CURRICULUM PROPOSAL (Submit one electronic copy to the Executive Director of Academic Programs by the second Tuesday of the month.)

Proposal Number:	23-24-01
School/Department/Program:	College of Business and Aviation
Preparer/Contact Person:	Eric Pulice, Ass't Professor Healthcare Management
Title of Degree Program	BS in Healthcare Management
Telephone Extension:	Ext. 4510
Date Originally Submitted:	April 2023
Revision (Indicate date and label it Revision #1, #2, etc.):	
Implementation Date Requested:	Fall or Spring 2024 depending on approval

I. **PROPOSAL ABSTRACT.** Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

The Healthcare Management (HCMG) program of the College of Business & Aviation is adding an optional elective, HCMG 4460 Healthcare Management Practicum. This elective creates an opportunity for Healthcare Management (HCMG) majors to earn 3 or 6 credits in an experiential practicum related to management careers in healthcare organizations. It is designed to provide an additional option for site-based training in this field. A directed management practicum enhances the quality and depth of their undergraduate training. Due to the specialized nature of healthcare delivery, students in a practicum setting must meet minimum qualifications as required. Interested students must be approved by the advisor and an appropriate placement is determined before the student may schedule the elective. A formal affiliation agreement outlines the scope and nature of the placement. A student handbook is also reviewed. Students completing a three-hour practicum are expected to log approximately 120 hours on on-site hours in addition to completing a final report or presentation on the experience.

II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

    A. Deletion of course(s) or credit(s) from program(s)   Total hours deleted: _0___

    B. Addition of course(s) or credit(s) from program(s)   Total hours added: __0___

    C. Provision for interchangeable use of course(s) with program(s)

    Students have free electives in addition to business and major core courses. This is considered a free elective.

    D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

N/A

E. Identify changes to existing courses such as changes to title, course number, and elective or required status.

N/A

See Appendix A and B

F. **Creating a New Course**(s) information (if applicable). For each new course complete the following:

1. **Course Catalog Information:** N/A

a.	Course prefix (subject area) and number:	HCMG 4460
b.	Course title:	Healthcare Management Practicum
c.	Course term(s) (e.g., Fall, Summer only):	arranged
d.	Credit hours/Variable credit:	Variable (3 or 6)
e.	Repeatability (number of repeat credit hours):	n/a
f.	**Prerequisite/Corequisites/Restrictions/Cross-listings:** If none, simply indicate with N/A (Not Applicable):	Advisor Approval
g.	*Co-requisite* (include subject prefix and course number):	n/a
h.	*Cross-listings* (e.g., PSYC 2230 and SOCY 2230):	n/a
i.	**Grade Type:** Indicate whether students will be assigned a standard A-F final grade or Credit/No Credit (CR/NCF) grade:	Credit/No credit
j.	**Required Course or Elective Course:**	n/a
k.	**Course Fees** (Indicate amount):	n/a

2. If this is a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for course being shared.

N/A

3. **New Course Supplemental/Supporting Documentation:**

a. **Course Catalog Description**: Include, as an appendix, a course catalog description written in complement sentences that will be published in the university catalog. The word length for a catalog description should be less than 80 words. Do not include any prerequisites, corequisites or any other restrictions in the description.

This course is a work-based experience providing students with opportunities to experience workplace skills through supervised practical training related to career objectives. Site, supervision, and objectives will be approved by the Advisor. A minimum of 40-clock hours of work-site training and supervision are required to

complete 1 credit of practicum. The work experience applies concepts from course work, readings, and practice that aid in developing skills and integrating concepts of administration and management in a healthcare setting.

b. Course Learning Outcomes (CLO's): COURSE OBJECTIVES (CO):

Upon successful completion of the course, students should be able to:

CO1: Apply skills and information from the classroom environment to the point of care delivery through experiential learning.
CO2: Define typical task-related competencies in healthcare management operations that are relevant to a future career path.
CO3: Refine personal skills and experience in formulating career goals, synthesizing typical management practices in a healthcare organization, and observing governance/leadership practices as appropriate.
CO4: Reinforce personal accountability standards for compliant student work ethic to be carried out in an independent setting such as behavior, professionalism, compliance with policies, etc.

c. Course Outline: Attach a course outline consisting of at least two levels.

COURSE ALIGNMENT MAP: *This is a general guideline to learning modules as they will appear in Blackboard. Each module has <u>specific instructions you must review.</u> Assigned readings, short videos and other instructional material are located there and you are expected to review. Deadlines for assignments are always found in the Learning Module posted by the instructor in Blackboard:*

Module	Course Objective (CO) followed by learning activities:	Activity/Assignment/Assessment	Course Materials
Week 1	CO1-2: Orientation	Affiliation Agreement signed; all parties oriented to responsibilities, reporting, etc.	Student Handbook
Week 2-14	CO3: Practicum	Student arranges schedule for work hours on site per week based on total credit to be earned.	
Week 15-16	CO4: Assessment and outcome of experience	Advisor-student-site supervisor review; student prepares final report	

d. Assessments: Describe generally how students' achievement of the course learning outcomes will be assessed.

Structural components of HCMG 4460 will be delivered through Black Board. Students will submit a weekly time card that details the hours present on-site. In addition, the student will submit a weekly journal entry via Black Board that will detail their progress for the week including project deliverables completed. Bi-weekly sessions with the course instructor (in-person or via TEAMS) will be used to discuss the learning experience including management skills, relatable classroom information, and the student's professional career goals. Monthly sessions with the course instructor, site supervisor, and the student will be held (in-person or via TEAMS) to assure that the student is demonstrating appropriate work ethic, behavior, professionalism, and

compliance with site expectations. The student will be required to submit a final report at the end of their practicum experience summarizing their HCMG 4460 experience including a summary of the governance and other relevant structures of the site organization, the relevance of their experiential learning duties to HCMG course information, discussion of the administrative and management skills acquired during their practicum, and the impact of their experience on possible career paths.

    G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).
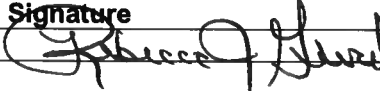
        Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

        There is no net gain or loss. **See Appendix A and B.**

III. APPROVAL

Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal. **N/A**

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature
College of Business	Interim Rebecca J Giorelli	Rebecca J Giorelli

IV.   Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal. **N/A**

V.   ADDITIONAL COMMENTS.

Management of healthcare organizations involves a specialized set of challenges unique to the delivery of healthcare services. Healthcare operations share similarities to other industries in management and leadership theory, however, the application of these theories in a healthcare delivery setting will likely vary. Most undergraduate students have received services in a healthcare environment but have not yet been exposed to the management aspect of healthcare delivery settings. Experiential learning through the HCMG 4460 course will bridge the gap between healthcare management concepts, actual healthcare operations, and students' perceptions of healthcare delivery. This experiential learning opportunity will help students to formulate a thorough understanding of the methods that govern healthcare organization functions, the skills necessary for success in healthcare management roles, and the different career opportunities and professional networks available to them upon graduation.

Degree Requirements

Core Curriculum Courses		
For students in this major, list the courses satisfy both core curriculum and major requirements.		
Course Prefix & Number	**Course Name**	**Credit Hours**
BSBA 1100	Business Onboarding (recommended to satisfy **Core Curriculum #1** First Year Seminar)*	3
BISM 1200	Introduction to Computing (satisfies **Core Curriculum #11** Personal Development)	3
MATH 1530	College Algebra or Higher (satisfies **Core Curriculum #5** Basic Skills)	3/4
BSBA 2211	Principles of Macroeconomics (satisfies **Core Curriculum #9** Social Science)	3

*recommended course for HCMG majors; students may opt to take any of the courses in the approved Core Curriculum #1

Required Major Courses (75 Credit Hours)		
Course Prefix & Number	**Course Name**	**Credit Hours**
BISM 1200	Introduction to Computing (satisfies **Core Curriculum #11** Personal Development)	3
BSBA 2220	Fundamentals of Accounting	3
BSBA 2204	Principles of Marketing	3
BSBA 2209	Principles of Management	3
BSBA 2211	Principles of Macroeconomics (satisfies **Core Curriculum #9** Social Science)	3
BSBA 2212	Principles of Microeconomics *(Pre-req BSBA 2211)*	3
BSBA 2221	Introduction to Financial Management *(Pre-req BSBA 2220)*	3
BSBA 3306	Business Law I	3
BSBA 3310	Business and Economics Statistics *(Pre-req MATH 1530 or higher)*	3
BISM 3300	Information Systems and Data Analytics for Leaders	3
BSBA 4415	Strategic Management & Policy *(Pre-reqs BSBA 3310, BSBA 3320, BISM 3200)*	3
BSBA 4420	Business Ethics and Corporate Responsibility *(Pre-req BSBA 3320, BISM 3200)*	3
BISM 1500	Business Information Tools *(Pre-req Math + BISM 1200)* **[formerly BISM 2200]**	3
BSBA 2800	Business & Digital Communications *(Pre-reqs BISM 1200 & ENGL 1102*)* **[formerly BISM 2800 Corp. Comm.]**	3
BISM 2000	Management Information Systems *(Pre-req BISM 2200)* **[formerly BISM 3200]**	3
MGMT 3308	Human Resources Management *(Pre-req BSBA 2209)*	3
MGMT 3390	Organizational Behavior *(Pre-req BSBA 2209 & BISM 2800)*	3
HCMG 2201	U.S. Healthcare Systems	3
HCMG 2221	Healthcare Finance	3
HCMG 2231	Population Health	3

HCMG 3331	Health Information Exchange (*PR: HCMG2201, HCMG2221, HCMG2231*)	3
HCME 3333	Quality Management in a Regulatory Environment (*PR: 2000 level courses*)	3
HCMG 4000	Managing the Post-Acute Healthcare Continuum (*PR: 2000 level courses*)	3
HCMG 4400	Healthcare Policy (*PR: HCMG2201, HCMG2221, HCMG2231*)	3
HCMG 4450	Healthcare Management Capstone (senior status)	3

Major Elective Courses (12 Credit Hours) – free electives of student choice

Course Prefix & Number	Course Name	Credit Hours

Total Core Curriculum Hours	**33**
Total Pre-Major	**0**
Total Required Major Courses	**75**
Total Electives (If applicable)	
Total Free Electives	**12**
TOTAL CREDIT HOURS	**120**

APPENDIX B
B.S. Degree in Healthcare Management
Proposed Elective

Degree Requirements

Core Curriculum Courses

For students in this major, list the courses satisfy both core curriculum and major requirements.

Course Prefix & Number	Course Name	Credit Hours
BSBA 1100	Business Onboarding (recommended to satisfy **Core Curriculum #1** First Year Seminar)*	3
BISM 1200	Introduction to Computing (satisfies **Core Curriculum #11** Personal Development)	3
MATH 1530 or 1430 w/lab	College Algebra or Higher (satisfies **Core Curriculum #5** Basic Skills)	3/4
BSBA 2211	Principles of Macroeconomics (satisfies **Core Curriculum #9** Social Science)	3

*recommended course for HCMG majors; students may opt to take any of the courses in the approved Core Curriculum #1

Required Major Courses (75 Credit Hours)

Course Prefix & Number	Course Name	Credit Hours
BISM 1200	Introduction to Computing	3
BSBA 2220	Fundamentals of Accounting	3
BSBA 2204	Principles of Marketing	3
BSBA 2209	Principles of Management	3
BSBA 2211	Principles of Macroeconomics (satisfies **Core Curriculum #9** Social Science)	3
BSBA 2212	Principles of Microeconomics *(Pre-req BSBA 2211)*	3
BSBA 2221	Introduction to Financial Management *(Pre-req BSBA 2220)*	3
BSBA 3306	Business Law I	3
BSBA 3310	Business and Economics Statistics *(Pre-req MATH 1530 or higher)*	3
BISM 3300	Information Systems and Data Analytics for Leaders	3
BSBA 4415	Strategic Management & Policy *(Pre-reqs BSBA 3310, BSBA 3320, BISM 3200)*	3
BSBA 4420	Business Ethics and Corporate Responsibility *(Pre-req BSBA 3320, BISM 3200)*	3
BISM 1500	Business Information Tools *(Pre-req Math + BISM 1200)* **[formerly BISM 2200]**	3
BSBA 2800	Business & Digital Communications *(Pre-reqs BISM 1200 & ENGL 1102*)* **[formerly BISM 2800 Corp. Comm.]**	3
BISM 2000	Management Information Systems *(Pre-req BISM 2200)* **[formerly BISM 3200]**	3
MGMT 3308	Human Resources Management *(Pre-req BSBA 2209)*	3
MGMT 3390	Organizational Behavior *(Pre-req BSBA 2209 & BISM 2800)*	3
HCMG 2201	U.S. Healthcare Systems	3
HCMG 2221	Healthcare Finance	3
HCMG 2231	Population Health	3
HCMG 3331	Health Information Exchange *(PR: HCMG2201, HCMG2221or HCMG2231)*	3
HCME 3333	Quality Management in a Regulatory Environment *(PR: 2000 level courses)*	3

HCMG 4000	Managing the Post-Acute Healthcare Continuum *(PR: 2000 level courses)*	3
HCMG 4400	Healthcare Policy *(PR: HCMG2201, HCMG2221, HCMG2231)*	3
HCMG 4450	Healthcare Management Capstone (senior status)	3

Major Elective Courses (12 Credit Hours) – free electives of student choice

Course Prefix & Number	Course Name	Credit Hours
Free electives		6-9
HCMG 4460	Healthcare Management Practicum	3 or 6

Total Core Curriculum Hours	**33**
Total Pre-Major	**0**
Total Required Major Courses	**75**
Total Concentration Hours	**0**
Total Free Electives	**12**
TOTAL CREDIT HOURS	**120**

APPENDIX C
Facility Agreement

FAIRMONT STATE UNIVERSITY™
College of Business & Aviation

Fairmont State University Internship Agreement
to fulfill experiential learning requirements in order to receive credit applicable to
any Bachelor of Science degree in a business program
(*Accounting, Business Administration, Healthcare Management, and Information Systems Management*)

STUDENT INFORMATION (Student)

First Name   Last Name

                                                                              Major(s)

                                        Phone   Email

                                                                              Address

                                                                              City

          State   Zip

Emergency Contact Name

                              Relationship   Phone

ORGANIZATION/AGENCY INFORMATION

                                                                    Organization Name

                                              Administrator Name

                                              Administrator phone

Administrator email:

                                                            Mailing Address :

City: State: Zip:

                                        Work Site Location (if different from mailing address):

INTERNSHIP EXPERIENCE LEARNING INFORMATION

          BSBA 4450 - Internship   Title:

Semester: Year:

Start Date (mm/dd/yyyy):

End Date (mm/dd/yyyy):

Description of work to be performed as it relates to acquiring skills within the domains of the program of study:

INTERNSHIP WORK EXPERIENCE LEARNING OUTCOMES

Learning Objectives:
1. Gain practical experience in business-related skills and knowledge as related to the major.   2. Define opportunities to operate in a professional business workplace, connect with mentors or professional role models and develop career-relevant skills in teamwork and communication.   3. Synthesize their classroom knowledge into action with real-world training in the field, while adding relevant experience to their resumes.   4. Acquire time management skills in allocating specific areas to competencies/criteria set forth by the sponsoring agency and faculty advisor/instructor.   5. Complete all reporting forms with appropriate documentation as may be required.   6. Complete any final assignment or written project as may be required by instructor.

Placement Description:
The organization/agency must be under the direction of a qualified administrator, director or manager. The organization/agency meets requirements to validate experiential learning is relevant for the student. Placement must be pre-approved by the organization/agency and the instructor.

Assessment Criteria:
1. Student will complete periodic reports as required.   2. Student will spend at least 200 hours in the placement to earn 3 credit hours.   3. Student will complete any required written assignments required by instructor in order to receive the credit for this placement.

AFFILIATION AGREEMENT

Fairmont State University and the Organization's roles and responsibilities are documented in the following Affiliation Agreement. These include the following:

EXPECTED STUDENT ROLES and RESPONSIBILITIES

1. Work in an ethical, courteous, cooperative and otherwise professional manner while on placement at a in an approved organization/agency for the purpose of this learning;
2. Abide and adhere by all facility policies, rules, and regulations at the organization/agency where the student is assigned;
3. Perform all work assigned by the designated organization/agency supervisor or administrator in a quality and timely manner;
4. Dress appropriately for all assignments and maintain a well-groomed appearance;
5. Conduct yourself in a professional manner at all times while at the organization/agency;
6. Comply with any confidentiality agreements that may be requested if a student has access to protected information or proprietary data;
7. Complete assignments and maintain contact with the University work experience director/instructing faculty;
8. Ensure that documented hours are spent in meaningful activities;
9. Enroll in the appropriate internship course for credit to be applied;
10. Provide signed consent/permission forms, if requested by the organization/agency for access to internal information.
11. Agree that non-disclosure of proprietary information other than in documentation of hours in any reporting to the faculty advisor is maintained at all times or as directed by the organization/agency.
12. Abide the decision(s) of the organization/agency and/or the University, if it becomes necessary, due to unforeseen circumstances, to terminate the practicum experience prior to the expected end date.
13. Because credit is being earned for this internship, this is not an employment agreement nor implies that a salary or stipend is paid while performing experiential learning.

EXPECTED ORGANIZATION/AGENCY RESPONSIBILITIES

The following criteria have been established for approval as an internship for any Bachelor of Science degree in a business program (i.e., Accounting, Business Administration, Healthcare Management, and Information Systems Management).

The organization/agency and its key leadership must be prepared to perform the following:

1. Where appropriate, the organization must be licensed or recognized as an agency that provides experiential learning germane to students seeking undergraduate degrees in healthcare management.
2. Be committed to contributing to the educational preparation of graduate students interested in pursuing leadership roles in public or private organizations.
3. Provide the operational environment necessary for the student to demonstrate application of acquired knowledge, competence, and opportunity to acquire and refine managerial skills required for future career endeavors.
4. Designate a supervising administrator who is an appropriately qualified, both educationally and experientially, to function as a preceptor.
5. Ensure that the supervising administrator evaluates or provides feedback to the student regarding placement objectives and performance criteria as may be periodically required by the HCMG program.
6. Take appropriate steps to orient the student with all policies and procedures including any specific organization/agency confidentiality or compliance procedures the student is expected to follow.
8. Assign/agree upon work schedule, duty hours expected, etc. to fulfill expectations of practicum.
9. Advise the student of proper chain of command for reporting any concerns or issues appropriately.
10. Take appropriate steps to prevent harm to the student through proper orientation to the workplace and any workplace rules regarding safety, conduct and access to protected information.
11. Advise the student of any concerns related to performance, demeanor or conduct.
12. Delegate appropriate duties to the student as part of the experiential learning.

13. Communicate any concerns to the faculty advisor if necessary.

Signatures:

_____

Student Signature   Date

_____

Internship Supervisor at Organization/Agency   Date

_____

Faculty signature   Date

Copies: Retain original in College of Business & Aviation; distribute copies to all signees.

APPENDIX D
Student Placement Handbook

FAIRMONT STATE UNIVERSITY™

College of Business & Aviation

Student Guide to the

Experiential Learning Component of the
Healthcare Management Program

Introduction:

HCMG 4499 Healthcare Management Practicum is a free elective course that creates an opportunity for Healthcare Management (HCMG) majors to earn up to 6 credits in an experiential practicum related to management careers in healthcare organizations. It is designed to provide an additional option for site-based training in this field. A directed management practicum enhances the quality and depth of their undergraduate training. Due to the specialized nature of healthcare delivery, students in a practicum setting must meet minimum qualifications as required. Interested students must be approved by the advisor and an appropriate placement is determined before the student may schedule the elective. A formal affiliation agreement outlines the scope and nature of the placement. Students completing a three-hour practicum are expected to log approximately 120 hours of on-site hours (240 for 6 credit hours) in addition to completing weekly journals, weekly timesheets, final report, and a final presentation on the experience.

BACKGROUND:
The following must be arranged in advance of the actual HCMG Practicum placement:
1. The student and program advisor must discuss course credit needs
2. The student and program advisor must discuss student interests, skills, and abilities.
3. The student and program advisor will discuss potential practicum sites.
4. The instructor will reach out to potential sites and help coordinate the initial meeting between the student and site sponsor.
5. The internships are not paid, but the student may arrange with a facility a stipend arrangement if offered.
6. The student and the site sponsor must agree to a schedule wherein the 120/240 hours can be completed during the semester when the student is enrolled in HCMG 4499.
7. The student must adhere to any rules, regulations or policies of the host facility, including any necessary immunization requirements that the facility may have in place.
8. The site sponsor must sign an affiliation agreement with Fairmont State University's Healthcare Management program prior to the start of the placement.
9. The student is responsible for acquiring specified contact hours in subject matter.
10. Grading for the course will appear as a "Credit" on a student transcript as no grade is assigned other than completion of the 120/240 hours.
11. The student must prepare and complete a final report during the placement; these are signed by the site sponsor at the facility, with copies sent to the faculty advisor.
12. The student will also be responsible for any additional requirements set forth by the faculty advisor to monitor progress through submission of timely reports as required to substantiate learning outcomes.

Course Learning Objectives:

CO1: Apply skills and information from the classroom environment to the point of care delivery through experiential learning.
CO2: Define typical task-related competencies in healthcare management operations that are relevant to a future career path.

CO3: Refine personal skills and experience in formulating career goals, synthesizing typical management practices in a healthcare organization, and observing governance/leadership practices as appropriate.
CO4: Reinforce personal accountability standards for compliant student work ethic to be carried out in an independent setting such as behavior, professionalism, compliance with policies, etc.

Module	Course Objective (CO) followed by learning activities:	Activity/Assignment/Assessment	Course Materials
Week 1	CO1-2: Orientation	Affiliation Agreement signed; all parties oriented to responsibilities, reporting, etc.	Student Handbook
Week 2	CO3: Practicum scheduling	Student arranges schedule for work hours on site per week based on total credit to be earned.	NA
Week 3	CO3 - Practicum On Site	Weekly Journal Weekly Timesheet Instructor and student meeting	On site materials
Week 4	CO3 - Practicum On Site	Weekly Journal Weekly Timesheet Monthly Meeting site sponsor, student, and instructor	On site materials
Week 5	CO3 - Practicum On Site	Weekly Journal Weekly Timesheet Instructor and student meeting	On site materials
Week 6	CO3 - Practicum On Site	Weekly Journal Weekly Timesheet	On site materials
Week 7	CO3 - Practicum On Site	Weekly Journal Weekly Timesheet Instructor and student meeting	On site materials
Week 8	CO3 - Practicum On Site	Weekly Journal Weekly Timesheet Monthly Meeting site sponsor, student, and instructor	On site materials
Week 9	CO3 - Practicum On Site	Weekly Journal Weekly Timesheet Instructor and student meeting	On site materials
Week 10	CO3 - Practicum On Site	Weekly Journal Weekly Timesheet	On site materials

Week 11	CO3 - Practicum On Site	Weekly Journal Weekly Timesheet Instructor and student meeting	On site materials
Week 12	CO3 - Practicum On Site	Weekly Journal Weekly Timesheet Monthly Meeting site sponsor, student, and instructor	On site materials
Week 13	CO3 - Practicum On Site	Weekly Journal Weekly Timesheet Instructor and student meeting	On site materials
Week 14	CO3 - Practicum On Site	Weekly Journal Weekly Timesheet	On site materials
Week 3 15-16	CO4: Assessment and outcome of experience	Student Final Paper Student Final presentation Site Sponsor Assessment	

Fairmont State University Healthcare Practicum Student Expectations

Domain:	Requirement:	Assessment:
Time Commitment	• 3 Credit Hours – 120 hours per semester • 6 Credit Hours – 240 hours per semester	Weekly time sheets completed via Blackboard

Communication Commitment	• Communication of
	  o project status
	  o project deliverables
	  o Project timelines
	  o Project goals
	  o Project challenges
	• Reinforce personal accountability standards for compliant student work ethic to be carried out in an independent setting such as behavior, professionalism, compliance with policies, etc.
		Bi-weekly TEAMS/in-person meetings between instructor and student
		
		Monthly meeting with Student, Instructor, and site sponsor
		
		Weekly student journal submitted via Blackboard

Possible Practicum Topics	• Healthcare Finance • Population Health Management • Healthcare Information systems • Healthcare Quality Improvement • Healthcare Education and Training • Healthcare Project Management • Healthcare Service Delivery	Approved by instructor and site sponsor prior to beginning of Practicum
Possible Practicum Activities	• Analyze Nursing Services and staffing effectiveness • Evaluate Pharmacy or other services • Interpret Health information/medical records/quality	Approved by instructor and site sponsor prior to beginning of Practicum

	standards • Assist with dashboard reporting • Participate in Team meetings • Assist in quality improvement projects • Review and revise organizational policies and procedures • Assist in patient or staff surveys • Assist with strategic planning and business development • Assist with grant writing or reporting • Assist with social media, branding, or digital marketing • Assist in meeting facilitation • Assist with project implementation • Apply Quality Management practices • Evaluate Risk Management practices	

<u>Leadership and Management</u>	• **Final Project Report Written Paper**
	• **Final Project Presentation**
	• **Final deliverables should include**
	   o summary of the governance and other relevant structures of the site organization
	   o Summary of their completed projects and tasks
	   o the relevance of their experiential learning duties to HCMG course information
	   o discussion of the administrative and management skills acquired during their practicum
	   o the impact of their experience on possible career paths.
		5 to 8-page paper submitted via Blackboard
		
		Presentation to 2200 level HCMG class

FAIRMONT STATE UNIVERSITY ™

Office of the Provost
1201 Locust Avenue • Fairmont, West Virginia 26554
Phone: (304) 367-4101 • Fax: (304) 367-4902
www.fairmontstate.edu

Approved by Curriculum Committee October, 24, 2023

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross, Associate Provost of Academic Affairs

DATE: 11/2/2023

SUBJECT: #23-24-02

The Curriculum Committee recommends the approval of the BSET Mechanical Engineering Technology curriculum proposal.

The proposed changes to the B.S.E.T. in Mechanical Engineering Technology program include deleting 9 hours of coursework, adding 9 hours of coursework, and extending the list of technical electives. These changes will maintain 120 hours of coursework in the program. MECH 4410: Thermodynamics III (3hr.), MECH 4430: Heat Transfer II (3hr.), and a Technical Elective (3hr.) will be removed from the program. Six hours will be replaced by the existing courses MECH 3350: Numerical Methods (3hr.) and SFTY 1100: Safety and Environmental Components of Industry (3hr.). The other three hours will be replaced by a new proposed course, MECH 4420: Machine Design II (3hr.). These changes are based on requirements set forth by the program's ABET accreditation and the NCEES fundamentals of the engineering exam. Additionally, the trends found in the curricula of other ABET-accredited Mechanical Engineering and Engineering Technology in West Virginia were evaluated. Finally, the program's industrial advisory committee was used to approve the program changes to ensure the accommodation of industrial trends.

cc: Dr. Dianna Phillips
Dr. Steve Roof
Dr. Ragavanantham Shanmugam
Ms. Lori Schoonmaker
Ms. Stephanie Gabor
Ms. Laura Ransom

CURRICULUM CHANGE PROPOSAL

Prepare proposal in accordance with the guidelines below and the format shown on the following pages. Should any item under the headings not pertain to your proposal, write N/A.

PROPOSAL NUMBER: **23-24-02 – Curriculum Revision – B.S.E.T. Mechanical Engineering Tech.**

REVISION (label Revision #1, #2, etc.):

SECTION 1: CONTACT INFORMATION

Name:	Jason Bolyard
Title:	Associate Professor
E-mail Address:	jbolyard@fairmontstate.edu
Phone Number:	304-367-4849

SECTION 2: PROGRAM INFORMATION

College:	College of Science & Technology
Department:	Engineering Technology
Title of Degree Program/Certificate:	Mechanical Engineering Technology
Degree Program Level:	Bachelor's Degree
Date Originally Submitted:	8/28/2023
Implementation Date Requested:	8/19/2024

APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and departmental approval of this proposal. Should this proposal affect any course or program in another college, a memo must be sent to the Dean of each college impacted and a copy of the memo(s) must be included with this proposal.

By signing below, you are indicating your college and department(s)'s approval of this proposal.

College	Dean's Signature
Science & Technology	*Steven Roof*

ADDITIONAL COMMENTS:

SECTION 3: Curriculum Change Request

A. PROPOSAL ABSTRACT.

Write a brief abstract, not exceeding 150 words, describing proposed changes.
The proposed changes to the B.S.E.T. in Mechanical Engineering Technology program include deleting 9 hours of coursework, adding 9 hours of coursework, and extending the list of technical electives. These changes will maintain 120 hours of coursework in the program. MECH 4410: Thermodynamics III (3hr.), MECH 4430: Heat Transfer II (3hr.), and a Technical Elective (3hr.) will be removed from the program. Six hours will be replaced by the existing courses MECH 3350: Numerical Methods (3hr.) and SFTY 1100: Safety and Environmental Components of Industry (3hr.). The other three hours will be replaced by a new proposed course, MECH 4420: Machine Design II (3hr.). These changes are based on requirements set forth by the program's ABET accreditation and the NCEES fundamentals of the engineering exam. Additionally, the trends found in the curricula of other ABET-accredited Mechanical Engineering and Engineering Technology in West Virginia were evaluated. Finally, the program's industrial advisory committee was used to approve the program changes to ensure the accommodation of industrial trends.

B. DESCRIPTION OF THE PROPOSAL

1. Full Program Name:	B.S.E.T., Mechanical Engineering Technology
2. Current number of credit hours required for the program:	120
3. Is the program changing the number of credit hours required for the program?	Yes ☐ No ☒
4. How many credit hours will be added to the program?	9
5. How many credit hours will be deleted from the program?	9

6. Added Course(s) (If applicable): List the course(s) to be added to program (if applicable). Indicate whether the course is an existing course or will be a proposed new course.
MECH 3350: Numerical Methods (existing course) SFTY 1100: Safety and Environmental Components of Industry (existing course) MECH 4420: Machine Design II (Proposed course)
7. **Deleted Courses (if applicable):** List course(s) to be deleted from the program (if applicable). Indicate the term in which the course will no longer be available for students to take and the catalog in which students will not have the option to take the course.
MECH 4410: Thermodynamics III (Fall 2027) MECH 4430: Heat Transfer II (Fall 2027) Technical Elective (3 hour) (N/a)

8. **Teach-out Arrangement**: If a required course will be deleted from the program, what is the arrangement for current students in the program to complete the required course?
Students will have the option to move to the new curriculum or remain on the old curriculum and complete MECH 4410 and MECH 4430 until fall 2027.

C. CHANGE IN PROGRAM DESCRIPTION (if applicable)

1. Current Program Description
N/A
2. Proposed Program Description
N/A

D. RATIONALE

1. **Description of the Rationale/Justification.** Describe the rationale for changing the program's curriculum. For example, indicate the types of assessment data (e.g., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc.) collected and analyzed to determine that curricular changes were warranted. Is it due to market trends? Does it reflect changes in the discipline? What are the expected results of the change?
The discipline-specific curriculum requirements set forth by ABET include topics in thermodynamics, heat transfer, mechanical system design, and the use of numerical methods for computer-aided design. The MECH 2210: Thermodynamics, MECH 3300: Thermodynamics II, and MECH 3330: Heat Transfer I courses adequately cover the thermodynamics and heat transfer curriculum requirements. However, the program does not have a course that covers mechanical system design and computer-aided design. Currently, the program has a single machine design course that covers mechanical component design but does not extend into the integration of components into a system. The proposed MECH 4420: Machine Design II course will allow the program to cover mechanical system design further and satisfy the curriculum requirement. The MECH 3350: Numerical Methods course covers the use of computer-aided design software to perform mathematical modeling of engineering components and systems and would allow the program to satisfy the computer-aided design curriculum requirement.
The Fundamentals of Engineering Exam (FE) administered by NCEES is the pathway to becoming an Engineering Intern (EI) and, ultimately, a licensed Professional Engineer (PE). The mechanical-specific FE exam covers topics in thermodynamics, heat transfer, mechanical design and analysis, and numerical methods. The program can maintain adequate thermodynamics and heat transfer coverage with MECH 2210: Thermodynamics I, MECH 3300: Thermodynamics II, and MECH 3330: Heat Transfer I. However, further coverage in Machine Design and numerical methods is required to cover these topics. FE exam results from 2015-2021 support these proposed changes. Ratio scores for thermodynamics and heat transfer are above other institutional averages and are below for numerical methods and mechanical design.
An investigation into the other ABET-accredited Mechanical Engineering and Engineering Technology curriculums in West Virginia was performed. It was found that most programs have only two thermodynamics courses and one heat transfer course. Furthermore, most programs have two machine

design courses and at least one course in numerical methods. These findings support the proposed curriculum changes that will reduce the number of thermodynamics and heat transfer courses and add a second course in machine design and numerical analysis.

       The programs IAC approved the proposed changes during the November 2022 annual meeting. The IAC has also advised that an introductory occupational safety course would be helpful to students that are enting the engineering field. This advice has led to the addition of SFTY 1100: Safety and Environmental Components of Industry and the removal of a three-hour Technical Elective.

E. RESOURCES

1. Will new faculty, be needed to support the program change? If no new faculty are required and the revision is adding classes or substituting courses, identify how current faculty will meet the demand.
An additional faculty member has been hired in the engineering technology department. This additional faculty member will be adequate to handle the proposed changes.
2. Will new facilities, equipment, space modification, and/or library materials/services be needed to support the program change? Provide an estimate of the increased cost, or reduction in cost of implementation (if applicable).
No Change

F. PROGRAM CHANGE SUMMARY

A. **APPENDIX A**: For degree programs, majors, and concentrations (only), use the format in Appendix A to show the Current Program and Proposed Changes.

B. For minors and certificates, attach a document showing the current program and proposed changes. You do not need to complete Appendix A for minors and certificates.

B.S. Degree in Mechanical Engineering Technology
Current Program

Degree Requirements

Core Curriculum Courses		
If a core curriculum course is also listed as a required major course, place an X in the 'credits' column.		⬇

Core Area	Course Prefix and Number	Credit Hours
First Year Seminar	SOAR 1199, HONR 1100, BSBA 1100, NURS 1025	1-3
Written Communication	ENGL 1101, ENG 1102, ENG 1103	6-7
Oral Communication	COMM 2200, COMM 2201, or COMM 2202	3
Mathematics	MATH 1407, MATH 1410, MATH 1507, MATH 1430, MATH 1530, MATH 1540, MATH 2501	3-4
Humanities	ENGL 2220, ENGL 2221, ENGL 2240, FOLK 2200, HIST 2211, HIST 2212, HIST 2213, PHIL 2200, PHIL 2250, PHIL 2275	3
Fine Arts	ART 1120, ART 1141, MUSI 1106, MUSI 1120, MUSI 1167, MUSI 1168, MUSI 1169, MUSI 2247, MUSI 2277, MUSI 2279, THEA 1120	2-3
Natural Science	BIOL 1104, BIOL 1105, BIOL 1106, BIOL 1180 & 1181, CHEM 1101, CHEM 1105, GEOL 1101, GEOL 1102, PHYS 1101, PHYS 1105, SCIE 1100, SCIE 1103, SCIE 1105 SCIE 1107, SCIE 1115, SCIE 1120, SCIE 1130, SCIE 1210, SCIE 1250, SCIE 2200	4-5
Social Science	BSBA 2200, BSBA 2211, CRIM 1100, CRIM 2202, GEOG 2210, MANF 2205, POLI 2200, PSYC 1101, SOCY 1110, SOCY 2205, TECH 1100	3
Citizenship	HIST 1107, HIST 1108, POLI 1100, RECR 1141	3
Personal Development	**Global Awareness:** FREN 2202, SPAN 2202, LANG 1110, POLI 2210, POLI 2220 **Fitness & Wellness**: CRIM 2212, CHEP 1100, CHEP 1110, HLTA 1100, HLTA 2203, NUTR 1110, PHED 1100 **Technology**: ART 2245, BISM 1200, CIVL 2210, EDUC 2201, MATH 1550, MANF 2250, MUSM 1100, TECH 1101	2-3

Required Major Courses (74 Credit Hours)		
Course Prefix & Number	**Course Name**	**Credit Hours**
CHEM 1101	General Chemistry I	4
COMP 1110	Introduction to Programming	3
ELEC 1100	Circuit Analysis I	3
ELEC 2250	AC-DC Machinery and Controls	3
MANF 1100	Material and Processes	3
MATH 1520	Applied Technical Mathematics II	3
MECH 1100	Statics	3
MECH 2200	Strength of Materials	4
MECH 2210	Thermodynamics I	3
MECH 2220	Fluid Mechanics	3
MECH 2240	Machine Design I	3
MECH 3300	Thermodynamics II	3
MECH 3320	Dynamics	3
MECH 3330	Heat Transfer I	3
MECH 3340	Heating, Air Conditioning, and Ventilation	3
MECH 4400	Mechanical Measurements	3
MECH 4410	Thermodynamics III	3
MECH 4430	Heat Transfer II	3
PHYS 1102	Introduction to Physics II	4
TECH 1108	Engineering Graphics I	3
TECH 2208	Engineering Graphics II	3
TECH 2290	Engineering Analysis I	4
TECH 3300	Engineering Analysis II	4

Major Elective Courses (9 Credit Hours) – IF APPLICABLE		
[Electives are selected from a specific major or program]		
Course Prefix & Number	**Course Name**	**Credit Hours**
BISM 2600	Introduction to Networking Administration	3
CIVL 2200	Introduction to Surveying	3
CIVL 2210	Light Construction	4
CIVL 2290	Introduction to Structures	3
COMP 1120	Principles of Programming I	3
COMP 1130	Principles of Programming II	4
COMP 2200	Object-Oriented Programming	3
COMP 2201	Machine Organization	3
ELEC 2210	Circuit Analysis II	3
ELEC 2280	Programmable Controllers	3
MANF 2205	Engineering Economy	3
MATH 1550	Applied Statistics	3
MATH 3503	Calculus III	3
MATH 3550	Probability	3
MATH 3520	Linear Algebra	3

MATH 3504	Differential Equations	4
MATH 3350	Numerical Methods	3
SFTY 1100	Safety and Environmental Components of Industry	3
SFTY 2250	Safety Law and Compliance	3
TECH 3399	Special Topics	3
TECH 4401	Work Experience Laboratory	3

Concentration Courses (XX Credit Hours) – IF APPLICABLE
[A concentration is a focused curriculum within an approved major; adds a specialization within a major area of study. Undergraduate concentrations comprise 12-18 credits; Graduate concentrations comprise 6-15 credits. Concentrations associated with certification or licensure requirements may exceed the credit limit.

Course Prefix & Number	Course Name	Credit Hours

Total Core Curriculum Credit Hours:	32
Total Required Major Courses Credit Hours:	74
Total Required Concentration Credit Hours:	0
Total Elective Credit Hours (If applicable):	9
Total Free Electives Credit Hours:	5
TOTAL CREDIT HOURS	120

B.S. Degree in Mechanical Engineering Technology
Proposed Program

Degree Requirements

Core Curriculum Courses If a core curriculum course is also listed as a required major course, place an X in the 'credits' column.		
Core Area	**Course Prefix and Number**	**Credit Hours**
First Year Seminar	SOAR 1199, HONR 1100, BSBA 1100, NURS 1025	1-3
Written Communication	ENGL 1101, ENG 1102, ENG 1103	6-7
Oral Communication	COMM 2200, COMM 2201, or COMM 2202	3
Mathematics	MATH 1407, MATH 1410, MATH 1507, MATH 1430, MATH 1530, MATH 1540, MATH 2501	3-4
Humanities	ENGL 2220, ENGL 2221, ENGL 2240, FOLK 2200, HIST 2211, HIST 2212, HIST 2213, PHIL 2200, PHIL 2250, PHIL 2275	3
Fine Arts	ART 1120, ART 1141, MUSI 1106, MUSI 1120, MUSI 1167, MUSI 1168, MUSI 1169, MUSI 2247, MUSI 2277, MUSI 2279, THEA 1120	2-3
Natural Science	BIOL 1104, BIOL 1105, BIOL 1106, BIOL 1180 & 1181, CHEM 1101, CHEM 1105, GEOL 1101, GEOL 1102, PHYS 1101, PHYS 1105, SCIE 1100, SCIE 1103, SCIE 1105 SCIE 1107, SCIE 1115, SCIE 1120, SCIE 1130, SCIE 1210, SCIE 1250, SCIE 2200	4-5
Social Science	BSBA 2200, BSBA 2211, CRIM 1100, CRIM 2202, GEOG 2210, MANG 2205, POLI 2200, PSYC 1101, SOCY 1110, SOCY 2205, TECH 1100	3
Citizenship	HIST 1107, HIST 1108, POLI 1100, RECR 1141	3
Personal Development	**Global Awareness:** FREN 2202, SPAN 2202, LANG 1110, POLI 2210, POLI 2220 **Fitness & Wellness**: CRIM 2212, CHEP 1100, CHEP 1110, HLTA 1100, HLTA 2203, NUTR 1110, PHED 1100 **Technology**: ART 2245, BISM 1200, CIVL 2210, EDUC 2201, MATH 1550, MANF 2250, MUSM 1100, TECH 1101	2-3

Required Major Courses (77 Credit Hours)		
Course Prefix & Number	**Course Name**	**Credit Hours**
CHEM 1101	General Chemistry I	4
COMP 1110	Introduction to Programming	3
ELEC 1100	Circuit Analysis I	3
ELEC 2250	AC-DC Machinery and Controls	3
MANF 1100	Material and Processes	3
MATH 1520	Applied Technical Mathematics II	3
MECH 1100	Statics	3
MECH 2200	Strength of Materials	4
MECH 2210	Thermodynamics I	3
MECH 2220	Fluid Mechanics	3
MECH 2240	Machine Design I	3
MECH 3300	Thermodynamics II	3
MECH 3320	Dynamics	3
MECH 3330	Heat Transfer I	3
MECH 3340	Heating, Air Conditioning, and Ventilation	3
MECH 3350	Numerical Methods	3
MECH 4400	Mechanical Measurements	3
MECH 4420	Machine Design II	3
PHYS 1102	Introduction to Physics II	4
SFTY 1100	Safety and Environmental Components of Industry	3
TECH 1108	Engineering Graphics I	3
TECH 2208	Engineering Graphics II	3
TECH 2290	Engineering Analysis I	4
TECH 3300	Engineering Analysis II	4

Major Elective Courses (6 Credit Hours) – IF APPLICABLE [Electives are selected from a specific major or program]		
Course Prefix & Number	**Course Name**	**Credit Hours**
BSBA 2209	Principles of Management	3
BSBA 2204	Principles of Marketing	3
CIVL 1100	Introduction to Civil Engineering Technology	1
CIVL 2200	Introduction to Surveying	3
COMP 1100	Introduction to Computer Science	3
COMP 1120	Principles of Programming I	3
COMP 1130	Principles of Programming II	4
COMP 2200	Object-Oriented Programming	3
COMP 2201	Machine Organization	3
COMP 2220	Fundamentals of Computer Security	3
COMP 2230	Client-Server Systems	3
COMP 2270	Data Structures	3
COMP 2541	Fundamentals of Data Science	3
COMP 2542	Applied Data Science	3
ELEC 1120	AC/DC Electronics Analysis	3
ELEC 2200	Shop Practices	3

ELEC 2210	Circuit Analysis	3
ELEC 2225	Electronic Devices	3
ELEC 2230	Digital Electronics	3
ELEC 2240	Industrial Electronics	3
ELEC 2260	Communications Systems	3
ELEC 2270	Microcomputers	3
ELEC 2280	Programmable Controllers	3
MANF 2250	Total Quality & SPC	3
MATH 1550	Applied Statistics	3
MATH 3503	Calculus III	4
MATH 3504	Differential Equations	3
MATH 3520	Linear Algebra	3
MATH 3540	Numerical Analysis	3
MATH 3550	Probability	3
SFTY 1150	Safety Management and Concepts in Accident Prevention	3
SFTY 2210	Disaster Preparedness and Emergency Systems	3
SFTY 2250	Safety Law and Compliance	3
SFTY 2280	Construction Safety & Law	3
SFTY 2290	Industrial Hygiene and Toxicology	3
SFTY 2291	Environmental Engineering Technology: Hazardous Waste	4
TECH 1100	Technology and Society	3
TECH 1101	Introduction to Technology	3

Concentration Courses (XX Credit Hours) – IF APPLICABLE

[A concentration is a focused curriculum within an approved major; adds a specialization within a major area of study. Undergraduate concentrations comprise 12-18 credits; Graduate concentrations comprise 6-15 credits. Concentrations associated with certification or licensure requirements may exceed the credit limit.

Course Prefix & Number	Course Name	Credit Hours

Total Core Curriculum Credit Hours	**32**
Total Required Major Courses Credit Hours	**77**
Total Required Concentration Credit Hours (if applicable)	**0**
Total Elective Credit Hours (if applicable)	**6**
Total Free Electives Credit Hours (if applicable)	**5**
TOTAL CREDIT HOURS	**120**

New Course Proposal

Prepare course proposal in accordance with the guidelines below and the format shown on the following pages.

COURSE PROPOSAL NUMBER: **#23-24-02a**

REVISION (label Revision #1, #2, etc.):

SECTION 1: PROPOSAL INFORMATION

Name:	Jason D. Bolyard
Title:	Associate Professor
E-mail Address:	jbolyard@fairmontstate.edu
Phone Number:	304-367-4849

College:	College of Science & Technology
Department:	Technology
Program Level:	Undergraduate
Date Originally Submitted:	8/28/2023
Implementation Date Requested:	8/19/2024

APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and departmental support of this new course proposal. Should this new course affect any other department or program in another college, a memo must be sent to the Dean of each college impacted and a copy of the letters(s) of support must be included with this proposal.

By signing below, you are indicating your college and department(s)'s approval of this proposal.

College	Dean's Signature
Science & Technology	*Steven Roof*

ADDITIONAL COMMENTS:

1

New Course Proposal

SECTION 2: COURSE CATALOG INFORMATION

1. **Course Subject Prefix and number (e.g., ENGL 1101):** Course number/prefix combinations may be used only once, and <u>may not be recycled</u>; please check with the Registrar's Office to get a list of available, valid course numbers.	MECH 4420
2. **Course Title:** The title of the course as it will appear in the course catalog.	Machine Design II
3. **Number of Credit Hours:** Indicate the total number of credit hours for the course. If you are proposing a course with variable credit options, explain that here.	3
4. **Repeatability (number of repeat credit hours):** Students can repeat the course for credit.	
5. **Course Prerequisites:** Include subject prefix and course number. List only immediate prerequisites (not prerequisites for other prerequisite courses).	MECH 2240
6. **Course Co-requisites:** Include subject prefix and course number.	none
7. **Course Cross-listings** (e.g., PSYC 2230 and SOCY 2230)	
8. **Course Restrictions** (e.g., Seniors only)	none
9. **Grade Type:** Indicate whether students will be assigned a standard A-F final grade, a Pass/Fail (P/F) grade, or No Grade (NG).	A-F
10. **Requirements:** Will the course be a required or elective course? What course requirements will this course satisfy? Indicate specific major, minor, or College/Department requirement(s).	Required B.S.E.T., Mechanical Engineering Technology
11. **Course Terms:** In what semester(s) will the course be offered? (e.g., Fall only, Summer)	Fall only
12. **Writing Intensive:** Does this course fulfill the Writing Intensive major requirement?	No
13. **Core Curriculum:** Will the course be reviewed and considered as a University Core Curriculum course offering? If yes, you will need to submit a separate Core Curriculum application to the General Studies Committee.	No

SECTION 3: CURRICULUM-BASED RATIONALE

What is the reason for developing the proposed course? Explain how the course fits into the curriculum. For example, is it a required or elective course for any specific program (if so, which one) Which students will be taking this course? If there are already similar courses offered, explain why th needs of the program cannot be satisfied by an existing course. The curriculum-based rationale shou be brief and to the point.

The MECH 4420: Machine Design II course will be required for students in the B.S. in Mechanical Engineering Technology degree. The addition of the course is based on ABET accreditation requirements, NCEES fundamentals of engineering exam results, the curriculum of other ABET-accredited Mechanical Engineering and Engineering Technology programs in West Virginia, and the program's industrial advisory committee. The discipline-specific curriculum requirements set forth by ABET include topics in mechanical system design. Currently, the program has a single machine design course that covers mechanical component design but does not extend into the integration of components into a system. Additionally, the Fundamentals of Engineering (FE) exam covers mechanical design and analysis. Based on FE exam results, further coverage in machine design is required. It was also found that other ABET-accredited Mechanical Engineering and Engineering Technology curriculums in West Virginia have two machine design courses. Lastly, the program's industrial advisory committee approved the proposed course during the November 2022 annual meeting.

SECTION 4: ATTACH THE FOLLOWING SYLLABUS COMPONENTS:

Catalog Course Description: Include a course catalog description written in complete sentences that will be published in the university catalog. The word length for a catalog description should be less than 80 words. Do not include any prerequisites, corequisites or any other restrictions in the description.

A continuation of MECH 2240 Machine Design I. Application of design principles of basic machine elements including belt drives, gears, bearings, springs, lubrication, bolted joints, industrial fluid power, and drive transmission. This course will focus on integrating these various machine elements into a system to create industrial machinery and automation.

Course Learning Outcomes: These should be stated in terms of what new knowledge and/or skills students should be able to <u>demonstrate</u> upon successful completion of the course. Present course learning outcomes as a bulleted list predicated with "Upon successful completion of this course, students should be able to…"

Upon successful completion of this course, students should be able to:

1. Apply appropriate methods to determine the strength and deflection of machine elements
2. Analyze the performance of a machine system and identify potential failure modes
3. Evaluate the reliability and durability of a mechanical system
4. Design a mechanical system to meet given specifications

Assessment: Describe generally how students' achievement of the course learning outcomes will be assessed.

Outcomes 1 and 2 will be assessed based on exams.
Outcomes 3 and 4 will be assessed based on course projects

Course Outline: Attach a course content outline consisting of at least two levels.

MECH 4420 TWO-LEVEL OUTLINE

1. Flexible Mechanical Elements
    1.1. Belts
    1.2. V Belts
    1.3. Timing Belts
    1.4. Roller Chain

2. Gears
    2.1. Spur Gears
    2.2. Helical Gears
    2.3. Bevel Gears
    2.4. Worm Gears
    2.5. Gear Trains

3. Bearings
    3.1. Ball Bearings
    3.2. Roller Bearings
    3.3. Tapered Bearings
    3.4. Bushings

4. Springs
    4.1. Helical Springs
    4.2. Compression Springs
    4.3. Belleville Springs

FAIRMONT STATE UNIVERSITY™

Approved by Curriculum Committee October, 24, 2023

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross, Associate Provost of Academic Affairs

DATE: 11/2/2023

SUBJECT: #23-24-03 – Community Health Promotion

The Curriculum Committee recommends the approval of the Community Health Promotion curriculum proposal 23-24-03 and the course proposals associated with this revision.

The proposal seeks to replace outdated courses with courses to better meet the needs of students in the CHEP program. Update pre-reqs for various courses.

cc: Dr. Dianna Phillips
        Dr. Chris Kast
        Dr. Michael Ransom
        Ms. Lori Schoonmaker
        Ms. Stephanie Gabor
        Ms. Laura Ransom

CURRICULUM REVISION PROPOSAL

Prepare proposal in accordance with the guidelines below and the format shown on the following pages. Should any item under the headings not pertain to your proposal, write N/A.

PROPOSAL NUMBER: **23-24-03**

REVISION (label Revision #1, #2, etc.):

SECTION 1: CONTACT INFORMATION

Name:	Janie Leary or Andrea Haney
Title:	Associate Professor or Assistant Professor
E-mail Address:	Jleary2@fairmontstate.edu or ahaney1@fairmontstate.edu
Phone Number:	304-333-3630
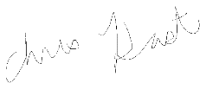
SECTION 2: PROGRAM INFORMATION

College:	College of Liberal Arts
Department:	Behavioral Science
Title of Degree Program/Certificate:	Community Health Promotion
Degree Program Level:	Bachelor's Degree
Date Originally Submitted:	10/6/2023
Implementation Date Requested:	8/1/2024

APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and departmental approval of this proposal. Should this proposal affect any course or program in another college, a memo must be sent to the Dean of each college impacted and a copy of the memo(s) must be included with this proposal.

By signing below, you are indicating your college and department(s)'s approval of this proposal.

College	Dean's Signature
COLA	*Chris Kast*

ADDITIONAL COMMENTS:

SECTION 3: Curriculum Change Request

A. PROPOSAL ABSTRACT.

Write a brief abstract, not exceeding 150 words, describing proposed changes.
Replace outdated courses with courses to better meet the needs of students in the CHEP program. Update pre-reqs for various courses.

B. DESCRIPTION OF THE PROPOSAL

1. Full Program Name:	**Community Health Promotion**
2. Current number of credit hours required for the program:	**52-53**
3. Is the program changing the number of credit hours required for the program?	**Yes ☐ No ☒**
4. How many credit hours will be added to the program?	**0**
5. How many credit hours will be deleted from the program?	**0**
6. Added Course(s) (If applicable): List the course(s) to be added to program (if applicable). Indicate whether the course is an existing course or will be a proposed new course.	
New Courses (paperwork is attached): CHEP 1101, CHEP 2210, CHEP 3365	
7. **Deleted Courses (if applicable):** List course(s) to be deleted from the program (if applicable). Indicate the term in which the course will no longer be available for students to take and the catalog in which students will not have the option to take the course.	
CHEP 1100, CHEP 3000, CHEP 3360	
8. **Teach-out Arrangement**: If a required course will be deleted from the program, what is the arrangement for current students in the program to complete the required course?	
Program faculty will provide memos of substitution for students in older catalogs.	

C. CHANGE IN PROGRAM DESCRIPTION (if applicable)

1. Current Program Description
Not changing
2. Proposed Program Description
NA

D. RATIONALE

1. **Description of the Rationale/Justification.** Describe the rationale for changing the program's curriculum. For example, indicate the types of assessment data (e.g., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc.) collected and analyzed to determine that curricular changes were warranted. Is it due to market trends? Does it reflect changes in the discipline? What are the expected results of the change?
New courses will better meet the current needs of students planning to enter various health promotion careers.   • **CHEP 1101: This course will replace CHEP 1100. There is a reduction in the number of credit hours because some of the course material will be moved in other courses. The content for the new CHEP 1101 course will focus on each dimension of personal health and the reciprocal relationship between human health status and the physical/social environments. Students will also receive instruction about becoming educated consumers of health information. This course will also be added to the Fitness & Wellbeing section of the CORE Curriculum.**   • **CHEP 2210: This course will replace CHEP 3000. The lower-level course number is because the new course will provide a stronger foundation but will not go into as much detail about higher level topics such as epidemiology. This course with be the pre-req for a number of other courses in the CHEP program.**   • **CHEP 3365: This course will replace CHEP 3360. This course will be 3 credit hours and incorporate more digital health promotion communication application than the old CHEP 3360 course.**   **CHEP 1100 will be removed from the CORE Curriculum since it will no longer be offered. CHEP 3000 and CHEP 3360 will be removed from the CHEP program since they will no longer be offered (They will also be removed from the PSYC program using another curriculum proposal).**   **These changes are to provide better scaffolding of the program material and meet the ever-changing field of health promotion that program graduates will enter.**

E. RESOURCES

1. Will new faculty, be needed to support the program change? If no new faculty are required and the revision is adding classes or substituting courses, identify how current faculty will meet the demand.
The overall credit hours will not change. Therefore, there will be no need for additional support.
2. Will new facilities, equipment, space modification, and/or library materials/services be needed to support the program change? Provide an estimate of the increased cost, or reduction in cost of implementation (if applicable).
NA

F. PROGRAM CHANGE SUMMARY
   A. **APPENDIX A**: For degree programs, majors, and concentrations (only), use the format in Appendix A to show the Current Program and Proposed Changes.
   B. For minors and certificates, attach a document showing the current program and proposed changes. You do not need to complete Appendix A for minors and certificates.

<div align="center">

APPENDIX A
B.S. Degree in Community Health Promotion
Current Program

</div>

Degree Requirements

Core Curriculum Courses		
If a core curriculum course is also listed as a required major course, place an X in the 'credits' column.		
Core Area	**Course Prefix and Number**	**Credit Hours**
First Year Seminar	SOAR 1199, HONR 1100, BSBA 1100, NURS 1025	1-3
Written Communication	ENGL 1101, ENG 1102, ENG 1103	6-7
Oral Communication	COMM 2200, COMM 2201, or COMM 2202	3
Mathematics	MATH 1407, MATH 1507, MATH 1510, MATH 1430, MATH 1530, MATH 1540, MATH 1585, MATH 2501	3-4
Humanities	ENGL 2220, ENGL 2221, ENGL 2240, FOLK 2200, HIST 2211, HIST 2212, HIST 2213, PHIL 2200, PHIL 2250, PHIL 2275	3
Fine Arts	ART 1120, ART 1141, MUSI 1106, MUSI 1120, MUSI 1167, MUSI 1168, MUSI 1169, MUSI 2247, MUSI 2277, MUSI 2279, THEA 1120	2-3
Natural Science	BIOL 1104, BIOL 1105, BIOL 1106, BIOL 1180 & 1181, CHEM 1101, CHEM 1105, GEOL 1101, GEOL 1102, PHYS 1101, PHYS 1105, SCIE 1100, SCIE 1103, SCIE 1105 SCIE 1107, SCIE 1115, SCIE 1120, SCIE 1130, SCIE 1210, SCIE 1250, SCIE 2200	4-5
Social Science	BSBA 2200, BSBA 2211, CRIM 1100, CRIM 2202, GEOG 2210, MANG 2205, POLI 2200, PSYC 1101, SOCY 1110, SOCY 2205, TECH 1100	3
Citizenship	HIST 1107, HIST 1108, POLI 1100, RECR 1141	3
Personal Development	**Global Awareness:** FREN 2202, SPAN 2202, LANG 1110, POLI 2210, POLI 2220 **Fitness & Wellness**: CRIM 2212, CHEP 1100, CHEP 1110, HLTA 1100, HLTA 2203, NUTR 1110, PHED 1100 **Technology**: ART 2245, BISM 1200, CIVL 2210, EDUC 2201, MATH 1550, MANF 2250, MUSM 1100, TECH 1101	X

Required Major Courses (XX Credit Hours)		
Course Prefix & Number	**Course Name**	**Credit Hours**
CHEP 1100	Health Promotion	4
CHEP 1110	Nutrition & Health Promotion	3
CHEP 2202	Environmental Health	3
CHEP 3000	Epidemiology & Disease Etiology	3
CHEP 3320	Behavior Change Theory	3
CHEP 3345	Needs Assessment	3
CHEP 3350	Program Planning & Evaluation	3
CHEP 3360	Communication Techniques for Health Promotion	2

CHEP 4411	Public Health Policy & Professionalism	3
Research I	Health Research and Measurement Design or PSYC 3305 or SOCY 3360	3
Research II	Health Research Implementation or PSYC 3390 or SOCY 3370	3
CHEP 4450	Program Funding & Administration	3
CHEP 4480	Community Health Capstone	2
CHEP 4490	Community Health Internship	4
Statistics	PSYC 2240 or SOCY 2240 or POLI 2240 or MATH 1550, or BSBA 3310	3

Major Elective Courses (XX Credit Hours) – IF APPLICABLE
[Electives are selected from a specific major or program]

Course Prefix & Number	Course Name	Credit Hours
Students complete 3 credit hours each from two of the following categories.		6
Addiction	PSYC 3395 or CRIM 3365	
Sexuality & Relationships	CHEP 3315 or CHEP 4420 or SOCY 3335 or SOCY 3345 or SOCY 3310 or SOCY 4450 or CRIM 2212 or WGST 2201	
Health Promotion & Special Populations	CHEP 4000 or CHEP 4001 or PSYC 4491 or PSYC 4493 or SOCY 3340	
Healthcare Management	HCMG 2201 or HCMG 3331 or HCMG 4000 or HCMG 3355	

Concentration Courses (XX Credit Hours) – IF APPLICABLE
[A concentration is a focused curriculum within an approved major; adds a specialization within a major area of study. Undergraduate concentrations comprise 12-18 credits; Graduate concentrations comprise 6-15 credits. Concentrations associated with certification or licensure requirements may exceed the credit limit.

Course Prefix & Number	Course Name	Credit Hours
	NA	
	Students must earn a double major; minor; or an associate degree	

Total Core Curriculum Credit Hours:	**28-34**
Total Required Major Courses Credit Hours:	**51-52**
Total Required Concentration Credit Hours:	**0**
Total Elective Credit Hours (If applicable):	**6**
Total Free Electives Credit Hours:	**31-37 (students must use some of these hours to complete a minor, double major, or associate degree)**
TOTAL CREDIT HOURS	**120**

B.S. Degree in Community Health Promotion
Proposed Program

Degree Requirements

<table>
<tr><td colspan="3" style="background-color:#f5e0e0">Core Curriculum Courses

If a core curriculum course is also listed as a required major course, place an X in the 'credits' column.</td></tr>
<tr><td>Core Area</td><td>Course Prefix and Number</td><td>Credit Hours</td></tr>
<tr><td>First Year Seminar</td><td>SOAR 1199, HONR 1100, BSBA 1100, NURS 1025</td><td>1-3</td></tr>
<tr><td>Written Communication</td><td>ENGL 1101, ENG 1102, ENG 1103</td><td>6-7</td></tr>
<tr><td>Oral Communication</td><td>COMM 2200, COMM 2201, or COMM 2202</td><td>3</td></tr>
<tr><td>Mathematics</td><td>MATH 1407, MATH 1507, MATH 1510, MATH 1430, MATH 1530, MATH 1540, MATH 1585, MATH 2501</td><td>3-4</td></tr>
<tr><td>Humanities</td><td>ENGL 2220, ENGL 2221, ENGL 2240, FOLK 2200, HIST 2211, HIST 2212, HIST 2213, PHIL 2200, PHIL 2250, PHIL 2275</td><td>3</td></tr>
<tr><td>Fine Arts</td><td>ART 1120, ART 1141, MUSI 1106, MUSI 1120, MUSI 1167, MUSI 1168, MUSI 1169, MUSI 2247, MUSI 2277, MUSI 2279, THEA 1120</td><td>2-3</td></tr>
<tr><td>Natural Science</td><td>BIOL 1104, BIOL 1105, BIOL 1106, BIOL 1180 & 1181, CHEM 1101, CHEM 1105, GEOL 1101, GEOL 1102, PHYS 1101, PHYS 1105, SCIE 1100, SCIE 1103, SCIE 1105 SCIE 1107, SCIE 1115, SCIE 1120, SCIE 1130, SCIE 1210, SCIE 1250, SCIE 2200</td><td>4-5</td></tr>
<tr><td>Social Science</td><td>BSBA 2200, BSBA 2211, CHEP 2210, CRIM 1100, CRIM 2202, GEOG 2210, MANG 2205, POLI 2200, PSYC 1101, SOCY 1110, SOCY 2205, TECH 1100</td><td>X</td></tr>
<tr><td>Citizenship</td><td>HIST 1107, HIST 1108, POLI 1100, RECR 1141</td><td>3</td></tr>
<tr><td>Personal Development</td><td>Global Awareness: FREN 2202, SPAN 2202, LANG 1110, POLI 2210, POLI 2220
Fitness & Wellness: CRIM 2212, CHEP 1101, CHEP 1110, HLTA 1100, HLTA 2203, NUTR 1110, PHED 1100
Technology: ART 2245, BISM 1200, CIVL 2210, EDUC 2201, MATH 1550, MANF 2250, MUSM 1100, TECH 1101</td><td>X</td></tr>
</table>

<table>
<tr><td colspan="3" style="background-color:#f5e0e0">Required Major Courses (XX Credit Hours)</td></tr>
<tr><td>Course Prefix & Number</td><td>Course Name</td><td>Credit Hours</td></tr>
<tr><td>CHEP 1101</td><td>Health & Well-being</td><td>3</td></tr>
<tr><td>CHEP 1110</td><td>Nutrition & Health Promotion</td><td>3</td></tr>
<tr><td>CHEP 2202</td><td>Environmental Health</td><td>3</td></tr>
<tr><td>CHEP 2210</td><td>Introduction to Community Health Promotion</td><td>3</td></tr>
<tr><td>CHEP 3320</td><td>Behavior Change Theory</td><td>3</td></tr>
<tr><td>CHEP 3345</td><td>Needs Assessment</td><td>3</td></tr>
<tr><td>CHEP 3350</td><td>Program Planning & Evaluation</td><td>3</td></tr>
<tr><td>CHEP 3365</td><td>Health Promotion Communication</td><td>3</td></tr>
</table>

CHEP 4411	Public Health Policy & Professionalism	3
Research I	Health Research and Measurement Design or PSYC 3305 or SOCY 3360	3-4
Research II	Health Research Implementation or PSYC 3390 or SOCY 3370	3
CHEP 4450	Program Funding & Administration	3
CHEP 4480	Community Health Capstone	2
CHEP 4490	Community Health Internship	4
Statistics	PSYC 2240 or SOCY 2240 or POLI 2240 or MATH 1550, or BSBA 3310	3

Major Elective Courses (XX Credit Hours) – IF APPLICABLE
[Electives are selected from a specific major or program]

Course Prefix & Number	Course Name	Credit Hours
Students complete 3 credit hours each from two of the following categories.		6
Addiction	PSYC 3395 or CRIM 3365	
Sexuality & Relationships	CHEP 3315 or CHEP 4420 or SOCY 3335 or SOCY 3345 or SOCY 3310 or SOCY 4450 or CRIM 2212 or WGST 2201	
Health Promotion & Special Populations	CHEP 4000 or CHEP 4001 or PSYC 4491 or PSYC 4493 or SOCY 3340	
Healthcare Management	HCMG 2201 or HCMG 3331 or HCMG 4000 or HCMG 3355	

Concentration Courses (XX Credit Hours) – IF APPLICABLE
[A concentration is a focused curriculum within an approved major; adds a specialization within a major area of study. Undergraduate concentrations comprise 12-18 credits; Graduate concentrations comprise 6-15 credits. Concentrations associated with certification or licensure requirements may exceed the credit limit.

Course Prefix & Number	Course Name	Credit Hours
	NA	
	Students must earn a double major; minor; or an associate degree	

Total Core Curriculum Credit Hours	25-31
Total Required Major Courses Credit Hours	**45-46**
Total Required Concentration Credit Hours (if applicable)	**0**
Total Elective Credit Hours (if applicable)	**6**
Total Free Electives Credit Hours (if applicable)	**37-44 (students must use some of these hours to complete a minor, double major, or associate degree)**
TOTAL CREDIT HOURS	**120**

OLD Minor

Community Health Promotion is also offered as a minor. The minor provides students with the knowledge and skills to work in community-based programs. The focus is to prepare students to assess needs, plan and implement programs, conduct research, communicate health information, and serve as a resource person. Courses are designed with hands-on learning in mind. Students will participate in projects where they are meeting a community's health needs. The Community Health Promotion Minor is 18 to 19 hours and includes:

CHEP 1100 4 credits
CHEP 3000 3 credits
Minimum of 11-12 hours from any other CHEP prefixed courses

NEW Minor

Community Health Promotion is also offered as a minor. The minor provides students with the knowledge and skills to work in community-based programs. The focus is to prepare students to assess needs, plan and implement programs, conduct research, communicate health information, and serve as a resource person. Courses are designed with hands-on learning in mind. Students will participate in projects where they are meeting a community's health needs. The Community Health Promotion Minor is 18 to 19 hours and includes:

CHEP 1101   3 credits
CHEP 2210   3 credits
Minimum of 12-13 hours from any other CHEP prefixed courses

New Course Proposal

Prepare course proposal in accordance with the guidelines below and the format shown on the following pages.

COURSE PROPOSAL NUMBER:

REVISION (label Revision #1, #2, etc.):

SECTION 1: PROPOSAL INFORMATION

Name:	Janie Leary & Andrea Haney
Title:	Associate Professor & Assistant Professor
E-mail Address:	Jleary2@fairmontstate.edu or ahaney1@fairmontstate.edu
Phone Number:	304-333-3630

College:	College of Liberal Arts
Department:	Behavioral Science
Program Level:	Undergraduate
Date Originally Submitted:	10/6/2023
Implementation Date Requested:	8/1/2024

APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and departmental support of this new course proposal. Should this new course affect any other department or program in another college, a memo must be sent to the Dean of each college impacted and a copy of the letters(s) of support must be included with this proposal.

By signing below, you are indicating your college and department(s)'s approval of this proposal.

College	Dean's Signature
COLA	*chris Kast*

ADDITIONAL COMMENTS:

New Course Proposal

SECTION 2: COURSE CATALOG INFORMATION

1. **Course Subject Prefix and number (e.g., ENGL 1101):** Course number/prefix combinations may be used only once, and <u>may not be recycled</u>; please check with the Registrar's Office to get a list of available, valid course numbers.	CHEP 1101
2. **Course Title:** The title of the course as it will appear in the course catalog.	Exploration of Health Promotion
3. **Number of Credit Hours:** Indicate the total number of credit hours for the course. If you are proposing a course with variable credit options, explain that here.	3
4. **Repeatability (number of repeat credit hours):** Students can repeat the course for credit.	NA
5. **Course Prerequisites:** Include subject prefix and course number. List only immediate prerequisites (not prerequisites for other prerequisite courses).	NA
6. **Course Co-requisites:** Include subject prefix and course number.	NA
7. **Course Cross-listings** (e.g., PSYC 2230 and SOCY 2230)	NA
8. **Course Restrictions** (e.g., Seniors only)	NA
9. **Grade Type:** Indicate whether students will be assigned a standard A-F final grade, a Pass/Fail (P/F) grade, or No Grade (NG).	A-F
10. **Requirements:** Will the course be a required or elective course? What course requirements will this course satisfy? Indicate specific major, minor, or College/Department requirement(s).	Required for CHEP
11. **Course Terms:** In what semester(s) will the course be offered? (e.g., Fall only, Summer)	Fall, Spring, Summer
12. **Writing Intensive:** Does this course fulfill the Writing Intensive major requirement?	No
13. **Core Curriculum:** Will the course be reviewed and considered as a University Core Curriculum course offering? If yes, you will need to submit a separate Core Curriculum application to the General Studies Committee.	Yes

SECTION 3: CURRICULUM-BASED RATIONALE

What is the reason for developing the proposed course? Explain how the course fits into the curriculum. For example, is it a required or elective course for any specific program (if so, which one)? Which students will be taking this course? If there are already similar courses offered, explain why the needs of the program cannot be satisfied by an existing course. The curriculum-based rationale should be brief and to the point.
This course will replace CHEP 1100. There is a reduction in the number of credit hours because some of the course material will be moved in other courses. The content for the new CHEP 1101 course will focus on each dimension of personal health and the reciprocal relationship between human health status and the physical/social environments. Students will also receive instruction about becoming educated consumers of health information.

SECTION 4: ATTACH THE FOLLOWING SYLLABUS COMPONENTS:

Catalog Course Description: Include a course catalog description written in complete sentences that will be published in the university catalog. The word length for a catalog description should be less than 80 words. Do not include any prerequisites, corequisites or any other restrictions in the description.

> **Students will explore the significance of each dimension of personal health and the reciprocal relationship between human health status and the physical/social environments. Various body systems and related health issues will be discussed. Students will learn how to be educated consumers of health information.**

Course Learning Outcomes: These should be stated in terms of what new knowledge and/or skills students should be able to <u>demonstrate</u> upon successful completion of the course. Present course learning outcomes as a bulleted list predicated with "Upon successful completion of this course, students should be able to…"

1. **Identify the behaviors and skills that lead to personal health and well-being.**
2. **Apply strategies to become more educated consumers of health information and address health issues in their communities.**

Assessment: Describe generally how students' achievement of the course learning outcomes will be assessed.

1. Content exams
   a. Satisfactory Performance Standard: The class average on exams (combined) will be at least 70%.
2. Student Artifact: Health Information Analysis Project
   a. Satisfactory Performance Standard: 70% of the students will score 70% or higher on the assignment

Course Outline: Attach a course content outline consisting of at least two levels.

1. Basics of Health
   a. Dimensions of health
   b. Diseases
   c. Injury & violence
2. Promoting health in communities and self
   a. Socio-Ecological Model of health
   b. Responsible consumption of health information

New Course Proposal

Prepare course proposal in accordance with the guidelines below and the format shown on the following pages.

COURSE PROPOSAL NUMBER:

REVISION (label Revision #1, #2, etc.):

SECTION 1: PROPOSAL INFORMATION

Name:	Janie Leary or Andrea Haney
Title:	Associate Professor or Assistant Professor
E-mail Address:	Jleary2@fairmontstate.edu or ahaney1@fairmontstate.edu
Phone Number:	304-333-3630

College:	College of Liberal Arts
Department:	Behavioral Science
Program Level:	Undergraduate
Date Originally Submitted:	10/6/2023
Implementation Date Requested:	8/12/2024

APPROVAL

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By signing below, you are indicating your college and department(s)'s approval of this proposal.

College	Dean's Signature
COLA	*chris Kast*

ADDITIONAL COMMENTS:

New Course Proposal

SECTION 2: COURSE CATALOG INFORMATION

1. **Course Subject Prefix and number (e.g., ENGL 1101):** Course number/prefix combinations may be used only once, and <u>may not be recycled</u>; please check with the Registrar's Office to get a list of available, valid course numbers.	CHEP 2210
2. **Course Title:** The title of the course as it will appear in the course catalog.	Foundations in Health Promotion
3. **Number of Credit Hours:** Indicate the total number of credit hours for the course. If you are proposing a course with variable credit options, explain that here.	3
4. **Repeatability (number of repeat credit hours):** Students can repeat the course for credit.	NA
5. **Course Prerequisites:** Include subject prefix and course number. List only immediate prerequisites (not prerequisites for other prerequisite courses).	NA
6. **Course Co-requisites:** Include subject prefix and course number.	NA
7. **Course Cross-listings** (e.g., PSYC 2230 and SOCY 2230)	NA
8. **Course Restrictions** (e.g., Seniors only)	NA
9. **Grade Type:** Indicate whether students will be assigned a standard A-F final grade, a Pass/Fail (P/F) grade, or No Grade (NG).	A-F
10. **Requirements:** Will the course be a required or elective course? What course requirements will this course satisfy? Indicate specific major, minor, or College/Department requirement(s).	Required for CHEP
11. **Course Terms:** In what semester(s) will the course be offered? (e.g., Fall only, Summer)	Fall, Spring, Summer
12. **Writing Intensive:** Does this course fulfill the Writing Intensive major requirement?	No
13. **Core Curriculum:** Will the course be reviewed and considered as a University Core Curriculum course offering? If yes, you will need to submit a separate Core Curriculum application to the General Studies Committee.	Yes

SECTION 3: CURRICULUM-BASED RATIONALE

What is the reason for developing the proposed course? Explain how the course fits into the curriculum. For example, is it a required or elective course for any specific program (if so, which one)? Which students will be taking this course? If there are already similar courses offered, explain why the needs of the program cannot be satisfied by an existing course. The curriculum-based rationale should be brief and to the point.
The field of health promotion is constantly changing. CHEP graduates will work in a wide variety of fields, requiring them to understand the issues of their communities. This course introduces students multi-causal impact of health and societal problems. We use the 5-level Ecological Model because it is a cross-discipline method for addressing issues. This course with be the pre-req for a number of other courses in the CHEP program.

SECTION 4: ATTACH THE FOLLOWING SYLLABUS COMPONENTS:

Catalog Course Description: Include a course catalog description written in complete sentences that will be published in the university catalog. The word length for a catalog description should be less than 80 words. Do not include any prerequisites, corequisites or any other restrictions in the description.

> **This course provides students with a broad foundation in health promotion and how it is used to improve all areas of health (including physical, psychological, social, financial, environmental, etc.) Students use the ecological model to assess the multiple causes of health and societal issues of interest to them. Students are also introduced to the scientific processes of research. This course is designed for all students to use the acquired knowledge and skills to address real-world issues in their field of study.**

Course Learning Outcomes: These should be stated in terms of what new knowledge and/or skills students should be able to <u>demonstrate</u> upon successful completion of the course. Present course learning outcomes as a bulleted list predicated with "Upon successful completion of this course, students should be able to…"

1. **Demonstrate knowledge about the foundations of health promotion and its relationship to global issues.**
2. **Identify and analyze factors that influence real-world issues using the 5-level Ecological Model.**
3. **Apply knowledge of the Ecological Model, cultural competency, and research to address their chosen issue.**

Assessment: Describe generally how students' achievement of the course learning outcomes will be assessed.

1. Analysis project: Risk Assessment Project
   a. Satisfactory Performance Standard: 70% of the students will score 70% or higher on the assignment
2. Analysis project: Risk Assessment Project
   a. Satisfactory Performance Standard: 70% of the students will score 70% or higher on the assignment
3. Analysis project: Logic Model project
   a. Satisfactory Performance Standard: 70% of the students will score 70% or higher on the assignment

Course Outline: Attach a course content outline consisting of at least two levels.

1. Health Promotion Theories/Models
   a. Ecological Model
   b. Logic models
2. Health & Societal Considerations
   a. Correlation vs. causation
   b. Diagnostics & treatments
   c. Primary, secondary, & tertiary prevention
3. Culturally considerations
   a. Risk factor assessment
   b. Culturally competent programming

New Course Proposal

Prepare course proposal in accordance with the guidelines below and the format shown on the following pages.

COURSE PROPOSAL NUMBER:

REVISION (label Revision #1, #2, etc.):

SECTION 1: PROPOSAL INFORMATION

Name:	Janie Leary or Andrea Haney
Title:	Associate Professor or Assistant Professor
E-mail Address:	Jleary2@fairmontstate.edu or ahaney1@fairmontstate.edu
Phone Number:	304-333-3630

College:	College of Liberal Arts
Department:	Behavioral Science
Program Level:	Undergraduate
Date Originally Submitted:	10/6/2023
Implementation Date Requested:	8/12/2024

APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and departmental support of this new course proposal. Should this new course affect any other department or program in another college, a memo must be sent to the Dean of each college impacted and a copy of the letters(s) of support must be included with this proposal.

By signing below, you are indicating your college and department(s)'s approval of this proposal.

College	Dean's Signature
COLA	*Chris Kast*

ADDITIONAL COMMENTS:

New Course Proposal

SECTION 2: COURSE CATALOG INFORMATION

1. **Course Subject Prefix and number (e.g., ENGL 1101):** Course number/prefix combinations may be used only once, and <u>may not be recycled</u>; please check with the Registrar's Office to get a list of available, valid course numbers.	CHEP 3365
2. **Course Title:** The title of the course as it will appear in the course catalog.	Health Promotion Communication
3. **Number of Credit Hours:** Indicate the total number of credit hours for the course. If you are proposing a course with variable credit options, explain that here.	3
4. **Repeatability (number of repeat credit hours):** Students can repeat the course for credit.	NA
5. **Course Prerequisites:** Include subject prefix and course number. List only immediate prerequisites (not prerequisites for other prerequisite courses).	CHEP 2210, PSYC 1101, SOCY 1110, or GEOG 2210
6. **Course Co-requisites:** Include subject prefix and course number.	NA
7. **Course Cross-listings** (e.g., PSYC 2230 and SOCY 2230)	NA
8. **Course Restrictions** (e.g., Seniors only)	NA
9. **Grade Type:** Indicate whether students will be assigned a standard A-F final grade, a Pass/Fail (P/F) grade, or No Grade (NG).	A-F
10. **Requirements:** Will the course be a required or elective course? What course requirements will this course satisfy? Indicate specific major, minor, or College/Department requirement(s).	Required for CHEP
11. **Course Terms:** In what semester(s) will the course be offered? (e.g., Fall only, Summer)	Fall, Spring, Summer
12. **Writing Intensive:** Does this course fulfill the Writing Intensive major requirement?	No
13. **Core Curriculum:** Will the course be reviewed and considered as a University Core Curriculum course offering? If yes, you will need to submit a separate Core Curriculum application to the General Studies Committee.	Yes

SECTION 3: CURRICULUM-BASED RATIONALE

What is the reason for developing the proposed course? Explain how the course fits into the curriculum. For example, is it a required or elective course for any specific program (if so, which one)? Which students will be taking this course? If there are already similar courses offered, explain why the needs of the program cannot be satisfied by an existing course. The curriculum-based rationale should be brief and to the point.
This course will replace CHEP 3360. This course will be 3 credit hours and incorporate more digital health promotion communication application than the old CHEP 3360 course.

SECTION 4: ATTACH THE FOLLOWING SYLLABUS COMPONENTS:

Catalog Course Description: Include a course catalog description written in complete sentences that will be published in the university catalog. The word length for a catalog description should be less than 80 words. Do not include any prerequisites, corequisites or any other restrictions in the description.

> **This course examines health communication, using digital and traditional resources and tailoring of health materials for health promotion. Low health/reading literacy and the impact on health status is covered. Students apply the course material and develop health promotion materials related to a health topic of interest to them.**

Course Learning Outcomes: These should be stated in terms of what new knowledge and/or skills students should be able to <u>demonstrate</u> upon successful completion of the course. Present course learning outcomes as a bulleted list predicated with "Upon successful completion of this course, students should be able to…"

1. **Define critical terms and concepts related to Health Communication.**
2. **Identify a behavior of interest to be targeted with a health communication technique.**
3. **Apply a variety of health communication strategies using digital and traditional methods of communication.**

Assessment: Describe generally how students' achievement of the course learning outcomes will be assessed.

1. Content exams
   a. Satisfactory Performance Standard: The class average on exams (combined) will be at least 70%.
2. Response Activity
   a. Satisfactory Performance Standard: 70% of the students will score 70% or higher on the assignment
3. Messaging Activity
   a. Satisfactory Performance Standard: 70% of the students will score 70% or higher on the assignment

Course Outline: Attach a course content outline consisting of at least two levels.

1. Overview of Health Communications
   a. Key terms in Health Communication
   b. Multi-disciplinary communication
   c. Audience-centered communication
2. Health Communication Strategies
   a. Interpersonal Communications
   b. Direct Instruction
   c. Media Campaigns
3. Advocacy for improving a health issue of interest
   a. Access resources
   b. Policies
   c. Methods and techniques

To: CORE Curriculum Committee
From: Janie Leary and Andrea Haney
        Community Health Promotion program
Re: Updating CHEP 1100 (Health and Wellness)

Attached you should find information about CHEP 1000 which is being replaced with CHEP 1101. The new course will be 3 credit hours instead of the prior 4 credit hours. One learner outcome is being removed. Because these changes, we have to use an updated course number.

These changes do not impact the CORE learner outcome or the assessment activities associated with the CORE outcome.

Please let us know if you have any questions or need additional information.

New Course Proposal

Prepare course proposal in accordance with the guidelines below and the format shown on the following pages.

COURSE PROPOSAL NUMBER: 23-24-03a

REVISION (label Revision #1, #2, etc.):

SECTION 1: PROPOSAL INFORMATION
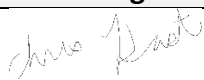
Name:	Dr. Janie Leary
Title:	Associate Professor
E-mail Address:	Janie.Leary@fairmontstate.edu
Phone Number:	304-333-3630

College:	College of Liberal Arts
Department:	Behavioral Science
Program Level:	Undergraduate
Date Originally Submitted:	9/12/2023
Implementation Date Requested:	8/1/2024

APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and departmental support of this new course proposal. Should this new course affect any other department or program in another college, a memo must be sent to the Dean of each college impacted and a copy of the letters(s) or email(s) of support must be included with this proposal.

By signing below, you are indicating your college and department(s)'s approval of this proposal.

College	Dean's Signature
	[signature]

ADDITIONAL COMMENTS:

2

New Course Proposal

SECTION 2: COURSE CATALOG INFORMATION

1. **Course Subject Prefix and number (e.g., ENGL 1101):** Course number/prefix combinations may be used only once, and <u>may not be recycled</u>; please check with the Registrar's Office to get a list of available, valid course numbers.	**CHEP 1101**
2. **Course Title:** The title of the course as it will appear in the course catalog.	Health Promotion
3. **Number of Credit Hours:** Indicate the total number of credit hours for the course. If you are proposing a course with variable credit options, explain that here.	3
4. **Repeatability (number of repeat credit hours):** Students can repeat the course for credit.	
5. **Course Prerequisites:** Include subject prefix and course number. List only immediate prerequisites (not prerequisites for other prerequisite courses).	N/A
6. **Course Co-requisites:** Include subject prefix and course number.	N/A
7. **Course Cross-listings** (e.g., PSYC 2230 and SOCY 2230)	N/A
8. **Course Restrictions** (e.g., Seniors only)	N/A
9. **Grade Type:** Indicate whether students will be assigned a standard A-F final grade, a Pass/Fail (P/F) grade, or No Grade (NG).	A-F
10. **Requirements:** Will the course be a required or elective course? What course requirements will this course satisfy? Indicate specific major, minor, or College/Department requirement(s).	Required
11. **Course Terms:** In what semester(s) will the course be offered? (e.g., Fall only, Summer)	
12. **Writing Intensive:** Does this course fulfill the Writing Intensive major requirement?	No
13. **Core Curriculum:** Will the course be reviewed and considered as a University Core Curriculum course offering? If yes, you will need to submit a separate Core Curriculum application to the General Studies Committee.	Yes

SECTION 3: CURRICULUM-BASED RATIONALE

What is the reason for developing the proposed course? Explain how the course fits into the curriculum. For example, is it a required or elective course for any specific program (if so, which one)? Which students will be taking this course? If there are already similar courses offered, explain why the needs of the program cannot be satisfied by an existing course. The curriculum-based rationale should be brief and to the point.

SECTION 4: COURSE SYLLABUS

Attach the course syllabus or at minimum the following course components:

Catalog Course Description: Include a course catalog description written in complete sentences that will be published in the university catalog. The word length for a catalog description should be less than 80 words. Do not include any prerequisites, corequisites or any other restrictions in the description.

Course Learning Outcomes: These should be stated in terms of what new knowledge and/or skills students should be able to <u>demonstrate</u> upon successful completion of the course. Present course learning outcomes as a bulleted list predicated with "Upon successful completion of this course, students should be able to…"

Assessment: Describe generally how students' achievement of the course learning outcomes will be assessed.

Course Outline: Attach a course content outline consisting of at least two levels.

September 12, 2023

To: CORE Curriculum Committee
From: Janie Leary and Andrea Haney
        Community Health Promotion program
Re: Updating CHEP 1100 (Health and Wellness)

Attached you should find information about CHEP 1000 which is being replaced with CHEP 1101. The new course will be 3 credit hours instead of the prior 4 credit hours. One learner outcome is being removed. Because these changes, we have to use an updated course number.

These changes do not impact the CORE learner outcome or the assessment activities associated with the CORE outcome.

Please let us know if you have any questions or need additional information.

CHEP 1100 Health Promotion……..…...…4 hrs.

>Students will explore the significance of each dimension of health and the reciprocal relationship between human health status and the environment. Various body systems and related health issues will be discussed. Students will learn how to be educated consumers of health information and how to advocate for health on behalf of their clients.

Course Outline
1. Basics of Health
    a. Dimensions of health
    b. Diseases
    c. Injury & violence
2. Promoting health in communities and self
    a. Behavior change theory
    b. Responsible consumption of health information
    c. Data collection and analysis
        i. Primary data
        ii. Secondary data

Learner Outcomes	Direct Assessment Measure	Satisfactory Performance Standards
Identify the dimensions of health, health behaviors, and social/environmental influences that lead to healthy/unhealthy physical and psychological outcomes	Content Exam Direct - Exam	The class average on exams (combined) will be at least 70%.
Apply strategies to assess health information for quality	Analysis Project Direct - Student Artifact	70% of the students will score 75% or higher on the assignment
Compile data on health-related topics. Analyze data and report on findings; compare findings to secondary data sources.	Data Analysis Project Direct - Student Artifact	70% of students will complete the Report & score 70% or higher

CHEP 1101: Exploration of Health Promotion……………………………………………. 3 hours

>Students will explore the significance of each dimension of personal health and the reciprocal relationship between human health status and the physical/social environments. Various body systems and related health issues will be discussed. Students will learn how to be educated consumers of health information.

Course Outline
1. Basics of Health
    a. Dimensions of health
    b. Diseases, Injury & violence
2. Promoting health in communities and self
    a. Socio-Ecological Model of health
    b. Responsible consumption of health information

Learner Outcomes	Direct Assessment Measure	Satisfactory Performance Standards
Students will be able to identify the behaviors and skills that lead to personal health and well-being	Content Exam Direct - Exam	The class average on exams (combined) will be at least 70%.
Students will apply strategies to assess health information for quality	Analysis Project Direct - Student Artifact	70% of the students will score 70% or higher on the assignment

6

New Course Proposal

Prepare course proposal in accordance with the guidelines below and the format shown on the following pages.

COURSE PROPOSAL NUMBER: **23-24-03b**

REVISION (label Revision #1, #2, etc.):Click or tap here to enter text.

SECTION 1: PROPOSAL INFORMATION

Name:	Janie Leary or Andrea Haney
Title:	Associate Professor or Assistant Professor
E-mail Address:	Jleary2@fairmontstate.edu or ahaney1@fairmontstate.edu
Phone Number:	304-333-3630

College:	College of Liberal Arts
Department:	Behavioral Science
Program Level:	Undergraduate
Date Originally Submitted:	10/6/2023
Implementation Date Requested:	8/12/2024

APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and departmental support of this new course proposal. Should this new course affect any other department or program in another college, a memo must be sent to the Dean of each college impacted and a copy of the letters(s) of support must be included with this proposal.

By signing below, you are indicating your college and department(s)'s approval of this proposal.

College	Dean's Signature
COLA	Chris Kast

ADDITIONAL COMMENTS:

New Course Proposal

SECTION 2: COURSE CATALOG INFORMATION

1. **Course Subject Prefix and number (e.g., ENGL 1101):** Course number/prefix combinations may be used only once, and <u>may not be recycled</u>; please check with the Registrar's Office to get a list of available, valid course numbers.	CHEP 2210
2. **Course Title:** The title of the course as it will appear in the course catalog.	Foundations in Health Promotion
3. **Number of Credit Hours:** Indicate the total number of credit hours for the course. If you are proposing a course with variable credit options, explain that here.	3
4. **Repeatability (number of repeat credit hours):** Students can repeat the course for credit.	NA
5. **Course Prerequisites:** Include subject prefix and course number. List only immediate prerequisites (not prerequisites for other prerequisite courses).	NA
6. **Course Co-requisites:** Include subject prefix and course number.	NA
7. **Course Cross-listings** (e.g., PSYC 2230 and SOCY 2230)	NA
8. **Course Restrictions** (e.g., Seniors only)	NA
9. **Grade Type:** Indicate whether students will be assigned a standard A-F final grade, a Pass/Fail (P/F) grade, or No Grade (NG).	A-F
10. **Requirements:** Will the course be a required or elective course? What course requirements will this course satisfy? Indicate specific major, minor, or College/Department requirement(s).	Required for CHEP
11. **Course Terms:** In what semester(s) will the course be offered? (e.g., Fall only, Summer)	Fall, Spring, Summer
12. **Writing Intensive:** Does this course fulfill the Writing Intensive major requirement?	No
13. **Core Curriculum:** Will the course be reviewed and considered as a University Core Curriculum course offering? If yes, you will need to submit a separate Core Curriculum application to the General Studies Committee.	Yes

SECTION 3: CURRICULUM-BASED RATIONALE

What is the reason for developing the proposed course? Explain how the course fits into the curriculum. For example, is it a required or elective course for any specific program (if so, which one)? Which students will be taking this course? If there are already similar courses offered, explain why the needs of the program cannot be satisfied by an existing course. The curriculum-based rationale should be brief and to the point.
The field of health promotion is constantly changing. CHEP graduates will work in a wide variety of fields, requiring them to understand the issues of their communities. This course introduces students multi-causal impact of health and societal problems. We use the 5-level Ecological Model because it is a cross-discipline method for addressing issues. This course with be the pre-req for a number of other courses in the CHEP program.

SECTION 4: ATTACH THE FOLLOWING SYLLABUS COMPONENTS:

Catalog Course Description: Include a course catalog description written in complete sentences that will be published in the university catalog. The word length for a catalog description should be less than 80 words. Do not include any prerequisites, corequisites or any other restrictions in the description.

> **This course provides students with a broad foundation in health promotion and how it is used to improve all areas of health (including physical, psychological, social, financial, environmental, etc.) Students use the ecological model to assess the multiple causes of health and societal issues of interest to them. Students are also introduced to the scientific processes of research. This course is designed for all students to use the acquired knowledge and skills to address real-world issues in their field of study.**

Course Learning Outcomes: These should be stated in terms of what new knowledge and/or skills students should be able to <u>demonstrate</u> upon successful completion of the course. Present course learning outcomes as a bulleted list predicated with "Upon successful completion of this course, students should be able to…"

1. **Identify and analyze factors that influence health behaviors and real-world issues.**
2. **Apply the ecological model to understanding influences on health in populations using primary and secondary data.**
3. **Apply cultural competency knowledge to adapting health promotion programing to various populations in their community.**

Assessment: Describe generally how students' achievement of the course learning outcomes will be assessed.

1. **Analysis project: Risk Assessment Project**
   a. **Satisfactory Performance Standard: 70% of the students will score 70% or higher on the assignment**
2. **Analysis project: Risk Assessment Project**
   a. **Satisfactory Performance Standard: 70% of the students will score 70% or higher on the assignment**
3. **Analysis project: Logic Model project**
   a. **Satisfactory Performance Standard: 70% of the students will score 70% or higher on the assignment**

Course Outline: Attach a course content outline consisting of at least two levels.

1. **Health Promotion Thoeires/Models**
   a. **Ecological Model**
   b. **Logic models**
2. **Health & Societal Considerations**
   a. **Correlation vs. causation**
   b. **Diagnostics & treatments**
   c. **Primary, secondary, & tertiary prevention**
3. **Culturally considerations**
   a. **Risk factor assessment**
   b. **Culturally competent programming**

CHEP 2210: Foundations in Health Promotion
Master Syllabus

{CRN, Section #; Term and Academic Year}

Instructor: Janie M. Leary, PhD, MPH, CHES
Office: 127 Hardway Hall
Phone: 304-333-3630
Email: jleary2@fairmontstate.edu; for course-related issues, please email through the course space in Blackboard.
Office Hours: Wednesdays 9:00 am – 2:00 pm

Course Description
This course provides students with a broad foundation in health promotion and how it is used to improve all areas of health (including physical, psychological, social, financial, environmental, etc.) Students use multi-causal theory and the ecological model to assess issues of interest to them. Students are also introduced to the scientific processes of research.

Textbook and Course Material
This course used Open Educational Resource (OER) materials. You do not have to purchase a textbook. Course materials will be posted in the course space on Blackboard.

Course Delivery & Technology Requirements
This course is offered HyFlex which means that students have the option to participate in the course in-person, virtually, and/or asynchronously. Students are required to have the necessary technology to successfully complete the course. At a minimum, students are expected to have:
- a computer with stable internet access (the classroom has desktop computers for students attending in-person)
- the ability to access and use Blackboard and other Internet resources
- the ability to upload and submit necessary assignments, exams/quizzes, and discussions
- the ability to view videos and/or video transcripts
- access and the ability to use Office 365 for completing the course assignments and class meeting activities
- Any additional course software will be available through a free download or the campus's library computers. The additional software will include a video tutorial or written instructions on how to use it for the course assignment.

Students who do not have a computer may want to use the library's computer resources. Students are responsible for arranging their schedule around the library's hours of operation. Students are also responsible for meeting any requirements related to being on campus and/or using library resources.

Course Learning Outcomes
1. Demonstrate knowledge about the foundations of health promotion and its relationship to global issues.

2. Identify and analyze factors that influence real-world issues using the 5-level Ecological Model.
3. Apply knowledge of the Ecological Model, cultural competency, and research to address their chosen issue.

Assessment Measures
- **Exams:** Students will complete a midterm and a final exam.
- **Risk Assessment Project:** Students will research and report on their chosen topic and community.
- **Logic Model:** Students will submit a logic model demonstrating an understanding of measurable outcomes to promote healthy change. Students will also demonstrate the ability to adapt the logic model for various populations.
- **Homework, Participation, & Discussions:** Students will submit a variety of assessments that will help them prepare for the risk assessment report and demonstrate an adequate understanding of the course material.

Connecting Learner Outcomes & Assessment Measures

Course assessments have both direct and indirect connections to the course outcomes. Indirect assessments help student build the skills necessary to successfully complete the assessments directly connected to the course outcomes. ALL assignments have a purpose! Course Outcome One is measured with the exams. Outcomes Two and Three are measured with the Risk Assessment Project.

Grading Scale

A = 450-500 points
B = 400-449 points
C = 350-399 points
D = 300-349 points
F = <300 points

Course Policies and Guidelines

Preparation

Prepare for each class session by completing the required readings BEFORE the first class in which the topic is discussed. Unscheduled reading assessments may be given at the instructor's discretion and will be posted in the course space.

Inclement Weather, Pandemic, etc.

If the university is closed or has a delayed opening, check the course space for lecture material. Quizzes, exams, and assignments are submitted electronically and the due dates will remain the same. Check the course space for the due dates and times.

Personal Conduct

Food and drinks are permitted in class. Students must clean up after themselves. Foods with strong odors or that are loud are not permitted. If you have food allergies, please notify the instructor so the foods can be restricted. Fairmont State University is a tobacco and vape-free campus. Please do **NOT** wear perfume, cologne, or other scented items (e.g. lotions) to class,

faculty offices, or any other course activities/events. You will be asked to leave and you will earn a zero for missed assignments/exams. Your classmates are just as busy as you. Be a timely participant in group projects, discussions, etc., whether online or in person. Many classes discuss "hot button topics", you are required to treat others with respect, even if their views differ from yours. Additional information about student conduct can be found at: https://www.fairmontstate.edu/stulife/student-conduct.

Attendance Policy
- Students are expected to access & use the course space at least 4 days each week.
- In-person students are expected to be in the classroom and ready to discuss that week's topics by the day/time posted in the course catalog.
- Students attending virtually are expected to be in the virtual meeting space before class begins- make sure the area behind/around you is appropriate for a classroom setting and that others in you area are aware and expected to be respectful.
- Asynchronous students are expected to view the class recordings and participate in the class activities within 36 hours of the recoding being posted in Blackboard.
- Course discussions (in-person and in Blackboard) are to include MEANINGFUL contributions. Simply agreeing is not meaningful. Students are expected to expand the conversation.
- Students will conduct themselves in a professional manner. Remember, everyone comes from different backgrounds, each with their unique contributions to the world. Students do not have to agree with someone else but all communications will be respectful. Keep the following in mind when posting to discussion threads:
  - Tone is difficult to show online.
  - Be clear in your communication (spelling, grammar, explanations, etc.)
  - Review discussion posts prior to clicking submit. If the text could appear combative or disrespectful to the reader, it needs work.
  - Do not wait until the last minute to participate in discussions and group projects. Your classmates are just as busy as you, do not leave them waiting.

Assignment Expectations
- All assignments are posted on the first day of the term. Students can access the course through the course content section of Blackboard. Exams/quizzes will be available approximately one week before their due date.
- Assignments, exams, quizzes, discussion postings, etc. are due by the posted due date/time. Late submissions will not be accepted.
- If students experience problems submitting an assignment through the course space, they are expected to email the completed assignment to the instructor (through Blackboard) by the posted due date/time. Not attaching the completed assignment/files will result in a zero if not corrected by the posted due date/time.
- Students planning to travel (for school events, work, family activities) or have other activities that take place during the term are expected to plan ahead and submit any assignments, etc. by the due date/time. Late submissions will not be accepted.
- Students are expected to plan their work schedules (or other schedules) around due dates. This means that students who are working or doing other activities when an assignment/exam is due must submit the assignment/exam prior to the posted due date/time.
- Students experiencing extreme hardships are expected to contact the instructor immediately.

Communication with the Instructor
- Students are expected to contact the instructor immediately if they have questions about the course material or if they are dealing with life situations that adversely impact their work in the course.
- The instructor will respond within 36 hours during the week and within 72 hours on the weekend. Students are expected to keep the response frame in mind when submitting questions about assignments.
- All assignments/exams/quizzes are posted on the first day of the term. Waiting until the last minute to ask a question or seek help may result in a response after the due date/time. This does not constitute an extension on the due date/time- make sure to plan ahead!
- If students encounter problems using the course space, they are expected to contact IT and provide the following information:
  - Screenshot of any error messages;
  - The name of the Internet browser;
  - Type of technology being used;
  - Any information about their internet connection, weather issues;
  - And any information that may help IT resolve the problem.
  - Make sure to copy the instructor on the email so they are aware of the situation.

Academic Support & Resources

Fairmont State University provides university-wide expectations on the following issues:
- Academic Integrity
- Accessibility Services
- Assessment, Surveys & Course Evaluations
- Attendance
- Consent for Recording
- Copyright Notice
- COVID-19 Notice
- Social Justice Statement
- Title IX
- Fairmont State is a tobacco and vaper-free campus

Please visit the link below for specific, up-to-date information:
  - https://www.fairmontstate.edu/academics/affairs/syllabus-statements.aspx

Student Policies
https://wvnet.softchalkcloud.com/lesson/serve/WCqoipmRAUxltj/html
Visit the link above for additional policies related to:
- Family Educational Rights and Privacy Act of 1974 (FERPA)
- Late Policies
- Netiquette
- Course Access and Duration
- Withdraw/Dropping a Course
- Downloading Content

Characteristics of a Successful Student
Whether you are completing courses face-to-face, virtual-synchronously, or asynchronously, read the information at the following link.
https://www.fairmontstate.edu/academics/distancelearning/successful-student

Course Outline

Week One: Determinants of Health
Assignments:
- o Energy Balance Discussion
- o Weekly Comprehension Assignment
- o Student survey

Week Two: Multi-casual & Ecological Model
Assignments:
- o Weekly Comprehension Assignment
- o Health Topic & Community

Week Three: Equity
Assignments:
- o Weekly Comprehension Assignment
- o Brainstorming Assignment

Week Four: Assessing Risk
Assignments:
- o Weekly Comprehension Assignment
- o Article Critique
- o CITI Training

Week Five: Assessing Capacity
Assignments:
- o Weekly Comprehension Assignment
- o Risk Assessment Paper Outline

Week Six: Culture
Assignments:
- o Weekly Comprehension Assignment
- o Culture Discussion
- o Surface & Deep Structure assignment

Week Seven: Culture, continued
Assignments:
- o Weekly Comprehension Assignment
- o Annotated Bibliography

Week Eight: Midterm Review
Assignments:
- o Midterm exam

Week Nine: Working with Communities
Assignments:
- o Weekly Comprehension Assignment
- o Key Informant Interviews

Week Ten: Planning & Implementation
Assignments:
- o Weekly Comprehension Assignment
- o Risk Assessment Draft

Week Eleven: Promoting Community Action
Assignments:
- o Weekly Comprehension Assignment
- o Logic Model Outcomes

Week Twelve: Intro. to Epidemiology
Assignments:
- o Weekly Comprehension Assignment

Week Thirteen: Intro to Research Design
Assignments:
- o Weekly Comprehension Assignment
- o Risk Assessment Paper

Week Fourteen: Thanksgiving Break

Week Fifteen: Intro. to Research
Assignments:
- o Weekly Comprehension Assignment
- o Logic Model
- o Presentation video

Week Sixteen: Final Exams
Assignments:
- o Final Exam

Highlighted Student Services

- The LEAD Center offers a variety of resources, including peer and professional tutoring, workshops, and more.
  - https://www.fairmontstate.edu/student-services/lead-center/default.aspx
- FSU Student Health ensures all students have convenient and equal access to timely, high quality, affordable services.
  - https://www.fairmontstate.edu/student-services/student-health/default.aspx
- Accessibility Services collaborates with institutional allies, networks, and community partners to provide equitable higher education experiences for all students who have disabilities.
  - https://www.fairmontstate.edu/studentservices/accessibility-services
- The Office of Career Services will provide support and resources to equip students and alumni for lifelong professional and career development.
  - https://www.fairmontstate.edu/studentservices/career-services
- International Student Services strive to encourage international student success in all aspects of their academic and campus life.
  - https://www.fairmontstate.edu/epics/default.aspx
- The Ruth Ann Musick Library on the campus of Fairmont State University provides access to scholarly resources, provides spaces for collaboration and study, and facilitate lifelong learning.
  - https://library.fairmontstate.edu/
- FSU's IT Department assists students with a variety of IT-related questions, support, including Blackboard, please contact the Service Desk at (304) 777-1800
  - https://www.fairmontstate.edu/it/default.aspx
- The Veteran Services Office is here to serve the Fairmont State University Veteran/Dependent Students by providing a variety of services.
  - https://www.fairmontstate.edu/student-services/veteran-services/default.aspx

Fairmont State University Syllabus Statements

Academic Integrity

Fairmont State values highly the integrity of its student scholars. All students and faculty members are urged to share in the responsibility for removing every situation which might permit or encourage academic dishonesty. Cheating in any form, including plagiarism, must be considered a matter of the gravest concern. Cheating is defined here as:

- o the obtaining of information during an examination;
- o the unauthorized use of books, notes, or other sources of information prior to or during an examination;
- o the removal of faculty examination materials;
- o the alteration of documents or records; or
- o actions identifiable as occurring with the intent to defraud or use under false pretense.

Plagiarism is defined here as the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without giving due credit. Students and faculty should examine proper citation forms to avoid inadvertent plagiarism.

Accessibility Services

Through collaboration with institutional allies, networks, and community partners, Accessibility Services leadership contributes to the development of equitable higher education experiences for all students who have disabilities. These services are available to any student, full or part-time, who has a need because of a documented disability. It is the student's responsibility to register for these services and provide any necessary documentation to verify a disability or the need for accommodations. Students must provide their professors with a copy of their academic accommodation letter each semester in order to receive accommodations. Faculty, students, and the Office of Accessibility Services must cooperate to ensure the most effective provision of accommodations for each class. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in your classes, please advise your instructors and make appropriate arrangements with the Office of Accessibility Services. Accessibility Services is located in the Turley Student Services Center (304) 367-4141. For additional information, please visit the Fairmont State Office of Accessibility Services webpage.

Assessments, Surveys, and Course Evaluations

Fairmont State University values students' opinions. Your participation in special assessments, surveys, and course evaluations assists us in improving the services of the institution and the effectiveness of classroom instruction. These are to be viewed as course requirements and completed to the best of your ability and with full attention.

Attendance

Students are expected to attend regularly the class and laboratory sessions of courses in which they are registered. Regular attendance is necessary to the successful completion of a course of study and is an integral part of a student's educational experience. Each instructor shall make available on the first day of class what the attendance requirements are and what penalties shall be imposed for nonattendance.

Consent to Recording

Learning technologies, online testing, and other virtual deliveries of content may require the audio and/or visual recording of you for educational purposes, by enrolling in this course, you consent to such recording for this stated purpose unless you advise the instructor in writing of your objection at least five days following receipt of this notice.

Copyright Notice

Material presented in this course may be protected by copyright law.

COVID-19 Provisions

Following guidance from the CDC as well as State and Local Officials, Fairmont State reserves the right to determine the method of delivery of class content, and modify classroom configuration to comply with COVID-19 safety guidance. The University also reserves the right to institute mandatory safety protocols including requiring students to wear masks at all times while in the classrooms.

Social Justice Statement

Fairmont State University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran's status, religion, sexual orientation, color, or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise let me know, and make appropriate arrangements with the Office of Accessibility Services (304-367-4141).

Title IX

Title IX makes it clear that violence and harassment based on sex, gender, and gender identity are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources on the Title-IX page, by calling 304.367.4386, or by emailing HR@fairmontstate.edu.

Fairmont State is a tobacco and vaper-free campus
- o Additional information about all policies can be found online in the Student Handbook.
- o Additional student resources can be found online on the Student Resources Page.

New Course Proposal

Prepare course proposal in accordance with the guidelines below and the format shown on the following pages.

COURSE PROPOSAL NUMBER:

REVISION (label Revision #1, #2, etc.):

SECTION 1: PROPOSAL INFORMATION

Name:	Janie Leary or Andrea Haney
Title:	Associate Professor or Assistant Professor
E-mail Address:	Jleary2@fairmontstate.edu or ahaney1@fairmontstate.edu
Phone Number:	304-333-3630

College:	College of Liberal Arts
Department:	Behavioral Science
Program Level:	Undergraduate
Date Originally Submitted:	10/6/2023
Implementation Date Requested:	8/12/2024

APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and departmental support of this new course proposal. Should this new course affect any other department or program in another college, a memo must be sent to the Dean of each college impacted and a copy of the letters(s) of support must be included with this proposal.

By signing below, you are indicating your college and department(s)'s approval of this proposal.

College	Dean's Signature
COLA	*Chris Kast*

ADDITIONAL COMMENTS:

New Course Proposal

SECTION 2: COURSE CATALOG INFORMATION

1. **Course Subject Prefix and number (e.g., ENGL 1101):** Course number/prefix combinations may be used only once, and <u>may not be recycled</u>; please check with the Registrar's Office to get a list of available, valid course numbers.	CHEP 3365
2. **Course Title:** The title of the course as it will appear in the course catalog.	Health Promotion Communication
3. **Number of Credit Hours:** Indicate the total number of credit hours for the course. If you are proposing a course with variable credit options, explain that here.	3
4. **Repeatability (number of repeat credit hours):** Students can repeat the course for credit.	NA
5. **Course Prerequisites:** Include subject prefix and course number. List only immediate prerequisites (not prerequisites for other prerequisite courses).	CHEP 2210, PSYC 1101, SOCY 1110, or GEOG 2210
6. **Course Co-requisites:** Include subject prefix and course number.	NA
7. **Course Cross-listings** (e.g., PSYC 2230 and SOCY 2230)	NA
8. **Course Restrictions** (e.g., Seniors only)	NA
9. **Grade Type:** Indicate whether students will be assigned a standard A-F final grade, a Pass/Fail (P/F) grade, or No Grade (NG).	A-F
10. **Requirements:** Will the course be a required or elective course? What course requirements will this course satisfy? Indicate specific major, minor, or College/Department requirement(s).	Required for CHEP
11. **Course Terms:** In what semester(s) will the course be offered? (e.g., Fall only, Summer)	Fall, Spring, Summer
12. **Writing Intensive:** Does this course fulfill the Writing Intensive major requirement?	No
13. **Core Curriculum:** Will the course be reviewed and considered as a University Core Curriculum course offering? If yes, you will need to submit a separate Core Curriculum application to the General Studies Committee.	No

SECTION 3: CURRICULUM-BASED RATIONALE

What is the reason for developing the proposed course? Explain how the course fits into the curriculum. For example, is it a required or elective course for any specific program (if so, which one)? Which students will be taking this course? If there are already similar courses offered, explain why the needs of the program cannot be satisfied by an existing course. The curriculum-based rationale should be brief and to the point.
This course will replace CHEP 3360. This course will be 3 credit hours and incorporate more digital health promotion communication application than the old CHEP 3360 course.

SECTION 4: ATTACH THE FOLLOWING SYLLABUS COMPONENTS:

Catalog Course Description: Include a course catalog description written in complete sentences that will be published in the university catalog. The word length for a catalog description should be less than 80 words. Do not include any prerequisites, corequisites or any other restrictions in the description.

> **This course examines health communication, using digital and traditional resources and tailoring of health materials for health promotion. Low health/reading literacy and the impact on health status is covered. Students apply the course material and develop health promotion materials related to a health topic of interest to them.**

Course Learning Outcomes: These should be stated in terms of what new knowledge and/or skills students should be able to <u>demonstrate</u> upon successful completion of the course. Present course learning outcomes as a bulleted list predicated with "Upon successful completion of this course, students should be able to…"

1. **Define critical terms and concepts related to Health Communication.**
2. **Identify a behavior of interest to be targeted with a health communication technique.**
3. **Apply a variety of health communication strategies using digital and traditional methods of communication.**

Assessment: Describe generally how students' achievement of the course learning outcomes will be assessed.

1. Content exams
   a. Satisfactory Performance Standard: The class average on exams (combined) will be at least 70%.
2. Response Activity
   a. Satisfactory Performance Standard: 70% of the students will score 70% or higher on the assignment
3. Messaging Activity
   a. Satisfactory Performance Standard: 70% of the students will score 70% or higher on the assignment

Course Outline: Attach a course content outline consisting of at least two levels.

1. Overview of Health Communications
   a. Key terms in Health Communication
   b. Multi-disciplinary communication
   c. Audience-centered communication
2. Health Communication Strategies
   a. Interpersonal Communications
   b. Direct Instruction
   c. Media Campaigns
3. Advocacy for improving a health issue of interest
   a. Access resources
   b. Policies
   c. Methods and techniques