



Approved by Curriculum Committee on January 21, 2020

---

**MEMORANDUM**

---

TO: Faculty Senate

FROM: Susan Ross

DATE: February 4, 2020

SUBJECT: Curriculum Proposal #19-20-12

Brief abstract:

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

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

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

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

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

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

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

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

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

- A. Deletion of course(s) or credit(s) from program(s)  
Total hours deleted. \_\_\_\_\_
- B. Addition of course(s) or credit(s) from program(s)  
Total hours added. \_\_\_\_\_
- C. Provision for interchangeable use of course(s) with program(s)
- D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.
- E. Other changes to existing courses such as changes to title, course number, and elective or required status.
- F. Creation of new course(s). For each new course
  - 1. Designate the course number, title, units of credit, prerequisites (if any) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

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

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.
3. Include, as an appendix, a detailed course outline consisting of at least two levels.
4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

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

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


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

**III. RATIONALE FOR THE PROPOSAL.**

- A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.
- B. **Qualitative Assessment:** Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

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

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

College/School	Dean	Signature
College of Liberal Arts	Chris Kast	

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

VI. **ADDITIONAL COMMENTS.**

# Appendix A

## Course Descriptions, Learner Outcomes, & Assessment Measures

CHEP 1100 Health Promotion.....4 hrs.

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

### Course Outline

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

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

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

**Course Outline**

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

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

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

**Course Outline**

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

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

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

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

**Course Outline**

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

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

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

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

**Course Outline**

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

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



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

**Course Outline**

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

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

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

**Course Outline**

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

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

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

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

**Course Outline**

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

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

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

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

**Course Outline**

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

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

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

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

**Course Outline**

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

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

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

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

**Course Outline**

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

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

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

**Course Outline**

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

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

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

**Course Outline**

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

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



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

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

**Course Outline**

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

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

**Writing Intensive Course**

CHEP 4450 requires students to create a grant proposal. Grant writing (and report writing) are essential skills for Community Health professionals. The following outline provides an example of how students will organize their grant proposal. Students will follow APA formatting for in-text citations and references. Students will use the DHHS-PHS 398 grant application forms, as appropriate.

1. Executive Summary/Abstract
2. Evidence of Need
  - a. Literature review or background
  - b. Current state of the situation
3. Plan
  - a. Goals/Objectives/Specific Aims
  - b. Methodology Plan
    - i. Development
    - ii. Implementation
  - c. Measurement/Evaluation plan
  - d. Dissemination plan
  - e. Program management plan
4. Team and organization credentials
5. Budget & Budget Justification
6. References
7. Appendices

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

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

**Course Outline**

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

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

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

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

**Course Outline**

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

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