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| For Academic Affairs and Research Use Only | |
| Proposal Number | EBS12 |
| CIP Code: |  |
| Degree Code: |  |

**New or Modified Course Proposal Form**

**[x ] Undergraduate Curriculum Council**

**[ ] Graduate Council**

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| **[x]New Course, [ ]Experimental Course (1-time offering), or [ ]Modified Course (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

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| Amanda Wheeler Gryffin 2/9/2021 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Paul Finnicum 10/27/2020 **Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (if applicable)** |
| Wayne Wilkinson 3/2/2021  **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 3/3/2021 **Office of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| Lance G. Bryant. 3/4/2021 **College Dean** | Alan Utter 4/12/2021  **Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (if applicable)** |  |

1. **Contact Person (Name, Email Address, Phone Number)**

Paul Finnicum, [pfinnicu@astate.edu](mailto:pfinnicu@astate.edu), 870-680-8113

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

Spring 2022

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

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|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)**  *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **HLTH** |
| **Number\*** |  | **3573** |
| **Title** |  | **Health Behavior Theories** |
| **Description\*\*** |  | The theory and application of health promotion/education planning, implementation, and evaluation by health professions in a number of environments, with an emphasis on the determinants of health behavior and interventions used by professionals to promote health. |

***\**** (Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

\*\*Forty words or fewer as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? Yes/No]**

(Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. No Are there any prerequisites?
   1. If yes, which ones?

Enter text...

* 1. Why or why not?

Enter text...

1. No Is this course restricted to a specific major?
   1. If yes, which major? Enter text...
2. **Proposed course frequency [Modification requested? Yes/No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

Fall

1. **Proposed course type [Modification requested? Yes/No]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

lecture

1. **Proposed grade type [Modification requested? Yes/No]**

What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard letter

1. No Is this course dual-listed (undergraduate/graduate)?
2. No Is this course cross-listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

Enter text...

**b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

Enter text...

1. No Is this course in support of a new program?

a. If yes, what program?

Enter text...

1. No Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

Enter text...

**Course Details**

1. **Proposed outline** **[Modification requested? Yes/No]**

(The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Course Outline

WEEK ONE:

* Content – Introduction to Health Behavior Theory
* Exam/quiz over the content

WEEK TWO:

* Content – Ecological Model of Health Behavior, Health Belief Model.
* Exam/quiz over the content

WEEK THREE:

* Content - Theory of Reasoned Action and Planned Behavior.
* Exam/quiz over the content

WEEK FOUR:

* Content - Transtheoretical Model, Social Cognitive Theory.
* Exam/quiz over the content

WEEK FIVE:

* Content – Introduction to the Program Planning.
* Exam/quiz over the content

WEEK SIX:

* Content – Implementation, Diffusion of Innovations.
* Exam/quiz over the content

WEEK SEVEN:

* Content – Social Marketing/Health Communication.
* Exam/quiz over the content

1. **Proposed special features** **[Modification requested? Yes/No]**

(e.g. labs, exhibits, site visitations, etc.)

Enter text...

1. **Department staffing and classroom/lab resources**

The department will have one dedicated faculty member and cover other courses with adjuncts. Since the program is online no classrooms/labs are necessary.

1. Will this require additional faculty, supplies, etc.?

As the program grows additional faculty will be required.

1. NO Does this course require course fees?

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

Enter text...

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

Health educators need to be rooted in the fundamentals of health theory. Upon successful completion of this course students will be able to: 1. Identify the causes of social and behavioral factors that affect the health of individuals and populations. 2. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions. 3. Describe steps and procedures for the planning, implementation and evaluation of health programs, policies and interventions. 4. Describe the role of community and social factors in identifying appropriate intervention strategies for health promotion. 5. Apply theoretically-based approaches to solving health problems. 6. Identify the multi-step process in planning health education programs and explain the importance of behavior models.

b. How does the course fit with the mission of the department? If course is mandated by an accrediting or certifying agency, include the directive.

The mission of the Department of Health, Physical Education and Sport Sciences is to provide: - Curricula/instruction to enhance development of physical, mental, social and emotional qualities essential for living a quality life. - Quality professional preparation programs that meet appropriate standards at both the undergraduate and graduate levels. More specifically, the purpose of the Health Promotion program is to prepare health educators who will have the skills and competencies to exhibit leadership in developing effective health promotion programs. With such skills, graduates can make major contributions in improving the health of individuals and communities in Arkansas and beyond. Our graduates will need knowledge and skills related to health theory in order to accomplish this.

c. Student population served.

This course is designed for undergraduates interested in a health promotion degree.

d. Rationale for the level of the course (lower, upper, or graduate).

This is a lecture-based course that serves as foundational knowledge for students in this field. Ultimately, health promotion majors have the responsibility to assess the health of individuals and groups, plan programs/interventions based on the assessment, implement the proposed programs/interventions and evaluate the effectiveness of the programs/interventions. A broad understanding of the various elements that comprise overall health is important to that process and courses like multicultural health will add to their knowledge base and make them better prepared to perform their role. This course would be appropriate for the junior year.

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. **Yes / No** Do the proposed modifications result in a change to the assessment plan?

*If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

Students will be able to assess needs, resources, and capacity for Health Education/Promotion.

Students will be able to demonstrate the ability to plan Health Education/Promotion programs.

Students will be able to implement Health Education/Promotion programs.

Students will be able to conduct evaluations of Health Education/Promotion programs.

Students will be able to identify, develop, and deliver messages using a variety of communication strategies, methods, and techniques.

Students will be able to identify a variety of concepts connected to personal and public/community health issues.

1. Considering the indicated program-level learning outcome/s (from question #19), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcome 1 (from question #19)** | Students will be able to assess needs, resources, and capacity for Health Education/Promotion.  Students will be able to demonstrate the ability to plan Health Education/Promotion programs.  Students will be able to implement Health Education/Promotion programs.  Students will be able to conduct evaluations of Health Education/Promotion programs.  Students will be able to identify, develop, and deliver messages using a variety of communication strategies, methods, and techniques.  Students will be able to identify a variety of concepts connected to personal and public/community health issues. |
| Assessment Measure | The exams and the case studies. |
| Assessment  Timetable | This outcome will be assessed once a year in the spring. |
| Who is responsible for assessing and reporting on the results? | The individual instructors will be responsible for the assessments in their respective classes and the program coordinator will be responsible for evaluating and analyzing the results and developing the action plans. |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

1. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcome 1** | The most significant course-level outcomes include:  1. Identify the causes of social and behavioral factors that affect the health of individuals and populations. 2. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions. 3. Describe steps and procedures for the planning, implementation and evaluation of health programs, policies and interventions. 4. Describe the role of community and social factors in identifying appropriate intervention strategies for health promotion. 5. Apply theoretically-based approaches to solving health problems. 6. Identify the multi-step process in planning health education programs and explain the importance of behavior models. |
| Which learning activities are responsible for this outcome? | The content from the text will prepare students for exams and the completion of case studies. |
| Assessment Measure | The exams, assignments and discussion boards will assess the course level outcomes. |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** |

Before 2020-21 Bulletin (p. 498):

**HLTH 3563. Human Sexuality** Emphasis given to human reproduction, courtship, marriage, parenthood, premarital and extramarital sex, and deviate sexual behavior. Fall, Spring.

**Insert new course**

**HLTH 4513. Consumer Health** An analysis of the health services and health products offered in the market place and study of principles involved in making wise consumer health choices. Spring, Summer.

**HLTH 3563. Human Sexuality** Emphasis given to human reproduction, courtship, marriage, parenthood, premarital and extramarital sex, and deviate sexual behavior. Fall, Spring.

**HLTH 3573. Health Behavior Theories** The theory and application of health promotion/education planning, implementation, and evaluation by health professions in a number of environments, with an emphasis on the determinants of health behavior and interventions used by professionals to promote health. Fall.

**HLTH 4513. Consumer Health** An analysis of the health services and health products offered in the market place and study of principles involved in making wise consumer health choices. Spring, Summer.