To: James Callaghan, VPAA  
Fr: Larry Normansell, Coordinator, Social Science Division  
Dt: September 11, 2012  
Re: Curricular change proposal from Health Science Department and Social Science Division

The Department of Health Science is concerned with the vast array of issues directly related to the physiological, psychosocial, and social policy aspects of health, wellness, fitness and aging. Through the Office of Graduate and Continuing Studies, the Department offers a cluster of health majors including Community Health, Healthcare Management, Health Science and Health Studies. These majors are available for working professionals holding Associate Degrees and lead to the Bachelor of Science degree.

The Department is now proposing two new majors to be delivered in the traditional undergraduate program. The Health and Fitness and the Health Administration majors will have no program prerequisites and will lead to the Bachelor of Arts degree. Health and Fitness is centered on health; and fitness program development, implementation and evaluation. Wide choice in elective courses allows students the ability to tailor their program in a very individualized manner. Health Administration focuses on business, communication and policy issues. It is designed to provide the basic management skills necessary for diverse career pathways requiring baccalaureate-prepared health professionals.

This proposal was unanimously approved by the Social Science Division at its meeting on September 11, 2012. The curriculum for these proposed majors consists of the following courses (* indicates new course):

**Health and Fitness**

**A. Foundational Courses (19 hours)**
- HLSC 101: Introduction to the Health Sciences (3)*
- HLSC 131: Human Structure and Function (4)
- PE 149: Physiology of Exercise (3)
- HLTH 380: Health Issues and Programs (3)
- HLSC 337: Exercise Testing and Prescription (3)
- HLSC 495: Seminar in Health Science (3)

**B. Electives (15 hours)**
Choose five of the following:
- HLSC 333: Motor Learning and Performance (3)*
- HLSC 336: Principles of Strength and Conditioning (3)
- HLTH 200: Nutrition and Physical Fitness (3)
- HLTH 345: Personal Health (3)
- HLTH 365: School and Community Health (3)
- PE 203: Foundations of Athletic Skills-Individual (3)
- PE 204: Foundations of Athletic Skills-Team (3)
- PE 215: Sports Medicine (3)
- PE 310: First Aid (3)
- PE 338: Kinesiology (3)
- PE 418: Coaching Team Sports (3)

Normansell  
Health Science Proposal  
9/11/2012
Health Administration

A. Foundational Courses (24 hours)
   HLSC 101: Introduction to the Health Sciences (3)*
   HLSC 307: Health Communication and Promotion (3)
   HLSC 322: Health Policy (3)
   HLSC 495: Seminar in Health Science (3)
   HLTH 380: Health Issues and Programs (3)
   BUSI 321: Organizational Management (3)
   COMM 355: Organizational Communication (3)
   POLS 321: Public Administration (3)

B. Electives (12 hours)
   Choose four of the following:
   HLSC 312: Social Gerontology (3)
   HLSC 315: Public Health and Epidemiology (3)
   HLSC 326: Health Care Finance (3)
   ACCT 201: Financial Accounting (3)
   ACCT 202: Managerial Accounting (3)
   BUSI 341: Marketing (3)
   BUSI 415: Human Resource Management (3)
   BUSI 418: Sports Management and Marketing (3)
   HLTH 365: School and Community Health (3)
Curriculum Change Proposal Form

1) Unit proposing the change: **Department of Health Science**

2) Please check all appropriate items:

<table>
<thead>
<tr>
<th>New Course:</th>
<th>Course Change:</th>
<th>Course Deletion:</th>
<th>Program Changes:</th>
<th>New Programs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Course Creation* (include title, credits, description, etc.)</td>
<td>☐ Number (within level), title, description, pre-req change ¹</td>
<td>☐ Remove a Course ²</td>
<td>☐ Change to Major ³</td>
<td>☐ New Degree ⁴</td>
</tr>
<tr>
<td>☐ Course to be Cross Listed ²</td>
<td>☐ Add to LAE ³, ⁴</td>
<td>☐ Remove a course that is currently in the LAE ⁴</td>
<td>☐ Change to Minor ⁵</td>
<td>☐ New Program in principle ⁶</td>
</tr>
<tr>
<td>☐ Course to be included in LAE ³, ⁴</td>
<td>☐ Remove from LAE ⁴</td>
<td>☐ Change to LAE (change to the LAE itself) ⁴</td>
<td></td>
<td>X New Program with curriculum ⁷</td>
</tr>
<tr>
<td>☐ Course Included in Major/Minor Requirements ¹</td>
<td>☐ Change in Cross-List Status ³</td>
<td>☐ Add a Minor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Special Course or non-credit workshop ⁵</td>
<td></td>
<td></td>
<td>☐ Delete a Major or Minor ⁴</td>
<td>☐ Change to Degree Requirements ⁸</td>
</tr>
</tbody>
</table>

¹ Curriculum Committee receive & report to faculty
² 30 day faculty review required
³ LAE assessment plan with assessment committee review required prior to CC consideration
⁴ Full faculty approval required
⁵ Curriculum Committee for action, approval published to faculty

3. Proposed term of initial offering or implementation date: **Fall, 2012**

4. Please provide the following information here or attached:
   a. recommended level: FR SO JR SR
   b. credit hours: **34**
   c. title: **Health and Fitness**
   d. requirements it will satisfy: (major, minor, LAE, licensure): **Graduation requirement leading to the Bachelor of Arts Degree**
   e. prerequisites or other special conditions: **None**
   f. description of change: **Creation of a new major in Health and Fitness**

**Major Requirements**

A. Core Courses (19 hours)
   - HLSC 101: Introduction to the Health Sciences (3)*
   - HLSC 131: Human Structure and Function (4)
   - PE 149: Physiology of Exercise (3)
   - HLTH 380: Health Issues and Programs (3)
   - HLSC 337: Exercise Testing and Prescription (3)
   - HLSC 495: Seminar in Health Science (3)

B. Electives (15 hours)
   Choose **five** of the following:
   - HLSC 333: Motor Learning and Performance (3)*
   - HLSC 336: Principles of Strength and Conditioning (3)

Normansell

Health Science Proposal

9/11/2012
HLTH 200: Nutrition and Physical Fitness (3)
HLTH 345: Personal Health (3)
HLTH 365: School and Community Health (3)
PE 203: Foundations of Athletic Skills-Individual (3)
PE 204: Foundations of Athletic Skills-Team (3)
PE 215: Sports Medicine (3)
PE 310: First Aid (3)
PE 338: Kinesiology (3)
PE 418: Coaching Team Sports (3)

*indicates new course

The Health and Fitness major is centered on health; and fitness program development, implementation and evaluation. Wide choice in elective courses allows students the ability to tailor their program in a very individualized manner. This major can provide a solid undergraduate preparation for a career in personal fitness training, coaching, or wellness programming. The Health and Fitness major is also suitable for the student who wants grounding in the physiological and biomedical basis of health and exercise and who may want to pursue advanced professional preparation leading to other health or fitness-related careers.

**Health and Fitness major (34 hours)**

**Requirements:**

- Health Science 101, 131, 337, 495
- Health Education 380
- Physical Education 149

**Electives: 15 hours chosen from the following**

- Health Science 333, 336
- Health Education 200, 345, 365
- Physical Education 203, 204, 215, 310, 338, 418

**Goals for Student Learning**

At the completion of the program students should be able to achieve the following goals:

**Goal 1:** Show familiarity with critical principles and major issues in the health and fitness fields

**Goal 2:** Understand and apply basic experimental methodology, design, and data analysis

**Goal 3:** Discuss historical trends and theoretical perspectives that inform the field of health and fitness

**Goal 4:** Demonstrate information competence and the ability to use specialized computer programs and other informational technology as needed

**Goal 5:** Communicate effectively in a variety of formats

**Goal 6:** Weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinning of health as a discipline.
h. justification for change: Provide another opportunity for students to major in a health-related field of study

i. staffing considerations:
(1) can be taught by present staff ___
(2) will require additional staff X

Staffing needs beyond Department resources is expected to be funded from the VPAA adjunct budget or be delivered in-load by other University faculty or staff.

j. anticipated frequency of offering:
(1) every semester ___
(2) once a year ___
(3) alternate years ___

k. resources (facilities, equipment, supplies, library materials, etc.):
Requires no additional resources than those presently available from University, Social Science Division or Health Science Department sources.

5. Signatures:
Department Chair: 

Date: 8/21/2012

Department Vote:
in favor 2 opposed 0 abstentions 0

The Health Science Department has worked closely with Bea Zicha in developing this proposal. As well, the Athletic Department and Admissions Office were routinely consulted, as was the President and the VP for Planning, beginning with the initial feasibility phase. All have been supportive of this initiative.

Vice-President of Graduate and Continuing Studies (MAP): (if applicable) ____________________________
in favor or opposed or abstain (circle one)
(please attach comments)
Date: __/__/____

Teacher Preparation Programs [Initial Licensure]: (if applicable) ____________________________
in favor or opposed or abstain (circle one)
(please attach comments)
Date: __/__/____

Division Coordinator: 

(Date: 9/11/2012)

Division Vote:
in favor 20 opposed 0 abstentions 0

The Division has been discussing this proposal for almost a year now, with the first official vote of approval taken last spring semester. One persistent question has been about staffing, especially the apparent heavy reliance on adjunct faculty members. It was pointed out that the program is not staffed predominately by adjunct faculty, but by full-time employees with teaching, service and advising obligations in their contracts. After discussion, the proposal to approve the creation of the new Health and Fitness major passed unanimously.

Normansell Health Science Proposal 9/11/2012
Committee Chair (VPAA):

Date: __/__/____

Curriculum Committee vote:
in favor ___ opposed ___ abstentions ___

6. Date of Resolution:
(a) 30-day approval period ends _______________
(b) date of faculty meeting for consideration _______________

Normansell

Health Science Proposal

9/11/2012
Department of Health Science

Major in Health and Fitness
Assessment Plan

The Health and Fitness major is designed to provide the foundational understanding of the science of health. Within the major, students complete a set of foundational courses. *Introduction to the Health Sciences* presents a comprehensive overview of the health and exercise science field. This course is designed to assist students in developing an understanding of the health field, as they encounter the key ideas, works, persons, issues and values within the discipline. They take tool courses in *Human Structure and Function, Exercise Testing and Prescription, Exercise Physiology, and Health Issues and Programs* which provide for a particular skill set needed by the health and fitness professionals of tomorrow. All students complete a capstone course their senior year which is a research study or practicum that links together their general course work with their specialized training and experience.

Along with the core set of courses, students select from within a set of specialized electives that focus on the biological and educational aspects of health and fitness including *Motor Learning, Principles of Strength and Conditioning, Nutrition and Physical Fitness, Personal Health, and School and Community Health*. In addition, the students have the opportunity to select electives from a wide range of PE classes including *Foundations of Athletic Skills* (both individual and team), *Coaching Team Sports, Kinesiology* and *First Aid*. Here they are exposed to a series of content-oriented courses designed to introduce students in some depth to the major concepts, theoretical perspectives, empirical findings and historical trends in health within the context of a specialized area. By completing this course of study, students develop a broader and deeper understanding of the health and fitness field and prepare themselves to work with people across a variety of settings.

I. Goals for Student Learning
At the completion of the program students should be able to achieve the following goals:

Goal 1: Show familiarity with critical principles and major issues in the health and fitness fields

Goal 2: Understand and apply basic experimental methodology, design, and data analysis

Goal 3: Discuss historical trends and theoretical perspectives that inform the field of health and fitness

Goal 4: Demonstrate information competence and the ability to use specialized computer programs and other informational technology as needed

Goal 5: Communicate effectively in a variety of formats

Goal 6: Weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinning of health as a discipline

II. Assessment Methods
Method 1: The Health Science Department routinely uses embedded assignments and course activities in assessing all of its majors. This method is particularly used in *The Introduction to the Health Sciences*, where activities are evaluated on a rubric determined by the Program faculty.

Normansell
Health Science Proposal
9/11/2012
Method 2: Every Health and Fitness major is required to complete a capstone course during the senior year which is a research study or practicum. The completed project is evaluated by the project advisor for the student, based on a rubric determined by the Program faculty.

III. Summary of Assessment Plan

<table>
<thead>
<tr>
<th>Goal</th>
<th>Method 1</th>
<th>Method 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Goal 2</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Goal 3</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Goal 4</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Goal 5</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Goal 6</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

IV. Process for Evaluating Assessment Results

Within the first few weeks following graduation in the spring, the Program faculty will meet to review the assessment efforts for the year. This will happen the following way:

Method 1: The results of embedded assignments and course activities which were administered by course instructors will be reviewed as a whole. The assignments will be evaluated based on the developed rubric. Data will be compiled as to the number (proportional) of students who achieved successful accomplishment of the criteria. As well, areas where student performance was below expectations will be identified. The instructor will use that information to evaluate how that material is presented in the course, and decide on potential changes in pedagogy and/or content delivery to produce improvement. Documentation will be distributed to the College Assessment Committee.

Method 2: The completed project for each graduating major will be compiled and a subset of these will be evaluated using the developed rubric. The project reports will be archived. Every five years, a sample will be compared with one from previous cohorts to give the Program a comparison of performance and accomplishment across time.
Curriculum Change Proposal Form

1) Unit proposing the change: **Department of Health Science**

2) Please check all appropriate items:

<table>
<thead>
<tr>
<th>New Course:</th>
<th>Course Change:</th>
<th>Course Deletion:</th>
<th>Program Changes:</th>
<th>New Programs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Course Creation¹ (include title, credits, description, etc.)</td>
<td>□Number (within level), title, description, pre-req change¹</td>
<td>□Remove a Course²</td>
<td>□Change to Major³</td>
<td>□New Degree⁴</td>
</tr>
<tr>
<td>□Course to be Cross Listed²</td>
<td>□Add to LAE³⁴</td>
<td>□Remove a course that is currently in the LAE⁴</td>
<td>□Change to Minor⁵</td>
<td>□New Program in principle⁶</td>
</tr>
<tr>
<td>□Course to be included in LAE³⁴</td>
<td>□Remove from LAE⁴</td>
<td>□Change to LAE (change to the LAE itself)⁶</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□Course Included in Major/Minor Requirements⁵</td>
<td>□Change in Cross-List Status⁷</td>
<td>□Add a Minor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□Special Course or non-credit workshop⁶</td>
<td></td>
<td>□Delete a Major or Minor⁴</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□Change to Degree Requirements⁹</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹ Curriculum Committee receive & report to faculty  
² 30 day faculty review required  
³ LAE assessment plan with assessment committee review required prior to CC consideration  
⁴ Full faculty approval required  
⁵ Curriculum Committee for action, approval published to faculty

3. Proposed term of initial offering or implementation date: **Fall, 2012**

4. Please provide the following information here or attached:
   a. recommended level: FR SO JR SR
   b. credit hours: **36**
   c. title: **Health Administration**
   d. requirements it will satisfy: (major, minor, LAE, licensure): **Graduation requirement leading to the Bachelor of Arts Degree**
   e. prerequisites or other special conditions: **None**
   f. description of change: **Creation of a new major in Health Administration**

**Major Requirements**

A. Core Courses (24 hours)
   - HLSC 101: Introduction to the Health Sciences (3)*
   - HLSC 307: Health Communication and Promotion (3)
   - HLSC 322: Health Policy (3)
   - HLSC 495: Seminar in Health Science (3)
   - HLTH 380: Health Issues and Programs (3)
   - BUSI 321: Organizational Management (3)
   - COMM 355: Organizational Communication (3)
   - POLS 321: Public Administration (3)

B. Electives (12 hours)
   Choose **four** of the following:

Normansell

Health Science Proposal 9/11/2012
HLSC 312: Social Gerontology (3)
HLSC 315: Public Health and Epidemiology (3)
HLSC 326: Health Care Finance (3)
ACCT 201: Financial Accounting (3)
ACCT 202: Managerial Accounting (3)
BUSI 341: Marketing (3)
BUSI 415: Human Resource Management (3)
BUSI 418: Sports Management and Marketing (3)
HLTH 365: School and Community Health (3)

g. proposed catalog description:
Health Administration focuses on business, communication and policy issues. It is designed to provide the basic management skills necessary for diverse career pathways, including community health leadership, health and wellness program management, or any position requiring baccalaureate-prepared health professionals. It can also serve as a strong undergraduate foundation for entry into graduate and professional programs in a number of health fields.

Health Administration major (36 hours)

Requirements:
Health Science 101, 307, 322, 495
Business 321
Communication 355
Health Education 380
Political Science 321

Electives: 12 hours chosen from the following
Health Science 312, 315, 326
Accounting 201, 202
Business 341, 415, 418
Health Education 365

Goals for Student Learning
At the completion of the program students should be able to achieve the following goals:
Goal 1: Show familiarity with critical principles and major issues in health administration and management

Goal 2: Understand and apply basic experimental methodology, design, and data analysis

Goal 3: Discuss historical trends and theoretical perspectives that inform the field of health administration and management

Goal 4: Demonstrate information competence and the ability to use specialized computer programs and other informational technology as needed

Goal 5: Communicate effectively in a variety of formats

Goal 6: Weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinning of health as a discipline.

Normansell

Health Science Proposal

9/11/2012
h. justification for change: Provide another opportunity for students to major in a health-related field of study

i. staffing considerations:
   (1) can be taught by present staff ___
   (2) will require additional staff ___

Staffing needs beyond Department resources is expected to be funded from the VPAA adjunct budget or be delivered in-load by other University faculty or staff.

j. anticipated frequency of offering:
   (1) every semester ___
   (2) once a year ___
   (3) alternate years ___

k. resources (facilities, equipment, supplies, library materials, etc.): Requires no additional resources than those presently available from University, Social Science Division or Health Science Department sources.

5. Signatures: Larry Normansell
   (please attach department discussion summary)
   Date: 8/21/2012
   Department Vote: in favor 2 opposed 0 abstentions 0

The Health Science Department has worked closely with Bea Zicha in developing this proposal. As well, the Athletic Department and Admissions Office were routinely consulted, as was the President and the VP for Planning, beginning with the initial feasibility phase. All have been supportive of this initiative.

Vice-President of Graduate and Continuing Studies (MAP): (if applicable) ____________________________
   in favor or opposed or abstain (circle one)
   (please attach comments)
   Date: __/__/____

Teacher Preparation Programs [Initial Licensure]: (if applicable) ____________________________
   in favor or opposed or abstain (circle one)
   (please attach comments)
   Date: __/__/____

Division Coordinator: Larry Normansell
   (please attach department and division discussion summaries)
   Date: 9/11/2012
   Division Vote: in favor 20 opposed 0 abstentions 0

The Division has been discussing this proposal for almost a year now, with the first official vote of approval taken last spring semester. One persistent question has been about staffing, especially the apparent heavy reliance on adjunct faculty members. It was pointed out that the program is not staffed predominately by

Normansell
Health Science Proposal
9/11/2012
adjunct faculty, but by full-time employees with teaching, service and advising obligations in their contracts. After discussion, the proposal to approve the creation of the new Health Administration major passed unanimously.

Committee Chair (VPAA): ____________________________

Date: ___/___/____

Curriculum Committee vote:

in favor ____ opposed ____ abstentions ____

6. Date of Resolution:
(a) 30-day approval period ends______________
(b) date of faculty meeting for consideration______________
Health Administration is designed to provide the foundational understanding of health administration. Within the major, students complete a set of foundational courses. *Introduction to the Health Sciences* presents a comprehensive overview of the health and exercise science field. This course is designed to assist students in developing an understanding of the health field, as they encounter the key ideas, works, persons, issues and values within the discipline. They take tool courses in *Health Communication and Promotion, Health Policy, Health Issues and Programs, Organizational Management and Public Administration* which provide for a particular skill set needed by the health administration professionals of tomorrow. All students complete a capstone course their senior year which is a research study or practicum that links together their general course work, their specialized training and their clinical experience.

Along with the core set of courses, students select from within a set of specialized electives that focus on several aspects of the health field, including *Social Gerontology* and *Public Health*, or courses in accounting, finance, or management. Here they are exposed to a series of content-oriented courses designed to introduce students in some depth to the major concepts, theoretical perspectives, empirical findings and historical trends in health within the context of a specialized area. By completing this course of study, students develop a broader and deeper understanding of the health administration field and prepare themselves to work with people across a variety of settings.

**I. Goals for Student Learning**

At the completion of the program students should be able to achieve the following goals:

Goal 1: Show familiarity with critical principles and major issues in health administration and management

Goal 2: Understand and apply basic experimental methodology, design, and data analysis

Goal 3: Discuss historical trends and theoretical perspectives that inform the field of health administration and management

Goal 4: Demonstrate information competence and the ability to use specialized computer programs and other informational technology as needed

Goal 5: Communicate effectively in a variety of formats

Goal 6: Weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinning of health as a discipline.

**II. Assessment Methods**

Method 1: The Health Science Department routinely uses embedded assignments and course activities in assessing all of its majors. This method is particularly used in *The Introduction to the Health Sciences*, where activities are evaluated on a rubric determined by the Program faculty.
Method 2: Every Health Administration major is required to complete a capstone course during the senior year which is a research study or practicum. The completed project is evaluated by the project advisor for the student, based on a rubric determined by the Program faculty.

III. Summary of Assessment Plan

<table>
<thead>
<tr>
<th>Goal</th>
<th>Method 1</th>
<th>Method 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Goal 2</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Goal 3</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Goal 4</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Goal 5</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Goal 6</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

IV. Process for Evaluating Assessment Results

Within the first few weeks following graduation in the spring, the Program faculty will meet to review the assessment efforts for the year. This will happen the following way:

Method 1: The results of embedded assignments and course activities which were administered by course instructors will be reviewed as a whole. The assignments will be evaluated based on the developed rubric. Data will be compiled as to the number (proportional) of students who achieved successful accomplishment of the criteria. As well, areas where student performance was below expectations will be identified. The instructor will use that information to evaluate how that material is presented in the course, and decide on potential changes in pedagogy and/or content delivery to produce improvement. Documentation will be distributed to the College Assessment Committee.

Method 2: The completed project for each graduating major will be compiled and a subset of these will be evaluated using the developed rubric. The project reports will be archived. Every five years, a sample will be compared with one from previous cohorts to give the Program a comparison of performance and accomplishment across time.
Curriculum Change Proposal Form

1) Unit proposing the change: **Department of Health Science**

2) Please check all appropriate items:

<table>
<thead>
<tr>
<th>New Course: (include title, credits, description, etc.)</th>
<th>Course Change:</th>
<th>Course Deletion:</th>
<th>Program Changes:</th>
<th>New Programs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>X-New Course Creation</td>
<td>□ Number (within level), title, description, pre-req change</td>
<td>□ Remove a Course</td>
<td>□ Change to Major</td>
<td>□ New Degree</td>
</tr>
<tr>
<td>□ Course to be Cross Listed</td>
<td>□ Add to LAE</td>
<td>□ Remove a course that is currently in the LAE</td>
<td>□ New Program in principle</td>
<td>□ New Program with curriculum</td>
</tr>
<tr>
<td>□ Course to be included in LAE</td>
<td>□ Remove from LAE</td>
<td>□ Change to LAE (change to the LAE itself)</td>
<td>□ Add a Minor</td>
<td></td>
</tr>
<tr>
<td>X-Course Included in Major/Minor Requirements</td>
<td>□ Change in Cross-List Status</td>
<td>□ Delete a Major or Minor</td>
<td>□ Change to Degree Requirements</td>
<td></td>
</tr>
<tr>
<td>□ Special Course or non-credit workshop</td>
<td>□ Change to Major</td>
<td>□ New Degree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Curriculum Committee receive & report to faculty
2. 30 day faculty review required
3. LAE assessment plan with assessment committee review required prior to CC consideration
4. Full faculty approval required
5. Curriculum Committee for action, approval published to faculty

3. Proposed term of initial offering or implementation date: **Spring, 2013**

4. Please provide the following information here or attached:
   a. recommended level: **FR SO JR SR**
   
   b. credit hours: **3**
   
   c. title: **HLSC 101: Introduction to the Health Sciences**
   
   d. requirements it will satisfy: (major, minor, LAE, licensure): **Major**
   
   e. prerequisites or other special conditions: **None**
   
   f. description of change: **Add core course for new majors in Health and Fitness and Health Administration**
   
   g. proposed catalog description:
   **HLSC 101: Introduction to the Health Sciences** (3) is designed to orient students to various fields of study in the Health Sciences. The course explores health, fitness, exercise and management professions. Emphasis is on wellness, acute care, long term care, public health and personal fitness.
   
   h. justification for change:
   **This new course is being developed to provide an introductory course which will be a core requirement of the new Health and Fitness and Health Administration majors. The course will provide a comprehensive overview of the health science fields.**
   
   i. staffing considerations:
      1. can be taught by present staff **X**
      2. will require additional staff ***

Normansell

Health Science Proposal

9/11/2012
j. anticipated frequency of offering:
   (1) every semester ___
   (2) once a year X
   (3) alternate years ___

k. resources (facilities, equipment, supplies, library materials, etc.):

Requires no additional resources than those presently available from University, Division or Department sources.

5. Signatures:
   Department Chair: ____________________________
   (please attach department discussion summary)
   Date: 8/21/2012
   Department Vote:
   in favor 2  opposed 0  abstentions 0

Vice-President of Graduate and Continuing Studies (MAP): (if applicable) ____________________________
   in favor or opposed or abstain (circle one)
   (please attach comments)
   Date: ___/___/____

Teacher Preparation Programs [Initial Licensure]: (if applicable) ____________________________
   in favor or opposed or abstain (circle one)
   (please attach comments)
   Date: ___/___/____

Division Coordinator: ____________________________
   (please attach department and division discussion summaries)
   Date: 9/11/2012
   Division Vote:
   in favor 20  opposed 0  abstentions 0

The Division has been discussing this proposal for almost a year now, with the first official vote of approval taken last spring semester. After discussion, the proposal to approve the creation of the new Introduction to the Health Sciences course passed unanimously.

Committee Chair (VPAA): ____________________________
   Date: ___/___/____
   Curriculum Committee vote:
   in favor ___  opposed ___  abstentions ___

6. Date of Resolution:
   (a) 30-day approval period ends ______________________
   (b) date of faculty meeting for consideration __________________

Normansell

Health Science Proposal

9/11/2012
Course Information:
Instructor:
Email:
Phone:

Required Text:
Title:
Author:
Publisher:
ISBN#:

Course Description:
HLSC 101: Introduction to the Health Sciences (3) is designed to orient students to various fields of study in the Health Sciences. The course explores health, fitness, exercise and management professions. Emphasis is on wellness, acute care, long term care, public health and personal fitness.

Course Objectives:
Upon successful completion of this course, students should be able to:
1. Explain the basic concepts of health, fitness, exercise and disease
2. Describe the various agents involved in the delivery of health care services
3. Describe the timing sequence related to health care (i.e., acute care, primary care, long-term care) and the processes involved in each.

Grading Scale:
A  90-100%
B  80-89%
C  70-79%
D  60-69%
F  <60%
### Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Overview of the Health Sciences</td>
</tr>
<tr>
<td>Week 2</td>
<td>The Concept of Wellness</td>
</tr>
<tr>
<td>Week 3</td>
<td>Injury and Disease Prevention; Public Health</td>
</tr>
<tr>
<td>Week 4</td>
<td>Overview of Acute Care</td>
</tr>
<tr>
<td>Week 5</td>
<td>Athletic Training</td>
</tr>
<tr>
<td>Week 6</td>
<td>Emergency Medicine</td>
</tr>
<tr>
<td>Week 7</td>
<td>Overview of the Medical System</td>
</tr>
<tr>
<td>Week 8</td>
<td>Primary Care</td>
</tr>
<tr>
<td>Week 9</td>
<td>The Role of Specialists</td>
</tr>
<tr>
<td>Week 10</td>
<td>Nursing and Allied Health Specialties</td>
</tr>
<tr>
<td>Week 11</td>
<td>Overview of Extended Treatment</td>
</tr>
<tr>
<td>Week 12</td>
<td>Rehabilitation and Therapy</td>
</tr>
<tr>
<td>Week 13</td>
<td>Long-term Care</td>
</tr>
<tr>
<td>Week 14</td>
<td>Administration of Health Services</td>
</tr>
<tr>
<td>Week 15</td>
<td>Course Wrap-up</td>
</tr>
</tbody>
</table>
Curriculum Change Proposal Form

1) Unit proposing the change: **Department of Health Science**

2) Please check all appropriate items:

<table>
<thead>
<tr>
<th>New Course:</th>
<th>Course Change:</th>
<th>Course Deletion:</th>
<th>Program Changes:</th>
<th>New Programs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>X-New Course Creation(^1) (include title, credits, description, etc.)</td>
<td>□ Number (within level), title, description, pre-req change (^1)</td>
<td>□ Remove a Course (^2)</td>
<td>□ Change to Major (^3)</td>
<td>□ New Degree (^7)</td>
</tr>
<tr>
<td>□ Course to be Cross Listed(^2)</td>
<td>□ Add to LAE (^1)</td>
<td>□ Remove a course that is currently in the LAE (^4)</td>
<td>□ Change to Minor (^1)</td>
<td>□ New Program in principle (^4)</td>
</tr>
<tr>
<td>□ Course to be included in LAE (^1)</td>
<td>□ Remove from LAE (^4)</td>
<td>□ Change to LAE (change to the LAE itself) (^4)</td>
<td>□ New Program with curriculum (^4)</td>
<td></td>
</tr>
<tr>
<td>X-Course Included in Major/Minor Requirements (^1)</td>
<td>□ Change in Cross-List Status (^2)</td>
<td>□ Add a Minor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Special Course or non-credit workshop (^5)</td>
<td></td>
<td></td>
<td>□ Delete a Major or Minor (^4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Change to Degree Requirements (^6)</td>
<td></td>
</tr>
</tbody>
</table>

\(^1\) Curriculum Committee receive & report to faculty
\(^2\) 30 day faculty review required
\(^3\) LAE assessment plan with assessment committee review required prior to CC consideration
\(^4\) Full faculty approval required
\(^5\) Curriculum Committee for action, approval published to faculty

3. Proposed term of initial offering or implementation date: **Fall, 2013**

4. Please provide the following information here or attached:
   a. recommended level: FR SO **JR SR**
   b. credit hours: **3**
   c. title: **HLSC 333: Motor Learning and Performance**
   d. requirements it will satisfy: (major, minor, LAE, licensure): **Major**
   e. prerequisites or other special conditions: **HLSC 101**
   f. description of change: **Add an elective course for new major in Health and Fitness**
   g. proposed catalog description:
   **HLSC 333: Motor Learning and Performance** (3) introduces students to a wide range of practical issues in the performance and learning of motor skills. Emphasis is placed upon a variety of exercises and activities that allow for the application of concepts and principles in real world situations. Prerequisite: 101
   h. justification for change:
   **Motor learning is considered a foundational concept in the exercise and fitness field. Presently the only courses in motor learning are offered through the Physical Education program and are geared towards early and middle childhood with an emphasize on adaptive physical education. The present course is more comprehensive in its scope and is more suited for the Health and Fitness majors.**
   i. staffing considerations:
   (1) can be taught by present staff \(\_\_\_\_\) 
   (2) will require additional staff  \(\_\_\_\_\_) 

Normansell Health Science Proposal 9/11/2012
Staffing needs beyond Department resources is expected to be funded from the VPAA adjunct budget or be delivered in-load by other University faculty or staff.

j. anticipated frequency of offering:
   (1) every semester____
   (2) once a year X
   (3) alternate years____

k. resources (facilities, equipment, supplies, library materials, etc.):
Requires no additional resources than those presently available from University, Division or Department sources.

5. Signatures:
Department Chair: 
   (please attach department discussion summary)
   Date: 8/21/2012
   Department Vote:
   in favor 2 opposed 0 abstentions 0

Vice-President of Graduate and Continuing Studies (MAP): (if applicable) __________________________
in favor or opposed or abstain (circle one)
   (please attach comments)
   Date: ___/___/

Teacher Preparation Programs [Initial Licensure]: (if applicable) __________________________
in favor or opposed or abstain (circle one)
   (please attach comments)
   Date: ___/___/

Division Coordinator: 
   (please attach department and division discussion summaries)
   Date: 9/11/2012
   Division Vote:
   in favor 20 opposed 0 abstentions 0

The Division has been discussing this proposal for almost a year now, with the first official vote of approval taken last spring semester. After discussion, the proposal to approve the creation of the new Motor Learning and Performance course passed unanimously.

Committee Chair (VPAA): __________________________
   Date: ___/___/
   Curriculum Committee vote:
   in favor ___ opposed ___ abstentions ___

6. Date of Resolution:
   (a) 30-day approval period ends __________________
   (b) date of faculty meeting for consideration________________________

Normansell Health Science Proposal 9/11/2012
Course Information:
Instructor:
Email:
Phone:

Required Text:
Title: Motor Learning & Performance
Authors: Richard Schmidt & Craig Wrisberg
Publisher: Human Kinetics
ISBN#: 978-0-7360-6964-9

Course Description:
HLSC 333: Motor Learning And Performance (3) introduces students to a wide range of practical issues in the performance and learning of motor skills. Emphasis is placed upon a variety of exercises and activities that allow for the application of concepts and principles in real world situations. Prerequisite: 101

Course Objectives:
Upon successful completion of this course, students should be able to:
1. Describe the varied processes involved in acquiring motor skills

2. Explain the relationship between motor performance and motor learning

3. Illustrate the relative importance of situation based activities and exercise to motor performance and learning

4. Implement motor learning principles into actual real world practice

Grading Scale:
A  90-100%
B  80-89%
C  70-79%
D  60-69%
F  <60%
**Course Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to Motor Performance and Learning</td>
</tr>
<tr>
<td>Week 2</td>
<td>Motor Principles to Motor Practice</td>
</tr>
<tr>
<td>Week 3</td>
<td>Processing Information and Decision Making</td>
</tr>
<tr>
<td>Week 4</td>
<td>Principles of Human Skilled Performance</td>
</tr>
<tr>
<td>Week 5</td>
<td>Sensory Contributions to Skilled Performance</td>
</tr>
<tr>
<td>Week 6</td>
<td>Movement Production and Motor Programs</td>
</tr>
<tr>
<td>Week 7</td>
<td>Principles of Motor Control and Movement Accuracy</td>
</tr>
<tr>
<td>Week 8</td>
<td>Individual Differences and Motor Abilities</td>
</tr>
<tr>
<td>Week 9</td>
<td>Principles of Skill Learning</td>
</tr>
<tr>
<td>Week 10</td>
<td>Preparing for the Learning Experience</td>
</tr>
<tr>
<td>Week 11</td>
<td>Supplementing the Learning Experience</td>
</tr>
<tr>
<td>Week 12</td>
<td>Structuring the Learning Experience</td>
</tr>
<tr>
<td>Week 13</td>
<td>Providing Feedback During the Learning Experience</td>
</tr>
<tr>
<td>Week 14</td>
<td>Facilitating Learning and Performance</td>
</tr>
<tr>
<td>Week 15</td>
<td>Applying the Principles of Skill Learning</td>
</tr>
</tbody>
</table>