The following courses (required for the BS in Public Health) need to have some prerequisites/restrictions corrected. They were inadvertently overlooked when this new degree was implemented.

<table>
<thead>
<tr>
<th>FORM</th>
<th>COURSE NUMBER/NAME or DEGREE</th>
<th>PROPOSED CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change/delete program Form</td>
<td>PHIL 175</td>
<td>Allow PHIL 175 to fulfill ethics requirement for B.S. in Public Health major.</td>
</tr>
<tr>
<td>Course Change Form</td>
<td>HEAL 403</td>
<td>Change credit hours for HEAL 403 to allow for variable credit 3 to 6 credits.</td>
</tr>
<tr>
<td>New Course</td>
<td>HEAL 442</td>
<td>Add new course, HEAL 442; Healthy Aging. This has been offered as a special topics course (HEAL 320) for several semesters.</td>
</tr>
<tr>
<td>Minor Form</td>
<td>HEAL minor</td>
<td>Allow HEAL 442 (Healthy Aging, see line above) to count as 3 credits towards the 18 credits required for a Health Minor.</td>
</tr>
</tbody>
</table>
FACULTY CURRICULUM COMMITTEE
SIGNATURE PAGE

- In section A, list ALL of the forms covered by this signature page. If you submit a form that is not listed in A, your proposal will be held back until we receive a new, updated signature page.
- You must obtain the signature of your department chair and dean before submitting your proposal.

A. FORMS COVERED BY THIS SIGNATURE PAGE. List each form you are submitting—for instance, PSYC 383, Course Form; PSYC, Change of Major Form; PSYC, Change of Minor Form.

PHIL 175 change/delete program form (allow new course for major)
HEAL 403 course change form (change credit hours to variable credits)
HEAL 442 course change form (create new course)
HEAL minor form (allow new class for minor)

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:
   
   Michael G. Flynn
   
   Date: 1/24/14

2. Signature of Academic Dean:
   
   Date: 1/24/14

3. Signature of Provost:
   
   Date: 1/27/14

4. Signature of Business Affairs (only for course fees):
   
   Date: 
   
   ☐ fee approved on 
   
   ☐ BOT approval pending

5. Signature of Curriculum Committee Chair:
   
   Date: 

6. Signature of Budget Committee Chair (only for new programs):
   
   Date: 

7. Signature of Academic Planning Committee Chair (only for new programs):
   
   Date: 

8. Signature of Faculty Senate Secretary:
   
   Date: 

Date Approved by Faculty Senate: 

21-02-14 A1:12 RCVD
****Original Message****
From: Grantham, Todd
Sent: Friday, January 31, 2014 2:58 PM
To: McGee, Deborah S; Balinsky, Susan E; Kopfman, Jenifer E
Subject: RE: Ethics Class Approval

You're right that we can solve the immediate issue with a course substitution. But if you're willing to allow this substitution, I wonder whether we shouldn't also make the curriculum change so that other students could use PHIL 175 to satisfy the Ethics requirement for Pub. Health.

Todd
FACULTY CURRICULUM COMMITTEE
CHANGE/DELETE PROGRAM FORM

Instructions:
- Please fill out all of the portions of the form that are specified in section B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the detailed instructions on the website.
- Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Susan E. Balinsky Phone: 953-8242 Email: balinskys@cofc.edu

School: Education, Health, & Human Performance Department or Program: Health & Human Performance

Name and Acronym of Major: Public Health, B.S., PBHL

B. CATEGORY OF REVIEW. Please check all that apply, then fill out the specified parts of the form.

☐ Change Request
  ☑ Add an existing course to requirements or electives (fill out all sections)
  ☐ Add a new course to requirements or electives (attach completed course form for each; fill out all sections)
  ☐ Delete courses from requirements or electives (fill out all sections)
  ☐ Add or modify concentration (fill out C, D, E, G, H, and I)*
  ☐ Add or modify cognate (fill out C, D, E, G, H, and I)*

*Note: Only concentrations and cognates requiring 18 or more credit hours will be tracked in Banner and Degree Works and noted on the transcript.

☐ Terminate Program (fill out E, G, H, and I)
  ☐ Terminate degree
  ☐ Terminate major
  ☐ Terminate concentration
  ☐ Terminate cognate

C. GENERAL INFORMATION

Number of Current Credit Hours (for existing program): ____58+_____
Number of Proposed Credit Hours (for changed program): ____58+_____ Catalog Year in which changes will take effect: FALL __2014_____

D. CURRICULUM. Please list every change you are making below AND attach the current Program of Study Worksheet for this major (http://registrar.cofc.edu/program-of-study-worksheets/index.php) with changes marked in RED. Additions should show where the course will be inserted, deletions should be noted by crossing out the course, and moves indicated with arrows. Distinguish between required and elective courses, and note any prerequisites, corequisites, sequencing, or other restrictions. Provide the catalog description and course list exactly as they should appear in the catalog. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus.

This form was last updated on 6/6/2013 and replaces all others. 

Page 1 of 3
Allow PHIL 175 *Business and Consumer Ethics* to fulfill Ethics requirement.

E. **RATIONALE AND EXPLANATION.** Please provide a narrative addressing the request you are making and why you are making it.
Allow PHIL 175 *Business and Consumer Ethics* to fulfill Ethics requirement. This change will increase the options for students (under the Ethics category) in the B.S. in Public Health major.

F. **STUDENT LEARNING OUTCOMES AND ASSESSMENT.**

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</table>

1. Evaluate the obligations of the business community to consumers. Successful completion of assigned projects/case study. Midterm, final exam.

2. Students will be able to identify the role of government in protecting the consumer. Course examinations and projects including midterm and final exam.

3. Students will explore fair advertising practices. Course examinations and projects including midterm and final exam.

4. Students will discuss government regulations of business. Course examinations and projects including midterm and final exam.

Additional Outcomes or Comments:

Students will learn to think critically about health issues in a wide variety of contexts. Understand public health as a liberal art and view general education courses as they relate to health.
G. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a program, please describe the effect on all programs that will be impacted; if you are adding or changing a program, please explain any overlap with existing programs at the College.

This addition is at the suggestion of Dr. Todd Grantham, Chair of the Philosophy Department. The impact on the Philosophy department should be a positive one in that adding another ethics course to our list of electives will relieve pressure on the current ethics courses that serve as our electives. Additionally, PHIL 175 will gain extra registrants from among the Public Health majors, helping to boost enrollment figures.

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

None

I. CHECKLIST

☐ I have completed all relevant parts of the form.

☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ I have attached a Course Form for each newly-created or modified course.

☐ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.

☐ I have provided the complete curriculum for the program, concentration, emphasis, etc., including the description and course list, exactly as it should appear in the catalog.

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.

This form was last updated on 6/6/2013 and replaces all others.
Public Health Major Requirements Catalog Year:  2013-14 Degree:  Bachelor of Science
Credit Hours:  58+
“PR” indicates a pre-requisite.  “CO” indicates a co-requisite.
Courses within this major may also satisfy general education requirements. Please consult
http://registrar.cofc.edu/general-education for more information.
Required Courses
  BIOL 111 Introduction to Cell and Molecular Biology (3) PR: None; CO: BIOL 111L  BIOL 111L
  Introduction to Cell and Molecular Biology Lab (1) CO: BIOL 111 OR  HONS 151 Honors Biology I (3)
  PR: None; CO: HONS 151L  HONS 151L Honors Biology I Lab (1) CO: HONS 151
  BIOL 112 Evolution, Form, and Function of Organisms (3) PR: BIOL 111 and 111L; CO: BIOL 112L
  BIOL 112L Evolution, Form, and Function of Organisms Lab (1) CO: BIOL 112L OR  HONS 152 Honors
  Biology II (3) PR: HONS 151 and 151L; CO: HONS 152L  HONS 152L Honors Biology II Lab (1) CO: HONS
  152
  BIOL 201 Human Physiology (4) PR: BIOL 111/111L or HONS 151/151L and BIOL 112/112L or HONS
  152/152L
  BIOL 202 Human Anatomy (4) PR: BIOL 111/111L or HONS 151/151L and BIOL 112/112L or HONS
  152/152L
  HEAL 215 Introduction to Public Health (cross-listed with PBHL 215) (3) PR: None
  HEAL 216 Personal and Community Health (3) PR: None
  HEAL 225 Consumer Health (3) PR: None
  HEAL 257 Principles of Nutrition (3) PR: None
  HEAL 230 Global Health (cross-listed with PBHL 230) (3) PR: None
  HEAL 350 Epidemiology (cross-listed with PBHL 250) (3) PR: PBHL/HEAL 215
  HEAL 325 Health Promotion (3) PR: HEAL 216; and junior standing; CO: HEAL 325L
  HEAL 325L Field Experience in Health Promotion (1) PR: HEAL 215, 257, 395; and junior standing or
  instructor permission; CO: HEAL 325
  HEAL 395 Biostatistics in Health Sciences (3) PR: MATH 104 or any higher level statistics course; HEAL
  215
  HEAL 460 Public Health Administration (3) PR: HEAL 325 and 325L or instructor permission
  HEAL 495 Capstone Seminar (1) PR or CO: HEAL 395, HEAL 460
  PBHL 336 Health Communication (cross-listed with COMM 336*) (3) PR: COMM 104 or COMM
  110; COMM 214 or COMM 215; or instructor permission.
Note: *When section covers Health Communication.
Mathematics Requirement
  MATH 104 Elementary Statistics (3) PR: MATH 101 or placement OR  MATH 250 Statistical Methods
  (3) PR: Either MATH 111, 120 or instructor permission
AND
  MATH 103 Contemporary Math with Applications (3) PR: MATH 101 or placement OR  MATH 105
  Calculus for Business and the Social Sciences (3) PR: MATH 101 or placement OR  MATH 111
  Pre-Calculus Mathematics (4) PR: Placement or C- or better in MATH 101 OR  MATH 120 Introductory
  Calculus (4) PR: Placement or C- or better in MATH 111 OR  MATH 220 Calculus II (4) PR: MATH
  120 or HONS 115
Note: For higher level MATH courses that can count for this requirement, please consult with the
Health and Human Performance Department.
Complete at least 3 credit hours from the following:
  HEAL 401 Independent Study in Health Education (1-3; repeatable up to 9) PR: Instructor permission
or department chair permission

OR

HEAL 403 Health Internship and Practicum (6) PR: Senior standing; Declared B.S. in Public Health Major; Minimum 2.50 GPA; Application submitted at least one year before the semester in which the internship is taken and approval by health faculty. Submit application to program director.

Select one of the following Health Policy courses:

- POLI 210 Introduction to Public Administration (3) PR: None
- POLI 211 Introduction to Public Policy (3) PR: None
- POLI 307 Environmental Policy (3) PR: None
- POLI 308 Education Policy (3) PR: None
- POLI 309 Health Policy (3) PR: None
- SOCY 345 Social Policy (3) PR: SOCY 101 or HONS 167 or SOCY 102
- SOCY 358 Living in an Organizational World (3) PR: SOCY 101 or HONS 167 or SOCY 102
- URST 310 Urban Planning (3) PR: None

Select one of the following Environmental courses:

- ANTH 340 Medical Anthropology (3) PR: ANTH 101 or 203 or instructor permission
- ENVT 200 Introduction to Environmental Studies (3) PR: Sophomore standing
- HIST 291 Disease, Medicine and History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
- HIST 292 Disease, Medicine and World History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
- SOCY 340 Medical Sociology (3) PR: SOCY 101 or HONS 167 or SOCY 102
- SOCY 344 Social Gerontology (3) PR: SOCY 101 or HONS 167 or SOCY 102
- SOCY 346 Environmental Sociology (3) PR: SOCY 101 or HONS 167 or SOCY 102
- PSYC 329 Environmental Psychology (3) PR: PSYC 103

Select one of the following Ethics courses:

- COMM 315* Ethical Communication (3) PR: COMM 104 or COMM 110; COMM 214 or COMM 215; or department chair permission
- PHIL 155 Environmental Ethics (3) PR: None
- PHIL 170 Biomedical Ethics (3) PR: None
- PHIL 207 Ethics (3) PR: None
- PHIL 175 Business and Consumer Ethics (3) PR: None

Note: *When section covers Health Ethics
FACULTY CURRICULUM COMMITTEE
MINOR FORM

Instructions:
- Please fill out all of the portions of the form that are specified in section B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the detailed instructions on the website. Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Susan E. Balinsky
Phone: 953-8242
Email: balinskys@cofc.edu

School: Health & Human Performance
Department or Program: Education, Health, & Human Performance

Name and Acronym of Minor: Health, HEAL

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Minor (complete all portions)

☐ Change an Existing Minor (complete C, D, E, G, H, and I)
  ☐ Add existing course or courses to requirements or electives
  ☐ Add new course(s) to requirements or electives (attach completed course form for each)
  ☐ Delete courses from requirements or electives

☐ Terminate a Minor (complete E, G, H, and I)

C. GENERAL INFORMATION.

Number of Current Credit Hours (for existing minors): ___18___
Number of Proposed Credit Hours (for new or changing minors): ___18___

Catalog year in which changes will take effect: FALL ___2014___

☐ Interdisciplinary (please see guidelines on the Curriculum Committee website and include acknowledgments from relevant departments)

According to academic policy, students may not obtain a major/concentration and minor in the same subject. Will students in specific majors be prohibited from declaring this minor because of this policy?
  ☐ Yes—Which major(s) or concentration(s)? ____________
  ☐ No

D. CURRICULUM. For a changed minor, please list every change you are making below AND attach the current catalog entry for this minor (from the Minor Requirements section) with changes marked in RED. Additions should show where the course will be inserted, deletions should be noted by crossing out the course, and moves indicated with arrows. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus. For This form was last updated on 6/6/2013 and replaces all others.
a new program, please submit the complete curriculum and catalog description exactly as they should appear in the catalog.
Allow HEAL 442 (Healthy Aging) as acceptable 3-credits toward the required 18 hours of courses to fulfill HEAL minor.

E. RATIONALE AND EXPLANATION. Please provide a narrative addressing the request you are making and why you are making it. In addition, for a new minor, please address its objectives, provide evidence of student interest (e.g. interviews with student focus groups, enrollment in special-topics courses in this area), and explain how the minor supports the liberal arts tradition as well as the mission of the institution.

HEAL 442 (Healthy Aging) has been offered as a special topics (HEAL 320) for the past several semesters. We are now submitting paperwork to establish HEAL 442 as a course. HEAL 320 has always been allowed as a class to fulfill the Health minor requirements. Adding HEAL 442 to the list of acceptable courses will just recognize the fact that an existing HEAL 320 course has been converted to a ‘regular’ course.

F. 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 minor? Attach a 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.</td>
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<td>4.</td>
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</tbody>
</table>

How does this minor 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 minor?
G. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a minor, please identify all programs that will be affected. If you are adding or changing a minor, please explain any overlap with existing programs at the College.

None

H. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

None

I. CHECKLIST.

☐ I have completed all relevant parts of the form.

☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ I have attached a Course Form for each newly-created or modified course. - see submission for HEAL 442.

☐ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.

☐ I have provided the complete curriculum for the minor, including the description and course list, exactly as it should appear in the catalog.

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
Health Minor

Credit Hours: 18

Minor Requirements:

This minor is available to students who are not majors in Public Health.

NOTE: The maintenance of a minimum GPA of 2.0 in the health minor coursework is required for successful certification of the health minor on the student's transcript.

Choose from any of the following courses:

- **HEAL 215**  Introduction to Public Health
- **HEAL 216**  Personal and Community Health
- **HEAL 217**  Human Sexuality
- **HEAL 225**  Consumer Health
- **HEAL 230**  Global Health
- **HEAL 240**  Worksite Wellness
- **HEAL 257**  Principles of Nutrition
- **HEAL 317**  Sexual Behavior and Relationships
- **HEAL 320**  Special Topics
- **HEAL 323**  Women's Health Issues
- **HEAL 333**  Sports and Exercise Nutrition
- **HEAL 347**  First Aid and Emergency Preparedness
- **HEAL 350**  Epidemiology
- **HEAL 401**  Independent Study
- **HEAL 442**  Healthy Aging
- **PSYC 333**  Health Psychology
- **SOCY 336**  Death and Dying
Faculty Curriculum Committee
Course Form

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Susan E. Balinsky Phone: 953-8242 Email: balinskya@cofc.edu

Department or Program: Health & Human Performance School: Education, Health, & Human Performance

Subject Acronym and Course Number: HEAL 403

Catalog Year in which changes will take effect: FALL ___2014_____

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J)
☒ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)

☐ Course Number (you must submit a course deactivation request for the old course number)
☐ Course Name
☐ Course Description
☒ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)

☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

We request to change the credit hours allowed for HEAL 403 (Health Internship and Practicum) from 6 credits only to a variable credit course, 3 credits – 6 credits. This change will allow flexibility in placing the growing number of internship students.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This will allow students who are not able to or do not want to complete HEAL 401 (Public Health independent study) but only need 3 credits of HEAL 401/403 to fulfill graduation requirements, the ability to complete a 3-credit internship. It will provide greater flexibility in the HEAL 403 course and provide more internship opportunities. We will be pursuing Council on Education of Public Health (CEPH) accreditation in a few years. The expectation will be that students do field experiences. An independent study may or may not include field work, so providing an equivalent credit hour option (3 credits) will be beneficial.

This form was last updated on 12/13/13 and replaces all others.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: Health & Human Performance  
School: Education, Health, & Human Performance  
Subject
Acronym: HEAL  
Course Number: 403

Credit hours:  lecture  lab  seminar  independent study  =  6 Int.
Contact hours:  lecture  lab  seminar  independent study  = 210 Int.

Course title: Public Health Internship and Practicum

Course description (maximum 50 words, exactly as it appears in the catalog):
Candidates are placed in cooperating local agencies in areas of interest (public health, employee wellness, school health, fitness center, etc.). The field experience is a laboratory class that requires participation in the daily activities of an assigned agency and in on-campus seminars.

Restrictions (pre-requisites, co-requisites, majors only, etc.): A senior physical education major with a minimum GPA of 2.5 overall. In addition, an application must be submitted to the health coordinator at least one year before the semester in which the internship would be taken. The applicant must be approved by the HEHP department.

Cross-listing, if any: None

Is this course repeatable? □ yes  x□ no  If yes, how many total credit hours may the student earn? ____

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: Health & Human Performance  
School: Education, Health, & Human Performance  
Subject
Acronym: HEAL  
Course Number: 403

Credit hours:  lecture  lab  seminar  independent study  =  3-6 Int.
Contact hours:  lecture  lab  seminar  independent study  = 105 to 210 Int.

Course title: Public Health Internship and Practicum

Course description (maximum 50 words, exactly as it appears in the catalog):
Candidates are placed in cooperating local agencies in areas of interest (public health, employee wellness, school health, fitness center, etc.). The field experience is a laboratory class that requires participation in the daily activities of an assigned agency and in on-campus seminars.

Restrictions (pre-requisites, co-requisites, majors only, etc.):
A senior public health major. Students must attend the mandatory internship meeting in the semester prior to their internship semester. Students are responsible for their own transportation to off campus internship sites.

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes  x □ no
If so, which course? ______________

If equivalent, will the newly-created course replace the existing course? □ yes  □ no

This form was last updated on 12/13/13 and replaces all others.
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): ________________
Note: Cross-listed courses are equivalent.

Is this course repeatable? □ yes x □ no If yes, how many total credit hours may the student earn? ____

Is there an activity, lab, or other fee associated with this course? □ yes x □ no What is the fee? $_____
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

none

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

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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?
I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? □ yes x □ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

J. CHECKLIST.

☐ x I have completed all relevant parts of the form.

☐ x I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

x ☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
FACULTY CURRICULUM COMMITTEE  
COURSE FORM

Instructions:
• Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
• Fill out the parts of the form specified in part B. You must do this before your request can move forward!
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Susan Balinsky  Phone: 3-8242  Email: balinskys@cofc.edu

Department or Program: Health & Human Performance  School: School of Education

Subject Acronym and Course Number: HEAL 442 – Healthy Aging

Catalog Year in which changes will take effect: FALL 2014

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

x □ Add a New Course (complete parts C, D, F, G, H, I, J, K)
□ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)

□ Course Number
□ Course Name
□ Course Description
□ Credit/Contact Hours
□ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
□ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
□ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This course has been offered for 3 semesters as a special topics course and is very popular. The course was planned to be created and accepted as a directed elective for the B.S. in Exercise Science when that new major was proposed. The paperwork to create the course was inadvertently misplaced and the course was never created, thus the need to offer it as a special topics course. We would now like to formally create the class. In addition, this course may be used as part of the Health Minor or as an elective for students on campus interested in a course dealing with the aging population.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

The request will have a positive impact on the registrar’s office. They will no longer need to apply directed electives for this course to the audits of exercise science majors as they must currently do. The course number is already listed as an acceptable class for 3 credits of exercise science directed electives. In addition, students pursuing the Public Health major

This form was last updated on 06/03/13 and replaces all others.
(B.S. degree) or Health Minor may have an additional course to select. Students who are majoring in other departments who have an interest in the aging population may also enroll in this course for elective credit if they meet the prerequisites.
EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 
School: 
Subject Acronym: 
Course Number: 

Credit hours: _ lecture _ lab _ seminar _ independent study
Contact hours: _ lecture _ lab _ seminar _ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

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

E. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: Health & Human Performance School: Education Subject Acronym: HEAL Course Number: 442

Credit hours: _3_ lecture _ lab _ seminar _ independent study
Contact hours: _3_ lecture _ lab _ seminar _ independent study

Course title: Healthy Aging

Course description (maximum 50 words, exactly as it appears in the catalog):
This course explores the aging process and wellness for the aging population, including normal and abnormal age-related changes in physiology, sociology, psychology, and wellness. Topics also include wellness practices related to lifestyle changes in physical activity, nutrition, mental health, and sexuality. It examines strategies to enhance the aging experience.

Restrictions (pre-requisites, co-requisites, majors only, etc.):
Students must be of junior standing and have completed Human Anatomy and Human Physiology or receive permission from the instructor or the Department Chair.

If this is a newly-created course, is it intended to be the equivalent of an existing course and replace it? □ yes □ no
If so, which course? _HEAL 320: ST: Healthy Aging _____________
Note: You must deactivate that course by submitting an additional Course Form.
The Special Topics number 320 will remain in existence for future health courses, but it will not be used for the Healthy Aging course again once it is approved as a new course with the number HEAL 442.

Cross-listing, if any (submit approval from relevant department):
Note: Cross-listed courses are equivalent.

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

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Is there an activity, lab, or other fee associated with this course? □ yes □ no  What is the fee? $______

Note: The senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

F. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

None

H. 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. Identify lifestyle practices that promote health and prevent disease and/or disability</td>
<td>Weekly quizzes, Midterm exam, and Final Exam</td>
</tr>
<tr>
<td>2. Describe normal aging phenomena and experiences, including common diseases and functional problems, effects of aging on body systems, and changes in mental functioning.</td>
<td>Weekly quizzes, Midterm exam, and Final Exam,</td>
</tr>
<tr>
<td>3. Describe risk factors, symptoms, and the treatment of common chronic conditions associated with aging</td>
<td>In-class Case studies, Student Project, Final Exam</td>
</tr>
<tr>
<td>4. Demonstrate the ability to read, extrapolate from, and discuss concepts from current literature on health and health-related issues in the aged.</td>
<td>In-class Case studies, Midterm exam, Final Exam, Student Project</td>
</tr>
<tr>
<td>5. Describe the multidisciplinary and interdisciplinary nature of aging</td>
<td>In-class Case studies, Final Exam, Student Project</td>
</tr>
<tr>
<td>6. Identify the roles of the interdisciplinary geriatric team in the care of older adults</td>
<td>Weekly quizzes, Midterm exam, and Final Exam,</td>
</tr>
<tr>
<td>7. Describe the relationship of health, disease, functional status and disabilities associated with aging</td>
<td>Midterm exam and Final Exam</td>
</tr>
<tr>
<td>8. Discuss components of the health care system relevant to older persons, including medication use, long-term care, and health care policies</td>
<td>In-class Case studies, Final Exam, Student Project</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 Mission of the Unit (or School) includes "...the development of educators and health professionals to lead a diverse community of learners..." Healthy Aging addresses a segment of the population that is growing, relevant and often over-looked providing specific insights and increasing awareness of an important segment in our communities.

Course objectives speak directly to the Department’s mission of "academic preparation" and the College’s Core Values of Academic Excellence, Diversity, Community and the Liberal Arts Education as evidenced by Student Learning Outcomes 1-7. Course content is reinforced through a variety of assessments including in-class case studies and student projects providing an opportunity for students to "...analyze, synthesize, apply and communicate knowledge from many sources" supporting the College’s Core Value for a Liberal Arts Education.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? XX □ yes □ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

The Health Minor students will have an opportunity to take this course if they have met all of the prerequisites.

See attached Change Minor form.

J. CHECKLIST.

□ I have completed all relevant parts of the form.

□ I have attached a cover letter that describes my request and lists all the documents I am submitting.

□ (For new courses only) I have attached a syllabus.

□ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

□ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

□ I have submitted one Signature Form that lists all of the different forms I am submitting.

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Instructor
T. Mendez

Lectures
4:00-6:45pm Wednesdays
Johnson Center Room 207

Course Materials
OAKS (Course Management Software)

Prerequisites
Students must be of junior standing and have completed Human Anatomy and Human Physiology or receive permission from the instructor/Department Chair.

Email
E-mail tool within OAKS, no addresses required

Web Site
Oaks

Office Hours
By Appointment only and on-line


Course Description:
This course explores the aging process and wellness for the aging population, including normal and abnormal age-related changes in physiology, sociology, psychology, and wellness. Topics also include wellness practices related to lifestyle changes in physical activity, nutrition, mental health, and sexuality. It examines strategies to enhance the aging experience.

Learning Outcomes:
1. Identify lifestyle practices that promote health and prevent disease and/or disability;
2. Describe normal aging phenomena and experiences, including common diseases and functional problems, effects of aging on body systems, and changes in mental functioning;
3. Describe risk factors, symptoms, and treatment of common chronic conditions associated with aging;
4. Demonstrate the ability to read, extrapolate from, and discuss concepts from current literature on health and health-related issues in the aged;
5. Describe the multidisciplinary and interdisciplinary nature of aging;
6. Identify the roles of the interdisciplinary geriatric team in the care of older adults;
7. Describe the relationship of health, disease, functional status and disabilities associated with aging;
8. Discuss components of the health care system relevant to older persons, including medication use, long-term care, and health care policies.
Class Attendance and Participation:

Students are required to attend class and engage in class discussions. Attendance will be taken each class. Students are allowed to miss 2 classes but will receive a grade of W/A on the 3rd absence. Tardiness and leaving early is disruptive to the class and will not be tolerated. Two (2) late arrivals or early departures will equal one full absence. Any extenuating circumstances or situations will be handled individually.

Computer Literacy:

Competency in computer technology is critical for success in this course, college, and most certainly upon graduation. Students must be able to:
1. Access the Internet and use a browser to access course materials.
2. Print and/or download materials from the Internet
3. Use Microsoft Office Power Point to present research to class and upload to OAKS.
4. Use Adobe Acrobat Reader to view documents in OAKS.

Students would greatly benefit from the convenience of having direct access to course materials if they have Internet access from home. If this is not the case, campus computing centers have Internet access for students to use during open hours. It is the student’s responsibility to gain proficiency in these areas of computing and to gain Internet access.

Makeup Exams/Late Assignments:

Make-up exams are given at the discretion of the professor based upon extenuating circumstances. Each case will be decided upon individually. If there is an emergency or you are ill the day of an exam, it is your responsibility to get in touch with me as soon as possible. According to the Undergraduate bulletin, it is in your best interest to contact the Undergraduate Dean’s office and bring documentation in the case of an emergency or prolonged illness.

Grade Computation & Evaluation Scale:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (Midterm, Final)</td>
<td>50%</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>25%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>25%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>A-</td>
<td>88-89</td>
</tr>
<tr>
<td>B+</td>
<td>85-87</td>
</tr>
<tr>
<td>B</td>
<td>80-84</td>
</tr>
<tr>
<td>B-</td>
<td>78-79</td>
</tr>
<tr>
<td>C+</td>
<td>75-77</td>
</tr>
<tr>
<td>C</td>
<td>70-74</td>
</tr>
<tr>
<td>C-</td>
<td>68-69</td>
</tr>
<tr>
<td>D+</td>
<td>66-67</td>
</tr>
<tr>
<td>D</td>
<td>64-65</td>
</tr>
<tr>
<td>D-</td>
<td>62-63</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 62</td>
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</tbody>
</table>

SNAP:
Students who have a documented disability and have been approved to receive accommodations through SNAP Services are encouraged to meet with me as soon as possible. Your success is very important to me and I want to meet your needs.

Academic Dishonesty (copying, plagiarism, cheating):

High standards of academic integrity are expected. Plagiarism and cheating will not be tolerated. Students are expected to do their own original work within the confines of the course objectives. See current Honor Code for full details.
Description of Activities:

1. You should be prepared to discuss relevant topics each week related to the course readings.
2. Quizzes will be given each week in OAKS. There will be no make-up quizzes.
3. There will be a Midterm and Final Exam, as well as In-class case studies.
4. Working in groups of 3-4, students will produce a class presentation on a topic related to aging which will be selected early in the semester.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Introductions &amp; Course Overview</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>20-Wednesday</td>
<td>The Study of Health and Aging</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Our Nation's Elders: The Facts</td>
<td></td>
</tr>
<tr>
<td>27- Wednesday</td>
<td>Biologic Aging</td>
<td>Chapter 2</td>
</tr>
<tr>
<td></td>
<td>Changes in the Body with Age</td>
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</tr>
<tr>
<td>September</td>
<td>Chronic Illnesses</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>3- Wednesday</td>
<td>Other Chronic Diseases</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Acute Illnesses and Accidents</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>10- Wednesday</td>
<td>Mental Health and Disorders</td>
<td>Chapter 6</td>
</tr>
<tr>
<td></td>
<td>Medication Use</td>
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<tr>
<td>17- Wednesday</td>
<td>Physical Activity</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>24- Wednesday</td>
<td>Physical Activity</td>
<td></td>
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<tr>
<td>October</td>
<td>Sexuality</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>1- Wednesday</td>
<td></td>
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<tr>
<td>8- Wednesday</td>
<td>MIDTERM EXAM</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>15- Wednesday</td>
<td>Prevention &amp; Health Promotion</td>
<td></td>
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<tr>
<td>22- Wednesday</td>
<td>Medical Care</td>
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<tr>
<td>29- Wednesday</td>
<td>Long Term Care</td>
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</tr>
<tr>
<td>November</td>
<td>Death, Dying, and Grief</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>5- Wednesday</td>
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<tr>
<td>12- Wednesday</td>
<td>Project Presentations</td>
<td></td>
</tr>
<tr>
<td>19- Wednesday</td>
<td>Project Presentations - Last day of class</td>
<td></td>
</tr>
<tr>
<td>26- Wednesday</td>
<td>Thanksgiving Break – NO CLASS</td>
<td></td>
</tr>
<tr>
<td>WED. DECEMBER 3</td>
<td>FINAL EXAM 4:00-7:00pm</td>
<td></td>
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</tbody>
</table>