

Date of request: 31-JAN-2018

Request ID: E-2017-HPHE-53

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 2210

Specific Course Change type selected: Title

Specific Course Change type selected: Description

1. Existing course prefix and number: HPHE 2210

2. Proposed course title: Healthy Behaviors

3. Existing Banner course title: Basic Health Concepts II

4. Proposed course title to be entered in Banner: Healthy Behaviors

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.

Make the required title change and description change on HPHE 2210 to reflect the tweaks made using this existing course number for the PHEJ pilot program.

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

The key idea with this course change for improvement is that today's state-of-the-art health education curricula reflect the growing body of research that emphasizes shaping personal values and beliefs that support healthy behaviors, shaping group norms that value a healthy lifestyle, and developing the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors (CDC, 2017). This course will be an asset to students who will be working in health education and physical education. 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.

- Describe how theory is used to explain and change health behavior
- Discuss the most common health behavior theories
- Identify theories used at different levels of intervention
- Examine the way in which a theory is used to address a specific health issue related to children and youth as presented in the literature and media today
- Select a theory appropriate to use as the basis for developing a health education/promotion intervention for the school setting that addresses a specific health issue relevant to children and youth

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.

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

This course content differs from HPHE 3500 (Modification of Health Behavior) as HPHE 2210 (Healthy Behaviors) will focus on the application of the health behavior theories and models to health issues relevant to students and school communities (i.e. school settings) to promote healthy behaviors and to guide effective health education programs.

- 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.

There are only benefits to students enrolled as this course provides opportunities to reinforce research-based and theory-driven knowledge and skills related to positive health behaviors, which is a foundational competency for both teacher health/physical literacy and student health/physical literacy, thus enhancing effectiveness of instruction and student learning. Students can complete the program in a reasonable time as no additional credit hours have been added with this change.

- 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. No adverse effects on resources/department/university. No new course is being created. Course offerings will be once/year for this course. If enrollment increases, we would consider adding another section.

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 2210 does not have any transfer equivalencies.

O. Current course description:

Designed to provide students with basic health education content. Topics to be discussed include: health care systems and consumer health; alcohol, tobacco, and other drug addictions; M,nb0.9 (7 3ner1229.6(qb0.9 (7.4 o) 0 11 (oyt e.))3ner2 (ni)01 T)-72 278.