

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

Instructions: Please use one form for each request/action. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Office of the Provost and Executive Vice President, provost@uidaho.edu for approval and then submission to the Academic Publications Editor in the Registrar’s Office for review by the University Curriculum Committee (UCC).

Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to provost@uidaho.edu

Submission Information

This section must be completed

College:	Education		
Department/Unit:	Movement Sciences		
Dept/Unit Approval Date:	August 30, 2017.	Vote Record:	13 Yea, 0 Nay, 0 Abstain
College Approval Date:	September 29, 2017	Vote Record:	Majority Yea
CIP code (Consult Institutional Research):	51.0001 MVSC CIP Code: 310505 New Emphasis Area Proposed: 5. Community Health Education and Promotion CIP Code: 51.0001		
Primary Point of Contact (Name and Email):	Philip Scruggs, pwsruggs@uidaho.edu		
Briefly describe the change you are requesting:	Add an emphasis in Community Health Education and Promotion to the Exercise Science and Health Major		

Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

The following supports a request to add a Community Health Education and Promotion emphasis to the Movement Science Department, Exercise Science and Health major (BS ESH).

Rationale and Overview: Health education and health promotion jobs are forecasted to grow by 13% nationwide (Department of Labor) and 20% in Idaho (ESMI) in the next 10 years due to the rising cost of health care and the increased focus on prevention for both individual and population health. This projected growth exceeds average occupational job growth. Health Educator/Health Promotion Specialists perform a variety of functions and the designation of Certified Health Education Specialist (CHES) by the National Commission for Health Education Credentialing, Inc., improves job prospects. A health educator is one who “promotes, maintains, and improves individual and community health by assisting individuals and communities to adopt healthy behaviors”. Health educators and health promoters collect and analyze data to identify community needs prior to planning, implementing, monitoring, and evaluating programs designed to encourage healthy lifestyles, policies, and environments (Standard Occupational Classification). People with health education and health promotion training and skills find employment in hospitals, health networks, local, state and federal government, the wellness industry, and community based organizations. Health maintenance organizations such as Kaiser Permanente and Unitedhealth Group hire Community Health Workers to assure group members access care, understand and comply with treatment, and provide care coordination, referral and support. With the addition of a Community Health Education and Promotion emphasis, Exercise Science and Health students will have a course of study to prepare them for the CHES examination and for entry level Health Education and Health Promotion positions. Currently Boise State University and Idaho State University offer majors in health education, health promotion, and/or public health. University of Idaho students currently do not have a clear path to CHES certification and Community Health Education and Health Promotion careers. We anticipate an enrollment of 10-20 students in this emphasis area.

Department Workload Management: To create the Community Health Education and Promotion emphasis, one new course will be created (Community Health-Theory, Systems and Practice). The Community Health course will fit into the current load of an ESH faculty member. The H&S 498 Internship course will fit into the load of another ESH faculty member who is currently responsible for PEP 498 (Internship). H&S 423/523 (School Health Education Methods and Administration) will be expanded to include community health education; however, no alteration in faculty loads will be needed to accommodate this change. Therefore, no additional faculty will need to be hired to accommodate the new emphasis.

Curriculum Components: The addition of this new emphasis will not change the Movement Sciences Core Curriculum or Theory and Lab requirements of the BS ESH. To increase knowledge of health content and health education processes, and help meet CHES eligibility, the emphasis will include electives in Family and Consumer Sciences, Soil and Water Science (Food Systems and Healthy Lifestyles), and Statistics.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. ****Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	<input checked="" type="checkbox"/>	Modify:	<input type="checkbox"/>	Discontinue:	<input type="checkbox"/>	Implementation Date:	Fall 2018 (2018-19 Catalog)
Graduate Level:	<input type="checkbox"/>	Undergraduate Level:	<input checked="" type="checkbox"/>	Law Level:	<input type="checkbox"/>	Credit Requirement:	31-32
Are new courses being created:	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/>	If yes, how many courses will be created:			1

If the request is for an option or emphasis enter the associated major and degree:

Major:	Exercise Science and Health	Degree:	BS ESH
--------	-----------------------------	---------	--------

Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	Community Health Education and Promotion
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, using learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:
	<ol style="list-style-type: none"> 1. Students demonstrate theoretical knowledge and skills to protect and improve the health of individuals, groups, and communities through public health approaches of assessment, health program planning, intervention, and evaluation. 2. Students will design effective, theory based health education interventions, health communication and marketing strategies to meet cultural, linguistic, and social considerations, most notably for populations experiencing health disparities. 3. Students will have the ability to coordinate provision of health services, build clinical and community health partnerships, and strengthen communities' capacity to improve health outcomes through education, policy, system, and environmental approaches. 4. Students will be prepared to qualify for and pass the health educators professional competency examination leading to the CHES professional designation. 5. Students will be qualified to perform the functions of an entry level health educator and health promotion program specialist.
2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
	<ol style="list-style-type: none"> 1. Course assessments will evaluate student knowledge and skills via: 1) examinations, 2) assignments, 3) papers, 4) supervisor evaluations from applied health service learning projects and health education related practicums, and 5) six credit capstone internship. 2. Health education theory, intervention, community, and marketing skills will be assessed through health education course assignments and health education related practicum and internship. 3. The Internship in Health Promotion provides an opportunity for students to apply skills and demonstrate competencies. Critical health education and promotion skills will be conducted by the internship site supervisor, the community health faculty member, and student self-assessment based on a systematic and quantifiable rubric. 4. Community health faculty will annually assess the number of students qualifying for and passing the Certificated Health Education Specialist qualifying examination. 5. Community health faculty will annually assess the number of students obtaining entry level health education/health promotion positions in local, regional and state agencies, health organizations, schools, community based organizations, and the health and wellness industry. Assessment information on student readiness to obtain entry level health education/health promotion positions will be obtained upon completion of the internship.
3.	How will you ensure that the assessment findings will be used to improve the program?
	<ol style="list-style-type: none"> 1. Each semester, pre- and post-course objective assessments will help identify areas of growth and needed improvement for the Community Health Education and Promotion track. 2. On-going communication with the National Commission for Health Education Credentialing, Inc. will ensure that students possess adequate preparation for the examination. 3. Will conduct evaluation of student retention, career placement, and program satisfaction on an annual basis.
4.	What direct and indirect measures will be used to assess student learning?
	<ol style="list-style-type: none"> 1. Direct measures to assess student learning will include: Rubric based competency (75% or above) achieved on signature assignments and examinations in the track; 75% of students passing health emphasis courses with a C or better; 85% of students passing health education related practicum, internship and service learning projects with a C or better. 2. Indirect measures to assess student learning will include: At least 25% improvement in course objectives pre- and post-course; 75% of students pass the CHES examination at one year post-graduation. 3. The faculty will also track numbers of students opting into the Community Health Education and Promotion emphasis to measure student interest, retention, and program growth.
5.	When will assessment activities occur and at what frequency?
	<ol style="list-style-type: none"> 1. Direct measures- assessment will be conducted pre-mid and post semester annually. 2. Indirect measures- pre and post objective assessment will occur at the beginning and end of each semester. Passage of the CHES exam will be assessed annually. Community Health Education and Promotion faculty will track student progress post-graduation and assess success at job placement and admission into graduate programs. 3. The faculty will annually track numbers of students opting into the Community Health Education and Promotion emphasis to measure student interest, retention, and program growth.

Financial Impact

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	x
Brief Description of financial impact:	The financial impact of adding this emphasis will be limited. Students in this emphasis area will take the same Theory and Laboratory courses as other BS ESH students, which can currently accommodate an increase in enrollment. One new course (Community Health-Theory, Systems and Practice) will need to be developed, but can be covered in current faculty member loads. This course will be offered in both face-to-face and on-line formats, increasing potential enrollment and generation of revenue. The H&S 498 (Internship) course has an on-line option, therefore generating on-line course fees and summer revenue. There are no requests for additional faculty or other resources at this time.	

Distance Education Availability

This section must be completed if program component request section is completed

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:

Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

- (1) *The internet;*
- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Can 50% or more of the curricular requirements of this program component be completed via distance education? <i>Not at this time, with adequate resources, this is an achievable goal.</i>	Yes*		No	x
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	x

Geographical Area Availability

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow	x	
Coeur d'Alene		
Boise*		
Idaho Falls*		
Other**		Location(s):

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.

Exercise Science and Health (B.S.E.S.H.)

Exercise Science & Health majors must maintain a UI cumulative GPA of 2.30 or better in order to enroll in 300-level or higher Movement Science sequence coursework. In addition, Exercise Science & Health majors must have a UI cumulative GPA of 2.30 or greater to graduate. Acceptance into the Teacher Education program for the Physical Education Track requires a minimum GPA of 2.75.

Required course work includes the university requirements (see regulation J-3), the Department of Movement Sciences core course MVSC 201, and the following.

BIOL 120	Human Anatomy	4 cr
BIOL 121	Human Physiology	4 cr
COMM 101	Fundamntls Public Speaking	2 cr
FCS 205	Concepts in Human Nutrition	3 cr
H&S 245	Introduction to Athletic Injuries	3 cr
H&S 451	Psychosocial Determinants of Health	3 cr
PEP 100	Introduction to Exercise Science & Health	1 cr
PEP 300	Applied Human Anatomy and Biomechanics	3 cr
PEP 360	Motor Behavior	3 cr
PEP 418	Physiology of Exercise	3 cr
PEP 455	Design & Analysis of Research in Movement Sciences	3 cr
PEP 493	Fitness Assessment and Prescription	3 cr

One of the following tracks:**Fitness, Health, and Human Performance Track**

PEP 495	Practicum	1 cr
---------	-----------	------

Two credits required.

H&S 288	First Aid: Emergency Response	2 cr
H&S 450	Critical Health Issues	3 cr
MVSC 445	Internship Preparation and Professional Development	1 cr

PE Activity/Skill Classes (4 cr):

PE Activity/Skill Classes	4 cr
---------------------------	------

See advisor for selection.

PEP 498	Internship in Exercise Science & Health	1-16 cr
---------	-----------------------------------------	---------

Nine credits required.

One of the following (3 cr):

ENGL 207	Persuasive Writing	3 cr
ENGL 208	Personal & Exploratory Writing	3 cr
ENGL 313	Business Writing	3 cr
ENGL 317	Technical Writing	3 cr

One of the following (3 cr):

H&S 490	Health Promotion	3 cr
PEP 305	Applied Sports Psychology	3 cr

One of the following (1 cr):

PEP 132	Skill and Analysis of Striking and Net/Wall Activities	1 cr
---------	--------------------------------------------------------	------

PEP 133	Skill and Analysis of Target and Invasion Activities	1 cr
PEP 134	Skill and Analysis of Recreation and Outdoor Activities	1 cr

Pre-Physical Therapy Track

CHEM 111	Principles of Chemistry I	4 cr
CHEM 112	Principles of Chemistry II	5 cr
H&S 450	Critical Health Issues	3 cr
MVSC 445	Internship Preparation and Professional Development	1 cr
PHYS 111	General Physics I	3 cr
PHYS 111L	General Physics I Lab	1 cr
PHYS 112	General Physics II	3 cr
PHYS 112L	General Physics II Lab	1 cr
STAT 251	Statistical Methods	3 cr

PE Activity Skill Classes (3 cr):

PE Activity/Skill Classes	3 cr
---------------------------	------

See advisor for selection.

PEP 495	Practicum	1 cr
---------	-----------	------

Two at 1 credit each.

PEP 498	Internship in Exercise Science & Health	1-16 cr
---------	-----------------------------------------	---------

Nine credits required.

Summer preferred.

One of the following (3 cr):

PSYC 305	Developmental Psychology	3 cr
PSYC 311	Abnormal Psychology	3 cr

One of the following (1 cr):

PEP 132	Skill and Analysis of Striking and Net/Wall Activities	1 cr
PEP 133	Skill and Analysis of Target and Invasion Activities	1 cr
PEP 134	Skill and Analysis of Recreation and Outdoor Activities	1 cr

Pre-Athletic Training Track

PEP 171	Athletic Training Clinical Experience I - Observation	1 cr
PEP 495	Practicum	1 cr

Note: Students in the Pre-Athletic Training Track who are admitted into the MSAT program after their junior year may transfer up to 30 credits from their first two terms of graduate level course work in the Master of Science in Athletic Training towards their Bachelor of Science Degree in Exercise Science with an Athletic Training Track. For more information on the MSAT see the Graduate Degree Programs section for this department.

AT 506	Clinical Anatomy I	3 cr
AT 507	Care and Prevention of Injuries and Illnesses	3 cr
AT 508	Evaluation and Diagnosis of Injuries and Illnesses I	4 cr
AT 509	Principles of Rehabilitation	3 cr
AT 510	Therapeutic Modalities	2 cr
AT 511	Ethics and Administration in Athletic Training	3 cr
AT 512	Research Methods & Statistics I	3 cr
AT 520	Clinical Education I	2 cr
AT 521	Clinical Experience I	4 cr
AT 587	Prevention and Health Promotion in Athletic Training	3 cr

H&S 288	First Aid: Emergency Response	2 cr
<i>H&S 288: Or current Emergency Response or First Aid/CPR certification.</i>		
Courses to total 120 credits for this degree		

Physical Education Teacher Certification Track

PEP 484	Internship in Physical Education Teaching	1-14 cr - Max 14 cr
<i>15 credits required.</i>		

EDCI 201	Contexts of Education	3 cr
EDCI 301	Learning, Development, and Assessment	3 cr
EDCI 401	Internship Seminar	1 cr
EDCI 463	Literacy Methods for Content Learning	3 cr
H&S 288	First Aid: Emergency Response	2 cr
MVSC 486	Healthy Active Lifestyle Assessment and Intervention	3 cr
PEP 412	Elementary Methods in Physical Activity Pedagogy	3 cr
PEP 413	Foundations and Assessment in Physical Activity Pedagogy	3 cr
PEP 421	Secondary Methods in Physical Activity Pedagogy	3 cr
PEP 424	Inclusive Physical Education and Recreation	3 cr

One of the following (3 cr):

ENGL 207	Persuasive Writing	3 cr
ENGL 208	Personal & Exploratory Writing	3 cr
ENGL 313	Business Writing	3 cr
ENGL 317	Technical Writing	3 cr

Five credits of the following (5 cr):

PEB 108	Water-Based Sports & Fit Act	1 cr
PEP 107	Movement Fundamentals	1 cr
PEP 132	Skill and Analysis of Striking and Net/Wall Activities	1 cr
PEP 133	Skill and Analysis of Target and Invasion Activities	1 cr
PEP 134	Skill and Analysis of Recreation and Outdoor Activities	1 cr

Courses to total 121 credits for this degree**Additional Requirements for Health Certification:**

H&S 423	School Health Education Methods and Administration	3 cr
H&S 450	Critical Health Issues	3 cr

One of the following:

FCS 240	Intimate Relationships	3 cr
PSYC 330	Human Sexuality	3 cr

Community Health Education and Promotion Track

FCS 486	Nutrition in the Life Cycle	3 cr
H&S 301	Peer Health Education	2 cr
H&S 328	Community Health-Theory, Systems & Practice	3 cr
H&S 423	School Health Education Methods & Administration	3 cr
H&S 450	Critical Health Issues	3 cr
H&S 490	Health Promotion	3 cr

H&S 498	Internship	1-9 cr
MVSC 445	Internship Preparation & Professional Development	1 cr
MVSC 486	Healthy Active Lifestyle Assessment & Intervention	3 cr
PEP 495	Practicum	1 cr
<i>Two at 1 credit each.</i>		
STAT 251	Statistical Methods	3 cr

Courses to total 31-32 credits for this emphasis.