

**NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS**

NOTE: Changes to programs may require course changes, which must be processed electronically. Any questions should be directed to Associate Provost David Reinhold at 7-4564 or david.reinhold@wmich.edu

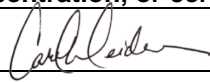
DEPARTMENT: HPHE

COLLEGE: CEHD

PROPOSED EFFECTIVE FALL YEAR: 2021

PROPOSED IMPROVEMENTS: *Academic Program Proposed Improvements*

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|---|---|--|
| <input type="checkbox"/> New degree* | <input type="checkbox"/> New minor* | <input type="checkbox"/> Admission requirements |
| <input type="checkbox"/> New major* | <input checked="" type="checkbox"/> Deletion* | <input type="checkbox"/> Graduation requirements |
| <input type="checkbox"/> New curriculum* | <input type="checkbox"/> Revised major | <input type="checkbox"/> Change in Title |
| <input type="checkbox"/> New concentration* | <input type="checkbox"/> Revised minor | <input type="checkbox"/> Transfer |
| <input type="checkbox"/> New certificate* | | |

☐ Other (explain**) ** Other:**Title of degree, curriculum, major, minor, concentration, or certificate:** Health Education Minor (HESN)**Chair, Department Curriculum Committee:****Date** 10.13.2020**CHECKLIST FOR DEPARTMENT CHAIRS/DIRECTORS**

- ☒ For new programs and other changes that have resource implications, the dean has been consulted.
- ☒ When appropriate, letters of support from department faculty are attached.
- ☒ When appropriate, letters of support from other departments in the same college are attached.
- ☒ When appropriate, letters of support from other college deans, whose programs/courses may be affected by the change, are attached.
- ☒ The proposal has been reviewed by HIGE for possible implications for international student enrollment.
- ☒ The proposal is consistent with the departmental assessment plan, and identifies measurable learning outcomes for assessment.
- ☒ Detailed resource plan is attached where appropriate.
- ☒ All questions attached have been completed and supporting documents are attached.
- ☒ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Chair/Director:**Date** 10/13/2020**CHECKLIST FOR COLLEGE CURRICULUM COMMITTEE**

- ☐ The academic quality of the proposal and the faculty involved has been reviewed.
- ☐ Detailed resource plan is attached where appropriate.
- ☐ Consistency between the proposal and the relevant catalog language has been confirmed.
- ☐ The proposal has been reviewed for effect on students transferring from Michigan community colleges. Detailed information on transfer articulation must be included with undergraduate proposals.
- ☐ Consistency between the proposal and the College and department assessment plans has been confirmed.
- ☐ Consistency between the proposal and the College and department strategic plans has been confirmed.
- ☐ All questions attached have been completed and supporting documents are attached.
- ☐ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Chair, College Curriculum Committee:**Date**

**NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS**

CHECKLIST FOR COLLEGE DEANS

- ☐ For new programs and proposed program deletions, the provost has been consulted.
- ☐ For new programs, letter of support from University Libraries Dean indicating library resource requirements have been met.
- ☐ When appropriate, letters of support from other college faculty and/or chairs are attached.
- ☐ When appropriate, letters of support from other college deans, whose programs/courses may be affected by the change, are attached.
- ☐ The proposal has been reviewed for implications for accreditation, certification, or licensure.
- ☐ Detailed resource plan is attached where appropriate.
- ☐ All questions attached have been completed and supporting documents are attached.
- ☐ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Dean:	Date
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FOR PROPOSALS REQUIRING REVIEW BY:

GSC/USC; EPGC, GRADUATE COLLEGE, and/or FACULTY SENATE EXECUTIVE BOARD

<input type="checkbox"/> Return to Dean		
<input type="checkbox"/> Forward to:	Curriculum Manager:	Date:
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	*needs review by Chair, GSC/USC:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Chair, EPGC:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Graduate College Dean:	Date:
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Faculty Senate President:	Date

<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	*needs review by Provost:	Date
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1. Explain briefly and clearly the proposed improvement:

We propose to delete the Health Education Minor (HESN).

2. Rationale. Give your reason(s) for the proposed improvement.

The Michigan Department of Education has discontinued the Health Education standalone endorsement and we can no longer admit students into the standalone endorsement program. All students interested in teaching physical or health education in Michigan must complete a dual physical education and health education endorsement program. The dual endorsement program (Physical and Health Education Teacher Education: K-12) started enrolling students in Fall 2018.

3. Effect on other colleges, departments, or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

No other colleges, departments or programs are effected by this program deletion.

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

This program deletion will have no effect on department programs. Students interested in Physical or Health Education will enroll in the new program. No courses are being deleted.

5. Alignment with college's and department's strategic plan, mission, and vision.

All teacher education programs must be state approved. We are deleting this program because it is no longer state approved for new students.

6. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time.

No effect. All enrolled students can complete this program or move into the new dual endorsement program.

7. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

N/A. This is a program deletion.

8. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. If proposing a new program, include a letter and/or email of support from the university libraries affirming that the library resource issues have been reviewed. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

There will be no effect on resources. All resources have shifted to the new dual enrollment program.

9. List the learning outcomes for the revised or proposed major, minor, or concentration. The department will use these outcomes for future assessments of the program.

N/A. This is a program deletion.

10. Describe how this change is a response to assessment outcomes that are part of a department or college assessment plan or informal assessment activities.

The state discontinued the endorsement so we need to delete the program.

11. (Undergraduate proposals only) Describe in detail how this change affects transfer articulation for Michigan community colleges. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

No effect on transfer articulations. No courses are being deleted and students can transfer into the new program.

12. Please offer both “Current Catalog Language” and “Proposed Catalog Language” if there is to be a change in the catalog description for a given program. For the “current” language, please copy and paste relevant language from the most current catalog and for the “proposed” language, please share the exact proposed new catalog language. As possible, bold or otherwise note the key changes in the new proposed catalog language.

Current Catalog Copy (2019-2020)

Health Education Minor

Admission to this minor is suspended.

Health Education: School is especially appropriate for those specializing in middle/junior high school education, in special education, and in secondary education with majors in such areas as biology, physical education, English, math, and family and consumer sciences. Candidates also must pass subject area tests of competence administered by the Michigan Department of Education prior to certification by that office. School health minors are expected to have valid first aid and CPR certificates prior to teaching. Students completing requirements are eligible for certification to teach health education in grades 6-12 in Michigan.

Cognates (17 hours)

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- [BIOS 1120 - Principles of Biology](#) Credits: 3 hours
 - [BIOS 2110 - Human Anatomy](#) Credits: 4 hours
 - [BIOS 2400 - Human Physiology](#) Credits: 4 hours
 - [PSY 1000 - General Psychology](#) Credits: 3 hours
 - [SOC 2000 - Principles of Sociology](#) Credits: 3 hours

Health Education: School Courses (26 hours)

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- [HPHE 1550 - Foundations of Health Education](#) Credits: 3 hours
 - [HPHE 2200 - Health Concepts and Strategies](#) Credits: 4 hours
 - [HPHE 2210 - Healthy Behaviors](#) Credits: 4 hours
 - [HPHE 2220 - Basic Health Concepts III](#) Credits: 3 hours
 - [HPHE 3120 - Planning School Health Programs](#) Credits: 3 hours
 - [HPHE 3540 - Human Sexuality Education](#) Credits: 4 hours
 - [HPHE 3810 - Instructor First Aid](#) Credits: 2 hours
 - [HPHE 4120 - Teaching Skills and Strategies](#) Credits: 3 hours
 - [HPHE 4140 - Measurement and Evaluation in Health Education](#) Credits: 3 hours

Proposed Catalog Copy (2021-22)