

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: HPHE PROPOSED EFFECTIVE SEMESTER: Fall 2018 COLLEGE: CEHD

PROPOSED IMPROVEMENTS

Academic Program

- Academic Program checkboxes: New degree*, New major*, New curriculum*, New concentration*, New certificate, New minor, Revised major, Revised minor, Admission requirements, Graduation requirements, Deletion, Transfer, Other (explain**)

Substantive Course Changes

- Substantive Course Changes checkboxes: New course, Pre or Co-requisites, Deletion (required by others), Course #, different level, Credit hours, Enrollment restriction, Course-level restriction, Prefix, Title and description, General education, Other (explain**)

Misc. Course Changes

- Misc. Course Changes checkboxes: Title, Description, Deletion, Course #, same level, Variable credit, Credit/no credit, Cross-listing, COGE reapproval, Other (explain**)

** Other:

Title of degree, curriculum, major, minor, concentration, or certificate: Health Education Minor: Community Emphasis (CHDN)

Existing course prefix and #: Proposed course prefix and #: Credit hours:

Existing course title:

Proposed course title:

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s)

If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."

Proposed course co-requisite(s)

If there are multiple corequisites, they are always joined by "and."

Proposed course prerequisite(s) that can also be taken concurrently:

Is there a minimum grade for the prerequisites or corequisites?

The default grades are D for undergraduates and C for graduates.

Major/minor or classification restrictions:

List the Banner 4 character codes and whether they should be included or excluded.

For 5000 level prerequisites & corequisites: Do these apply to: (circle one) undergraduates graduates both

Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces):

b. Multi-topic course: No Yes

c. Repeatable for credit: No Yes

d. Mandatory credit/no credit: No Yes

e. Type of class and contact hours per week (check type and indicate hours as appropriate)

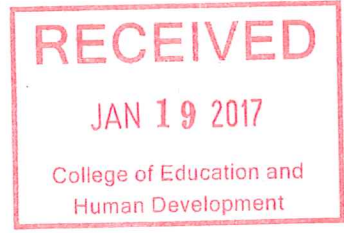
- 1. Lecture 2. Lab or discussion 3. Lecture/lab/discussion 4. Seminar or studio 5. Independent study 6. Supervision or practicum

CIP Code (Registrar's use only):

Signature lines for Chair/Director, Chair, College Curriculum Committee, Dean, Curriculum Manager, and Chair, COGE/PEB/FS President with dates.

FOR PROPOSALS REQUIRING GSC/USC REVIEW:

Approval checkboxes for Chair, GSC/USC and Provost.



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Handwritten dates: 1/10/2017 and 2/21/2017

Handwritten name: Mar K Feltz

Handwritten date: 2-21-17

1. Explain briefly and clearly the proposed improvement.

We propose to delete the Health Education Minor: Community Emphasis (CHDN). A new public health undergraduate program is developed in CHHS to meet the accreditation requirement. CHE program needs to be deleted from HPHE.

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

A new Public Health undergraduate program will be established in the College of Health and Human Services effective Fall 2017 to replace the CEHD Community Health Education program. The Community Health Education faculty moved to CHHS in Fall 2016 to establish the new program, but will continue to teach out the CHDN program classes.

3. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

There is no effect on other colleges, departments or non-HPHE programs. See question #4 below for discussion of effects on HPHE programs.

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

Several courses are shared with the current School Health Education major and minor (HPHE 1550, 2200, 2210, 2220, and 4140). These courses will remain in the catalog and be taught by the former Community Health Education faculty through agreement with CHHS or by part-time faculty until all current School Health Education majors and minors have been transitioned to the new combined Physical and Health Education Teacher Education: K-12 major (PHEJ) that has been proposed for Fall 2018. The new PHEJ program, which has been approved by the Michigan Department of Education, only requires HPHE 2200 and 2210. These two classes can be taught by part-time faculty.

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

In Fall 2016, there were 5 enrolled Community Health Education minors. Students will either be transitioned to the new CHHS program or taught out in the current program, depending on each student's situation as determined by CHHS faculty and professional advisors.

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

N/A because this is a program deletion.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

The board appointed Community Health Education faculty were transferred to CHHS in Fall 2016 and, therefore, HPHE no longer has the faculty resources to support the program. As indicated above, CHHS faculty or part-time HPHE faculty will teach out the required courses.

8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.) N/A

9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program. N/A

10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities. N/A
11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

There are no Michigan community college articulations for Community Health Education.

Current Catalog Copy (2016)

Health Education Minor

Two minors in health education are offered: School Emphasis or Community Education Emphasis. The school emphasis is especially appropriate for those specializing in middle/junior high school education, in special education, and in secondary education with majors in such areas as biology, physical education, English, math, and family and consumer sciences. Candidates also must pass subject area tests of competence administered by the Michigan Department of Education prior to certification by that office. School health minors are expected to have valid first aid and CPR certificates prior to teaching. Students completing requirements are eligible for certification to teach health education in grades 6-12 in Michigan. The Community Education emphasis prepares students to assume careers in non-school settings such as community health agencies and private health-oriented organizations. Students completing the community health emphasis minor are **not eligible** for a teaching license.

Cognates (17 hours)

- BIOS 1120 - Principles of Biology **Credits:** 3 hours
- BIOS 2110 - Human Anatomy **Credits:** 4 hours
- BIOS 2400 - Human Physiology **Credits:** 4 hours
- PSY 1000 - General Psychology **Credits:** 3 hours
- SOC 2000 - Principles of Sociology **Credits:** 3 hours

Health Education - School Emphasis (26 hours)

- HPHE 1550 - Foundations of Health Education **Credits:** 3 hours
- HPHE 2200 - Basic Health Concepts I **Credits:** 3 hours
- HPHE 2210 - Basic Health Concepts II **Credits:** 3 hours
- HPHE 2220 - Basic Health Concepts III **Credits:** 3 hours
- HPHE 3120 - Planning School Health Programs **Credits:** 3 hours
- HPHE 3540 - Human Sexuality Education **Credits:** 3 hours
- HPHE 3810 - Instructor First Aid **Credits:** 2 hours
- HPHE 4120 - Teaching Skills and Strategies **Credits:** 3 hours
- HPHE 4140 - Measurement and Evaluation in Health Education **Credits:** 3 hours

Health Education - Community Education Emphasis (25 hours)

- HPHE 1550 - Foundations of Health Education **Credits:** 3 hours
- HPHE 2200 - Basic Health Concepts I **Credits:** 3 hours
- HPHE 2210 - Basic Health Concepts II **Credits:** 3 hours
- HPHE 2220 - Basic Health Concepts III **Credits:** 3 hours
- HPHE 3160 - Issues in Health Education **Credits:** 2 hours
- HPHE 3310 - Community Health Education Planning **Credits:** 3 hours
- HPHE 3500 - Modification of Health Behavior **Credits:** 2 hours
- HPHE 4140 - Measurement and Evaluation in Health Education **Credits:** 3 hours
- HPHE 4310 - Community Health Education Interventions: Individual Strategies **Credits:** 3 hours

Proposed Catalog Copy (2019)

School Health Education Minor: 6-12

The school health education minor is especially appropriate for those specializing in middle/junior high school education, in special education, and in secondary education with majors in such areas as biology, physical education, English, math, and family and consumer sciences. Candidates also must pass subject area tests of competence administered by the Michigan Department of Education prior to certification by that office. School health minors are expected to have valid first aid and CPR certificates prior to teaching. Students completing requirements are eligible for certification to teach health education in grades 6-12 in Michigan.

Cognates (17 hours)

- BIOS 1120 - Principles of Biology **Credits:** 3 hours
- BIOS 2110 - Human Anatomy **Credits:** 4 hours
- BIOS 2400 - Human Physiology **Credits:** 4 hours
- PSY 1000 - General Psychology **Credits:** 3 hours
- SOC 2000 - Principles of Sociology **Credits:** 3 hours

School Health Education Minor Courses (26 hours)

- HPHE 1550 - Foundations of Health Education **Credits:** 3 hours
- HPHE 2200 - Basic Health Concepts I **Credits:** 3 hours
- HPHE 2210 - Basic Health Concepts II **Credits:** 3 hours
- HPHE 2220 - Basic Health Concepts III **Credits:** 3 hours
- HPHE 3120 - Planning School Health Programs **Credits:** 3 hours
- HPHE 3540 - Human Sexuality Education **Credits:** 3 hours
- HPHE 3810 - Instructor First Aid **Credits:** 2 hours
- HPHE 4120 - Teaching Skills and Strategies **Credits:** 3 hours
- HPHE 4140 - Measurement and Evaluation in Health Education **Credits:** 3 hours

WESTERN MICHIGAN UNIVERSITY

Office of the Provost and Vice President for Academic Affairs



October 3, 2016

Dr. Robert Bensley
Department of Human Performance and Health Education
Western Michigan University (5426)

Dear Dr. Bensley:

I am in receipt of your request for a transfer from the Department of Human Performance and Health Education in the College of Education and Human Development to the School of Interdisciplinary Health Programs in the College of Health and Human Services.

Based on the approval and feedback received from Dr. Yuanlong Liu, Chair of the Department of Human Performance and Health Education, Dr. Robert Wertkin, Director of the School of Interdisciplinary Health Programs and the support of Dr. Ming Li, Dean of the College of Education and Human Development and Dr. Earlie Washington, Dean of the College of Health and Human Services, I am approving this request.

The deans will work together to arrange teaching schedules, curriculum changes, etc. that are necessary to effect this transfer.

I will recommend your change of department affiliation from the Department of Human Performance and Health Education to the School of Interdisciplinary effective fall 2016 to the Board of Trustees at their next meeting.

Sincerely,

A handwritten signature in cursive script, appearing to read "James A. Gilchrist".

James A. Gilchrist,
Vice Provost for Budget and Personnel
and Chief Information Officer
on behalf of Timothy J. Greene, Ph.D.
Provost and Vice President
for Academic Affairs

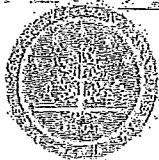
c: Ming Li, Dean
Earlie Washington, Dean
Yuanlong Liu, Chair
Robert Wertkin, Director

1903 W. Michigan Ave., Kalamazoo, MI 49008-5204
PHONE: (269) 387-2380 FAX: (269) 387-2377
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CAMPUS SITE: 3000 Seibert Administration Building

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WESTERN MICHIGAN UNIVERSITY



Office of the Provost and Vice President for Academic Affairs

October 3, 2016

Dr. Amos Aduroja
Department of Human Performance and Health Education
Western Michigan University (S426)

Dear Dr. Aduroja:

I am in receipt of your request for a transfer from the Department of Human Performance and Health Education in the College of Education and Human Development to the School of Interdisciplinary Health Programs in the College of Health and Human Services.

Based on the approval and feedback received from Dr. Yuanlong Liu, Chair of the Department of Human Performance and Health Education, Dr. Robert Wertkin, Director of the School of Interdisciplinary Health Programs and the support of Dr. Ming Li, Dean of the College of Education and Human Development and Dr. Earlie Washington, Dean of the College of Health and Human Services, I am approving this request.

The deans will work together to arrange teaching schedules, curriculum changes, etc. that are necessary to effect this transfer.

I will recommend your change of department affiliation from the Department of Human Performance and Health Education to the School of Interdisciplinary effective fall 2016 to the Board of Trustees at their next meeting.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Gilchrist".

James A. Gilchrist,
Vice Provost for Budget and Personnel
and Chief Information Officer
on behalf of Timothy J. Greene, Ph.D.
Provost and Vice President
for Academic Affairs

c: Ming Li, Dean
Earlie Washington, Dean
Yuanlong Liu, Chair
Robert Wertkin, Director

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