To: Faculty Curriculum Committee

From: Michael G. Flynn

Chair, Department of Health and Human Performance

RE: Curriculum changes

We have submitted forms to add EXSC 440 and delete the equivalent course PEHD 440. The original forms were submitted when we had the new major approved in 2010, but the paperwork for the EXSC course was misplaced.

In our packet is a form requesting deletion of the PEHD courses that have been replaced by the new EXSC acronym. PEHD 210, PEHD 330, PEHD 401, PEHD 438, PEHD 439, PEHD 498 are on this list.

We also have a form requesting a new course HEAL 499 to allow our newly approved public health degree to offer the bachelor's essay.

Also in our packet is a request for a change of major (ATEP) and a change of concentration (Physical Education/Teacher Ed concentration). These changes were necessitated by the acronym changes with the approval of the exercise science major. These changes are changes in acronym only. There are no changes in major content or course content.
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Michael Flynn          Email: flynnmg@cofc.edu     Phone: 953-5558

Department or Program Name: Health and Human Performance  School name: Education Health and Human Performance

Course Prefix, Number, and Title: EXSC 440-Biomechanics

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE

☐ New Course (attach syllabus)

CHANGE COURSE

☐ Change Number
☐ Change Title
☐ Change Credits/Contact hours
☐ Prerequisite Change
☐ Edit Description

DELETE COURSE

☐ Re-activate Course
☐ Delete Course

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Fall 2012

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

Successful completion of EXSC 201 and EXSC330 and PHYS 101

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☐ Yes  ☑ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours

3  ☑

Is this course repeatable? ☒

not repeatable for credit

The course is not repeatable for credit.
III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

This course will focus on the mechanical basis of human movement with some consideration given to the anatomical constraints that influence normal, athletic, and pathological movement. Topics covered will include linear and angular kinematics and kinetics of movement, equilibrium, and fluid mechanics.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

Changing the acronym to EXSC from PEHD 440. Not changing course or course content.

Will PEHD 440 stay active?
No - delete form
New submitted
3-5-12

CB

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Linear kinematic quantities will be addressed as they apply to movement of the body as well as projectiles.</td>
<td>Students will have homework, in class problem solving and tests on a weekly and monthly basis. Students will be expected to perform at the level of C</td>
</tr>
<tr>
<td>2. Angular kinematics will be examined and understood, especially as it applies to creation of general planar motion.</td>
<td>Students will have homework, in class problem solving and tests on a weekly and monthly basis. Students will be expected to perform at the level of C</td>
</tr>
<tr>
<td>3. Newton's Laws of Motion with respect to linear and angular kinetics will be addressed as they have application to an understanding of inverse dynamics.</td>
<td>Students will have homework, in class problem solving and tests on a weekly and monthly basis. Students will be expected to perform at the level of C</td>
</tr>
<tr>
<td>4. Center of gravity, equilibrium and fluid mechanics will be discussed and examined</td>
<td>Students will have homework, in class problem solving and tests on a weekly and monthly basis. Students will be expected to perform at the level of C</td>
</tr>
</tbody>
</table>
How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course? The program output this course supports is for students to continue to learn to be lifelong learners and critical thinkers.

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses: if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

We are only requesting the acronym change from PEHD 440 to EXSC 440

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings. (Including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   [Signature] Date: 2/7/12

2. Signature of Academic Dean:

   [Signature] Date: 2/8/12

3. Signature of Provost:

   [Signature] Date: 2/8/12

4. Signature of Curriculum Committee Chair:
5. Signature of Faculty Senate Secretary:

Date: __________________

Date Approved by Faculty Senate: ________________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
FACULTY CURRICULUM COMMITTEE CHANGE/DELETE PROGRAM FORM

Contact Name: Michael Flynn Email: flynnmg@cofc.edu Phone: 7291

Department and School Name: Health and Human Performance/School of Education, Health and Human Performance Name and Acronym of Program: B.S. in Physical Education with a Concentration in Teacher Education (PE/TE)

Date (Semester/Year) changed/deleted program will take effect: Fall 2012

I. CATEGORY OF REVIEW (Check all that apply)

☐ Terminate Program (check one): ☐ Degree ☐ Major ☐ Emphasis (concentration/track)
(if checked, skip section II, IV, V, and VII below)

☐ Change Request (attach details):

☐ Add existing course or courses to requirements or electives
☐ Add new course(s) to requirements or electives (complete and attach COURSE FORM for each)
☐ Delete courses from requirements or electives

☐ Add new emphasis (check one): ☐ concentration ☐ track Total # of hours:
(note: any emphasis involving more than 18 credit hours will also require CHE approval)

☐ Interdisciplinary (attach evidence of compliance with guidelines and acknowledgement from relevant departments. Guidelines can be found: http://curriculum.cofc.edu/guidelines-interdisc/index.php)

II. DESCRIPTION OF CHANGES: If a changed program—please explain changes here; if a new emphasis—please provide the details here.

Delete requirements: PEHD 105, PEHD 117, PEHD 330, PEHD 340 and lab.

Add new requirements: PEAC 105, PEAC 117, EXSC 330, EXSC 340 and lab.

This is just an acronym change. No courses or requirements are changing for the concentration.

III. RATIONALE or JUSTIFICATION For changes or termination, please provide a detailed justification. For a new emphasis, briefly address the goals/objectives for the new emphasis, provide evidence of student interest (i.e., has the program offered special topics courses in this area? has the program interviewed student focus groups as part of an internal assessment? etc.), and explain how the emphasis supports the liberal arts tradition and the mission of the institution.

The Department of Health and Human Performance (HEHP) has made a change in the acronyms of our physical education activity classes to PEAC (approved by Faculty Senate on ____). The new acronym is in place as of the fall 2012 schedule. Two activity classes (PEHD 105 – Basketball and Volleyball, and PEHD 117 – Badminton and Racquetball) are required by the Physical Education/Teacher Education major. The new acronym PEAC needs to be reflected for those courses.

HEHP also has a new B.S. in Exercise Science major (approved by the State of SC CHE and SACS) beginning in fall 2012. Course in HEHP that are taught by our Exercise Science faculty have changed acronyms from PEHD to EXSC (approved by Faculty Senate on ____). Two of those courses (PEHD 330 – Kinesiology, and PEHD 340 and lab – Exercise Physiology) are also required by the Physical Education/Teacher Education
major. The new acronym EXSC needs to be reflected for those courses.

IV. CURRICULUM

A. Provide the complete curriculum for the changed program and/or new emphasis distinguishing between required and elective courses. Note pre-requisite courses where appropriate. Note any sequencing of courses or requirements in the program.

B. Provide the COMPLETE curriculum for the changed program and/or new emphasis distinguishing between required and elective courses. Note pre-requisite courses where appropriate. Note any sequencing of courses or requirements in the program, listed exactly as it should appear in the catalog. Attach the completed COURSE FORM and a sample syllabus for each new course.

N/A. The curriculum isn’t changing at all. This change merely reflects acronym changes for some required courses.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
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<th>Program-Level Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
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<tbody>
<tr>
<td>What will students know and be able to do when they complete the program/emphasis? Attach Curriculum Map.</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Physical Education Teacher Education Candidates will demonstrate an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. *</td>
<td>Candidates in the Physical Education Teacher Education will maintain a cumulative GPA of 2.75 or higher throughout their program of study. A GPA analysis will be done at the end of each semester using the COGNOS report.</td>
</tr>
<tr>
<td>2. During their program, candidates will achieve and maintain a health enhancing level of fitness on 3 out of 4 fitness assessments on the President’s Challenge Adult Fitness Test.</td>
<td>Physical Education Teacher Education candidates will complete the President’s Challenge Adult Fitness Test in PEHD 222, PEHD 352, and PEHD 457. Based on percentile averages students must achieve a 65% or higher ranking on 3 out of the 4 areas tested based on the National Standards set forth by the President’s Challenge.</td>
</tr>
<tr>
<td>3. Candidates will develop and implement developmentally appropriate instruction that enhances student performance/learning in K-12 environments.</td>
<td>Physical Education Teacher Education Interns will be evaluated in EDFS 460 using a Clinical Practice Evaluation, ADEPT, and a lesson plan rubric four times throughout the semester and must obtain a “Met” rating of 80% or better.</td>
</tr>
<tr>
<td>4. Candidates will design and analyze student-learning outcomes based on a unit of instruction during clinical practice.</td>
<td>Physical Education Teacher Education Interns will be evaluated once in EDFS 460 using a Unit Work Sample rubric and must obtain a score of “Acceptable” or “Target” on all elements.</td>
</tr>
</tbody>
</table>
5. Physical Education Teacher Education candidates will demonstrate competency in motor skills and movement patterns and participate in regular physical activity. Physical Education Teacher Education candidates will achieve a "B" or better in PEAC 105 and PEAC 117. **

Additional Outcomes or Comments:
* This learning outcome aligns directly with NASPE Standard 2 and adopts the same language used in Moving into the Future: National Standards for Physical Education, 2nd Edition.
**Physical Education Teacher Education candidate grades for PEAC 105 and 117 will be extrapolated from COGNOS report. PEAC 105 and 117 are required courses for the major and directly align with NASPE standards 2.1 and 2.3.

VI. IMPACT ON EXISTING PROGRAMS and COURSES Please briefly document the impact of this changed/deleted program or new emphasis on other programs and courses; if changing/deleting a program—list all programs that will be impacted (and how); if adding a new emphasis—explain any overlap with existing programs or courses in the same or different departments.

N/A. The curriculum isn’t changing at all. This change merely reflects acronym changes for some required courses.

VII. COSTS ASSOCIATED WITH THE ACTION REQUESTED List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

N/A. The curriculum isn’t changing at all. This change merely reflects acronym changes for some required courses.

VIII. APPROVAL and SIGNATURES

1. Signature of Department Chair or Program Director:

2. Signature of Academic Dean:

3. Signature of Provost:

4. Signature of Curriculum Committee Chair:

5. Signature of Budget Committee Chair:

6. Signature of Academic Planning Committee Chair:
7. Signature of Faculty Senate Secretary:

____________________________________ Date: _______________________

Date Approved by Faculty Senate: _________________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
FACULTY CURRICULUM COMMITTEE CHANGE/DELETE PROGRAM FORM

Contact Name: Michael Flynn  Email: flynnmg@cofc.edu  Phone: 7291

Department and School Name: Department of Health and Human Performance; School of Education, Health and Human Performance  Program Name and Acronym of Program: Athletic Training/ATEP

Date (Semester/Year) changed/deleted program will take effect: Fall 2012

I. CATEGORY OF REVIEW (Check all that apply)

☐ Terminate Program (check one):  ☐ Degree  ☐ Major  ☐ Emphasis (concentration/track)
  (if checked, skip section II, IV, V, and VII below)

☐ Change Request (attach details):
  ☐ Add existing course or courses to requirements or electives
  ☑ Add new course(s) to requirements or electives (complete and attach COURSE FORM for each)
  ☑ Delete courses from requirements or electives
  ☐ Add new emphasis (check one):  ☐ concentration  ☐ track  Total # of hours:
  (note: any emphasis involving more than 18 credit hours will also require CHE approval)

☐ Interdisciplinary (attach evidence of compliance with guidelines and acknowledgement from relevant departments. Guidelines can be found: http://curriculum.cofc.edu/guidelines- interdisciplinary/index.php)

II. DESCRIPTION OF CHANGES: If a changed program—please explain changes here; if a new emphasis—please provide the details here.

Delete PEHD 330, PEHD 340 and lab, PEHD 433, PEHD 440

Add EXSC 330, EXSC 340 and lab, EXSC 433, EXSC 440

This is just an acronym change. No courses or requirements are changing for the major.

III. RATIONALE or JUSTIFICATION For changes or termination, please provide a detailed justification. For a new emphasis, briefly address the goals/objectives for the new emphasis, provide evidence of student interest (i.e., has the program offered special topics courses in this area? has the program interviewed student focus groups as part of an internal assessment? etc.), and explain how the emphasis supports the liberal arts tradition and the mission of the institution.

HEHP has a new B.S. in Exercise Science major (approved by the State of SC CHE and SACS) beginning in fall 2012. Course in HEHP that are taught by our Exercise Science faculty have changed acronyms from PEHD to EXSC (approved by Faculty Senate on ___). Four of those courses (PEHD 330 – Kinesiology, PEHD 340 and lab – Exercise Physiology, PEHD 433 – Research Design and Analysis and PEHD 440 - Biomechanics) are also required by the ATEP major. The new acronym EXSC needs to be reflected for those courses.
IV. CURRICULUM

A. Provide the complete curriculum for the changed program and/or new emphasis distinguishing between required and elective courses. Note pre-requisite courses where appropriate. Note any sequencing of courses or requirements in the program.

B. Provide the COMPLETE curriculum for the changed program and/or new emphasis distinguishing between required and elective courses. Note pre-requisite courses where appropriate. Note any sequencing of courses or requirements in the program, listed exactly as it should appear in the catalog. Attach the completed COURSE FORM and a sample syllabus for each new course.

N/A. The curriculum isn't changing at all. This change merely reflects acronym changes for some required courses.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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<tr>
<th>Program-Level Student Learning Outcomes</th>
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<tr>
<td>What will students know and be able to do when they complete the program/emphasis? Attach Curriculum Map.</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Upon completion of the program the student will read, analyze and apply current research to the clinical practice of athletic training.</td>
<td>1. ATEP 375-1: Journal Reflection Assessment Rubric ATEP 375-2: Journal Reflection Assessment Rubric ATEP 375-3: Journal Reflection Assessment Rubric ATEP 375-4: Journal Reflection Assessment Rubric ATEP 375-5: Journal Reflection Assessment Rubric</td>
</tr>
<tr>
<td>After acceptance into the Athletic Training Education Program, students will be evaluated at the end of each semester using the Journal Reflection Assessment Rubric and must obtain a minimum score of 80%.</td>
<td></td>
</tr>
<tr>
<td>2. Upon completion of the program, the student will demonstrate proficiency in the psychomotor skills identified in the CAATE Athletic Training Education Competencies document with a minimum score of at least 80%.</td>
<td>2. ATEP 375-1: Clinical Integrated Proficiency Exam Rubric ATEP 375-2: Clinical Integrated Proficiency Exam Rubric ATEP 375-3: Clinical Integrated Proficiency Exam Rubric ATEP 375-4: Clinical Integrated Proficiency Exam Rubric ATEP 375-5: Clinical Integrated Proficiency Exam Rubric</td>
</tr>
<tr>
<td>After acceptance into the Athletic Training Education Program, students will be evaluated at the end of each semester using the Clinical Integrated Proficiency Exam Rubric and must obtain a minimum score of 80%.</td>
<td></td>
</tr>
<tr>
<td>75% of students in ATEP 245 will score 80% or above on</td>
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</tr>
</tbody>
</table>
the LRP Rubric. 80% of students enrolled in the additional classes will score 80% or above on the LRP which will be used at the end of each semester upon completion of the Literature Review assignment given once a semester in the listed classes.

Additional Outcomes or Comments:

VI. IMPACT ON EXISTING PROGRAMS and COURSES Please briefly document the impact of this changed/deleted program or new emphasis on other programs and courses: if changing/deleting a program—list all programs that will be impacted (and how); if adding a new emphasis—explain any overlap with existing programs or courses in the same or different departments.

N/A. The curriculum isn’t changing at all. This change merely reflects acronym changes for some required courses.

VII. COSTS ASSOCIATED WITH THE ACTION REQUESTED List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

N/A. The curriculum isn’t changing at all. This change merely reflects acronym changes for some required courses.

VIII. APPROVAL and SIGNATURES

1. Signature of Department Chair or Program Director:

   [Signature]

   Date: 2/28/12

2. Signature of Academic Dean:

   [Signature]

   Date: 3/6/12

3. Signature of Provost:

   [Signature]

   Date: 3/8/12

4. Signature of Curriculum Committee Chair:
5. Signature of Budget Committee Chair:

______________________________ Date: __________________

6. Signature of Academic Planning Committee Chair:

______________________________ Date: __________________

7. Signature of Faculty Senate Secretary:

______________________________ Date: __________________

Date Approved by Faculty Senate: ____________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Michael Flynn  Email: flynnmg@cofc.edu  Phone: 3-7291

Department or Program Name: Department of Health and Human Performance  School name: School of Education, Health and Human Performance

Course Prefix, Number, and Title: DELETE THESE COURSES
PEHD 210 (Concepts in Fitness Assessment & Exercise Prescription), PEHD 330 (Kinesiology), PEHD 340 (Exercise Physiology) and lab, PEHD 401 (Independent Study), PEHD 433 (Research Design and Analysis), PEHD 438 (Advanced Topics in Resistance Training & Conditioning), PEHD 439 (Advanced Topics in Exercise Physiology and lab), PEHD 498 (Capstone in Exercise Science)

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE
☐ New Course (attach syllabus)

CHANGE COURSE
☐ Change Number
☐ Change Title
☐ Change Credits/Contact hours
☐ Prerequisite Change
☐ Edit Description

DELETE COURSE
☐ Re-activate Course
☐ Delete Course

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered:

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☐ Yes  ☐ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

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<th>Lab</th>
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<td></td>
<td></td>
<td></td>
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</table>
B. Credit Hours

Is this course repeatable? □ yes □ no If so, how many credit hours may the student earn in this course?

III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.


IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

The above listed courses are to be deleted because they are being replaced by the following equivalent courses:
EXSC 210 (Concepts in Fitness Assessment & Exercise Prescription),
EXSC 330 (Kinesiology), EXSC 340 (Exercise Physiology) and lab,
EXSC 401 (Independent Study), EXSC 433 (Research Design and Analysis),
EXSC 438 (Advanced Topics in Resistance Training & Conditioning),
EXSC 439 (Advanced Topics in Exercise Physiology and lab),
EXSC 498 (Capstone in Exercise Science)

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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</table>

1.

2.

3.
How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   Signature: _______________ Date: 2/27/12

2. Signature of Academic Dean:

   Signature: _______________ Date: 2/29/12

3. Signature of Provost:

   Signature: _______________ Date: 3/8/12
4. Signature of Curriculum Committee Chair:

________________________________________ Date: __________________

5. Signature of Faculty Senate Secretary:

________________________________________ Date: __________________

Date Approved by Faculty Senate: ________________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Michael Flynn/Bill Barfield  Email: flynnmg@cofc.edu  Phone: 7291

Department or Program Name: HEHP  School name: EHHP

Course Prefix, Number, and Title: PEHD 440

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE --------------------------------- CHANGE COURSE ------------------------- DELETE COURSE

☐ New Course (attach syllabus)  ☐ Change Number  ☐ Re-activate Course
☐ Change Title  ☐ Delete Course
☐ Change Credits/Contact hours  ☐ Prerequisite Change
☐ Prerequisite Change
☐ Edit Description

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: na

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☐ Yes  ☐ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

II. NUMBER OF CREDITS and CONTACT HOURS per week

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<tr>
<td>A. Contact Hours</td>
<td>3</td>
<td></td>
<td></td>
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</tbody>
</table>

B. Credit Hours  3

Is this course repeatable? ☐ yes ☐ no  If so, how many credit hours may the student earn in this course? NA
III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

NA

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

A new major in Exercise Science has been approved by CHE and cleared by SACS. The acronym for the class has been changed to EXSC 440 and a separate form has been submitted to make the acronym change.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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<td>2.</td>
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<td>3.</td>
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<tr>
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How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

The EXSC 440 acronym will replace the PEHD 440. The course is a directed elective in exercise science major (one of 12 courses students can choose from—they select 8), but is not required of any other major in the department or on campus. Only the acronym is being changed.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

none

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   [Signature]

   Date: 2/17/12

2. Signature of Academic Dean:

   [Signature]

   Date: 3/20/12

3. Signature of Provost:

   [Signature]

   Date: 3/8/12

4. Signature of Curriculum Committee Chair:

   [Signature]

   Date:

5. Signature of Faculty Senate Secretary:

   [Signature]

   Date:
Date Approved by Faculty Senate: ________________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Deborah Miller  Email: millerd@cofc.edu  Phone: 3-8248

Department or Program Name: Department of Health and Human Performance

School name: School of Education, Health and Human Performance

Course Prefix, Number, and Title: HEAL 499 Bachelor's Essay

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE

X☐ New Course (attach syllabus)
HEAL 499, Bachelor's Essay

CHANGE COURSE

☐ Change Number
☐ Change Title
☐ Change Credits/Contact hours
☐ Prerequisite Change
☐ Edit Description

DELETE COURSE

☐ Re-activate Course
☐ Delete Course

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Fall 2012

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

Senior status

Approval of Department Chair and faculty mentor

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

☐ Yes  X☐ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

Lecture  Lab  Seminar  Ind. Study  TBA
B. Credit Hours

6.0

Is this course repeatable? □ yes X □ no  If so, how many credit hours may the student earn in this course?

III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

A year-long research and writing project done during the senior year under the close supervision of a mentor from the department. The candidate must take the initiative in seeking a mentor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the chair prior to registration for the course.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

The goal of this course is to provide an intensive research project for a senior who is interested in a specific aspect of the health field.

Objectives:
1. Differentiate between a quantitative and/or qualitative research project;
2. Design a research project that investigates a health topic;
3. Conduct an extensive review of literature that is focused on the research topic;
4. Analyze and apply the information related to the research project; and
5. Describe future implications related to the findings.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Define quantitative and qualitative research</td>
<td>The student will describe the differences between quantitative and qualitative research by giving several examples to the mentor.</td>
</tr>
<tr>
<td>2. Design a research question pertinent to his/her health topic</td>
<td>The student will identify at least one appropriate research question to investigate related to his/her topic of interest.</td>
</tr>
</tbody>
</table>
3. Write a research paper that:
   a. contains an extensive literature review;
   b. applies information from the literature review and aligns it to the research question; and
   c. links findings to future implications

   The mentor and a second reader will critique each section, chapter, and/or draft of the research paper throughout the year-long project. Mid-term and final grades will be determined based upon the completed work.

4. How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

   The Bachelor’s Essay offers a unique opportunity for talented students to pursue a creative project that challenges their intellectual abilities within the major. It reinforces research and writing skills within the diverse field of public health and enables students to apply theory to a problem that may or may not have been previously investigated.

   Students completing a Bachelor’s Essay will also have an opportunity to present their research within the School of Education, Health and Human Performance at its new Research Poster Session each spring. Each poster will be judged by faculty teaching within the interdisciplinary public health degree, which supports the Core Purpose, Values, and Mission Statement of the College of Charleston.

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

   The Department of Health and Human Performance currently has “PEHD 499 Bachelor’s Essay” listed under the PEHD acronym. As the department moves to a new Public Health major in fall 2012, students wanting to enroll in a health Bachelor’s Essay need to have the appropriate acronym on their transcripts. This new course, HEAL 499, will accurately describe the research projects as being health related.

   The overall number of Bachelor’s Essays within the department will not change with this new course. However, there will be a shift in “where” the student will enroll in the course. Public Health students will enroll under the HEAL 499 acronym.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings. (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

   None
IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

Michael Ryn
Date: 2/28/12

2. Signature of Academic Dean:

Van Welch (AHK)
Date: 3-6-12

3. Signature of Provost:

Date: 3/8/12

4. Signature of Curriculum Committee Chair:

Date:

5. Signature of Faculty Senate Secretary:

Date:

Date Approved by Faculty Senate:

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
Bachelor’s Essay
HEAL 499

College of Charleston
Fall 2012 — 6 Semester Credit Hours

TIME & PLACE:
TBA

INSTRUCTOR:
Dr. Susan Balinsky

OFFICE:
315 Silcox Physical Education and Health Center

OFFICE HOURS:
10:45-12:00 TTR, 11:00-12:00 MWF, and by appointment

PHONE/FAX:
(843) 953-8242 (843) 953-5558 (Sec.) (843) 953-6757 Fax

E-MAIL:
balinsky@cofc.edu

PREREQUISITES:
HEAL 215, Senior Status (90 plus hours), Permission of mentor and department chair

COURSE TEXT:

COURSE DESCRIPTION:
A year-long research and writing project done during the senior year under the close supervision of a mentor from the department. The candidate must take the initiative in seeking a mentor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the chair prior to registration for the course.

COURSE OBJECTIVES:
1. Differentiate between a quantitative and/or qualitative research project;
2. Design a research project that investigates a health topic;
3. Conduct an extensive review of literature that is focused on the research topic;
4. Analyze and apply the information related to the research project; and
5. Describe future implications related to the findings.

COURSE OUTLINE:

FALL SEMESTER — Grade = IP

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Discussion of Research Interests/Topics for Investigation</td>
<td>Read the URCA and ORGA websites</td>
</tr>
<tr>
<td>2.</td>
<td>Discussion of Research Interests/Topics for Investigation; Statement of the problem and development of research hypotheses</td>
<td>Read the APA Website and complete the tutorial on APA style writing</td>
</tr>
<tr>
<td>3.</td>
<td>Research Ethics</td>
<td>CITI Training modules for Human Subjects Research: ORGA website</td>
</tr>
<tr>
<td></td>
<td>Research Protections and Compliance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What's a Human Subjects Review Application? What does IRB mean?</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Differentiating between a quantitative and/or qualitative research project; Pros and Cons of each Writing for the IRB (cont’d)</td>
<td>CITI Training modules for Human Subjects Research: ORGA website Certification Due: Modules must be passed Submission of the research question that the student will investigate</td>
</tr>
<tr>
<td>5.</td>
<td>How to conduct a review of literature Research design: selecting the right design for your research project</td>
<td>Begin literature review for research topic</td>
</tr>
<tr>
<td>6.</td>
<td>Samples of appropriate research instruments in public health</td>
<td>Submission to the IRB in ORGA (if needed) Continue literature review</td>
</tr>
<tr>
<td>7.</td>
<td>Identifying limitations of the study, sample size, population, significance of the study</td>
<td>Continue literature review</td>
</tr>
<tr>
<td>8.</td>
<td>Methodology: Selection of subjects, informed consent, Instrumentation Samples from current journal articles</td>
<td>Due: First draft of literature review</td>
</tr>
<tr>
<td>9.</td>
<td>Methodology: Selection of subjects, informed consent, Instrumentation Samples from current journal articles</td>
<td>Begin Introduction to the paper</td>
</tr>
<tr>
<td>10.</td>
<td>Begin Data collection</td>
<td>Revise literature review</td>
</tr>
<tr>
<td>11.</td>
<td>Data collection</td>
<td>Revise and expand literature review</td>
</tr>
<tr>
<td>12.</td>
<td>Data collection</td>
<td>Begin analyzing data collected (if possible)</td>
</tr>
<tr>
<td>13.</td>
<td>Data collection</td>
<td>Begin analyzing data collected (if possible)</td>
</tr>
</tbody>
</table>
## SPRING SEMESTER

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Data Collection</td>
<td>Finish writing methodology section of paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due: Second complete draft of paper</td>
</tr>
<tr>
<td>2.</td>
<td>Data Collection</td>
<td>Begin Development of Tables, Charts, Graphs for paper</td>
</tr>
<tr>
<td>3.</td>
<td>Analyze Data</td>
<td>Submit draft of data section</td>
</tr>
<tr>
<td></td>
<td>Apply findings to research project</td>
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<tr>
<td>4.</td>
<td>Analyze Data</td>
<td>Submit draft of findings</td>
</tr>
<tr>
<td></td>
<td>Apply findings to research project</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Developing an abstract</td>
<td>Write abstract draft</td>
</tr>
<tr>
<td>6.</td>
<td>Review abstract</td>
<td>Finalize paper's abstract</td>
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<tr>
<td></td>
<td>Discuss journal article</td>
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<tr>
<td></td>
<td>submission from paper</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Describe future implications of research findings</td>
<td>Due: Third complete draft of paper</td>
</tr>
<tr>
<td>8.</td>
<td>Describe future implications of research findings</td>
<td>Revise paper and address all comments</td>
</tr>
<tr>
<td>9.</td>
<td>Finalize paper</td>
<td>Revise paper and address all comments</td>
</tr>
<tr>
<td>10.</td>
<td>Finalize paper</td>
<td>Submit final copy to Faculty Mentor &amp; second reader for critique</td>
</tr>
<tr>
<td>11.</td>
<td>Prepare PowerPoint slides for poster development</td>
<td>Develop poster presentation</td>
</tr>
<tr>
<td>12.</td>
<td>Prepare PowerPoint slides for poster development</td>
<td>Develop poster presentation</td>
</tr>
<tr>
<td>13.</td>
<td>Bind Bachelor's Essay</td>
<td>Poster Presentation at SOEHHP Poster session</td>
</tr>
<tr>
<td></td>
<td>Final Copy</td>
<td></td>
</tr>
</tbody>
</table>