



MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: 1/3/2022

SUBJECT: Curriculum Proposal # 21-22-05

- Add additional courses to the Major Electives section
- Adjust the CHEP minor requirements (Appendix C)
- Change the pre-req requirement for CHEP 4440
- Align the CHEP program with the new NCHEC Areas of Responsibility.

cc: Dianna Phillips
Lori Schoonmaker
Stephanie Gabor
Laura Ransom
Chris Kast

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

Proposal Number:	#21-22-05
School/Department/Program:	COLA: Behavioral Science, Community Health Promotion
Preparer/Contact Person:	Janie Leary
Title of Degree Program	Community Health Promotion
Telephone Extension:	3630
Date Originally Submitted:	Fall 2021
Revision (Indicate date and label it Revision #1, #2, etc.):	R1
Implementation Date Requested:	Fall 2022

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

Add additional courses to the Major Electives section

Adjust the CHEP minor requirements (Appendix C)

Change the pre-req requirement for CHEP 4440

Align the CHEP program with the new NCHEC Areas of Responsibility.

- 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: 2

B. Addition of course(s) or credit(s) from program(s) Total hours added: 3

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.

CHEP 4410 will be removed from the program.

CHEP 4411 is being added to the program. CHEP 4411 is a 3-credit course and incorporates the updated NCHC Areas of Responsibility, Area Eight. The updated catalog, outcomes, outline, and assessment information are provided in Appendix B.

Students in prior catalogs, who have not previously completed CHEP 4410, will complete CHEP 4411 as a substitution for CHEP 4410.

CHEP 4440 pre-req needs to be changed from CHEP 3320 to completing a statistics courses: PSYC/POLI/SOCY 2240, MATH 1550, or BSBA 3310

- 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 3315
b) Course title:	Healthy Sexuality
c) Course term(s) (e.g., Fall, Summer only):	varies
d) Credit hours/Variable credit:	3
e) Repeatability (number of repeat credit hours):	No
f) Prerequisite/Corequisites/Restrictions/Cross-listings: If none, simply indicate with N/A (Not Applicable):	At least Junior status
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):	\$45-180 (depending if offered F2F or online)

a) Course prefix (subject area) and number:	CHEP 4420
b) Course title:	Child Welfare
c) Course term(s) (e.g., Fall, Summer only):	varies
d) Credit hours/Variable credit:	3
e) Repeatability (number of repeat credit hours):	No
f) Prerequisite/Corequisites/Restrictions/Cross-listings: If none, simply indicate with N/A (Not Applicable):	Junior-Senior Status
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):	\$45-180 (depending if offered F2F or online)
Course prefix (subject area) and number:	CHEP 4411
a) Course title:	Public Health Ethics, Policy & Professionalism
b) Course term(s) (e.g., Fall, Summer only):	varies
c) Credit hours/Variable credit:	3
d) Repeatability (number of repeat credit hours):	No
e) Prerequisite/Corequisites/Restrictions/Cross-listings: If none, simply indicate with N/A (Not Applicable):	Junior-Senior Status; CHEP 3000
f) Co-requisite (include subject prefix and course number):	na
g) Cross-listings (e.g., PSYC 2230 and SOCY 2230):	na
h) Grade Type: Indicate whether students will be assigned a standard A-F final grade or Credit/No Credit (CR/NCF) grade:	A-F
i) Required Course or Elective Course:	Required
j) Course Fees (Indicate amount):	\$45-180 (depending if offered F2F or online)
Course prefix (subject area) and number:	CHEP 3355
b) Course title:	Health Geography
c) Course term(s) (e.g., Fall, Summer only):	varies
d) Credit hours/Variable credit:	3
e) Repeatability (number of repeat credit hours):	No
f) Prerequisite/Corequisites/Restrictions/Cross-listings: If none, simply indicate with N/A (Not Applicable):	GEOG 2210
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):	\$45-180 (depending if offered F2F or online)

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.
- 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..."
- c. **Course Outline:** Attach a course outline consisting of at least two levels.
- d. **Assessments:** Describe generally how student's achievement of the course learning outcomes will be assessed

This information is added in Appendix B.

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 a net gain of 1 credit hour for the major, related to the CHEP 4411 course.**

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.

National Commission for Health Education Credentialing (NCHEC) agency updated their Areas of Responsibility (AoR). The Community Health program is designed to follow these AoRs and graduates of the program have successfully become certified health education specialists through the NCHEC exam. Certification has assisted graduates secure jobs and provides additional evidence that the graduates are highly qualified for working in community health promotion fields.

- 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?

CHEP 4411 will formally incorporate the additional AoR, “Area VIII: Ethics and Professionalism”. This course already addresses community/public health policy so the addition of ethics and professionalism will complement the current course materials.

Changing the pre-req for CHEP 4440 opens the course for students who want to learn more about survey data collection and application to real world issues but who may not be a CHEP major. Having the statistics course pre-req ensures students have basic skills necessary to analyze their data. Changing the pre-req does not impact CHEP students because they are already required to take a stats class and are advised to take it before research courses.

Adding CHEP 4998, Undergraduate Research to the second research course option will reduce the number of memos necessary when students undertake individualized research projects.

All other changes are to increase the options for students selecting Major Electives or to make the CHEP minor less complicated.

CHEP 4411 will replace CHEP 4410 and will be taught at least annually (the same rotation as CHEP 4410). All other courses will be taught on a rotating schedule based on student interest and instructor availability.

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
COLA	Chris Kast	<i>Chris Kast</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.X. Degree in Community Health Promotion
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
CHEP 1100	Health Promotion	4
CHEP 1110	Nutrition & Health Promotion	3

Required Major Courses (Credit Hours, minimum of 45, including any courses that also count for the CORE or related double major/minor/associate degree requirements)		
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 & Evaluation	3
CHEP 3360	Communication Techniques for Health Promotion	2
CHEP 4410	Public Health Policy	2
CHEP 4440	Health Research & Measurement Design OR OSYC 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 2240	Behavioral Statistics OR any of the following courses: SOCY 2240, POLI 2240, MATH 1550, or BSBA 3310	3

Major Elective Courses (minimum of 6 Credit Hours, including any courses that also count for the CORE or related double major/minor/associate degree requirements)		
Course Prefix & Number	Course Name	Credit Hours
Students must complete at least one course from at least TWO of the topics below:		6
<ul style="list-style-type: none"> • 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 		

• Healthcare Management: HCMG 2201, HCMG 3331, or HCMG 4000	
Students must complete a minor, a double major, or an associate degree	varies
Students must complete enough free electives to reach the 120 hours required for graduation. The exact number of free elective hours will depend on the path students take in reference to the minor/double major/associate degree requirements.	varies

Total Core Curriculum Hours	30
Total Pre-Major	NA
Total Required Major Courses	Minimum of 45, including any courses that also count for the CORE or related double major/minor/associate degree requirements)
Total Electives (If applicable)	6 major elective hours
Total Free Electives	38-39 (includes the minor/double major requirements)
TOTAL CREDIT HOURS	120

APPENDIX A
B.X. Degree in XXXXXXXX
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 & Health Promotion	3

Required Major Courses (minimum of 46 credit hours, including any courses that also count for the CORE or related double major/minor/associate degree requirements)		
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 & Evaluation	3
CHEP 3360	Communication Techniques for Health Promotion	2
CHEP 4411	Public Health Ethics, Policy, & Professionalism	3
CHEP 4440	Health Research & Measurement Design OR OSYC 3305 OR SOCY 3360	3-4
CHEP 4445	Health Research Implementation OR PSYC 3390 OR SOCY 3370 OR CHEP 4998	3
CHEP 4450	Program Funding & Administration (writing intensive)	3
CHEP 4480	Community Health Capstone	3
CHEP 4490	Community Health Internship	4
PSYC 2240	Behavioral Statistics OR any of the following courses: SOCY 2240, POLI 2240, MATH 1550, or BSBA 3310	3

Major Elective Courses- minimum of 6 credit hours, including any courses that also count for the CORE or related double major/minor/associate degree requirements		
Course Prefix & Number	Course Name	Credit Hours
Students must complete at least a total of 6 credit hours from at least TWO of the topics below:		6
<ul style="list-style-type: none"> • Addiction: PSYC 3395 OR CRIM 3365 • Relationships: SOCY 3310 or CRIM 2212 or CHEP 4420 or SOCY 4450 or WGST 2201 or CHEP 3315 or SOCY 3335 OR SOCY 3345 • Special Populations: CHEP 4000 or CHEP 4001 or PSYC 4491 or PSYC 4493 or CRIM 3311 or SOCY 3340 • Population Health: CHEP 3355 or HCMG 2201, HCMG 3331, or HCMG 4000 		
Students must complete a minor, a double major, or an associate degree		varies

(Please note, the exact hours required in each section vary based on the student's path through school. Due to changes in financial aid, listing a required number of hours in a section may limit whether a student can qualify for financial aid.)

Total Core Curriculum Hours	Minimum of 30 to meet the CORE requirements
Total Pre-Major	NA
Total Required Major Courses	~ 43 credit hours, depending on courses taken to meet CORE requirements or related double major/minor/associate degree requirements
Total Major Electives (If applicable)	~ 6 credit hours, including any courses that also count for the CORE or related double major/minor/associate degree requirements
Minor/Double Major/Associate requirement	Credit hours vary on the chosen path and how courses may apply to both the CHEP major and a minor/double major/associate program
Total Free Electives	Varies based on the student's path and how many are needed to reach 120.
TOTAL CREDIT HOURS	120

Appendix B

CHEP 3315: Healthy Sexuality

Course Description:

This course introduces students to the biological, psychological, and cultural aspects of sex, sexuality, and gender. Students will discuss sensitive and controversial topics with the goal of increased appreciation for diversity. Topics include sexual development, behavior and decision making, sexually transmitted infections, sexual abuse, sexual addiction, and societal/cultural influences. Pre-req: Junior- or Senior-level standing.

Course Outline

1. Anatomy & physiology
 - a. Body systems
 - b. Reproduction & infertility
 - c. Issues & Concerns
2. Sex, sexuality, and gender across cultures and time
 - a. Practices & attitudes
 - b. Gender roles
 - c. Communication
 - d. Continuum of sexuality
3. Sexuality throughout the life course/aging/disability
4. Policies, regulations, and laws impacting sex, sexuality, and gender
 - a. Sex and violence
 - b. Sexual ethics
 - c. Self-expression

Assessment

Course Outcome	Direct Assessment Measure	Satisfactory Performance Standards
Explain the biological/evolutionary basis of sex and sexuality, as well as critical terms related to the topics.	Content Exam Direct-Exam	The class average on the combined exams will be at least 70%.
Evaluate cultural and biological determinants related to sex, sexuality, and gender.	Research Project Direct - Student Artifact	70% of students will earn at least 70% on the Research Project.
Evaluate one's own belief system and how it impacts communication, relationships, and decision-making.	Self-reflection pre-post perception inventory Direct - Student Artifact	80% of students will participate in the pre-post perception inventory activity

CHEP 3355: Health Geography

Course Description

Health geography merges the fields of population health, epidemiology, medicine, and geography. Investigating human health and disease through a geo-spatial lens better equips those working in health promotion to meet the needs of the target population. This course provides a broad introduction into using spatial analysis to better understand the underlying factors that contribute to health and disease. Pre-req: GEOG 2210

Course Outline

1. Social/behavioral Environmental & Health
 - a. Epidemiologic Triangle
 - b. Social/Cultural vs. Physical environmental influences on health
2. Physical Environment & Health
 - a. Regional, national, and global influences on health
 - b. Travel and the spread of diseases
 - c. Climate & Weather
3. Policies, Laws, & Healthcare Systems
 - a. Global inequalities
 - b. Healthcare reform at home and internationally
 - c. Accessibility and utilization
4. Applying maps and special analysis to understanding health

Assessment Measures for Learner Outcomes

	Direct Assessment Measure	Satisfactory Performance Standards
Students will describe how geography as a discipline contributes to understanding population health, the risk and spread of disease, and health care and related outcomes	Content Exam Direct - Exam	The class average on exams (combined) will be at least 70%.
Students will examine maps and identify spatial patterns of disease and risk factors that may contribute to disease.	Analysis Project Direct - Student Artifact	70% of the students will score 70% or higher on the assignment
Students will demonstrate how geographic methods and tools are utilized in public health practice.	Analysis Project Presentation Direct - Student Artifact	70% of students will earn a 70% or higher on the presentation.

CHEP 4411: Community & Public Health Policy, Ethics, and Professionalism

Course Description

This course provides a framework for critically analyzing public health policy, ethics, and professionalism. 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
4. Professional Conduct
 - a. Professional Codes of Ethics
 - b. Continual professional development
 - c. Working as a liaison with community organizations, governmental agencies, private citizens

Assessment

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%.
Demonstrate the ability to conduct oneself in an ethical manner when working with communities.	Problem Solving Activity Direct – Student Artifact	The class average on the Problem Solving activity will be 70%.

CHEP 4420: Child Welfare

Catalog Description

This course introduces students to the child welfare system and related community-based resources. Students will examine the social norms, cultures, social/family, policies, and their own attitudes related to child welfare issues. Students will practice critical thinking skills within the framework of complex child welfare issues. Pre-req: Junior- or Senior-level standing.

Course Outline

1. Introduction into the Child Welfare System
 - a. Historical perspective
 - b. National/State laws and policies
2. Understanding the Multiple Needs of Families Involved with the Child Welfare System
 - a. Cultural and generational considerations
 - b. Psychological Disorders/Needs
 - c. Other risk factors for child maltreatment
3. Understanding Addiction, Mental Health/Trauma, & Domestic Violence
 - a. Addiction with special emphasis on current issues in the state
 - (in 2021, this would include Methamphetamine & Opioids)
 - b. ACEs: Adverse Childhood Experiences
 - c. Human trafficking
4. Working with families and supporting needs of children
 - a. State & National resources
 - Foster care system
 - Child Welfare Information Gateway
 - WV Legislative Action Team for Children and Families
 - b. Community-based programs

Assessment

Learner Outcomes	Direct Assessment Measure	Satisfactory Performance Standards
Describe the interrelationship of values, social norms, culture, social and family policy, and how they impact policy formulation.	Content Exam Direct - Exam	The class average on exams (combined) will be at least 70%.
Demonstrate an ability respond in a professional manner to racial, ethnic, class, and cultural differences in child welfare practice.	Analysis Project Direct - Student Artifact	70% of the students will score 75% or higher on the assignment
Evaluate one's own attitudes and responses to a range of "at-risk" situations.	Self-reflection pre-post perception inventory Direct - Student Artifact	80% of students will participate in the pre-post perception inventory activity

Appendix C

Community Health Promotion Minor

Current Minor (18-19 hours)

CHEP 1100	Health Promotion	4 credits
CHEP 3000	Epi. & Disease Etiology	3 credits
CHEP 3320	Behavior Change Theory	3 credits
CHEP 3345	Needs Assessment	3 credits
CHEP 3350	Program Planning & Evaluation	3 credits

One course from the list below

CHEP 2202	3 credits
CRIM 3365 OR PSYC 3395	3 credits
SOCY 3335 OR SOCY 3345	3 credits
CHEP 4000 OR CHEP 4001 OR PSYC 449	3 credits
CHEP 4450	3 credits
CHEP 4480	2 credits
POLI/PSYC/SOCY 2240	3 credits

New Minor (18-19 hours)

CHEP 1100	4 credits
CHEP 3000	3 credits

Minimum of 11-12 hours from any other CHEP prefixed courses