



MEMORANDUM

TO: Faculty Senate

FROM: Dr. Susan Ross

DATE: February 18, 2021

SUBJECT: Curriculum Proposal #20-21-09

This proposal ties up loose ends from last year's program changes:

- Allow BSBA 3310 and MATH 1550 to meet the program requirement of a stats course.
- Correct the pre-req for CHEP 3350. CHEP 3345 should have been listed as the pre-req for CHEP 3350.
- Adding CHEP 4498 provides additional options for students to tailor their elective courses to meet their career and graduate school plans.
- Adding CHEP 3399 and CHEP 4495 provide options within Banner to offer unique courses and to create individualized experiences for students.
- Add healthcare management electives as options in the CHEP Major Electives categories.

cc: Richard Stephens
Lori Schoonmaker
Stephanie Gabor
Laura Ransom
Janie Leary

PREPARING CURRICULUM PROPOSALS

INSTRUCTIONS

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

Supply the preliminary information about the proposal as indicated below:

PROPOSAL NUMBER: Leave this space blank. A number will be assigned to the proposal by the Executive Director of Academic Programs.

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

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

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

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

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

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

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

CURRICULUM PROPOSAL (Submit one electronic copy to the Executive Director of Academic Programs by the second Tuesday of the month.)

Proposal Number: #20-21-09
School/Department/Program: COLA: Behavioral Science: Community Health
Preparer/Contact Person: Janie Leary
Title of Degree Program: Community Health Education
Telephone Extension: 3630
Date Originally Submitted: November 13, 2020
Revision (Indicate date and label it): Revision #1
Revision #1, #2, etc.):
Implementation Date Requested: Fall 2021

I. **PROPOSAL ABSTRACT.** Write a brief abstract, not exceeding 100 words, which describes the proposed changes.

This proposal ties up loose ends from last year’s program changes:

- Allow BSBA 3310 and MATH 1550 to meet the program requirement of a stats course.
- Correct the pre-req for CHEP 3350. CHEP 3345 should have been listed as the pre-req for CHEP 3350.
- Adding CHEP 4498 provides additional options for students to tailor their elective courses to meet their career and graduate school plans.
- Adding CHEP 3399 and CHEP 4495 provide options within Banner to offer unique courses and to create individualized experiences for students.
- Add healthcare management electives as options in the CHEP Major Electives categories.

II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-G, 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: 0
- B. Addition of course(s) or credit(s) from program(s) Total hours added: 0
- C. Provision for interchangeable use of course(s) with program(s)
- D. **Course Description Revision:** Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.
- E. **Course Changes:** Identify changes to existing courses such as changes to title, course number, learning outcomes, and elective or required status.
- F. **Create a New Course(s)** information (if applicable): For each new course complete the following:

1. **Course Catalog Information:**

a. Course prefix (subject area) and number:	CHEP 4498	CHEP 3399	CHEP 4495
b. Course title:	Undergraduate Research	Special Topics	Directed Studies
c. Course term(s) (e.g., Fall, Summer only):	All		
d. Credit hours/Variable credit:	0-6	Variable	0-6

e. Repeatability (number of repeat credit hours):	No more than 6 hours total	Repeatable	No more than 6 hours total
f. Prerequisite/Corequisites/Restrictions/Cross-listings: If none, simply indicate with N/A (Not Applicable):	Junior- Senior Level Instructor approval	NA	Senior Level Instructor approval
g. Co-requisite (include subject prefix and course number):	NA		
h. Cross-listings (e.g., PSYC 2230 and SOCY 2230):	NA		
i. Grade Type: Indicate whether students will be assigned a standard A-F final grade or Credit/No Credit (CR/NCF) grade:	A-F		
j. Required Course or Elective Course:	Elective		
k. Course Fees (Indicate amount):			

2. **New Course Supplemental/Supporting Documentation:**

- a. **Course Catalog Description:** Include, as an appendix, a course catalog description written in complete sentences that will be published in the university catalog. The word length for a catalog description should be less than 80 words. Do not include any prerequisites, corequisites or any other restrictions in the description.

CHEP 4498: Undergraduate Research

Undergraduate research allows students to engage in the scholarly activities of their major discipline under the guidance of a faculty mentor who will work in close partnership with each student in their formulation of a project, the development of a research strategy, and the assessment of a student's progress. The primary goal is for each student scholar to conduct an inquiry or investigation that makes an original, intellectual, or creative contribution to their discipline and which is shared in an appropriate venue. Prerequisite(s): Junior-Senior level, Instructor approval required.

CHEP 3399: Special Topics

Studies in special selected topics, to be determined by the instructor and approved by the School's chairperson. Credits earned will be applicable as free electives in degree and certificate programs.

CHEP 4495: Directed Studies

This course provides allows students to work on individualized projects further enhancing their education in health promotion. Examples include conducting an in-depth analysis of a health issue, completing an additional internship opportunity, or designing/adapting health promotion programs. Pre-requisite: Senior level, Instructor approval required.

- b. **Course Learning Outcomes (CLO's):** These should be stated in terms of what new knowledge and/or skills students should be able to demonstrate upon successful completion of the course. Present course learning outcomes as a bulleted list predicated with "Upon successful completion of this course, students should be able to..."

CHEP 4498:

Upon successful completion of this course, students should be able to:

LO1: Demonstrate completion of a research proposal

LO2: Collect & analyze data- Students will implement a data collection plan for their senior research project.

LO3: Interpret results of research project and make appropriate conclusions and recommendations related to the results.

LO4: Perform appropriate statistical test(s)- Based on data collected & research design, perform, analyze, & interpret results of appropriate stats tests

CHEP 3399: Special Topics

Upon successful completion of this course, students should be able to:

1. Demonstrate proficient knowledge of the 'special topic'
2. Investigate and report on the health impact of the 'special topic'
3. Demonstrate the ability to apply related skills to promote a healthy state of being related to the 'special topic'

CHEP 4495: Directed Studies

Upon successful completion of this course, students should be able to:

1. Report on how the approved project expanded the student's knowledge of and ability to address the health promotion topic
2. Demonstrate the ability to apply related skills to promote a healthy state of being related to the health promotion topic

- c. **Course Outline:** Attach a course outline consisting of at least two levels.

CHEP 4498: Undergraduate Research

1. Components of Health Research
 - a. Developing a research proposal
 1. Introduction
 2. Review of literature
 3. Methods
 - b. Secure IRB approval for implementation
2. Implementing a Research Agenda
 - a. Data Collection
 - b. Data Entry
 - c. Data Analysis
3. Using Findings to Promote Health
 - a. Results
 - b. Recommendations
 - c. Presentation of findings and recommendations

CHEP 3399: Special Topics

1. Introduction of the 'special topic'
 - a. Identify the populations/communities most at risk
 - b. Identify the immediate and long-term consequences related to the topic
2. Current health promotion techniques to address the 'special topic'
 - a. Ecological approaches for addressing the topic
 - b. Research/Plans for future techniques to address the topic

CHEP 4495: Directed Studies

1. Project Planning
 - a. Identify the populations/communities most at risk
 - b. Identify the 'best practices' for addressing the health issue
2. Current health promotion techniques to address the 'special topic'
 - a. Make necessary adaptations to meet the current needs
 - b. Participate in activities to address the health issues

- d. **Assessments:** Describe generally how student's achievement of the course learning outcomes will be assessed

CHEP 4498: Undergraduate Research

LO 1: Complete an introduction, review of literature and a methods section (Direct - Student Artifact)

LO 2: Data collection (Direct - Student Artifact)

LO 3 & 4: Results report (Direct - Student Artifact)

CHEP 3399: Special Topics

LO1: Content Exam (Direct – Exam)

LO2: Discussion/Presentation (Direct – Student Artifact)

LO3: Report/Presentation (Direct – Student Artifact)

CHEP 4495: Directed Studies

LO1: Report (Direct – Student Artifact)

LO2: Discussion/Presentation (Direct – Student Artifact)

3. **Shared Course:** If this is a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for course being shared.

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

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

There is no net gain or loss in the hours required to graduate.

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.

Currently the Community Health degree requires students to complete the PSYC/SOCY/POLI 2240 Behavioral Statistics course. Adding the option to complete other statistics courses (BSBA 3310 & MATH 1550) provides more options for students while also meeting the program expectations. Adding these courses as official options will reduce the need for letters of substitution.

Students taking CHEP 3350 (Program Planning) uses the information they gathered in CHEP 4445 (Needs Assessment) to develop health promotion materials to give back to the community that was target of the needs assessment that academic year. As such, students need to complete CHEP 3345 before completing CHEP 3350. This pre-req was inadvertently left off last years curriculum proposal.

- 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?

Adding the CHEP 4498 Undergraduate Research course option allows students a formal course when they want to participate in research activities, beyond those that are required for the degree.

Adding CHEP 3399 Special Topics provides a course in the Banner system for courses being considered for permanent inclusion in the program, as well as “one off courses” that are of special interest to students/faculty.

Adding CHEP 4495 Directed Studies provides students a formal option for individualized experiences that will expand their knowledge and skills in the field of health promotion.

Adding the healthcare management courses as Major Electives will allow students to tailor their coursework based on their career plans. Some students seek a career offering health promotion within larger healthcare systems. The courses will help them better understand how to work within the systems.

IV. APPROVAL

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
Liberal Arts/Behavioral Sciences	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.**

Adding the healthcare management courses as Major Electives will allow students to tailor their coursework based on their career plans. Some students seek a career offering health promotion within larger healthcare systems. The courses will help them better understand how to work within the systems.

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College/School	Dean	Signature
School of Business & Aviation	Dr. Timothy R. Oxley	

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.

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Adding the healthcare management courses as Major Electives will allow students to tailor their coursework based on their career plans. Some students seek a career offering health promotion within larger healthcare systems. The courses will help them better understand how to work within the systems.

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

College/School	Dean	Signature
Science and Technology	Steven Roof	<i>Steven Roof</i>

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
B.S. Degree in Community Health
Current Program

Degree Requirements

Core Curriculum Courses		
For students in this major, list the courses satisfy both core curriculum and major requirements.		
Course Prefix & Number	Course Name	Credit Hours

Required Major Courses (45-46 Credit Hours)			
Course Prefix & Number	Course Name	Credit Hours	
CHEP	1100	Health Promotion	4
CHEP	1110	Nutrition & Health Promotion	3
CHEP	2202	Environmental Health	3
CHEP	3000	Epidemiology & Disease Etiology	3
CHEP	3320	Behavior Change Theory	3
CHEP	3345	Needs Assessment	3
CHEP	3350	Program Planning	3
CHEP	3360	Communication Techniques for Health Promotion	2
CHEP	4410	Public Health Policy Seminar	2
CHEP	4440	Health Research and Measurement Design OR PSYC 3305 OR SOCY 3360	3-4
CHEP	4445	Health Research Implementation OR PSYC 3390 OR SOCY 3370	3
CHEP	4450	Program Funding & Administration {Writing Intensive}	3
CHEP	4480	Community Health Capstone	3
CHEP	4490	Community Health Internship	4
PSYC/SOCY/POLI	2240	Behavioral Statistics	3

Major Elective Courses (6+ Credit Hours) – IF APPLICABLE		
[Electives are selected from a specific major or program]		
Course Prefix & Number	Course Name	Credit Hours
Students must complete at least one course from at least TWO of the topics below: Addiction: PSYC 3395 OR CRIM 3365 Sexuality & Relationships: SOCY 3335 OR SOCY 3345 Health Promotion & Special Populations: CHEP 4000 or CHEP 4001 or PSYC 4491		6
Minor Requirements/Electives (if minor is required) Minor, Associate degree, or Double major		Hours vary based on route taken by student

Total Core Curriculum Hours	30
Total Required Major Courses	45-46
Total Electives (If applicable)	6
Total Free Electives	38-39 (includes the minor/double major requirements)
TOTAL CREDIT HOURS	120

APPENDIX A
B.S. Degree in Community Health
Proposed Program

Degree Requirements

Core Curriculum Courses		
For students in this major, list the courses satisfy both core curriculum and major requirements.		
Course Prefix & Number	Course Name	Credit Hours
CHEP 1100	Health Promotion	4
CHEP 1110	Nutrition and Health Promotion	3
{Please note that both CHEP 1100 and 1110 are currently being considered for inclusion in the Core Curriculum, beginning Fall 2021}		

Required Major Courses (45-46 Credit Hours)			
Course Prefix & Number		Course Name	Credit Hours
CHEP	1100	Health Promotion	4
CHEP	1110	Nutrition & Health Promotion	3
CHEP	2202	Environmental Health	3
CHEP	3000	Epidemiology & Disease Etiology	3
CHEP	3320	Behavior Change Theory	3
CHEP	3345	Needs Assessment	3
CHEP	3350	Program Planning	3
CHEP	3360	Communication Techniques for Health Promotion	2
CHEP	4410	Public Health Policy Seminar	2
CHEP	4440	Health Research and Measurement Design OR PSYC 3305 OR SOCY 3360	3-4
CHEP	4445	Health Research Implementation OR PSYC 3390 OR SOCY 3370	3
CHEP	4450	Program Funding & Administration {Writing Intensive}	3
CHEP	4480	Community Health Capstone	3
CHEP	4490	Community Health Internship	4
PSYC/SOCY/POLI	2240	Behavioral Statistics OR BSBA 3310 OR MATH 1550	3

Major Elective Courses (6+ Credit Hours) – IF APPLICABLE		
[Electives are selected from a specific major or program]		
Course Prefix & Number	Course Name	Credit Hours
Students must complete at least one course from at least TWO of the topics below: Addiction: PSYC 3395 or CRIM 3365 Sexuality & Relationships: SOCY 3335 or SOCY 3345 Health Promotion & Special Populations: CHEP 4000, CHEP 4001, or PSYC 4491 Healthcare management: HCMG 2201, HCMG 3331, or HCMG 4000		6
Minor Requirements/Electives (if minor is required) Minor, Associate degree, or Double major		Hours vary based on route taken by student

Total Core Curriculum Hours	30
Total Pre-Major	0
Total Required Major Courses	45-46
Total Electives (If applicable)	6
Total Free Electives	38-39 (includes the minor/double major requirements)
TOTAL CREDIT HOURS	120

MEMO

November 11, 2020

To: Fairmont State University Board of Governors
West Virginia Higher Education Policy Commission
Higher Learning Commission

Re: Degree program name change

This memo is to request a formal degree program name change from Community Health Education to Community Health Promotion. This name change be included in the catalog for the 2021-2022 Academic Year. The CIP Code would remain the same: 51.2207.

The Community Health Education degree program moved from the School of Education, Health, and Human Performance Fall 2019. The degree name of Community Health Education has long confused potential students and others in the community, they often assumed the degree was to teach health education in the K-12 school system.

The degree program prepares health professionals to work in a wide variety of community settings, such as non-profits, health organizations, government agencies, etc. Graduates bring a diverse skillset to their communities, including needs assessment, program planning, grant management, evaluation, research, and health communication.

Changing the name to Community Health Promotion will better reflect the degree program's goal of providing communities with highly skilled health promotion professionals.