

Date of request: 31-JAN-2018

Request ID: E-2017-HPHE-52

College: E

Department: HPHE

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Proposed effective term: 201940

Does course need General Education approval?: N

Will course be used in teacher education?: Y

If 5000 level course, prerequisites apply to: B

Proposed course data:

Change Course HPHE 2200

Specific Course Change type selected: Title

Specific Course Change type selected: Description

Specific Course Change type selected: Credit hours

1. Existing course prefix and number: HPHE 2200

2. Existing credit hours: 3.00

3. Proposed credit hours: 4.00

4. Proposed course title: Health Concepts & Strategies

5. Existing Banner course title: Basic Health Concepts I

6. Proposed course title to be entered in Banner: Health Concepts & Strategies

A. Please choose Yes or No to indicate if this class is a Teacher Education class: Yes

B. Please choose the applicable class level: Both

C. Please choose Yes or No to indicate if this class is a General Education class: No

D. Explain briefly and clearly the proposed improvement.

- Increase the credit hours from 3 to 4 on HPHE 2200 to accommodate the merger of HPHE 3540 (Human Sexuality Education) content, which is core health education content reflecting one of the ten (10) traditional content areas of health education and one of six risk behavior categories identified by the Centers for Disease Control and Prevention important for school health education
- Make the required title change and tweak the description change to reflect the additional and compilation of content, which address health-related content and skills/strategies needed for healthy living in today's society.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).The key idea with this revision is that the required core and foundational health concepts are logically packaged together at the start of the program for sequential program planning and delivery, and to avoid overlap. However, it is important to note that health concepts are embedded and built on throughout the program. Teacher health education is much more than 'what' is taught in the schools, but rather emphasizing both teacher and student health literacy skills and 'how' it is taught. As part of the changes required by the state-mandated merger of the Physical Education and Health Education Teacher Education programs into a combined dual-endorsement major, several courses need to be updated.

F. List the student 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.

1. Identify current and emerging health issues that influence the dimensions of health and health education among Americans
2. Articulate key concepts related to major health and wellness issues today
3. Explain how factors such as the determinants of health (e.g., physical, social, cultural, political) shape our health
4. Describe skills, strategies, and techniques to develop, promote, and maintain good health across the life-course
5. Access and critique credible, valid, and actionable sources of health information

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

This is part of the PHEJ pilot revision approved in 2017; proposal CEHD 786.

H. 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.
None

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings. None

J. 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. None

K. 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?

Current (N=53; 32 PETE majors, 3 HETE majors, 18 minors-only) and future students will benefit from this revised curriculum. The "market demand" is reflected by the number of current PETE and HETE candidates. The trend in declining enrollment in both HETE and PETE enrollment across the country has been seen at WMU as well. For the last several years we have struggled to maintain two separate programs, so we anticipate the experimental program will offer a practical solution to mitigate low enrollment numbers. Additional revision of this experimental program offers a more content-specific curriculum that primarily emphasizes physical and health literacy, which we anticipate will increase the marketability of graduates, therefore attracting additional enrollment.

L. 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.)

As part of the changes required by the state-mandated merger of the Physical Education and Health Education Teacher Education programs into a combined dual-endorsement major,

several courses need to be updated. Please refer to attached Appendix A supporting document for scope of these changes and how this course fits into the context of those revisions.

M. 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.)None

N. (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 is no effect on transfer articulation because HPHE 2200 will transfer as a general HHPE equivalence.

O. Current course description:

This course will provide instruction and skills related to health and wellness, mental health and stress management, physical fitness, nutrition, weight control, and health issues related to growth and development (aging and death).

P. Proposed course description:

Health Concepts & Strategies. This course examines health concepts, issues, and skills related to all dimensions of wellness throughout the lifecycle. Emphasis on contemporary health education and skills related to issues such as: mental health literacy; sexuality education; food literacy; physical literacy; drug literacy; communicable and chronic disease; injury prevention; growth and development; consumer and community health; environmental health.

Credits: 4

Prerequisites & Corequisites: N/A