Curriculum Change Proposal Form

1) Unit proposing the change: Health Science Department
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 2</td>
<td>☐ Number (within level), title, description, pre-req change 1</td>
<td>☐ Remove a Course 2</td>
<td>☐ Change to Major 1</td>
<td>☐ New Degree 1</td>
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<tr>
<td>(include title, credits, description, etc.)</td>
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<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 Major 1</td>
<td>☐ New Program in principle 4</td>
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<tr>
<td>☐ Course to be included in LAE 3,4</td>
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<td>☐ Change to LAE (change to the LAE itself) 4</td>
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<tr>
<td>☐ Course Included in Major/Minor Requirements 1</td>
<td>☐ Change in Cross-List Status 2</td>
<td></td>
<td>☐ Add a Minor</td>
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<td>☐ Special Course or non-credit workshop 2</td>
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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: Summer, 2014
4. Please provide the following information here or attached:
   a. recommended level: FR SO JR SR degree completion
   b. credit hours: 30
   c. title: Major in Sport and Fitness Science
   d. requirements it will satisfy: (major, minor, LAE, licensure): Graduation requirement leading to the Bachelor of Science Degree
   e. prerequisites or other special conditions: Associate Degree required for admission
   f. description of change:
      Creation of a new major in Health Science Department entitled Sport and Fitness Science

Sport and Fitness Science is a degree completion program for working professionals holding an Associate Degree. The program was designed to build on the general, scientific and clinical knowledge the students gained in their associate degree program and through their experience in the field. By completing this course of study, students develop a broader and deeper understanding of the sport and fitness field focusing mainly on the physiological underpinnings of health and fitness. Within the major, students complete a set of foundational courses. The American Health Care System presents a comprehensive overview of the health care environment. 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 statistics, strength and conditioning, and motor learning, which provide for a particular skill set needed by the sport and fitness professionals of tomorrow. As well, students take Sports Ethics which helps cement the disposition and moral perspective we expect in liberal arts graduates. 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 the biological and psychosocial aspects of sport and fitness including nutrition, anatomy, health and 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 sport and fitness within the context of a specialized area.

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 health principles and major issues in the sport science field

Goal 2: Discuss historical trends and theoretical perspectives that inform the field of health, sport and fitness science

Goal 3: Demonstrate information competence and the ability to use specialized computer programs and other informational technology as needed

Goal 4: Communicate effectively in a variety of formats

Goal 5: Weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinning of health as a discipline.

Major Requirements
A. Core Courses (18 credits)
HLSC 301: The American Health Care System (3)
HLSC 304: Statistics for the Health Sciences (3)
HLSC 333: Motor Learning and Performance (3)
HLSC 336: Principles of Strength and Conditioning (3)
HLSC 495: Seminar in Health Science (3)
PE 355: Sports Ethics (3)

B. Electives (12 credits)
Choose four of the following:
BIOL 305: Human Genetics (3)
BUSI 341: Organizational Management (3)
BUSI 418: Sports Management and Marketing (3)
HLSC 315: Public Health and Epidemiology (3)
HLSC 330: The Human Body: Structure and Function (3)
HLSC 331: Nutrition and Health (3)
HLSC 337: Exercise Testing and Prescription (3)
HLTH 345: Personal Health (3)

g. proposed catalog description:

Sport and Fitness Science
Open only to those who hold an associate's degree. For complete information, see the MAP Guidebook.
h. justification for change:
The new Sport and Fitness Science major is being created to provide another opportunity for students holding an associate degree to complete their baccalaureate at Muskingum in a health and fitness related field of study. The Health Science Department has worked closely with Shelley Zimmerman, the Director of the Sport and Fitness Management Program at Zane State College, to develop this proposal. She feels this new major will be of great interest to her students who wish to further their education.

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

Since the courses of this new major are delivered through MAP, the funding for adjunct positions will come from GCS.

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: 3/27/2014  
Department Vote:
   in favor 3  opposed 0  abstentions 0

The Health Science Department worked closely with Shelly Zimmerman, the Director of the Sport and Fitness Management Program at Zane State College, to develop this proposal. Everyone involved considers this to be a tremendous addition to the major choices available through MAP.

Vice-President of Graduate and Continuing Studies (MAP): (if applicable)  
In favor or opposed or abstain (circle one)
Please attach comments.
Date: 3/27/14

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

Division Chair:  
(please attach department and division discussion summaries)
Date: 1/1/14
Division Vote:
   in favor 14  opposed 2  abstentions 1

See attached summary of division discussion.
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 ______________
Department of Health Science

Major in Sport and Fitness Science
Assessment Plan

Sport and Fitness Science is a degree completion program for working professionals holding an Associate Degree. The program was designed to build on the general, scientific and clinical knowledge the students gained in their associate degree program and through their experience in the field. By completing this course of study, students develop a broader and deeper understanding of the sport and fitness field focusing mainly on the physiological underpinnings of health and fitness. Within the major, students complete a set of foundational courses. The American Health Care System presents a comprehensive overview of the health care environment. 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 sports management, anatomy, and motor learning, which provide for a particular skill set needed by the sport and fitness professionals of tomorrow. As well, students take Sports Ethics which helps cement the disposition and moral perspective we expect in liberal arts graduates. 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 the biological and psychosocial aspects of sport and fitness including nutrition, exercise and conditioning. 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 sport and fitness within the context of a specialized area.

I. Goals for Student Learning
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II. Assessment Methods
Method 1: The Sport and Fitness Science program routinely uses embedded assignments and course activities in its assessment effort. This method is particularly used in The American Health Care System, where activities are evaluated on a rubric determined by the Program faculty.

Health Science Proposal Draft 3-26-14
Method 2: Every Sport and Fitness Science 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

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<tr>
<th>Goal</th>
<th>Method 1</th>
<th>Method 2</th>
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<tr>
<td>Goal 1</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Goal 2</td>
<td>X</td>
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<td>Goal 3</td>
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<td>X</td>
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<td>Goal 4</td>
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<tr>
<td>Goal 5</td>
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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 Assessment Committee via the Office of the VPAA.

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.
Supporting Documentation from Departments

Zane State College
From: Shelley Zimmerman [mailto:szimmerman@zanestate.edu]
Sent: Wednesday, March 05, 2014 11:13 AM
To: Larry Normansell
Subject: RE: Sport and Fitness Science

Larry, sorry about the delay in getting back with you. I wanted to make sure I was able to review your list with adequate attention to the courses.

If you don’t mind my asking, what do HLSC 301 and HLSC 495 entail? I am especially curious about the 301 course and whether it would include aspects of the Affordable Care Act that can benefit the Sport and Fitness Science student or if it just reviews the healthcare system in general. Some very interesting things are coming out of the Affordable Care Act that would have “grant” money being made available to small businesses to support the addition of wellness programming in the worksite. I am trying to investigate it more deeply, but I think this could be very advantageous for our students.

I do like the new collection of offerings for the Sport and Fitness Science and I think more of my students will find it attractive as well.

Let me know how this plan for Sport and Fitness Science progresses,
Shelley

Biology
From: Brian Bergstrom [mailto:brianb@muskingum.edu]
Sent: Friday, February 28, 2014 3:18 PM
To: Larry Normansell
Subject: Re: BIOL 305 in new MAP major

Biology can support offering the 305. Not sure what you think numbers would be but since it is an elective I don’t think the impact would be huge.

Economics, Accounting and Business
From: Joe Nowakowski [mailto:joen@muskingum.edu]
Sent: Tuesday, February 25, 2014 11:42 AM
To: Larry Normansell
Subject: Re: proposed new major (MAP only)

Larry,
I’ve talked to everyone who teaches this course for EAB, and no one has any objection to including it in the proposed major.
Joe

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Larry:
These two classes that are part of the new majors in the Health Science Dept. would be appropriate additions to the program. We understand that for these two MAP classes:
PE 355: Sports Ethics (3) and HLTH 345: Personal Health (3) will follow the master syllabi and use faculty/adjuncts that are approved by the department and have appropriate credentials.
Thank you for sharing.
Rae
Social Science Division Discussion of the Major in Sport and Fitness Science Proposal

1 April 2014

The Social Science Division approved the proposal to create a major in Sport and Fitness Science Proposal to be delivered through MAP. The proposal included the courses required for the major and a justification for the creation of the new major.

There was considerable discussion of the proposal and issues related to its delivery through the MAP program, including:

Are there sufficient resources, specifically qualified faculty without overstretching the faculty in the traditional undergraduate program, to deliver these and other programs through MAP? Furthermore, will this create pressure on faculty to take on overloads to meet the needs of the program? Ken Blood, Chair of the Health Science Department, did not believe there was a lack of qualified of faculty to teach these particular courses through MAP. He noted that many of the courses included in this proposal are already being taught in MAP and finding qualified faculty has not been a problem.

If the courses will be delivered online, when and how will students gain valuable hands-on experience working with potential clients? Ken Blood suggested that MAP students, who would be accepted into the program may already have gained hands-on experience and are pursuing the degree in order to progress further in their field.

A suggestion was made that under prerequisites, it should state "Associate Degree in a related field for admission."

Who will advise these students?

One faculty member questioned the validity of the need for this program. The individual wanted a more advanced feasibility study, with empirical evidence, for this program and a similar review process for other new programs. When another faculty pointed out that the program was endorsed by Shelley Zimmerman, the Director of the Sport and Fitness Management Program at Zane State, who felt it would be of great interest to her students, this was dismissed as insufficient.

If the program is not successful, is there an exit strategy?

One faculty supported the new major and did not believe it should be held up due to broader concerns related to potential staffing fears, but deeper concerns that would apply to similar programs should be addressed collectively as a Division.

The division approved the proposal with a vote of 14-2-1.

Thomas McGrath
Social Science Division Chair