FROSTBURG STATE UNIVERSITY

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March 22, 2021

Dr. James D. Fielder, Jr.
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Secretary Fielder,

The Department of Kinesiology and Recreation proposes the substantial change to the Health and Physical Education major. The proposed changes include a name change from "Health and Physical Education" to "Health and Wellness Education" and the creation of three areas of concentration (A0C) within the existing major, including Health and Physical Education, Health Education, and Community Health.

The Health and Physical Education concentration mirrors the existing Health and Physical Education program with no changes in the curriculum. Creating three areas of concentration would allow FSU to continue offering its exiting program while also becoming one of two colleges and universities in Maryland to offer a health education teacher preparation program. The addition of a concentration in Community Health would support the increasing need for health education specialists, particularly in communities that have experienced the greatest hardships during the COVID-19 pandemic.

Proposal Title: Substantial Change to a Degree Program
Program: Health and Wellness Education (Formerly Healthy and Physical Education)
Award Level: Bachelor's Degree

Area of Concentrations:

1. *Health and Physical Education*
2. *Health Education*
3. *Community Health*

Suggested CIP: 131314
Suggested HEGIS: 083501

We would appreciate your support for this request. If you have any questions, please do not hesitate to contact me or our Assistant VP for Analytics, Dr. Sara-Beth Bittinger at sbittinger@frostburg.edu.

Yours truly,

Michael B Mathias

Dr. Michael Mathias, Interim Provost and Vice President for Academic Affairs

pc: Dr. Emily Dow, Assistant Secretary. Academic Affairs, MHEC
Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, USM
Dr. Sara-Beth Bittinger, Interim Assistant VP for Analytics, FSU
Dr. Boyce Williams, Dean of the College of Education, FSU

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Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Frostburg State University

Each action below requires a separate proposal and cover sheet.

- ○ New Academic Program
- ◉ New Area of Concentration
- ○ New Degree Level Approval
- ○ New Stand-Alone Certificate
- ○ Off Campus Program
- ○ Substantial Change to a Degree Program
- ○ Substantial Change to an Area of Concentration
- ○ Substantial Change to a Certificate Program
- ○ Cooperative Degree Program
- ○ Offer Program at Regional Higher Education Center

Payment Submitted: ◉ Yes ○ No Payment Type: ◉ R*STARS # ○ Check # Payment Amount: $250 Date Submitted:

Department Proposing Program	Kinesiology and Recreation	
Degree Level and Degree Type	Undergraduate Bachelor of Science	
Title of Proposed Program	Health and Physical Education: Health Education Concentration	
Total Number of Credits	120	
Suggested Codes	HEGIS: 83501.00	CIP: 131314.0000
Program Modality	◉ On-campus	○ Distance Education (*fully online*)
Program Resources	◉ Using Existing Resources	○ Requiring New Resources
Projected Implementation Date	◉ Fall ○ Spring ○ Summer	Year: 2021
Provide Link to Most Recent Academic Catalog	URL: https://www.frostburg.edu/academics/undergraduate-catalog-2020-2021-final.pdf	
Preferred Contact for this Proposal	Name: Dr. Rebecca Gallagher	
	Title: Program Coordinator for Health and Physical Education	
	Phone: (301) 687-7401	
	Email: rgallagher@frostburg.edu	
President/Chief Executive	Type Name: Dr. Ronald Nowaczyk	
	Signature: Ronald Nowaczyk	Date: 04/01/2021
	Date of Approval/Endorsement by Governing Board:	

Revised 1/2021

Frostburg State University
Department of Kinesiology and Recreation
Substantial Change to a Degree Program: Name Change and Addition of Concentrations to the Bachelor of Science in Health and Physical Education

A. Centrality to Institutional Mission Statement and Planning Priorities:

1. Provide a description of the program, including each area of concentration (if applicable) and how it relates to the institution's approved mission.

Description of the Program and Each Area of Concentration:

The proposed changes to the Health and Physical Education program will create three areas of concentration within the existing major, including Health and Physical Education, Health Education, and Community Health. Each of the three concentrations will share a core set of classes but will differ in their learning outcomes, which are based on accreditation and certification standards for their respective professional organization (see *Section G*). Each of the three concentrations are designed for completion in eight semesters and involve additional program requirements that are tailored to meet the needs of each concentration. To better represent all three areas of concentration, it is also proposed that the name of the major be changed to Health and Wellness Education.

The first proposed area of concentration in the Health and Wellness Education program is Health and Physical Education. The Health and Physical Education concentration mirrors the existing Health and Physical Education program with no changes in the curriculum. Students begin their studies in two introductory courses which serve as prerequisites for a series of content and pedagogy courses in both health and physical education. These courses build students' knowledge and give them practical experiences in health and physical education.

The professional course sequence for the proposed Health and Physical Education concentration is organized into three scaffolded stages: Pre-Internship, Internship I, and Internship II. Students must apply for entry into each stage of the program, by meeting the stated criteria, as well as course and concentration requirements. Pre-Internship courses are foundational and constitute the initial building blocks of teacher development. Pre-Internship consists of all the courses prior to Internship I, including the State-required reading course and the University-required technology fluency course. During Internship I students complete their methods courses for health education, elementary physical education, secondary physical education, and adapted physical education and engage in related field experiences. Internship II represents the Capstone Field Experience and Leadership Seminar. Within Internships I and II, students complete field experiences in Professional Development Schools. Students who graduate with a concentration in Health and Physical Education are eligible for MSDE teacher certification in P-12 Health Education and P-12 Physical Education.

The second proposed area of concentration in the Health and Wellness Education program is Health Education. The Health Education concentration is similar to the Health and Physical Education concentration in that, the professional course sequence is organized into the same scaffolded stages as discussed in the previous section (i.e., Pre-Internship, Internship I, and Internship II). Students begin their studies in one introductory course which serves as a prerequisite for a series of content and pedagogy courses in health education. All courses related specifically to physical education have been eliminated from the Health Education concentration and have been replaced with courses that already exist at FSU. Courses that were selected to be included in the curriculum were chosen based on their ability to strengthen students' knowledge and give them practical experiences in health education. Refer to *Section G* to review the 8-semester plan for the Health Education concentration. Students who graduate from the Health Education concentration are eligible for MSDE teacher certification in P-12 Health Education.

The third proposed area of concentration in the Health and Wellness Education program is Community Health. The Community Health concentration begins with the same introductory course as the Health Education concentration and requires many of the same content and pedagogy courses. Courses selected to be included in the curriculum were chosen to satisfy the Eight Areas of Responsibility and Competency for Health Education Specialists, which were developed by the National Commission for Health Education Credentialing (NCHEC). This concentration represents a unique interdisciplinary approach and collaboration with the Nursing Department at Frostburg State University. Through coursework and field experiences, students will develop competencies of a health education specialist with a particular focus on rural community health. Refer to *Section G* to review the 8-semester plan for the Community Health concentration. Students who graduate from the Community Health concentration are eligible to sit for the CHES exam to become certified as a Health Education Specialist.

The proposed changes to the Health and Physical Education program supports the institution's mission to address the workforce needs of the region by preparing future health and physical education teachers and health education specialists with the goal that they will live and work in the region and state providing high levels of health and wellness education to public schools and the community at large. Currently, FSU is the only four-year institution in Maryland to offer a program that leads to dual certification in P-12 Health Education and P-12 Physical Education upon graduation. Creating three areas of concentration would allow FSU to continue offering its exiting program while also becoming one of two colleges and universities in Maryland to offer a health education teacher preparation program. The addition of a concentration in Community Health would support the increasing need for health education specialists, particularly in communities that have experienced the greatest hardships during the COVID-19 pandemic.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

The addition of three concentrations to the exiting Health and Physical Education Program supports the institution's strategic goals in a several ways:

Strategic Goal III.A and III.B:

The addition of a Health Education concentration fulfills the need to produce more qualified health educators in the state of Maryland, which directly aligns with ***Strategic Goal III.A*** (i.e., *support economic development in Western Maryland through targeted initiatives*) and ***III.B*** (e.g., *provide opportunities for student engagement to address community needs in the region*). These goals are also met with the addition of the Community Health concentration. According to the Society for Public Health Education (SOPHE), health education specialists will play an important role in the implementation of the Affordable Care Act (ACA) in the years to come by providing health care services that are more cost-effective focused on treating the "whole person."

Strategic Goal IV.A:

The Health Education and Community Health concentrations assist with the recruitment and retention of students, which directly aligns with ***Strategic Goal IV.A*** *(*i.e., *Develop a marketing, recruitment, and retention plan that identifies realistic and sustainable goals for first-year, transfer, on-line, adult, graduate, and international students, and the resources necessary to implement this plan*). Both concentrations are designed so that students can complete the curriculum within two years, which aids in the recruitment of transfer students who possess their Associate's Degree and the retention of students who are currently enrolled at FSU but intend to change their major. This is particularly important for the retention of students who are not accepted into the nursing program but may find community health to be a similarly appealing field of study.

Strategic Goal V.B:

The addition of a Community Health concentration directly supports the growing need for health education specialists, which aligns with ***Strategic Goal V.B*** (i.e., *ensure academic programs meet student and workforce expectations.*). As stated above, SOPHE anticipates a need for more health education specialists to assist in the implementation of the ACA. Additionally, the Bureau of Labor Statistics predicts an eleven percent employment growth for health education specialists between 2019 – 2029.

3. **Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L).**

The funding for the Health and Physical Education concentration already exists within the budget. All of the classes will be taught by faculty from the current Health and Physical Education program. The addition of the three concentrations will help to boost enrollment for Health and Physical Education courses that have recently experienced low enrollment numbers.

Additional funding will be needed to support the Health Education and Community Health Concentrations. Both concentrations are being supported through a partnership with the Nursing Department. Several faculty members in the Nursing Department have agreed to teach the courses in need of an instructor (i.e., HLTH 330 (3 credits), HLTH 430 (3 credits), HLTH 435 (3 credits), HLTH 483 (6 credits), HLTH 492 (3 credits), and PHEC 309 (3 credits). However, it will require an overload for those faculty involved.

4. Provide a description of the institution's commitment to:
    a. Ongoing administrative, financial, and technical support of the proposed program
    b. Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

    Frostburg Statue University has offered an undergraduate Health and Physical Education program for over 30 years and the faculty, administrators, and staff remain committed to providing support for students enrolled in each of the new concentrations within the existing major. All support provided for the current Bachelor of Science in Health and Physical Education including faculty, staff, operating budget and technical support will be allocated to support the three concentrations. Faculty members from the Nursing Department will also be used to teach some of the courses in the Health Education and Community Health concentrations and are in full support of the additional areas of concentration (see *Attachment A* for a letter of support from the Nursing Department). The Department of Kinesiology and Recreation which oversees the Health and Physical Education program, have provided full support for the development of the three concentrations. The development of the three concentrations has also gained approval from all internal governance committees.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

a. The need for the advancement and evolution of knowledge

To meet present and future needs of the region and state, there is a need to develop three concentration within the existing Health and Physical Education program within the Western Maryland region based on the following:

- On April 23, 2019, the Maryland High School Graduation Task Force presented a Review of Diploma Recommendations to the Members of the State Board of Education asking that the graduation requirement for health education increase from one-half credit to one full credit. The additional one-half credit will increase the need for more health education teachers in Maryland. By adding a concentration in Health Education, FSU will become one of two colleges or universities in Maryland to offer a health education teacher preparation program.
- With the passage of the Affordable Care Act (ACA), SOPHE is advocating for an increased number of health education specialists to strengthen the health care system and develop a more cost-effective system that focuses on wellness and disease prevention and management.
- In the midst of the COVID-19 pandemic, some health care professionals are raising awareness for the need to increase community health care workers in communities that have experienced the biggest hardships.

b. Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

During fall 2019, Frostburg State University served 40.7% undergraduate minority students (FSU, Office of Assessment and Institutional Research). The addition of concentrations to the Health and Physical Education program will offer more options within the program which will attract more students, including minority students, from within the region and state due to the affordability of Frostburg State University's tuition. The addition of a concentration in Community Health also provides the opportunity for students, including minority students, to return to their former communities to provide quality health care at an affordable cost.

c. The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs. *NA*

2. Provide evidence that the perceived need is consistent with the ***Maryland State Plan for Postsecondary Education.***

The Maryland Ready: 2017-21 Maryland State Plan for Postsecondary Education outlines the need for linking academic planning to financial planning as a cost saving measure for students. The proposed changes to the Health and Physical Education program would meet this goal as it will provide an opportunity for students to choose their major early and work to complete their bachelor's degree within a four-year timeframe. Also, the curriculum for the Health

Education and Community Health concentrations have been structured in a manner that will allow students who transfer to FSU with their Associate's Degree or who change their major after two years of attending FSU to complete those concentrations within a two-year timeframe.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

1. Describe potential industry or industries, employment opportunities, and expected level of entry (e.g., mid-level management) for graduates of the proposed program.

Students who complete the Health and Physical Education concentration would be eligible to seek employment as a P-12 health education teacher and/or a P-12 physical education teacher. Students who complete the Health Education concentration would be eligible to seek employment as a P-12 health education teacher. According to the Bureau of Labor and Statistics, employment as an elementary and secondary teacher is projected to grow 4% from 2019 – 2029 but is largely contingent on state and local government budgets and attrition rates due to teacher retirements. In Maryland, employment opportunities for health educators is likely to grow over the next several years if the graduation requirement increases from one-half credit to one full credit.

In the proposed Community Health concentration, students would be eligible to sit for the CHES exam upon graduation. Certified Health Education Specialists work in a variety of settings and is a fast-growing occupation. There are six sectors in which Health Education Specialists can gain employment, including: community health (e.g., family service specialists), school health (e.g., district wellness coordinator), business and non-profit health (e.g., wellness consultant), academia and university health (e.g., health and wellness coordinator), government and health departments (e.g., health officer), and health care (e.g., community outreach coordinator). According to the Bureau of Labor Statistics, Health Education Specialist employment is expected to grow thirteen percent between 2019 – 2029.

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

Nationally, there is a 4 % projected job growth for K-12 teachers (i.e., kindergarten and elementary, middle school, and high school teachers) from 2019 – 2029 which rates at *as fast as average* for all occupations according to the Bureau of Labor Statistics. Health educators and community health workers are at a much greater demand, with a projected job growth of thirteen percent from 2019 – 2029. The tables below outline the short term (2019 – 2021) and long-term (2019-2029) projected needs for K-12 teacher education and health educators and community health workers within the tristate region and surrounding areas served by FSU.

Regional Short- and Long-Term Occupation Projections Teachers and Instructors, All Other Except Substitute Teachers		
Area	**Short-Term Projections (%) 2019 – 2021**	**Long-Term Projections (%) 2018 – 2028**
Delaware	1.4	6.8
District of Columbia	2.9	11.8
Maryland	2.5	14.6
Ohio	2.2	6.0
Pennsylvania	1.3	9.0
Virginia	3.1	7.6
West Virginia	0	8.3

Data retrieved from: http://www.projectionscentral.com/

Regional Short- and Long-Term Occupation Projections Health Educators		
Area	**Short-Term Projections (%) 2019 – 2021**	**Long-Term Projections (%) 2018 – 2028**
Delaware	0	9.1
District of Columbia	2.7	5.3
Maryland	2.7	13.2
Ohio	1.8	7.8
Pennsylvania	2.8	9.9
Virginia	3.7	10.1
West Virginia	2.2	8.9

Data retrieved from: http://www.projectionscentral.com/

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

   At FSU, we find that many applicants inquire about health related degrees and via advising and retention efforts. This opportunity will provide an option for students not accepted into the nursing program who could find community health to be an appealing field of study. As previously stated above, the job outlook as reported by the U.S. Bureau of Labor Statistics (BLS), is much faster than average (+17,000 nationally or 13%).

4. Provide data showing the current projected supply of prospective graduates.

   FSU is currently the only college or university in Maryland to offer a program that leads to dual certification in P-12 Health Education and P-12 Physical Education upon graduation. Three universities in Maryland currently offer a

program in physical education, including Morgan State, Salisbury University, and Towson University (University of Maryland, College Part discontinued their physical education program). Towson is the only university in Maryland that currently offers a program in Health Education. The tables below identify the number of students who graduated from an undergraduate program in health and physical education, health education, physical education, and community health programs in Maryland from 2010 through 2019. While most of these universities serve the more urban areas of Maryland, FSU serves a more rural area and constitutes much smaller graduation cohorts than the other universities.

D. Reasonableness of Program Duplication:

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

Maryland Higher Education Degree Trend Data from 2010-2019

Health and Physical Education												
Institution	**Degree**	**CIP Code**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**
Frostburg State University	BS	131314	6	12	17	14	7	14	6	6	10	11

Health Education												
Institution	**Degree**	**CIP Code**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**
Towson University	BS	510001	27	30	36	69	46	66	77	96	91	130

Physical Education												
Institution	**Degree**	**CIP Code**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**
Morgan State	BS	131314	25	14	15	16	25	24	28	35	34	28
University of Maryland, College Park	BS	131314	8	10	4	1	0	0	0	0	0	0
Salisbury University	BS	131314	36	38	29	44	40	22	21	31	22	18
Towson University	BS	131314	18	25	23	29	22	31	24	14	13	12

Community Health												
Institution	**Degree**	**CIP Code**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**
Morgan State	BS	131307	17	16	12	11	5	11	26	35	32	29
University of Maryland, College Park	BS	512208	112	155	170	151	175	188	162	114	108	90
Salisbury University	BS	131307	4	15	19	22	15	27	42	34	35	23
Towson	BS	510001	27	30	36	69	46	66	77	96	91	130

Source: Maryland Higher Education Commission (https://data.mhec.state.md.us/mac_Trend.asp)

Frostburg State University is the only institution in the State of Maryland to offer a combined health and physical education program. Currently, the only stand-alone school health education program in Maryland is at Towson University. However, they have recently proposed combining their health education program with their physical education teacher education program. If Towson's proposal is approved, there will be no program in the State of Maryland that leads solely to health education certification. Four institutions in the State of Maryland currently offer programs in community health (i.e., Morgan State University, University of Maryland, College Park, Salisbury University, and Towson University). Of those four programs, Morgan State University is the only community health program that is a concentration. There are two major differences between our proposed community health concentration and the existing concentration at Morgan State University. The first is our unique collaboration with the Nursing Department at Frostburg State University. In addition to several courses being taught by the Nursing Department, the curriculum includes NURS 402 Nursing Research and Evidence-Based Practice. The second difference is that Frostburg State University's community health concentration will include unique curriculum related to rural health in Appalachia. Community health and rural Appalachia will be a common thread throughout the program, including GEOG 209 People, Places and Landscapes of Appalachia. By contrast, Morgan State University's community health concentration emphasizes urban health.

2. Provide justification for the proposed program.

With so few colleges or universities in Maryland offering a program in Health Education, it is critical to the state's ability to meet the occupational demand for health educators that FSU create concentrations within the proposed Health and Wellness Education program. Likewise, the occupational demand for Health Education Specialists is on the rise which increases the need for more colleges and universities to produce graduates with this type of specialization.

E. Relevance to High-demand Program at Historically Black Institutions (HBIs):

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

The proposed substantial modification to modify the existing degree program under three concentrations does not have a potential impact on Historically Black Institutions because the FSU program uniquely focuses on rural health in an interdisciplinary approach, which is distinct from the Morgan State University's Health Education program.

F. Relevance to the Identity of Historically Black Institutions (HBIs):

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs

The proposed substantial modification does not have a perceived impact on the uniqueness and institutional identify and mission of HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

There are three concentrations in the Health and Wellness Education program. The existing Health and Physical Education major will become the concentration in Health and Physical Education with no changes in curriculum. The concentration in Health Education was developed by faculty in the Health and Physical Education program, with consultation by Lea Jaspers, Health Education Specialist at MSDE, as a pathway for individuals interested in teaching health education only. The concentration in Community Health Education was developed jointly by faculty in the Department of Kinesiology and Recreation and the Department of Nursing, with consultation by Deborah Fortune, President Elect of the Society for Public Health Education (SOPHE). Oversight of the program will be multilayered. The program coordinator for the current Health and Physical Education major will oversee all three concentrations. At the next level the program will have oversight from the department chairs of Kinesiology and Recreation, which will continue to house the program, and Nursing, which will play a large role in the Community Health Education concentration.

2. Describe the educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

As a result of the addition of the Community Health Education concentration, the program goals for the existing program will shift from school-based outcomes to more general outcomes that address education in the school and community settings.

Program Goals for the Bachelor of Science in Health and Wellness Education
Graduates of the Health and Wellness Education program will:

- Demonstrate understanding of how individuals learn and adopt new behaviors, recognizing that patterns of development vary within and across the cognitive, social, emotional, and physical areas.
- Ensure inclusive educational environments that support individual differences within diverse cultures and communities.
- Promote active engagement in the learning process through positive social interactions, collaboration, and self-motivation.
- Demonstrate thorough knowledge of the health and wellness disciplines and the ability to relate that knowledge to others through meaningful experiences.

- Engage others in critical thinking, creativity and collaborative problem solving related to authentic local and global health and wellness issues.
- Use multiple methods of evaluation to engage individuals in their own growth, to monitor progress, and to guide decision making.
- Design educational programming that supports all individuals in meeting health and wellness goals.
- Use a variety of strategies to encourage individual growth and learning and promote the development of health-enhancing skills, attitudes, and behaviors.
- Engage in ongoing professional learning as a reflective practitioner.
- Seek leadership roles and opportunities to advocate for their programs, the profession, and the health and wellness of individuals and communities.

Learning outcomes vary across the three areas of concentration. For the Health and Physical Education concentration and Health Education concentration, learning outcomes are the accreditation standards from the respective Specialized Professional Association (SPA).

Learning Outcomes for Health Education concentration (Society for Public Health Education SPA Standards):

1. Functional knowledge. Candidates possess functional health education knowledge about effective curricula, health behavior theories, health education standards, the whole child approach, risk and protective factors, ways to prevent chronic and communicable diseases, and the multidimensionality of health plus the literacy skills of an informed consumer that helps them create meaningful learning experiences.
2. Assessing needs. Candidates assess needs and assets of learners, learning, and the learning community in order to inform their practice.
3. Planning. Candidates use needs assessment data, health education standards, and principles of learning to plan cohesive, sequential lessons and units that include ways to accommodate students' differing strengths and needs and that use 21st Century technology in order to support students' acquisition of functional health knowledge, health-related skills, and health beliefs.
4. Implementation. Candidates employ a variety of research/theory-based instructional strategies in a well-managed classroom that encourages all learners regardless of race, ethnic origin, religion, gender, gender identity, sexual orientation, family structure, English-language proficiency, and physical or cognitive ability to adopt healthy behaviors and to interact positively with others; candidates

reflect on their practice and adapt practice in order to meet students' and instructional needs.

5. Evaluation. Candidates use multiple assessment methods that are aligned with standards and learning objectives to measure students' achievement, document their progress and guide instructional practice.
6. Professionalism. Candidates demonstrate professionalism and ethical practices; make the case for the value of health education to academic success as well as wellness; advocate for both programs and students' welfare; make appropriate referrals; engage students' families regardless of race, ethnic origin, religion, gender, gender identity, sexual orientation, family structure, English language proficiency and physical or cognitive ability; engage colleagues within the school and community as well as the community at large using a variety of media including social media; and demonstrate a life-long learner disposition.

Learning Outcomes for Health and Physical Education concentration (6 SOPHE SPA Standards listed above for the Health Education concentration AND Society for Health and Physical Educators SPA Standards for Physical Education):

1. Content and Foundational Knowledge. Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.
2. Skillfulness and Health-Related Fitness. Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.
3. Planning and Implementation. Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.
4. Instructional Delivery and Management. Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, and instructional and managerial skills to enhance student learning.
5. Assessment of Student Learning. Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.
6. Professional Responsibility. Physical education candidates demonstrate behaviors essential to becoming effective professionals.

They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

For the Community Health Education concentration, the learning outcomes are the certification standards for health education specialists from the National Commission for Health Education Credentialing (NCHEC).

Learning Outcomes for Community Health Education concentration (NCHEC's Certified Health Education Specialist (CHES) Responsibilities and Competencies):

I. Assessment of Needs and Capacity
   - 1.1 Plan assessment
   - 1.2 Obtain primary data, secondary data, and other evidence-informed sources
   - 1.3 Analyze the data to determine the health of the priority population(s) and the factors that influence health
   - 1.4 Synthesize assessment findings to inform the planning process

II. Planning
   - 2.1 Engage priority populations, partners, and stakeholders for participation in the planning process
   - 2.2 Define desired outcomes
   - 2.3 Determine health education and promotion interventions
   - 2.4 Develop plans and materials for implementation and evaluations

III. Implementation
   - 3.1 Coordinate the delivery of intervention(s) consistent with the implementation plan
   - 3.2 Deliver health education and promotion interventions
   - 3.3 Monitor implementation

IV. Evaluation and Research
   - 4.1 Design process, impact, and outcome evaluation of the intervention
   - 4.2 Design research studies
   - 4.3 Manage the collection and analysis of evaluation and/or research data using appropriate technology
   - 4.4 Interpret data
   - 4.5 Use findings

V. Advocacy
   - 5.1 Identify a current or emerging health issue requiring policy, systems, or environmental change
   - 5.2 Engage coalitions and stakeholders in addressing the health issue and planning advocacy efforts
   - 5.3 Engage in advocacy

5.4 Evaluate advocacy

VI. Communication
- 6.1 Determine factors that affect communication with the identified audience(s)
- 6.2 Determine communication objective(s) for audience(s)
- 6.3 Develop message(s) using communication theories and/or models
- 6.4 Select methods and technologies used to deliver message(s)
- 6.5 Deliver the message(s) effectively using the identified media and strategies
- 6.6 Evaluate communication

VII. Leadership and Management
- 7.1 Coordinate relationships with partners and stakeholders (e.g., individuals, teams, coalitions, and committees)
- 7.2 Prepare others to provide health education and promotion
- 7.3 Manage human resources
- 7.4 Manage fiduciary and material resources
- 7.5 Conduct strategic planning with appropriate stakeholders

VIII. Ethics and Professionalism
- 8.1 Practice in accordance with established ethical principles
- 8.2 Serve as an authoritative resource on health education and promotion
- 8.3 Engage in professional development to maintain and/or enhance proficiency
- 8.4 Promote the health education profession to stakeholders, the public, and others

3. Explain how the institution will:
   a. Provide for assessment of student achievement of learning outcomes in the program

FSU's Academic Program Review process provides departments an opportunity to improve the quality of program offerings. The program review process occurs every **seven** years for each distinct undergraduate and graduate program and is mandated by the Board of Regents.

Procedure - Academic Program Review - Programs undergoing review in any given year must submit the following three documents to the Assessment and Institutional Research (AIR) by June 1st:

a) **Program Review Self - Study** - Internal document written by program representatives.
b) **External Review Report** - Internal document written by a contracted external reviewer.
c) **Certificate** - Two-page document to be approved by Academic Affairs and submitted to the USM Board of Regents

d) **Program review and Student Learning Assessment** - The program review schedule serves as the foundation for assessment initiatives through its identification of priorities for the coming cycle. Halfway through the cycle (at the 3.5 year mark), the office of Assessment and Institutional Research collects information on status of assessment activities using a midterm review template.

Additionally, the program will continue to seek accreditation through CAEP and the associated Health Education and Physical Education SPAs for the Health Education concentration and the Health and Physical Education concentration.

b. Document student achievement of learning outcomes in the program.

Student achievement of learning outcomes throughout the program will be documented through key assessments. The matrices below show the relationship of each program course to the SPA standards (for Health Education and Physical Education) and NCHEC's Areas of Responsibility (for Community Health Education). Within the matrices, an "X" indicates a course in which the Standard or Area of Responsibility is addressed, whereas an "XX" indicates that the course houses a key assessment.

Health and Physical Education Concentration - Alignment of Course Assessments to SHAPE America PETE Standards																									
Standard	Standard 1						Standard 2		Standard 3						Standard 4					Standard 5			Standard 6		
Component	1a	1b	1c	1d	1e	1f	2a	2b	3a	3b	3c	3d	3e	3f	4a	4b	4c	4d	4e	5a	5b	5c	6a	6b	6c
Courses																									
HPED 103	XX					XX		XX	X	X					X	X		X		X	X		X		
HPED 104																									
HPED 201	XX	XX	XX	XX	XX		XX	XX	X	X	X	X		X	X	X	X	X	X	X	X		X		
HPED 202	XX	XX		XX	XX		XX		X	X	X	X			X	X	X	X	X	X	X	X	X		
HPED 203	XX	XX		XX	XX		XX		X	X	X	X			X	X	X	X	X	X	X	X	X		
HPED 204	XX	XX	XX	XX	XX		XX		X	X	X	X			X	X	X	X	X	X	X		X		
HPED 205	XX	XX	XX	XX	XX		XX		X	X	X	X		X	X	X	X	X	X	X	X	X	X		
HPED 208				X	X				X	X	X	X			X		X	X	X	X	X		X		
HPED 230																				X	X				
HPED 232																									
HPED 233																									
HPED 234																									
HPED 301			XX																						
HPED 310															X								X	X	X
HPED 402	X	X	X	X	X			XX	XX	XX	XX	XX	XX		XX	XX	XX	XX	XX	XX	X	X	X	X	
HPED 404																									
HPED 406			XX																						
HPED 407				XX	XX																				
HPED 408	X	X	X	X	X				X	X	X	X			X	X	X	X	X	X	X	X	X	X	
HPED 416	X	X	X	X	X				XX	XX	XX									XX	XX			X	
HPED 418	X	X	X	X	X				XX	XX	XX	XX			XX	XX	XX	XX	XX	XX	XX	XX	X	X	
HPED 497	XX	XX	XX	XX	XX	XX	XX		XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
REED 417																									
EDUC 392	X	X							X	X	X				X	X	X	X	X	X	X		X	X	
EDUC 422									XX	XX	XX	XX			XX	XX		XX	XX	XX	XX	XX	X		

KEY: X = Course addresses this Area of Responsibility; XX = Course contains a Key Assessment

Health and Physical Education Concentration - Alignment of Course Assessments to SOPHE Standards																											
Standard	Standard 1						Standard 2				Standard 3						Standard 4			Standard 5			Standard 6				
Component	1a	1b	1c	1d	1e	1f	2a	2b	2c	2d	3a	3b	3c	3d	3e	3f	4a	4b	4c	5a	5b	5c	6a	6b	6c	6d	6e	6f
Courses																												
HPED 103																												
HPED 104	X		X	X	X	X		X				X		X		X	X	X	X	X	X							
HPED 201	X		X	X	X	X		X						X		X	X	X	X	X	X							
HPED 202																												
HPED 203																												
HPED 204																												
HPED 205																												
HPED 208	X		X	X	X	X	X	X	X			X		X	X	X	X	X	X	X	X							
HPED 230	X		X	X	X	X								X		X	X	X	X	X	X	X						
HPED 232	XX		XX	XX	XX	XX		X				X		X		X	X	X	X	X	X							
HPED 233	XX		XX	XX	XX	XX		X				X		X		X	X	X	X	X	X							
HPED 234	XX		XX	XX	XX	XX		X				X		X		X	X	X	X	X	X							
HPED 301																												
HPED 310																XX							XX	XX		XX	XX	
HPED 402																												
HPED 404	X		X	X	X	X		XX	XX		XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX			X	X		X
HPED 406																												
HPED 407																												
HPED 408																												
HPED 416	XX	XX	XX	XX	XX	XX		XX				XX	XX	XX		XX	X	X	X	XX	XX							X
HPED 418																												
HPED 497	XX		XX	XX	XX	XX		XX	XX		XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX			XX	XX
REED 417								X				X				X												
EDUC 392	X		X	X	X	X		X				X		X	X	X	X	X	X	X	X						X	X
EDUC 422								XX	XX	XX	XX	XX	XX	XX	XX		XX	XX	XX	XX	XX	XX						

KEY: X = Course addresses this Area of Responsibility; XX = Course contains a Key Assessment

Health Education Concentration - Alignment of Course Assessments to SOPHE Standards																											
Standard	**Standard 1**						**Standard 2**				**Standard 3**						**Standard 4**			**Standard 5**			**Standard 6**					
Component	**1a**	**1b**	**1c**	**1d**	**1e**	**1f**	**2a**	**2b**	**2c**	**2d**	**3a**	**3b**	**3c**	**3d**	**3e**	**3f**	**4a**	**4b**	**4c**	**5a**	**5b**	**5c**	**6a**	**6b**	**6c**	**6d**	**6e**	**6f**
Courses																												
HPED 104	X		X	X	X	X		X				X		X		X	X	X	X	X	X							
HPED 208	X		X	X	X	X	X	X	X			X		X	X	X	X	X	X	X	X							
HPED 230	X		X	X	X	X								X		X	X	X	X	X	X	X						
HPED 232	XX		XX	XX	XX	XX		X				X		X		X	X	X	X	X	X							
HPED 233	XX		XX	XX	XX	XX		X				X		X		X	X	X	X	X	X							
HPED 234	XX		XX	XX	XX	XX		X				X		X		X	X	X	X	X	X							
HPED 309	X	X	X		X		X	X		X		X		X	X	X	X	X			X		X	X	X			
HPED 310																XX							XX	XX	XX	XX	XX	
HPED 404	X		X	X	X	X		XX	XX		XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX			X	X		X
HPED 416	XX	XX	XX	XX	XX	XX		XX				XX	XX	XX		XX	X	X	X	XX	XX							X
HPED 497	XX		XX	XX	XX	XX		XX	XX		XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX			XX	XX
EDUC 310			X		X					X								X							X			X
EDUC 392	X		X	X	X	X		X				X		X	X	X	X	X	X	X	X						X	X
EDUC 422								XX	XX	XX	XX	XX	XX	XX	XX		XX	XX	XX	XX	XX	XX						
HLTH 405			X	X	X																				X			
REED 417								X				X				X												
SPED 451							X		X		X				X	X												

KEY: X = Course addresses this Area of Responsibility; XX = Course contains a Key Assessment

Community Health Concentration – Alignment of Course Assessments to NCHEC Areas of Responsibility								
Area of Responsibility	**I. Assessment of Needs & Capacity**	**II. Planning**	**III. Implementation**	**IV. Evaluation & Research**	**V. Advocacy**	**VI. Communication**	**VII. Leadership & Management**	**VIII. Ethics & Professionalism**
Courses								
HPED 104		X	X					
HPED 232		X	X					
HPED 233		X	X					
HPED 234		X	X					
HPED 310	X			X	X	XX	X	
HPED 404	X	XX	XX	X				X
HLTH 101					X	X		X
HLTH 125	X				X	X		
HLTH 330	XX				XX			
HLTH 405							X	X
HLTH 430		X				XX		
HLTH 435		XX	XX	XX		X		
HLTH 483	X	X	X	X	XX	XX	XX	XX
HLTH 492	XX	XX	XX	XX	XX	XX	XX	XX
NURS 402				XX				

KEY: X = Course addresses this Area of Responsibility; XX = Course contains a Key Assessment

4. Provide a list of courses with title, semester credit hours and course description, along with a description of program requirements.

8-Semester Plan for Health and Physical Education Concentration

Fall 1		**Spring 1**	
ORIE 101	1	HPED 104	3
BIOL 149	4	HPED 202	3
ENGL 101	3	MATH 104 (rec.)	3
HPED 103	3	IDIS 150	3
GEP Social Science (PSYC 150 rec.)	3	GEP Fine Arts	3
GEP Humanities	3		
	17cr		15cr
Fall 2		**Spring 2**	
BIOL 211	4	HPED 204	3
HPED 203	3	HPED 230	3
HPED 208	1	HPED 233	3
HPED 232	2	HPED 301	3
GEP Humanities	3	ENGL 308 (rec.)	3
GEP Social Science	3		
	16cr		15cr
Fall 3		**Spring 3**	
HPED 201	3	HPED 310	3
HPED 205	2	HPED 416	3
HPED 234	3	REED 417	3
HPED 406	3	IDIS 350	3
HPED 407	3	GEP Natural Science	4
GEP Identity and Difference	3		
	17cr		16cr
Fall 4		**Spring 4**	
HPED 402	4	HPED 497	12
HPED 404	3	EDUC 422	3
HPED 408	3		
HPED 418	3		
EDUC 392	2		
	15cr		15cr

Additional Program Requirements for Health and Physical Education Concentration:

- Program Entrance Requirements
    - Completion of at least 45 credit hours
    - Cumulative GPA of at least 2.5 (including all grades from transfer institutions)

    - Meeting basic skills requirements set by the Maryland State Department of Education through qualifying scores on PRAXIS CORE, SAT, ACT or having a cumulative GPA of 3.0 including all grades from transfer institutions
    - Grade of C or better (or P) in all Professional Education Sequence courses, including transfer equivalents, designated by program
    - Grade of C or above in ENGL 101/111 or equivalent and Math Core Skills course
    - Positive recommendation of advisor
    - Twenty documented hours of working with diverse populations
    - Declaration of major
    - Negative result on current TB test
    - Completion of Consent and Release form
    - Background check (fingerprinting)
- Internship I Admission Requirements
    - Successful completion of fieldwork courses
    - Cumulative FSU GPA of at least 2.5
    - Grade of C or better (or P) in all Professional Education Sequence courses, including transfer equivalents, designated by program
    - Grade of C or better in ENGL 308 or equivalent
    - Successful completion of entrance interview/conference
    - Acceptable rating on professional dispositions evaluation
- Internship II Admission Requirements
    - Cumulative FSU GPA of at least 2.6
    - Cumulative GPA of at least 2.75 in Professional Education Sequence, designated by program
    - GPA of at least 2.75 in major
    - Grade of C or better (or P) in all Professional Education Sequence courses, including transfer equivalents, designated by program
    - Successful completion of Internship I
    - Negative result on current TB test
    - Positive recommendation of advisor and approval of program coordinator
    - Verification of completion of or registration for content knowledge and pedagogy assessments required by the Maryland State Department of Education
    - Acceptable rating on professional dispositions evaluation
- Graduation Requirements
    - Submission of a Teacher Performance Assessment that meets institutional standards.
    - Successful completion of an exit interview that meets institutional standards.
    - Completion of Praxis II content knowledge and pedagogy assessments required by the Maryland State Department of Education.
    - Successful completion of required field experiences.

8-Semester Plan for Health Education Concentration

Fall 1		**Spring 1**	
ORIE 101	1	HPED 104	3
BIOL 149	4	MATH 104 (rec.)	3
ENGL 101	3	IDIS 150	3
GEP Social Science (PSYC 150 rec.)	3	GEP Fine Arts	3
GEP Humanities	3	GEP Social Science (SOCI 100 rec.)	3
	14cr		15cr
Fall 2		**Spring 2**	
BIOL 211	4	HPED 230	3
HPED 208	1	HPED 233	3
HPED 232	2	GEP Natural Science	4
GEP Humanities	3	GEP Identity & Diff. (HLTH 125	3
Supporting Course 1	3	rec.)	3
Supporting Course 2	3	Supporting Course 3	
	16cr		16cr
Fall 3		**Spring 3**	
HPED 234	3	HPED 310	3
HPED 416	3	EDUC 310	3
ENGL 308 (rec.)	3	REED 417	3
IDIS 350	3	SPED 451	3
Supporting Course 4	3	Supporting Course 5	3
	15cr		15cr
Fall 4		**Spring 4**	
HPED 404	3	HPED 497	12
HLTH 405	3	EDUC 422	3
EDUC 392	2		
HPED 309	3		
Supporting Course 6	3		
	14cr		15cr

Options for Supporting Courses:

BIOL 360 Virology *3*
BIOL 465 Environmental Health *3*
EXSS 200 Nutrition *3*
EXSS 330 Exercise Epidemiology *3*
EXSS 435 Lifespan Health and Fitness *3*
HPED 201 Teaching Fitness *3*
HPED 301 Applied Biomechanics *3*
HPED 406 Applied Physiology *3*
HLTH 125 Health and Culture *3*
HLTH 330 Epidemiology of Health *3*
PSYC 210 Child Development *3*
PSYC 212 Adolescent & Adult Development *3*
PSYC 409 Human Learning and Cognition *3*
PSYC 430 Health Psychology *3*

Other as approved by program coordinator

Additional Program Requirements for Health Education Concentration:

- Program Entrance Requirements
  - Completion of at least 45 credit hours
  - Cumulative GPA of at least 2.5 (including all grades from transfer institutions)
  - Meeting basic skills requirements set by the Maryland State Department of Education through qualifying scores on PRAXIS CORE, SAT, ACT or having a cumulative GPA of 3.0 including all grades from transfer institutions
  - Grade of C or better (or P) in all Professional Education Sequence courses, including transfer equivalents, designated by program
  - Grade of C or above in ENGL 101/111 or equivalent and Math Core Skills course
  - Positive recommendation of advisor
  - Twenty documented hours of working with diverse populations
  - Declaration of major
  - Negative result on current TB test
  - Completion of Consent and Release form
  - Background check (fingerprinting)
- Internship I Admission Requirements
  - Successful completion of fieldwork courses
  - Cumulative FSU GPA of at least 2.5
  - Grade of C or better (or P) in all Professional Education Sequence courses, including transfer equivalents, designated by program
  - Grade of C or better in ENGL 308 or equivalent
  - Successful completion of entrance interview/conference
  - Acceptable rating on professional dispositions evaluation
- Internship II Admission Requirements
  - Cumulative FSU GPA of at least 2.6
  - Cumulative GPA of at least 2.75 in Professional Education Sequence, designated by program
  - GPA of at least 2.75 in major
  - Grade of C or better (or P) in all Professional Education Sequence courses, including transfer equivalents, designated by program
  - Successful completion of Internship I
  - Negative result on current TB test
  - Positive recommendation of advisor and approval of program coordinator
  - Verification of completion of or registration for content knowledge and pedagogy assessments required by the Maryland State Department of Education
  - Acceptable rating on professional dispositions evaluation
- Graduation Requirements
  - Submission of a Teacher Performance Assessment that meets institutional standards.
  - Successful completion of an exit interview that meets institutional standards.

- Completion of Praxis II content knowledge and pedagogy assessments required by the Maryland State Department of Education.
- Successful completion of required field experiences.

8-Semester Plan for Community Health Education Concentration

Fall 1		**Spring 1**	
ORIE 101	1	HPED 104	3
BIOL 149	4	HLTH 101	3
HLTH 125	3	PSYC 150	3
ENGL 101	3	MATH 109 (rec.)	3
CMST 102	3	GEP Fine Arts	3
SOCI 100	3		
	17cr		15cr
Fall 2		**Spring 2**	
BIOL 321	4	BIOL 322	4
EXSS 200	3	HPED 233	3
HPED 232	2	GEOG 104	3
IDIS 150	3	GEP Humanities	3
GEP Humanities	3	Supporting Course 1	3
	15cr		16cr
Fall 3		**Spring 3**	
HPED 234	3	NURS 402	3
HLTH 330	3	HPED 310	3
GEOG 209	3	IDIS 350	3
ENGL 308	3	Supporting Course 3	3
Supporting Course 2	3	Supporting Course 4	3
	15cr		15cr
Fall 4		**Spring 4**	
HLTH 430	3	HLTH 405	3
HLTH 435	3	HLTH 483	6
HPED 404	3	HLTH 492	3
PSYC 318	3		
SOWK 370	3		
	15cr		12cr

Options for Supporting Courses:

BIOL 304 Microbiology *4*
BIOL 360 Virology *3*
BIOL 465 Environmental Health *3*
EXSS 300 Advanced Human Nutrition *3*
NURS 412 Women's Hlth *3*
PSYC 208 Intro to Lifespan Dvlpmt *3*
PSYC 210 Child Development *3*
PSYC 212 Adolescent & Adult Dvlpmt*3*

EXSS 315 Nutrition for the Physically Active *3*
EXSS 330 Exercise Epidemiology *3*
EXSS 435 Lifespan Health and Fitness *3*
MGMT 356 Leadership & Human Behavior *3*
PSYC 214 Intro to Geropsychology *3*
PSYC 430 Health Psychology *3*
SOCI 224 Cultural Anthropology *3*
SOCI 326 Sociology of Rural Life *3*

Other as approved by program coordinator

Course Titles and Descriptions for All 3 Concentrations

Course Title and Description	Required Course	Suggested Course
BIOL 149 General Biology I 4 cr. Biological principles and concepts. The life processes, development and relationship among organisms. Three hrs. lecture, 2 hrs. lab. Every semester. GEP Group C.	HPE HE CHE	
BIOL 211 Essentials of Anatomy and Physiology 4 cr. An introduction to the structure, function, and movement of the human body. Three lectures and one two-hour laboratory period per week. Not for majors. Fall. Prerequisite: BIOL 149.	HPE HE	
BIOL 304 Microbiology 4 cr. Microorganisms, especially their form, structure, reproduction, physiology, metabolism, and identification, will be studied with emphasis on their distribution in nature, their beneficial and detrimental effects on humans, and the physical and chemical changes they make in the environment. Two hrs. lecture and two 2-hr. labs. Every semester. Prerequisites: BIOL 149 with a "C" or better. Co-requisite: CHEM 201 or 150.		CHE
BIOL 321 Anatomy and Physiology I 4 cr. Structure and function of the human body. Includes its organization, the musculoskeletal system and the nervous system. Two hrs. lecture and two 2-hr. labs. Fall. Not open to students who have credit for former BIOL 201. Prerequisite: BIOL 149.	CHE	
BIOL 322 Anatomy and Physiology II 4 cr. Structure and function of the human body. Includes the endocrine, circulatory, respiratory, digestive, excretory and reproductive systems, and human development. Two hrs. lecture and two 2-hr. labs. Spring. Not open to students who have credit for former BIOL 202. Prerequisite: BIOL 321 or permission of instructor.	CHE	
BIOL 360 Virology 3 cr. The study of viruses. Topics will include viral diversity, structure and classification. This course will focus on the molecular biology of viruses, including important viral protein structures and genetic features. Various mechanisms used by viruses to infect cells will also be explored. Infection cycles and common viral interactions with host cells will be presented. Vaccination and anti-viral therapy will be discussed. Summer. Prerequisite: General Biology (BIOL 149).		HE CHE

Course Title and Description	Required Course	Suggested Course
BIOL 465 Environmental Health 3 cr. Investigation of the relationship between human exposure to environmental pollutants and resultant adverse health effects. Consideration of epidemiology, exposure assessment, risk assessment and risk management. Variable. Also offered as GEOG 465. Prerequisite: completion of two laboratory science courses.		HE CHE
CMST 102 Introduction to Human Communication 3 cr. Fundamental theory and practice of human communication in dyadic, small-group and public situations. Every semester.	CHE	
EDUC 310 Diversity & Social Justice in Education 3cr. Educational diversity, equity and social justice in public education; emphasis on development of individual identity in the context of economic class, religion, ethnicity, race, gender, sexual orientation and other factors; exploration of best practices for teachers and administrators to create inclusive learning environments. Experiential component: minimum of 12 hours of field work in diverse public school settings; some field work options may require additional expenses. Required of all secondary education majors. Variable.	HE	
EDUC 392 K-12 Field Experience 2 cr. Teacher assistantship in elementary and secondary settings. Requires 30 days of in-school aide experience at each level. Assignments coordinated with other Phase II courses. Graded P/F. Prerequisite: Phase II admission.	HPE HE	
EDUC 422 Leadership Seminar 3 cr. Educational leadership in schools, communities and professional organizations. Elements of developmentally appropriate planning, instruction, assessment and classroom management and the collection of evidence of candidate's practices in the final internship. Management strategies for student behavior, curriculum, material and resources. Professional preparation, critical reflection and advocacy emphasized. Every semester. Prerequisite: Phase III admission. Capstone	HPE HE	
EXSS 200 Nutrition 3 cr. Principles of nutrition. The effect of food habits on family health. Nutritional requirements for different stages of human development. Application to various economic levels and social backgrounds. Every semester. GEP Group C.	CHE	HE

Course Title and Description	Required Course	Suggested Course
EXSS 300 Advanced Human Nutrition 3 cr. Assessment of in-depth study of macro-and micro nutrition digestion, including absorption, metabolism, excretion, inter-relationships, and requirements in normal individuals; effects of processing and technological alterations on nutritional quality of food and the bioavailability of nutrients. Variable. Prerequisite: EXSS 200.		CHE
EXSS 315 Nutrition for the Physically Active 3 cr. Advanced study in the science and application of nutrition for both the general population as well the physically active. Spring. Prerequisite: EXSS 200.		CHE
EXSS 330 Exercise Epidemiology 3 cr. Provides understanding of how leisure-time physical activity can be effectively promoted to enhance people's longevity and quality of life. For upper-level undergraduates who are being introduced to exercise epidemiology for the first time. Variable.		HE CHE
EXSS 435 Lifespan Health and Fitness 3 cr. An examination of factors that influence health and fitness across the lifespan including methods, services and resources to access and optimize the health and fitness of individuals and cohorts. Every semester.		HE CHE
GEOG 209 People, Places and Landscapes of Appalachia 3 cr. Physical, historical and human processes that have influenced and shaped the spatial distributions of Appalachia. Fall. Prerequisite: GEOG 103/113 or GEOG 104/114 or GEOG 110 or permission of instructor.	CHE	
HLTH 101 Community Health Promotion 3 cr. Introduction to the profession, theories, and practice of health promotion. Spring.	CHE	
HLTH 125 Health and Culture 3 cr. An examination of personal and community health issues and problems as experienced across the cultural landscape of the United States. Fall. GEP Group F.	CHE	HE
HLTH 330 Epidemiology of Health 3 cr. Examination of the contributions of lifestyle, genetics, environmental and social factors, and health care access to health and well-being of individuals and populations. Fall. Prerequisite: HLTH 101.	CHE	HE
HLTH 405 Sexuality 3 cr. Content and topics related to sexual and reproductive health relative to the individual and society. Every semester.	HE CHE	

Course Title and Description	Required Course	Suggested Course
HLTH 430 Methods & Materials for Health Promotion 3 cr. Development of skills to formulate program goals, delineate program objectives, employ a variety of educational techniques, select resources, and integrate behavior change strategies for individual and population-based health education and promotion programs. Spring. Prerequisites: 6 hours in HLTH.	CHE	
HLTH 435 Health Promotion Programming 3 cr. Development and application of skills in planning, implementation, and evaluation of multi-level health promotion programs. Variable. Fall. Prerequisite: HLTH 430.	CHE	
HLTH 483 Field Experience in Community Health Education 6 cr. Field experience in health promotion. Sites of study may vary. Offered as needed. Prerequisite: permission of instructor.	CHE	
HLTH 492 Seminar in Community Health Education 3 cr. A separately graded component of the Community Health Education Field Experience required in conjunction with HLTH 483. This course will primarily address leadership, management, ethics, and professional issues. Every semester. Co-requisite HLTH 483.	CHE	
HPED 103 Foundations of Physical Education 3 cr. Theories and practices guiding instructional planning in physical education. Foundational knowledge for FSU physical education content and pedagogy courses. Fall. Prerequisite: Major in Health and Physical Education.	HPE	
HPED 104 Foundations of Health Education 3 cr. Introduction to theories and practices guiding professional health educator responsibilities and competencies in a skills-based health education program. Spring. Prerequisite: Major in Health and Physical Education.	HPE HE CHE	
HPED 201 Teaching Fitness 3 cr. Content and pedagogy related to teaching fitness in elementary and secondary physical education. Fall. Prerequisite: HPED 103.	HPE	HE
HPED 202 Teaching Tactical Games I 3cr. Content and pedagogy related to teaching invasion games and target games in elementary and secondary physical education using the tactical games model. Spring. Prerequisite: HPED 103.	HPE	
HPED 203 Teaching Tactical Games II 3cr. Content and pedagogy related to teaching net/wall games and striking/fielding games in elementary and secondary physical education using the tactical games model. Fall. Prerequisites: HPED 103, HPED 202.	HPE	

Course Title and Description	Required Course	Suggested Course
HPED 204 Teaching Dance and Gymnastics 3cr. Content and pedagogy related to teaching dance and gymnastics in elementary and secondary physical education. Spring. Prerequisite: HPED 103.	HPE	
HPED 205 Teaching Outdoor Adventures and Group Initiatives 2 cr. Content and pedagogy related to teaching outdoor adventures and group initiatives in elementary and secondary physical education. Fall. Prerequisite: HPED 103.	HPE	
HPED 208 Inclusion Strategies in Health Education 1 cr. Differentiating instruction for students in health education. Includes a field experience. Fall. Prerequisite: HPED 104.	HPE HE	
HPED 230 Assessment Design in Health & Physical Education 3 cr. Cognitive, affective and psychomotor domain assessments for health and physical education following national and state standards. Follows Bloom's Revised Taxonomy. Spring. Prerequisite: HPED 104.	HPE HE	
HPED 232 Teaching Substance Abuse and Safety & Violence Prevention 2 cr. Content and theory in the teaching of drug addiction and prevention education, safety and violence prevention in a skills-based school health education program. Includes instruction on awareness and prevention of sexual abuse and assault. Fall. Prerequisite: HPED 104.	HPE HE CHE	
HPED 233 Teaching Family Life and Human Sexuality & Mental & Emotional Health 3 cr. Content and theory in the teaching of family life and human sexuality and mental and emotional health in a skills-based school health education program. Spring. Prerequisite: HPED 104.	HPE HE CHE	
HPED 234 Teaching Disease Prevention and Control and Healthy Eating 3 cr. Content and theory in the teaching of disease prevention and control and healthy eating in a skills-based school health education program. Fall. Prerequisite: HPED 104.	HPE HE CHE	
HPED 301 Applied Biomechanics 3 cr. Mechanics of human motion – muscles and joints. Emphasis on the teaching of various physical principles through the study of human motion. Biomechanical relationship in the upper and lower extremities, and the vertebral column. Spring. Prerequisite: BIOL 211.	HPE	HE

Course Title and Description	Required Course	Suggested Course
HPED 309 Wellness and the Whole Child 3 cr. Principles and practices of educating the whole child within the Whole School, Whole Community, Whole Child (WSCC) Model. Emphasis on skills-based health education at the elementary school level. Topics include social-emotional learning (SEL), infusing movement into Common Core lessons, school wellness policies, and teaching sensitive topics. Every semester, summer.	HE	
HPED 310 Technology in Health and Physical Education 3 cr. Introduction to content and practical applications of technology for the health and physical educator, including Microsoft Office programs, online presentation tools and discipline-specific technology devices. Spring. Prerequisites: HPED 103 and HPED 104. Tech. Fluency.	HPE HE CHE	
HPED 402 Adapted Physical Education 4 cr. Adapting physical activities to individual disabilities. Three hrs. lecture, 3 hrs. lab. Prerequisite: HPED 416.	HPE	
HPED 404 Health Instruction 3 cr. Implementing a skills-based health education program for secondary students. Every semester. Required in Internship I semester prior to HPED 497 for Teacher Education. Prerequisites: HPED 416 and admission to PHASE II Internship I.	HPE HE CHE	
HPED 406 Applied Physiology 3 cr. Understanding how the cardio-respiratory, digestive and muscle/neural systems function in the human body; how to teach physiological principles of training; how to promote a physically active lifestyle. Fall. Prerequisite: BIOL 211.	HPE	HE
HPED 407 Motor Learning and Performance 3 cr. Motor skill acquisition concepts. Nature of the learner, guidance, results, motivation, practice, transfer, retention and psychological implications. Every semester.	HPE	
HPED 408 Elementary Methods of Physical Education 3 cr. Methods of instruction, assessment and management appropriate to grades PK-5. Every semester. Prerequisites: Admission to Internship I; HPED 416.	HPE	

Course Title and Description	Required Course	Suggested Course
HPED 416 Curriculum Design in Health and Physical Education 3 cr. Health and physical education curriculum development and evaluation. Instructional planning that is standards-based, developmentally appropriate and progressive. Every semester. Prerequisites: Health and Physical Education majors only; junior standing.	HPE HE	
HPED 418 Secondary Methods of Physical Education 3 cr. Materials and methods of instruction in physical education at the secondary level. Teaching experience at local high school. Required in Internship I semester prior to HPED 497 in Teacher Education. Every semester. Prerequisites: Admission to Internship I; HPED 416.	HPE	
HPED 497 Teaching Internship: K-12 Programs 12 cr. Supervised practicum in teaching in elementary and secondary schools. Joint supervision by school system and University personnel. Daily, full day for one semester. Graded P/F. Every semester. Prerequisite: Internship II admission.	HPE HE	
MGMT 356 Leadership and Human Behavior 3 cr. Introduction to leadership theories and concepts; emphasis on applications of leadership qualities and human skills required for managerial success and organizational effectiveness. Every semester. Prerequisite: 42 credits.		CHE
NURS 402 Nursing Research and Evidence-Based Practice 3 cr. Theory and methods of qualitative and quantitative research provide basic knowledge for reading and understanding nursing research. Theory and concepts of evidence-based nursing practice, including formulating a clinical problem, identifying sources of evidence, using clinical guidelines, disseminating evidence, and motivating for change based on scientific evidence. Three hrs. lecture. Every semester. Prerequisites: Admission to the RN to BSN program and MATH 109.	CHE	
NURS 412 Women's Health in Global Perspectives 3 cr. Examines major global health topics related to women through the lens of policy, health promotion, and research. Introduction to the vast diversity of determinants of health and disease for women around the world. Analysis of current and emerging global health concerns, including maternal and child well-being, violence against women, cross border concerns and infectious diseases. Three hrs. lecture. Variable.		CHE

Course Title and Description	Required Course	Suggested Course
PSYC 208 Introduction to Lifespan Development 3 cr. Survey of human development from conception to death, emphasizing biological, cognitive, and socio-emotional development. An overview for understanding how humans change across the lifespan. Less depth than PSYC 210 or PSYC212. Variable. Prerequisite: PSYC 150/151 with a "C "or better.		CHE
PSYC 210 Child Development 3 cr. Detailed review of the biological, cognitive, and socio-emotional aspects of development, from conception through childhood. More depth than PSYC 208. Every semester. Prerequisite: PSYC 150/151 with a "C" or better.		HE CHE
PSYC 212 Adolescent and Adult Development 3 cr. Detailed review of the biological, cognitive, and socio-emotional aspects of development, from adolescence until maturity. More depth than PSYC 208. Every semester. Prerequisite: PSYC 150/151 with a "C" or better.		HE CHE
PSYC 214 Intro to Geropsychology 3 cr. Study of older adult development (65+). Covers physical and psychological changes, developmental transition from middle adulthood, health and mental health care, cognitive change, caregiving, personality, work and adjustment to retirement, and changing relationships in older adulthood. Fall. Prerequisite: PSYC150/151 with a "C "or better.		CHE
PSYC 318 Social Psychology 3 cr. Theories, methods and applications of social psychology. A survey of the social and interpersonal factors influencing an individual's behavior. Topics include attitudes, person perception, interpersonal relations, group dynamics, social roles and conformity. Fall. Not open to students with credit for former PSYC 418. Prerequisite: PSYC 150/151 with a "C" or better.	CHE	
PSYC 409 Human Learning and Cognition 3 cr. An examination of human cognitive processes including human learning, memory and recall, attention processes, information processing, problem solving, thinking and reasoning, language acquisition and communication. Every semester. Prerequisite: PSYC 150/151 with a C or better.		HE

Course Title and Description	Required Course	Suggested Course
PSYC 430 Health Psychology 3 cr. Scientific study of biopsychological processes related to health states. Includes prevention and treatment of illness, mind/body connection, influence of social and physical environments on our health, and health belief models. Behavioral components of health risk factors and improvement of the health care system are addressed. Course topics biologically based with introduction to applied perspectives. Variable. Prerequisite: PSYC 150/151 with a "C" or better.		HE CHE
REED 417 Content Area Reading 3 cr. Identification of the special reading demands in content areas and development of appropriate instructional activities. The reading process as it relates to content area learning. Research, best practices and instructional strategies. Required for all secondary and K-12 approved programs. Spring. Prerequisite: appropriate Phase admission.	HPE HE	
SOWK 370 Introduction to Social Welfare and Social Work 3 cr. Introduction to social welfare and social work, including philosophy, history, and methods. The more significant aspects of social welfare ideology and the impact of established programs on meeting human need. Every semester. Prerequisite: SOCI 100 or 111, sophomore standing, or permission of the department.	CHE	
SOCI 224 Cultural Anthropology 3 cr. Survey of the study of human behavior in simpler tribal and peasant societies as well as in complex civilizations. Emphasis on social change. Fall. Not open to students who have credit for former SOCI 324. (GEP Group F)		CHE
SOCI 326 Sociology of Rural Life 3 cr. Characteristics of rural population, social structure, and institutional arrangements and changes. Variable. Prerequisite: SOCI 100 or SOCI 111.		CHE
SPED 451 Adapting Instruction in Diverse Classrooms 3 cr. An understanding of the instructional and social development needs of the disabled and non-disabled students in inclusive classrooms. Special attention to collaboration, technology, legislation, educational programming, instructional strategies, inclusion models and current research related to the students enrolled in secondary school inclusion programs (middle/senior high school) and K-12 programs. Not open to students with credit for former SPED 361. Spring. Prerequisite: appropriate phase admission.	HE	

5. Discuss how general education requirements will be met, if applicable.

General education requirements will be completed during the first 6 semesters of the program as indicated in the study plans above (see G.4). Some courses will satisfy both the General Education Program and the Health and Wellness Education degree program. The number of courses meeting requirements in both areas vary by concentration. Students will meet with their academic advisor each semester to discuss the study plan and ensure all GEP requirements are being met.

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

The existing Health and Physical Education program is fully accredited along with all teacher preparation programs at FSU by NCATE. The program is nationally recognized by the Specialized Professional Associations (SPAs) for both Health Education and Physical Education.

Within the Health and Wellness Education major, the concentrations in Health and Physical Education and Health Education will continue the accreditation process through CAEP. Students successfully completing the Health and Physical Education program will be eligible for MSDE certification in P-12 Health Education and P-12 Physical Education. Students successfully completing the Health Education program will be eligible for MSDE certification in P-12 Health Education.

The concentration in Community Health Education is designed to lead graduates to eligibility to sit for the Certified Health Education Specialist (CHES) Exam through the National Commission for Health Education Credentialing (NCHEC).

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

N/A

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources and costs of payment policies.

Students majoring in Health and Wellness Education within any one of the three concentrations will receive sufficient information regarding curriculum, courses,

degree requirements, cost and financial aid resources, availability of student support services, nature of faculty/student interaction, technology and technical equipment requirements, and the learning management system via a number of sources, including but not limited to the Undergraduate Catalog, university and program website, student handbook and any additional recruitment and orientation materials. FSU also complies with the Higher Education Opportunity Act of 2008 (HEOA) related to the disclosure requirements for postsecondary education institutions. Students admitted to the program will also be provided with an academic advisor who will review all requirements and resources and collaborate on a study plan.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

   All program materials, such as handbooks, fliers, brochures, and catalogs, will clearly represent the revised program and services available. Current materials will be updated with the revised program name and the addition of all three available concentrations.

H. Adequacy of Articulation:

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

   No articulation agreements currently exist, however, the addition of the three concentrations to the proposed Health and Wellness Education program creates opportunities to develop future articulation agreements with community colleges that traditionally serves as feeder schools for FSU.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11):

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, and adjunct) and the course(s) each faculty member will teach in the proposed program.

   The table below includes faculty from the Department of Kinesiology and Recreation and the Department of Nursing who will teach courses included in the three concentrations of the Health and Wellness Education program. All instructors are full-time and most are either tenured or tenure-track faculty with terminal degrees. One of the full-time tenured faculty has a M. S. in Athletic Training. At the time he was hired, a M. S. was considered a terminal degree in his field.

Faculty	Appointment Type	Degree and Field	Academic Title, Rank	Status	Courses
Dr. Rebecca Gallagher	Tenured	D.Ed. Curriculum and Instruction	Assistant Professor, Program Coordinator	Full-time	HPED 104, 201, 204, 208, 232, 402, 416; EDUC 392
Dr. Nicole Bosley	Tenure-track	Ed. D. Educational Leadership	Assistant Professor	Full-time	HPED 103, 202, 203, 205,310, 408, 418, 497, EDUC 422
Dr. Lisa Simpson	Tenured	Ed. D. Curriculum and Instruction	Assistant Professor	Full-time	HPED 230, 233, 234, 404, 407, HLTH 125, 405
Dr. Melody Kentrus	Tenured	D. P. T.	Assistant Professor	Full-time	HPED 301, 406
Ms. Michele Bennett	Non-tenure Track	M. S. Exercise Science (Candidate for D. Sc. in Nutrition)	Lecturer	Full-time	EXSS 200, 300, 315, 435
Mr. Hunter Brakeall	Non-tenure Track	M. Ed. Exercise Science	Lecturer	Full-time	EXSS 330
Mr. John Wright	Tenured	M. S. Athletic Training	Assistant Professor	Full-time	EXSS 492
Dr. Stefanie Hay	Tenured	Ed. D.	Associate Professor	Full-time	HLTH 101
Dr. Mary Beth McCloud	Tenured	Ph. D.	Associate Professor	Full-time	HLTH 101
Dr. Kara Platt	Tenured	D. N. P.	Associate Professor	Full-time	HLTH 330,430
Dr. Linsey Staggers-Gardner	Tenure-track	D. N. P.	Assistant Professor	Full-time	HLTH 430, NURS 402

Audrey King	Adjunct	M. Ed. Exercise Science	Adjunct Professor	Part-time	HPED 309
Dr. Jodi Eirich	Tenured	Ed.D. Literacy	Associate Professor	Full-time	REED 417
Dr. Chelsie Manges	Adjunct	Ed.D. K-12 Leadership	Adjunct Professor	Part-time	SPED 451
Dr. Maureen Hamilton	Adjunct	Ed.D.	Adjunct Professor	Part-time	EDUC 310

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:
    a. Pedagogy that meets the needs of the students
    b. The learning management system
    c. Evidence-based best practices for distance education, if distance education is offered.

    The University offers free training sessions and professional development for all faculty in various areas of pedagogy via the Center for Teaching Excellence. Additionally, faculty are trained to use the learning management system (i.e., Canvas) via the Office of Information Technology. Each tenured/tenure track faculty member is provided with travel money through department funds to use for professional development.

J. Adequacy of Library Resources (as outlined in COMAR (13.B.02.03.12):

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

The institutional library resources meet the needs of the proposed concentrations within the Health and Wellness Education program. Below is a statement from Randall Lowe, the Kinesiology and Recreation Department's library liaison:

Current Library Holdings Overview

Health and Physical Education students at FSU have full access to the university's library and its print and online resources. The library's online search engine OneSearch allows students to access the library's collections of article databases, the library catalog, and e-books. Current library resources include over 12,000 discipline-related print and electronic monographs, as well as access to more than 6,800 health-sciences and 1,700 education-related full text online journals through research databases. The library also provides access to almost 3,000 streaming videos covering health and education topics. These resources provide adequate subject coverage to support the program.

In order to further meet student needs, the FSU library provides full access to several databases covering health and education literature, including Academic Search Ultimate,

AccessMedicine, CINAHL, Education Research Complete, Health Source (both Academic/Nursing and Consumer editions), MEDLINE/PubMed, Nursing & Allied Health Source, PsycARTICLES, and Web of Science. Moreover, the Ort Library's interlibrary loan services extend access to the holdings of thousands of other libraries. Librarians are available to provide instruction and research support in using these resources.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13):

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.
2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:
    a. An institutional electronic mailing system, and
    b. A learning management system that provides the necessary technological support for distance education.

The three concentrations within the Health and Wellness Education program will primarily be housed in the Cordts Center. The Cordts Center contains classrooms, faculty offices, laboratories, and storage areas.

The chart below shows an overview of the classrooms available in the Cordts Center.

Classroom	Capacity	Other Information
102	45	Contains projector/screen
104	30	Contains projector/screen
104-1	30	Contains projector/screen
105	37	Athletic Training Lab (not used by HPE)
110-1	25	Contains projector/screen
150	20	Not used by HPE
164	25	Auxiliary Gym with seating
168	20	Smaller gym with seating
220	22	Contains SmartBoard
220A	24	Contains projector/screen
220B	40	Contains projector/screen

Each faculty member in the department has their own office with a desktop computer. There is one office with two computers shared by the two graduate assistants assigned to the program. Offices are located on the second floor of the Cordts Center.

The Cordts Center contains several activity spaces that are used for instructional purposes. On the first floor are rooms 164 and 168. Room 164 is an auxiliary gymnasium with a full-

sized basketball court and a seating area for up to 25 students. Room 168 is a smaller gymnasium with no marked courts and a seating area for up to 20 students. The Main Arena on the second floor, which contains 3 full-sized basketball courts, is often used as well, but it does not contain a seating area. Other spaces available but rarely or occasionally used by the program include the Swimming Pool, the Exercise Physiology Lab, the Climbing Gym, and the Free Weight and Cardio rooms. The Cordts Center does not contain a computer lab but contains a mobile lab with 15 laptops.

The Health and Physical Education program utilizes a wide array of equipment in many of the courses. The Cordts Center contains one storage area for this equipment. It is the size of a squash court and is shared with Exercise and Sport Science and Activities for Life. Some equipment is stored in faculty and graduate assistant offices. There is also one storage cabinet in room 220 that contains health education materials and one storage cabinet in the pool storage room that contains snorkeling equipment.

Courses taught by faculty in the Nursing Department will be in the new Education and Health Sciences Building, which will be located adjacent to the Cordts Building. One required course in the Department of Education Professions, REED 417, will also be taught in the Education and Health Sciences Building upon completion of its construction.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14):

1. Complete **Table 1: Resources and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

HPE New Concentrations					
TABLE 1: RESOURCES					
	FY2022	FY2023	FY2024	FY2025	FY2026
Resource Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated Funds	2,428	-	-	-	-
2. Tuition/Fee Revenue	163,288	168,188	208,952	215,215	259,562
(c + g below)	-	-	-	-	-
a. Number of F/T Students In-state	12	12	13	13	14
a. Number of F/T Students Out-of-state	2	2	3	3	4
b. Annual Tuition/Fee Rate In-state	9,594	9,882	10,178	10,483	10,797
b. Annual Tuition/Fee Rate Out-of-state	24,080	24,802	25,546	26,312	27,101
c. Total F/T Revenue (a x b)	163,288	168,188	208,952	215,215	259,562
d. Number of P/T Students In-State	-	-	-	-	-
d. Number of P/T Students Out-of-State	-	-	-	-	-
e. Credit Hour Rate In-State	281	289	298	307	316
e. Credit Hour Rate Out-of-State	598	616	634	653	673
f. Annual Credit Hour Rate	-	-	-	-	-
g. Total P/T Revenue In & Out-of-State	-	-	-	-	-
(d x e x f)	-	-	-	-	-
3. Grants, Contracts & Other External Sources	-	-	-	-	-
4. Other Sources	-	-	-	-	-
TOTAL (Add 1 – 4)	165,716	168,188	208,952	215,215	259,562

	FY2022	FY2023	FY2024	FY2025	FY2026	
# f/t students	12	12	13	13	14	85% instate
# f/t students	2	2	3	3	4	15% out of state
	14	14	16	16	18	total
# p/t grad students	0	0	0	0	0	85% instate
# p/t grad students	0	0	0	0	0	15% out of state
	-	-	-	-	-	total

2. Complete **Table 2: Program Expenditures and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

TABLE 2: EXPENDITURES					
	FY2022	FY2023	FY2024	FY2025	FY2026
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Faculty (b + c below)	2,428	2,428	4,857	9,714	9,714
a. # FTE	0.80	0.80	0.80	0.80	0.80
b. Total Salary	2,250	2,250	4,500	9,000	9,000
c. Total Benefits	178	178	357	714	714
2. Admin. Staff (b + c below)	-	-	-	-	-
a. # FTE	-	-	-	-	-
b. Total Salary	-	-	-	-	-
c. Total Benefits	-	-	-	-	-
3. Support Staff (b + c below)	-	-	-	-	-
a. # FTE	0.00	0.00	0.00	0.00	0.00
b. Total Salary	-	-	-	-	-
c. Total Benefits	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Library	-	-	-	-	-
6. New or Renovated Space	-	-	-	-	-
7. Other Expenses	-	-	-	-	-
TOTAL (Add 1 – 7)	2,428	2,428	4,857	9,714	9,714
Surplus	163,288	165,760	204,095	205,501	249,848
ASSUMPTIONS:					988,492
All FT students.					
85% in state, 15% out of state					
10 new students for Health Ed.					
4 new students for Community Health Ed					
Slow increase for next 5 years					
No changes for current HPE concentration					
***Will depends if we have transfer students**					

Faculty				
FY2022	FY2023	FY2024	FY2025	FY2026
Year 1*	**Year 2**	**Year 3**	**Year 4**	**Year 5**
2,250	2,250	2,250	2,250	2,250
-	-	2,250	2,250	2,250
-	-	-	2,250	2,250
-	-	-	2,250	2,250
2,250	2,250	4,500	9,000	9,000
PIN Fringes				
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
178	178	178	178	178
-	-	178	178	178
-	-	-	178	178
-	-	-	178	178
178	178	357	714	714

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15):

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

Student performance in the proposed Health and Physical Education concentration will be assessed using the seven key assessments in health education and eight key assessments in physical education. The key assessments for health education are aligned with INTASC and SOPHE Standards and the standards for physical education are aligned with INTASC and SHAPE America Standards. The key assessments in health and physical education are measures of content knowledge, lesson planning, assessment, success in the field placements, and connections to home and community.

Student performance in the proposed Health Education concentration will be assessed using the seven key assessments in health education, which are aligned with INTASC and SOPHE Standards. The key assessments in Health Education are measures of content knowledge, lesson planning, assessment, success in the field placements, and connections to home and community.

Student performance in the proposed Community Health concentration will be assessed using key assessments that are aligned with the Eight Areas of Responsibility and Competency for Health Education Specialists. The key assessments for the Health Education Specialist are aligned with INTASC and NCHEC Standards and are measures of planning and evaluation, administration, communication, and promotion. The key assessments address the required skills and expertise needed for a position in the field of health education promotion.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.
   At the institutional level, FSU's academic program review provides departments an opportunity to assess and improve the quality of program offerings. The program review process occurs every seven years for each distinct undergraduate and graduate program and is mandated by USM's Board of Regents.

   The program review schedule serves as the foundation for assessment initiatives through its identification of priorities for the coming cycle. Halfway through the cycle, the Office of Assessment, and Institutional Research (AIR) collects information on the status of assessment activities using a midterm review template. Programs undergoing review in any given year must submit the Program Review Self-Study, External Review Report, and Certificate to AIR.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

1. Discuss how the proposed program addresses minority student access and success, and the institution's cultural diversity goals and initiatives.

Frostburg State University is a public institution that is committed to a campus environment that values human diversity and respects individuals who represent minority populations. FSU is proud of our success in recruiting minority students to the university and is committed to increasing the number of minorities within the Health and Wellness Education program. During its program review in 2018-2019, the current Health and Physical Education program identified increasing the number of minorities within the major as key component of its action plan. The addition of concentrations to the current Health and Physical Education program will offer more options within the program which will attract more students, including minority students, from within the region and state due to the affordability of Frostburg State University's tuition.

O. Relationship to Low Productivity Programs Identified by the Commission.

1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources, and general operating expenses) may be redistributed to this program.

N/A

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22):

1. Provide affirmation and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it related to the proposed program.

N/A

Attachment A

To Whom It May Concern,

The Department of Nursing is in full support of the proposed Community Health Educator Track. From a nursing enrollment perspective there is a large pipeline of students that start college with the goal of a nursing degree. Frostburg State University is currently in the planning phase of a traditional nursing program, so it is anticipated that the pipeline will continue to grow. On average about 50% of that initial pipeline follow through to nursing school application, and once they apply there is typically four applicants to every one seat available in any nursing program. This high attrition rate is mainly due to an inaccurate view of the nursing role and the pre-requisite requirements. Students frequently state that they want to help people and be a part of the healthcare team but not necessarily in the role of the nurse. The Community Health Educator track will give students at Frostburg State University another option to be a part of the healthcare team.

Sincerely,

Kara Platt, DNP, RN, NEA-BC, CNE

Attachment B

Dr. Bosley, thank you for making me and my colleagues in the Department of Communication aware of the plan to develop a program in Community Health Education. Thank you also for including CMST 102 Introduction to Human Communication in it.

Understanding how humans communicate verbally and non-verbally, learning about and recognizing the impacts of those actions, developing improved listening skills, and having opportunities to refine one's public speaking skills are critical to any profession. We believe that these are truly vital areas for a community health educator.

We in the Department of Communication fully support your efforts to create a program in Community Health Education.

We wish you good luck as you move forward.

Dr. Keith Terry

Attachment C

From: Sally D Stephenson <SStephenson@frostburg.edu>
Sent: Thursday, October 1, 2020 11:07 AM
To: Nicole L Bosley <NLBosley@frostburg.edu>
Subject: Re: Seeking letter of support

Dr. Bosley,

After checking with Dr. Eirich, the Secondary/P-12 program coordinator and Associate Dean Dr. Rotruck, I am able to support the incorporation of EDUC 310 and SPED 451 in your proposed Health Education concentration based on our current program offerings. I haven't seen your full proposal, but as a suggestion--if these courses could be offered as options instead of stand-alone requirements, that would create flexibility for the future should changes occur in Educational Professions programs.

Sally Stephenson

Sally Stephenson, Ed.D.
Professor/Chair
Department of Educational Professions
219 Framptom Hall
Frostburg State University
101 Braddock Road
Frostburg, MD 21532-2303
Cell: 240-522-6476
www.frostburg.edu

Attachment D

From: Richard A Russo <rarusso@frostburg.edu>
Sent: Wednesday, September 30, 2020 5:32 PM
To: Nicole L Bosley <NLBosley@frostburg.edu>
Subject: Re: Seeking letter of support

Dear Prof. Bosley,

The Department of Geography supports the inclusion of GEOG 209 (People, Places, and Landscapes of Appalachia) and/or GEOG 452 (Rural Geography) in the proposed curriculum of the Community Health Education concentration.

Both courses have a prerequisite of GEOG 104 or GEOG 110. For your program purposes, GEOG 104 is the better fit (in terms of advising students as to which pre-req to take).

Kind regards,

Richard

Richard A. Russo, Ph.D.
Associate Professor and Chair
Department of Geography

Attachment E

Sept 29, 2020

To Whom It May Concern:

I am pleased to write a letter of support for the proposed program in Community Health Education. Our introductory course SOWK 370 would be a good fit and an excellent choice for future graduates of the program. Our Frostburg graduates of the two programs could very well find themselves in the future working together in their respective professions. Interaction in SOWK 370 would be mutually beneficial even at the introductory level, as social work students are exposed to a community health perspective and as their students become familiar with the social workers' role in community health.

This is a win win opportunity.

Terry

Terry Russell, Ph.D., MSW

Professor of Social Work and

Department Chair

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October 26, 2020

Dr. Sara Beth Bittinger
Interim Assistant Provost
Academic Affairs
Frostburg State University
101 Braddock Road
Frostburg, MD 21532

Dear Dr. Bittinger,

Thank you for your support of the College of Education (CoE) and the Department of Nursing's proposal for the establishment of the Health and Wellness Education Program major. The faculty have worked long and hard to develop, write, and execute the proposal.

Please allow this correspondence to serve as support for the establishment of this major in the following three areas of concentration: Health and Physical Education, Health Education, and Community Health. The CoE is willing to financially support these new programs. In collaboration with the department of nursing, and in an effort to advance the supply and demand needs in Western MD for health services, the CoE is committed to absorbing overload or reassigned time cost. Additionally, the CoE will look for supplementary funding sources to support the delivery of the aforementioned programs, should any additional costs be incurred by executing these concentrations.

Again, thank you.

Sincerely,

Boyce

Boyce C. Williams, Ph.D.
Dean, College of Education