each of the following categories of food and apply knowledge gained to laboratory applications: Milk & Dairy Products; Meat, Poultry & Shellfish; Fruits & Vegetables; Grains & Starches; Breads; Desserts; & Beverages. Emphasis will be placed on meal planning, food safety, nutrient value, and quality in taste and appearance.

HLTA 2220 Diet Therapy. 3 credits. FSU course. This course discusses the nutritional needs of different age groups, the special nutritional requirements in various diseases and the planning of menus to meet these various nutritional needs. PR: HLTA 1110

HLTA 2250 Applications in Community & Medical Nutrition. 3 credits. FSU course. This course will provide students with methods and practices necessary to access nutritional needs in client-oriented dietetic systems and community-oriented nutrition programs. Students will apply nutrition knowledge to the following: patient education, screening for nutritional risk, determining nutrient requirements across the lifespan, translating nutritional needs into food and menu choices, calculating body composition, and calculating diets for specific health conditions. PR: HLTA 2220.

HLTA 4410 Public Health Seminar. 3 credits. FSU course. Required. The purpose of this course is to provide a framework for identifying public health policy issues. Practice-oriented tasks will be identified including: engagement in advocacy for health education/promotion by identifying current and emerging health issues; influencing policy and/or systems change to promote health and health education; and, promoting the health education profession. PR: Junior or Senior-level standing.

APPENDIX E

Course Outline

HLTA 1120 Nutrition in Childhood & Adolescence. 3 credits.

COURSE CONTENT MODULES

1. Overview of basic nutrition standards for Americans
 - a. Dietary Guidelines for Americans
 - b. School Nutrition Standards
2. Nutrition needs from pre-pregnancy to adolescence
 - a. Pre-pregnancy
 - b. Infants
 - c. Toddlers
 - d. Adolescents
3. Menu planning for children and adolescents
 - a. Food categories
 - b. Caloric requirements
 - c. Meals
 - d. Snacks

HLTA 1145 Sports Nutrition. 3 credits.

COURSE CONTENT MODULES

1. Introduction to sports nutrition
 - a. General nutrition guidelines
 - b. Nutrients
 - c. Metabolism
2. Macronutrients
 - a. Carbohydrates
 - b. Fats
 - c. Proteins
3. Micronutrients
 - a. Vitamins
 - b. Minerals
 - c. Water
4. Weight management
 - a. Endurance athletes
 - b. Strength/power athletes
 - c. Team sports athletes
 - d. Special populations
5. Supplements
6. Job opportunities

HLTA 1155 Local Market Agriculture. 3 credits.

COURSE CONTENT MODULES

1. Local marketing agriculture
 - a. Small farming
 - b. Local economic food systems

2. Small farm principles
 - a. Decision-making
 - b. Marketing
3. Strategic planning
 - a. Food products
 - b. Value-added products & processes
 - c. Farmer to chef model
4. Business planning
 - a. Processing
 - b. Packaging
 - c. Marketing

HLTA 2215 Introduction to Foods. 3 credits.

COURSE CONTENT MODULES

1. Food preparation methods
 - a. Physical & chemical properties of food
 - b. Selection practices
 - c. Equipment
2. Control measures
 - a. Food quality
 - b. Nutrient retention
 - c. Budgetary goals
3. Food presentation
 - a. Appearance
 - b. Health department standards

HLTA 2220 Diet Therapy. 3 credits.

COURSE CONTENT MODULES

1. Role of nutrition therapy
 - a. Within healthcare
 - b. Assessment
 - c. Nutrition support
2. Documenting nutrition care
 - a. Fluid/electrolyte balance
 - b. Acid/base balance
 - c. Cellular/physiological response to injury
 - d. Energy balance/body weight
3. Diseases of body systems
 - a. Upper & Lower GI tract
 - b. Cardiovascular system
 - c. Liver, gallbladder, pancreas
 - d. Endocrine system
 - e. Renal system
 - f. Hematological system
 - g. Neurological system
 - h. Respiratory system

- i. Musculoskeletal system
- j. HIV/AIDS

HLTA 2250 Applications in Community & Medical Nutrition. 3 credits.

COURSE CONTENT MODULES

1. Community nutrition
 - a. Opportunities in community nutrition
 - b. Community resources
 - c. Program planning
 - d. Nutrition & public health
2. Food programs
 - a. Assessment
 - b. Behavior change
 - c. Cultural competence
 - d. Nutrition education & marketing
3. Specific diets
 - a. Regular diets & alterations
 - b. Weight management
 - c. Cardiovascular disease, diabetes mellitus, gastrointestinal diseases, kidney disease
 - d. Pregnancy & lactation nutrition
 - e. Pediatric nutrition
 - f. Adult nutrition
 - g. Aging populations' nutrition

HLTA 4410 Public Health Seminar. 3 credits.

COURSE CONTENT MODULES

1. Advocacy
 - a. Current United States and global health issues
 - b. Emerging health issues for the United States and abroad
 - c. Advocacy plans
2. Public health policy and systems
 - a. Existing and proposed public health policies
 - b. Public health systems
3. The Health Education Profession
 - a. Major responsibilities of health education specialists
 - b. Professional organizations
 - c. Professional development

APPENDIX F
Outcome Competencies and Methods of Assessment

HLTA 1120 Nutrition in Childhood & Adolescence. 3 credits.

Learner Outcomes:

Students will...

- A. Evaluate dietary guidelines and standards for Americans, focusing on pre-pregnancy to adolescence
- B. Conduct a diet analysis for pre-pregnancy, infants, toddlers, and adolescents
- C. Complete a menu planning assignment for an individual between the ages of 2-18

Direct Measures:

1. Student artifacts: Written assignments on dietary guidelines
2. Student artifact: Diet analysis assignment
3. Student artifact: Menu planning assignment

HLTA 1145 Sports Nutrition. 3 credits.

Learner Outcomes:

Students will...

- A. Identify the nutrient needs for active individuals, and specific food selections that will assure nutritional adequacy.
- B. Identify the sources and functions of individual nutrients as they relate to the health and performance of active individuals.
- C. Calculate macronutrient, micronutrient, and fluid requirements for various categories of athletes.
- D. Identify the five categories of ergogenic aids and determine reliability of available tools to access safety and effectiveness of such aids.
- E. Identify common weight management concerns among athletes and healthy practices to achieve optimal weight maintenance for specific sports.
- F. Determine special nutrient concerns among athletes with diet-related diseases/disorders.

Direct Measures:

1. Student artifacts: Unit exams (4)
2. Student artifact: Final exam
3. Student artifact: Diet & activity analysis assignment

HLTA 1155 Local Market Agriculture. 3 credits.

Learner Outcomes:

Students will...

- A. Define what Local Marketing Agriculture is and how small farming contributes to the local economic food system of your community.
- B. Identify small farm principles and decision making processes involved in direct marketing of farm products.
- C. Recognize and apply different marketing skills and strategies to increase profitability of farm products.

- D. Prepare a strategic plan for food products by changing the form of the raw product through Value Added techniques and processes.
- E. Value added products through techniques and processes that facilitate the farmer to chef connection.
- F. Critically examine farmer to chef connection and link broader understandings in making the farm and chef model work for both.
- G. Create a value added and business plan by selecting a raw crop for processing and packaging, then marketing your value added product to restaurants and consumers.

Direct Measures:

- 1. Student artifacts: Written assignments after each module
- 2. Student artifact: Comprehensive final exam on key terms
- 3. Indirect measure: Class discussions on each weekly topic
- 4. Student artifact: Business Plan for processing, processing, and marketing a product

HLTA 2215 Introduction to Foods. 3 credits.

Learner Outcomes:

Students will...

- A. Identify physical and chemical properties, selection practices, preparation methods, and appropriate equipment for various categories of food preparation.
- B. Identify control measures to ensure food quality, nutrient retention, and achievement of budgetary goals.
- C. Demonstrate preparation of various categories of food applying principles of selection, preparation, equipment use, and quality control.
- D. Demonstrate basic principles of food presentation.

Direct Measures:

- 1. Student artifacts to demonstrate skills:
 - a. Food preparation labs
 - b. Presentations
- 2. Student artifacts to identify key concepts:
 - a. Written assignments
 - b. Exams

HLTA 2220 Diet Therapy. 3 credits.

Learner Outcomes:

Students will...

- A. Identify members of the healthcare team and define specific roles of each in patient care.
- B. Evaluate nutrition status using approved tools and measures.
- C. Demonstrate application of the four components of nutritional assessment.
- D. Apply nutrition knowledge to nutrition care plans.
- E. Recognize and define specific nutrition needs and diet alterations for various nutrition-related diseases and conditions.
- F. Define the characteristics of modified diets and alternative methods of feeding.

Direct Measures:

1. Content exams on identification, recognition, and definition of the role of nutrition therapy, documentation, and diseases of the body
2. Case study to evaluate and apply content knowledge

HLTA 2250 Applications in Community & Medical Nutrition.**Learner Outcomes:****Students will...**

- A. Describe physiological, socioeconomic, cultural and psychological factors affect food and nutrition behaviors
- B. Provide nutrition and lifestyle education to well populations.
- C. Develop and print nutrition education materials for disease prevention and health improvement that are culturally sensitive, age appropriate, and designed for the educational level of the audience.
- D. Modify recipes and menus for acceptability and affordability that accommodate the cultural diversity and health status of various populations, groups and individuals.
- E. Practice basic nutrition assessment
- F. Identify and practice standard nutrition care procedures

Direct Measures:**1. Student artifacts:**

- a. Exams on factors affecting food and nutrition behaviors
- b. Nutrition education presentation including educational materials, recipes, and menus for a given population, group, or individual
- c. Case study including a nutrition assessment and nutrition care procedures

HLTA 4410 Public Health Seminar. 3 credits.**Learner Outcomes:****Students will...**

1. Identify current and emerging health issues and develop an advocacy plan for addressing a public health problem
2. Examine existing and proposed health policies and public health systems
3. Promote the health education profession

Direct Measures:**1. Student artifact:**

- a. Class discussion threads: Through discussions, each student will identify current health issues and emerging health issues.
- b. Essay: Each student will argue the reasons he or she believes a current or emerging health issue is most salient for a population.
- c. Advocacy Plan Paper: Each student will produce a plan, implement, and evaluate an advocacy plan to address a salient health problem.

2. Student artifact:

- a. Analysis Paper: Each student will examine one existing and one proposed health policy and describe how the policies fit within a local, state, regional, territorial, federal, or world-wide public health system.

3. Student artifact:

- a. Exam: Students will complete an exam in which they identify the major responsibilities of health education specialists and professional organizations associated with health education.
- b. Presentation: Students will create a presentation in which they explain the benefits of participating in professional organizations, advocate for the profession, and describe their own professional development plans toward becoming health educators.