HEALTH
UNIVERSITY OF UTAH

College of Health
Department of Communication
Sciences and Disorders
390 South 1530 East, Suite 1201
BEH SCI
Salt Lake City, Utah 84112

September 28, 2018

To Whom It May Concern:

I am writing to you in my position as the chair of the College of Health Curriculum Committee. I am pleased to report that the COHCC fully supports the proposed consolidation of the program in Health Promotion and Education and the program in Kinesiology into a single program called Health and Kinesiology. We applaud the chairs of these programs for their hard work in developing this exciting new program.

Sincerely,

Sarah Hargus Ferguson, Ph.D., CCC-A
Associate Professor

Chair, College of Health Curriculum Committee

HEALTH
UNIVERSITY OF UTAH

Department of Health, Kinesiology & Recreation
250 S. 1850 E. RM 239
Salt Lake City, UT 84112
801.581.2275

July 26, 2018

To Whom It May Concern:

As Chair of Health, Kinesiology, and Recreation (HKR) I am delighted to offer my full support for the proposal to merge two of the three program areas in the department, namely, Health Promotion and Education and Kinesiology, to create a single program area called Health and Kinesiology. I believe that this is an exciting opportunity to strengthen both program areas by creating more efficient taught programs and by leveraging the added-value created by embracing a more cross-disciplinary approach to teaching and research. I believe the realignment will considerably strengthen both program areas, as well as HKR as a department.

Various discussions and meetings have ensued over the course of the last 12 months as to how these two program areas may be realigned efficiently and effectively. The faculty and staff have demonstrated considerable enthusiasm for the realignment, facilitated by the excellent leadership provided by Dr. Tim Brusseau and Mr. Les Chatelain. The benefits of the realignment are widely accepted and there have been no substantive concerns raised. The realignment will have positive impact in regards to the quality of teaching, with a particular focus on cross-disciplinary curriculum, while at the same time enhancing efficiency and freeing up more time to be devoted to research, which in turn will enhance our emphasis on research-informed and research-led teaching. Also, the realignment will enable the department to consolidate its research strengths across health and kinesiology, with efforts to invest any savings in resources and any additional central investment into recruitment of tenure-track faculty around three key research theme areas, namely, physical activity and well-being, cognitive and motor neuroscience, and exercise and disease.

No additional resources are requested in support of this realignment. While the faculty to student ratio remains very high in HKR, and particularly in Health Promotion and Education and Kinesiology, this realignment will help reduce rather than increase this ratio through efficiencies of scale in regards to the delivery of curriculum. While the proposed realignment will not eliminate wider concerns over resource allocation to HKR, the process will help consolidate resources and be viewed as a step in the right direction in beginning to address some of these deficiencies.

I am happy to provide my whole-hearted support for the plans for realignment and would be happy to address any queries or concerns that may arise in regards to the details of the process or its proposed implementation.

Yours faithfully,

A. Mark Williams, PhD
Chair and Professor

HEALTH
UNIVERSITY OF UTAH

College of Health
Office of the Dean
383 Colorow, Rm 390
Salt Lake City, Utah 84108-1201
Phone 801.581.8537
Fax 801.581.5209

July 20, 2018

To Whom It May Concern:

I write in support of the proposal to consolidate two of the three programs in the College of Health's Department of Health, Kinesiology, and Recreation (HKR) – Health Promotion Education (HPE) and Kinesiology – into a single program area.

Two years ago the College of Health realigned from seven departments and divisions into five departments. The goal of the realignment was to foster new interdisciplinary and interprofessional initiatives across the College. In a sense, this proposal is the result of that goal. Over the past two years, the faculty of HPE and Kinesiology have learned that there are many commonalities in curriculum which creates the opportunity for streamlining their respective curricula. Through ongoing discussions and strategic planning the faculty of HPE and Kinesiology has also discovered new opportunities for interdisciplinary research and community engagement.

I believe the resource implications of this proposed realignment will be minimal. Indeed, I would expect there to be the opportunity for new administrative efficiencies and reduced redundancy in courses and related academic experiences. I would also hope single BS, PhD and Master's degree options might emerge with sub-specializations in health and kinesiology.

This proposal is yet another example of the wonderful collegiality that exists among the faculty in the College of Health. The two program area directors – Dr. Tim Brusseau and Mr. Les Chatelain – have worked closely with HKR department chair Dr. Mark Williams to craft this proposal. Additionally, the faculty of the department has also worked collaboratively and with great enthusiasm to create a new alignment that will foster even more opportunities for interdisciplinary work, to the advantage of our students and faculty.

In conclusion, I am fully supportive of this proposal. I would be pleased to answer any questions or concerns you might have about the creation of a program in Health and Kinesiology in the College of Health.

Sincerely,

David H. Perrin

David H. Perrin, PhD
Dean and Professor

HEALTH, KINESIOLOGY AND RECREATION

NUTRITION AND INTEGRATIVE PHYSIOLOGY

COMMUNICATION SCIENCES AND DISORDERS

OCCUPATIONAL AND RECREATIONAL THERAPIES

PHYSICAL THERAPY AND ATHLETIC TRAINING

HEALTH
UNIVERSITY OF UTAH

College of Health
Parks, Recreation, & Tourism Program

1901 E. South Campus Dr. Rm 1085
Salt Lake City, Utah 84112-0920
www.health.utah.edu/prt
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September 19, 2018

RE: Letter of Support for the Health and Kinesiology Degree Merger

To Whom it May Concern:

On behalf of the Parks, Recreation, and Tourism Program within the Department of Health, Kinesiology, and Recreation (HKR), we fully support the merger of Health and Kinesiology (HK) into one degree program.

Since the realignment of the College of Health, and subsequent formation of HKR, faculty and staff within HKR have explored ways to collaborate, increase the quality of our various graduate and undergraduate curriculums and degrees, and find synergies within and across HKR. Faculty across HKR have provided continuous input through specialized committees and review processes on ways in which HKR could increase the quality of our respective programs through enhanced pedagogy and strengthening our research programs, as well as create transdisciplinary opportunities as the new department of HKR. The formation of a new program in Health and Kinesiology are one of many outcomes of these efforts to date.

As Parks, Recreation and Tourism within HKR, we anticipate the transition for H&K will be one of many positive outcomes of our strategic efforts and fully support their merger as we move forward, with no concerns. We also look forward to continuing our collaboration and supporting one another as we strengthen our service to our students and commitment to research through our transdisciplinary approach to quality of life, health and well-being, and healthy environments.

Sincerely,

Kelly S. Bricker, PhD
Professor and Director
Parks, Recreation and Tourism

NWCCU MINOR CHANGE

University of Utah proposal for the consolidation of the Kinesiology and Health Promotion and Education degrees

Proposal. The purpose of this proposal is to enable the institution to set forth the activities constituting the change and the impact expected on the institution as a whole.

a. Mission and Core Themes:

The mission of the consolidated program will be to enhance health, quality of life and human performance thorough discovery, dissemination, and application of the scientific foundations of health and physical activity. Furthermore, it is our vision to aspire to be globally recognized for excellence in advancing the knowledge and practice of health and physical activity and mentoring future leaders in our discipline. The new degree (Health and Kinesiology) will pool resources and expertise to ensure student success by preparing students from diverse backgrounds for lives of impact as leaders and citizens. This program will truly be a model for generating and sharing new knowledge, discoveries, and innovations, and engage local and global communities to promote education, health, and quality of life. Furthermore, this consolidation will increase our ability for the responsible stewardship of our intellectual, physical, and financial resources, ensuring the long-term success and viability of the academic unit through a multi-disciplinary approach to teaching and research.

b. Authorization:

TBD

c. Educational Offerings:

1. descriptive information of the educational offering(s); Include a list of required courses, credits (if applicable) and total number of credits required for program completion;

The B.S. in Health and Kinesiology will have five emphases: Community Health; Emergency Medical Services; Nuclear Medicine Technology; Health and Physical Education; and Kinesiology. The M.S. and Ph.D. in Health and Kinesiology will be consolidated into to single degrees, these programs are individualized based on student and research needs. Although they do not have formal program of studies the MS Thesis and PhD will be centered on four research strength areas (Theme areas in: Cognitive and Motor Neuroscience; Physical Activity and Wellbeing; Exercise and Disease; and Healthy Communities and Environments). A single MS in Health and Kinesiology non Thesis track (Health Education Specialist& Coaching Wellness) will be offered.

B.S. Health and Kinesiology – Kinesiology Emphasis

Require Courses		Credit Hours
KINES/HEDU 2xxx	Foundations to Health and Kinesiology	3
MATH 1050	College Algebra	4
MATH 1040 or MATH 1070	Statistics	3
BIOL 2325	Human Anatomy	4
KINES 2600	Sport and American Society	3
KINES 3091	Exercise Physiology	3
KINES 3092	Kinesiology	3
KINES 3093	Biomechanics	3
KINES 3350	Exercise Psychology	3
KINES 3550 or KINES 3551	Motor Learning Motor Development	3
KINES 3670	Physical Activity Epidemiology	3
KINES 4465	Exercise Programming	3
KINES 4670	Aging and Exercise	3

KINES 4900 or KINES 4810	Promoting Physical Activity in the Community	4
ESSF	Exercise and Sport Science Fitness	2
Required Electives	Any courses from list below	30
BIOL 3210	General and Pathogenic Microbiology (Prereq BIOL 2020 & either CHEM 1110 or 1210)	3
BIOL 3510	Biological Chemistry (Prereq CHEM 2310)	3
CHEM 1110	Elementary Chemistry (Prereq MATH 1010)	4
CHEM 1120 (SF)	Bio-Organic Chemistry (Prereq CHEM 1110 or 1210)	4
CHEM 1210 (SF)	General Chemistry 1 (Prereq MATH 1050)	4
CHEM 1215	General Chemistry 1 Lab (Coreq CHEM 1210)	1
CHEM 1220 (SF)	General Chemistry 2 (Prereq CHEM 1210)	4
CHEM 1225	General Chemistry 2 Lab (Prereq CHEM 1210; Coreq CHEM 1220)	1
CHEM 2310	Organic Chemistry 1 (Prereq CHEM 1220)	4
CHEM 2315	Organic Chemistry 1 Lab (Prereq/Coreq CHEM 2310)	2
CHEM 2320	Organic Chemistry 2 (Prereq CHEM 2310)	4
CHEM 2325	Organic Chemistry 2 Lab (Prereq/Coreq CHEM 2320)	2
CHEM 3510	Biological Chemistry (Prereq CHEM 2310)	3
ENTP 1010 (BF)	Entrepreneurship and Society	3
ENTP 1020 (AS)	Entrepreneurship and the Startup Methods	3
ENTP 2010	Entrepreneurship Marketing	3
ENTP 2020	Entrepreneurship Finance	3
H EDU 2010	Intro to Health Professions	3
H EDU 3030	Medical Terminology	3
H EDU 3050	Community Health Issues	3
H EDU 3150 (CW)	Health and Human Relations	2
H EDU 3160	Stress Management	3
H EDU 3190	Death and Dying	3
H EDU 3350	Eating Disorder & Body Image	3
H EDU 3400	Health Concerns of Women	3
H EDU 4310	Health Promotion and Marketing	3
H EDU 5060 (IR)	Global Health Promotion	3
H EDU 5300 (DV, CW)	Diversity and Health	3
H EDU 5370	Health and Optimal Aging	3
H EDU 5420	Applied Health Promotion Technology	3
NURS 2100 (BF)	Human Development: A Lifespan Approach to Health	3
NURS 2270	Pathophysiology (Prereq BIOL 2325, 2420 & CHEM 1110; Coreq CHEM 1120)	3
NUTR 1020 (AS)	Scientific Foundations of Nutrition and Health	3

NUTR 3010	Nutrition Intervention (Prereq BIOL 1210 or CHEM 1120 & BIOL 2325 or BIOL 2420)	4
NUTR 3550	Healthy Weight for Life (Prereq NUTR 1020 & 4440)	3
NUTR 3620 (IR)	Cultural Aspects of Food	3
NUTR 4440 (AS)	Advanced Human Nutrition (Prereq NUTR 1020 & BIOL 1210)	4
NUIP 5320	Nutr. for Exercise and Sport (Rec. Prereq NUTR 1020 & KINES 3091)	3
NUIP 5340 (DV)	Nutrition and Women's Health (Rec. Prereq NUTR 1020 or 4440)	3
NUIP 5350	Eating Disorders: Prevention and Treatment	3
NUIP 5360	Weight Management (Rec. Prereq NUTR 1020 or NUTR 4440)	3
NUIP 5420	Applied Nutr. Through the Lifecycle (Prereq NUTR 1020, 3010, or 4440)	3
NUIP 5650	Eating for Justice and Health	3
OC TH 3000	Intro to Occupational Therapy	3
PATH 3100	Intro to Medical Microbiology	3
PH TH 1010	Foundations of Physical Therapy	2
PHYS 2010 (SF)	General Physics 1 (Prereq MATH 1050 & 1060 Or MATH 1080)	4
PHYS 2015	General Physics Lab 1 (Coreq PHYS 2010)	1
PHYS 2020 (SF)	General Physics 2 (Prereq PHYS 2010)	4
PHYS 2025	General Physics Lab 2 (Coreq PHYS 2020)	1
PRT 3050	Wilderness Safety and Survival	3
PRT 3207	Management in Parks, Recreation, and Tourism	3
PRT 3211	PRT Experiences and Services Marketing	3
PRT 3310 (DV)	Leisure Behavior and Human Diversity	3
PRT 3510	Trends and Issues in Community Recreation and Sport Management	3
PRT 3520	Liability and Risk Management in PRT	3
PRT 3610 (IR)	The Global Citizen	3
PRT 3780 (QI)	Program and Service Evaluation in PRT	3
PRT 5490	Business of Sport	3
PRT 5495	The Business of Government and Nonprofits in PRT	3
PRT 5650	Eating for Justice and Health	3
TOTAL CREDITS		77

B.S. Health and Kinesiology – Community Health Education Emphasis

Required Prerequisite Courses		Credit Hours
WRTG 2010	Intermediate Writing	3
MATH 1040 or MATH 1070 or	Intro to Statistical Thinking	3

PSY 3000 or FCS 3210 or SOC 3112		
KINES/HEDU 2xxx	Foundations to Health and Kinesiology	3
HEDU 4650 or BIOL 2420	Anatomy and Physiology for Health Human Anatomy	4
Core Classes		
HEDU 4200	Foundations of Health Education and Promotion	3
HEDU 4300	Introduction to Research and Assessment	3
HEDU 4210	Program Planning I	3
HEDU 4220	Program Planning II	3
HEDU 4250	Facilitating Healthy Behavior	3
HEDU 4340	Epidemiology for Health Education	3
HEDU 5160	Health Teaching Methods and Communication	3
HEDU 5300	Diversity and Health	3
Community Health Track		
HEDU 1950	First Aid and Emergency Care	2
HEDU 4180	Prevention Practices in health Promotion	3
HEDU 4466	Health Assessment	2
HEDU 4600	Health Education Practicum I	4
HEDU 4610	Health Education Practicum II	4
HEDU 5990	Health Education Internship	6
Workplace Wellness Track		
KINES 4464	Exercise Instructor Training	3
KINES 4465	Exercise Programming	3
KINES 4466	Health Assessment	3
KINES 4800	Practicum	4
KINES 4810	Supervised Internship	6
KINES XXXX	Physiology of Fitness	3
Electives (Choose minimum of 4)		
H EDU 3000	Human Sexuality	3
H EDU 3030	Medical Terminology	3
H EDU 3150	Health and Human Relations (CW)	2
H EDU 3160	Stress Management	3
H EDU 3190	Death and Dying	3
H EDU 3290	Living with Chronic Diseases	3
H EDU 3350	Eating Disorders and Body Image	3
H EDU 3400	Health Concerns of Women	3
H EDU 4350	Personal Resiliency	3
H EDU 5060	Global Health Promotion (IR)	3
H EDU 5370	Health and Optimal Aging	3
H EDU 5400	Theory and Habit Technology	3
KINES 3350	Exercise Psychology	3
KINES 3550	Motor Behavior	3
KINES 3551	Application of Human Motor Development	3

B.S. Health and Kinesiology – Emergency Medical Services Emphasis

Required Courses		Credit Hours
MATH 1040 or 1070 or FCS 3210 or SOC 3112 or PSY 3000	Intro to Statistical Thinking	3
WRTG 2010	Intermediate Writing	3
HEDU 1010	Healthy Lifestyles	3
HEDU 3050	Community Health Issues	3
HEDU 5950	EMT Training	9
HEDU 4295	Foundations of EMS	3
HEDU 4300	Introduction to Research and Assessment	3
HEDU 4950	EMS Program Planning and Evaluation	3
HEDU 5990	Internship	3
HEDU 4650 or BIOL 2420	Anatomy & Physiology for Health Human Physiology	4
HEDU 3033	Drugs, Meds, and EMS	3
HEDU 3030	Medical Terminology	3
HEDU 4400	EMS Ethics, Diversity and Law	3
HEDU 4450	Pathophysiology for EMS	3
HEDU 5970	Advanced EMT	6
Choose one of EMS Management, EMS Community Response/Fire Service, EMS Wilderness Response Tracks		
EMS Management Track	Take at least 12 credits	
COMM 1010	Communication Matters	3
COMM 1020	Principles of Public Speaking	3
ACCTG 2700	Survey of Account Fundamentals	3
MKTG 3000	Marketing Vision	3
WRTG 3015	Professional Writing	3
POLS 3030	State and Local Government	3
POLS 3300	Introduction to Public Administration	3
MGT 3000	Principles of Management	3
MGT 4860	Managing Organizational Conflict	3
HEDU 4310	Health Promotion and Marketing	3
HEDU 4790	Health Service Administration	3
HEDU 5160	Health Communication	3
HEDU 5400	Applied Health Promotion technology	3
HEDU 5450	Healthcare Financial Management	3
HEDU 5500	Grant Writing	3
EMS Community Response/Fire Service Track		
HEDU 5955 and 5956	Paramedic	30

EMS Wilderness Response Track	Take at least 12 credits	
HEDU 4750	Fundamentals of Search and Rescue	3
HEDU 3980	Wilderness First Responder	3
HEDU 5980	Wilderness EMT	9
HEDU 4510	Swift Water Recuse Technician	3
HEDU 4520	High Angle Rescue Technician	3
HEDU 4500	Avalanche Rescue Technician	3
HEDU 4530	Advanced High Angle Rescue technician	3
HEDU 4460	EMS in Challenging Environments	3
Electives	Take at least 3 credits	
HEDU 3160	Stress Management	3
HEDU 3190	Death and Dying	3
HEDU 3550 or NUTR 4440	Healthy Weight for Life Advanced Nutrition	3 4
HEDU 5300	Diversity and Health	3
HEDU 4460	EMS in Challenging Environments	3
HEDU 3950	EMS Instructor	6

B.S. Health and Kinesiology – Nuclear Medicine Emphasis

Required Courses		Credit Hours
WRTG 2010	Intermediate Writing	3
PHYS 1010	The Way Things Work	3
MATH 1050	College Algebra	4
Math 1040/1070 or QI Stats	Intro to Statistical Thinking	3
BIOL 2325	Human Anatomy	4
BIOL 2420	Human Physiology	4
Chem + Lab	See Advisor	4
COMM 1010	Elements of Speech Communication	3
HEDU 1950	First Aid and Emergency Care	4
HEDU 3030	Medical Terminology	3
HEDU 3600	Patient Care in Nuclear Medicine	3
HEDU 3610	Nuclear Medicine Clinical Education	1
HEDU 3650	Nuclear Med Stats/Physics	3
HEDU 3900	Radiation Protection & Biology	2
HEDU 3820	Nuclear Med Instrumentation/Computers	4
HEDU 3800		3
HEDU 3810	Nuclear Med Clinical education II	5
HEDU 4000	Nuclear Me Procedure II	3
HEDU 4050	Nuclear Med Tech Certification Prep	2
HEDU 5641	Introduction to Nuclear Pharmacy	2
HEDU 4010	Nuclear Med Clinical Education III	5
HEDU 4720	CT Physical/Protection	1
HEDU 4700	CT Anatomy/Procedures	2
HEDU 4700	CT Clinical Education	4
HEDU 3050	Community Health Issues	3
HEDU 3150	Health and Human Relations	3
HEDU 4200	Foundations of Health Education and Practice	3

HEDU 4300	Introduction to Research & Assessment	3
HEDU 3290	Living with Chronic Disease	3
Electives	Must take at least 2 courses	
HEDU 1010	Healthy Lifestyles	3
HEDU 3000	Human Sexuality	3
HEDU 3020	Patient Education	3
HEDU 3160	Stress Management	3
HEDU 3190	Death and Dying	3
HEDU 3700	Environmental Health	3
HEDU 4350	Personal Resiliency	3
HEDU 5300	Diversity and Health	3

B.S. Health and Kinesiology – Health and Physical Education Teaching Emphasis

Required Courses		Credit Hours
KINES/HEDU 2xxx	Introduction to Health and Kinesiology	3
MATH 1050	College Algebra	4
MATH 1040 or 1070	Statistics	3
ECS 3150	Introduction to Multicultural education	3
ETHNC 2550, or 2560 or 2570 or 2580 or 2590	Ethnic Studies	3
ED PS 3721	Adolescent Psychology	3
BIOL 2325 or HEDU 4650	Human Anatomy Anatomy and Physiology for Health	4
KINES 3091 or KINES 3xxx	Exercise Physiology Physiology of Fitness	3
KINES 3200	Introduction to Coaching	3
KINES 3551	Application in Human Motor Development	3
KINES 3670 or KINES 4465	Physical Activity Epidemiology Exercise Programming	3
HEDU 3000	Human Sexuality	3
HEDU 3160	Stress Management	3
NUTR 1020	Scientific Foundations of Human Nutrition	3
HEDU 4180	Prevention Practices	3
HEDU 4200	Foundations of Health Education	3
HEDU 4230	Health Teaching in Secondary schools	3
KINES 3710	Methods of Elementary Physical Education	3
KINES 4610	Teaching to Improve Behavioral Skills in Physical Education	3
KINES 4650	Introduction to Teaching Special Physical Education	3
KINES 4700	Methods of Secondary Physical Education	3
EDU 5491	Professional Development and Teacher Research	3
EDU 5495	Student Teaching	9

HEDU 1950 or Approved CPR/AED/First Aid Certification		
ESSF (2 courses)	Select any 2 ESSF courses	4

2. description of expected student learning outcomes;

B.S. Health and Kinesiology – Community Health Emphasis

- Define the roles and responsibilities of the health education specialist, based on NCHEC seven competencies (Assess individual and community needs for health education; Plan health education strategies, interventions, and programs; Implement health education strategies, interventions, and programs; Conduct evaluation and research related to health education; Administer health education strategies, interventions, and programs; Serve as a health education resource person; Communicate and advocate for health and health education) of health education practice.
- Plan health education strategies, interventions and programs in a variety of governmental and non-governmental public health and healthcare organizations.
- Evaluate health promotion and education programs and interventions and develop recommendations for improvement.

B.S. Health and Kinesiology – Kinesiology Emphasis

- Demonstrate an appreciation and commitment to physical activity practice.
- Understand the physiological, biomechanical, and psychological responses to physical activity.
- Demonstrate an understanding and appreciation for the sociological, cultural and historical foundations of sport and physical activity.
- Critically evaluate research related to physical activity and its impact on physical and mental health as well as chronic disease.
- Use reflection, critical thinking, and ethical decision making to engage diverse individuals in the practice of physical activity.
- Design and implement physical activity programs for apparently healthy individuals and individuals with controlled chronic diseases and/or disabilities.

B.S. Health and Kinesiology – Nuclear Medicine Technology Emphasis

- Clinically competent in diagnostic imaging and therapeutic studies.
- Effective communicators, problem solvers and critical thinkers.
- Be able to interpret and discuss how research design and theory can be applied to the field of health education.

B.S. Health and Kinesiology – Health and Physical Education Teaching Emphasis

- Knowledgeable and able to apply discipline-specific scientific and theoretical concepts critical to the development of health physically educated individuals.
- Have the knowledge and skills necessary to demonstrate competent movement performance and health in the K-12 Standards.
- Able to plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.
- Able to use effective communication and pedagogical skills and strategies to enhance student engagement and learning.
- Able to utilize assessments and reflection to foster student learning and inform instructional decisions.
- Able to demonstrate dispositions essential to becoming effective professionals.

B.S. Health and Kinesiology – Emergency Medical Services Emphasis

- Students will demonstrate competency in patient care through EMS certifications.
- Will have demonstrated skills and knowledge in primary prevention, health promotion and education, behavior change, program planning and program evaluation to set them apart from non-degreed EMS professionals at the same level.

- Will be competitive for clinical graduate programs as demonstrated by acceptance into graduate programs.

M.S. Health and Kinesiology

- Synthesize information in an area of study within Health and Kinesiology and communicate clearly and concisely in oral and written form.
- Demonstrate the acquisition of knowledge and understanding in an area of study within Health and Kinesiology through a culminating experience.
- Acquire the necessary conceptual and practical skills necessary to read and evaluate the professional and research literature and conduct research in the behavioral, biophysical, or social specializations of health and kinesiology.
- Participate in professional development opportunities.

Ph.D. Health and Kinesiology

- Demonstrate an advanced understanding of health promotion and behavior change theories and their application to health and kinesiology research.
- Develop advanced skills in planning and evaluation.
- Be competent is the delivery of health and kinesiology knowledge through a variety of classroom, media, and technological delivery mechanisms.
- Be skilled in using advanced research design and quantitative statistics in addition to an understanding of qualitative research methods.
- Develop an area of specialization and expertise as indicated in their coursework, dissertation, and experiential activities.
- Be able to identify primary interventions that can enhance individual and community health.
- Identify positive health approaches to helping people change their behaviors.
- Be involved in publishing and other scholarly pursuits during the Ph.D. experience

3. description of the plan for student learning outcomes assessment;
   The following plan will take place relative to the assessment plan for the consolidated program:
   a) Upon formal approval of this proposed consolidation and new/updated course proposals, faculty working groups will be created around the individual emphases or graduate programs to evaluate the current learning outcomes and determine what changes are needed to ensure they are relevant and measurable
   b) The table below highlights the proposed course or activity, course assignment as well as the process for assessing current learning outcomes:

Learning Outcome	Course/Event	Assignment	Process/Timeline
B.S. Health and Kinesiology: Community Health Emphasis			
Define the roles and responsibilities of the health education specialist, based on NCHEC seven competencies of health education practice.	HEDU 4210 HEDU 4220 HEDU 4600 HEDU 4610 HEDU 5160	Written examinations, oral presentations and culminating projects are used to determine student learning. Specific assignments/questions regarding needs assessment, resources, and capacity for health education; planning for health education;	Specific questions and assignments from each of the classes are collected at the end of every other academic year. Data are collected from 10-20% of students enrolled in each class.

		implementing health programming; administering and managing health education programming; and communicating, promoting and advocating for health are included.	
Plan health education strategies, interventions and programs in a variety of governmental and non-governmental public health and healthcare organizations.	HEDU 4600 HEDU 4610	Students are enrolled in a two semester course sequence specific to program planning. Written exams and program planning assignments are included in the assessment of this outcome.	Annually, every other year, assignments are utilized from 10-20% of students enrolled in the program planning sequence and are utilized to determine learning.
Evaluate health promotion and education programs and interventions and develop recommendations for improvement.	HEDU 4210 HEDU 4220 HEDU 4600 HEDU 4610	Program evaluation content is covered across four core courses. Written examinations, oral presentations, and culminating projects are all considered.	Annually, every other year, assignments are utilized from 10-20% of students who have completed the assignments linked to the four core classes are utilized to examine the learning outcome.
B.S. Health and Kinesiology – Kinesiology Emphasis			
Demonstrate an appreciation and commitment to physical activity practice.	ESSF Requirement	Student will demonstrate an appreciation for physical activity by participating and completing all course requirements for an ESSF activity program course. More specifically, each student will complete a written assignment demonstrating their commitment and understanding of physical activity practice.	During the summer of even years, the review written assignment rubrics from ESSF courses from 10-20% of students to determine student appreciation and commitment to physical activity practice.
Demonstrate an understanding of	KINES 3091	Demonstrate physiological	During the Fall of even years, a review will be

physiological, biomechanical, and psychological responses to physical activity.		knowledge through quizzes and examinations. Show an ability to read and understand research literature related to exercise physiology.	conducted which will include an examination of examination outcomes from 10-20% of students enrolled in KINES 3091, 3093, and 3350.
	KINES 3093	Demonstrate biomechanical knowledge through quizzes and examinations. Show an ability to read and understand research literature related to biomechanics.	
	KINES 3350	Demonstrate psychological knowledge through quizzes and examinations. Show an ability to read and understand research literature related to exercise psychology.	
Demonstrate an understanding and appreciation for the sociological, cultural and historical foundations of sport and physical activity.	KINES 2600	Students complete quizzes and written assignments demonstrating comprehension of the literature related to the historical, cultural, and sociological foundations of sport and physical activity in America.	During the spring of odd years, a review will be conducted which will include an examination of quizzes and written assignments from 10-20% of students enrolled in KINES 2600.
Critically evaluate research related to physical activity and its impact on physical and mental health as well as chronic disease.	KINES 3670	Students demonstrate their ability to evaluate research related to physical activity via written examinations where they show an understanding of the role physical activity plays on mental health and other chronic disease.	During the spring of odd years, a review will be conducted which will include an examination of tests and written assignments from 10-20% of students enrolled in KINES 3670 and KINES 4670.
	KINES 4670		

		Students must read and demonstrate and understanding of current literature on various topics related to chronic disease. This is completed through written assignments where students are able to write and review articles scientifically.	
Use reflection, critical thinking, and ethical decision making to engage diverse individuals in the practice of physical activity.	KINES 4900	Students complete weekly written reflection examining the relationship between health and physical activity in relation to underserved populations. Students also complete a 12-week service learning project where they implement a physical activity program for groups of underserved populations in the Greater Salt Lake area. The project is designed to engage participants in physical activity or exercise to benefit their short and long term health. This assignment also requires students to reflect weekly, make appropriate decisions, and make appropriate and ethical decisions to best serve the target population.	During the fall of odd years, a review will be conducted which will include an examination of culminating project rubrics and evaluations from 10-20% of students enrolled in KINES 4900.
Design and implement physical activity programs for apparently healthy individuals and individuals with controlled chronic diseases and/or disabilities.	KINES 4900	Students design and implement a 12-week service learning project where they implement a physical activity program for groups of underserved populations in the Greater Salt Lake area.	During the fall of odd years, a review will be conducted which will include an examination of culminating project rubrics and evaluations from 10-20% of students enrolled in

	KINES 4800 KINES 4810	The project is designed to engage participants in physical activity or exercise to benefit their short and long term health. Students design and implement a semester long physical activity class for university students and/or staff. Students complete a 240-hour internship where they implement physical activity and exercise programming in a clinical, commercial, or academic settings.	KINES 4900, 4800 or 4810.
B.S. Health and Kinesiology – Nuclear Medicine Technology Emphasis			
Clinically competent in diagnostic imaging and therapeutic studies.	HEDU 3810 HEDU 4010 HEDU 4700 HEDU 4710	Each of these courses have practical and clinical experiences and requirements where students must demonstrate mastery in diagnostic and therapeutic modalities. This is completed both by written examinations and skills demonstrations.	In the fall of even years, an examination of course assignments and skill demonstrations will be used to examining learning outcomes. Data from all students will be used (due to small cohorts). Feedback from accreditation reports (as often as they are completed) will also be utilized.
Effective communicators, problem solvers and critical thinkers.	HEDU 3600 HEDU 4050	Students demonstrate effective communication, problem solving, and critical thinking through oral examinations, case studies, and written examinations.	In the spring of odd years, oral examinations and practical demonstration results will be utilized to examine learning outcomes. Additionally, accreditation feedback will also be used to

			supplement these findings.
Be able to interpret and discuss how research design and theory can be applied to the field of health education.	HEDU 4200 HEDU 3020	Review and synthesize research studies, design, and theory and link them to their sub-discipline. This is conducted through examinations, oral presentations, and culminating project. Research design and theory are applied to real world patient education. This is completed through a compliance project.	In the fall of odd years, data from examinations, presentations and the culminating project from HESU 4200 as well as rubric scores from the compliance project in EDU 3020 will be combined to determine the outcome effectiveness.
B.S. Health and Kinesiology – Health and Physical Education Teaching Emphasis			
Knowledgeable and able to apply discipline-specific scientific and theoretical concepts critical to the development of health and physically educated individuals.	KINES 3710 KINES 4700 HEDU 4230	Through examinations and presentations in the three teaching methods classes, student must both show knowledge through written examinations as well as show ability to apply scientific and theoretical concepts through practical teaching experiences that require planning, implementing and reflecting on effective strategies.	In the fall of even years, both examination and practical teaching experience rubric/feedback will be utilized in combination to determine student knowledge and application ability. Due to small cohorts, all students enrolled in these classes will have their data included.
Have the knowledge and skills necessary to demonstrate competent movement performance and health in the K-12 Standards.	KINES 3710 KINES 4700 EDU 5495	Students plan, design, implement, evaluate, and reflect on teaching experiences in elementary and secondary schools. They participate in shorter practicum experiences 15-30 hours per semester in KINES 3710 and KINES 4700 followed by an	This outcome will be examined each fall of even years. Students enrolled in courses that require school-based teaching experiences produce a portfolio that includes lesson plans, teaching observations, assessments, and reflections. These

		entire semester student teaching in a local school district. As part of these experiences, students create lesson plan, assessments to evaluate learning, are directly observed to determine teaching effectiveness, and complete reflections to highlight what they have learned and where they can improve on their teaching. These assignments are collectively used to determine if they have met the learning outcome.	materials will be combined to explore the fulfillment of this learning outcome.
Able to plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.	KINES 3710 KINES 4700 EDU 5495	Students plan, design, implement, evaluate, and reflect on teaching experiences in elementary and secondary schools. They participate in shorter practicum experiences 15-30 hours per semester in KINES 3710 and KINES 4700 followed by an entire semester student teaching in a local school district. As part of these experiences, students create lesson plan, assessments to evaluate learning, are directly observed to determine teaching effectiveness, and complete reflections to highlight what they have learned and where they can improve on their teaching. These	This outcome will be examined each fall of even years. Students enrolled in courses that require school-based teaching experiences produce a portfolio that includes lesson plans, teaching observations, assessments, and reflections. These materials will be combined to explore the fulfillment of this learning outcome.

		assignments are collectively used to determine if they have met the learning outcome.	
Able to use effective communication and pedagogical skills and strategies to enhance student engagement and learning.	KINES 3710 KINES 4700 EDU 5495	Students plan, design, implement, evaluate, and reflect on teaching experiences in elementary and secondary schools. They participate in shorter practicum experiences 15-30 hours per semester in KINES 3710 and KINES 4700 followed by an entire semester student teaching in a local school district. As part of these experiences, students create lesson plan, assessments to evaluate learning, are directly observed to determine teaching effectiveness, and complete reflections to highlight what they have learned and where they can improve on their teaching. These assignments are collectively used to determine if they have met the learning outcome.	This outcome will be examined each fall of even years. Students enrolled in courses that require school-based teaching experiences produce a portfolio that includes lesson plans, teaching observations, assessments, and reflections. These materials will be combined to explore the fulfillment of this learning outcome.
Able to utilize assessments and reflection to foster student learning and inform instructional decisions.	KINES 3710 KINES 4700 EDU 5495	Students plan, design, implement, evaluate, and reflect on teaching experiences in elementary and secondary schools. They participate in shorter practicum experiences 15-30 hours per semester in KINES 3710 and KINES 4700 followed by an	This outcome will be examined each fall of even years. Students enrolled in courses that require school-based teaching experiences produce a portfolio that includes lesson plans, teaching observations, assessments, and reflections. These

		entire semester student teaching in a local school district. As part of these experiences, students create lesson plan, assessments to evaluate learning, are directly observed to determine teaching effectiveness, and complete reflections to highlight what they have learned and where they can improve on their teaching. These assignments are collectively used to determine if they have met the learning outcome.	materials will be combined to explore the fulfillment of this learning outcome.
Able to demonstrate dispositions essential to becoming effective professionals.	KINES 3710 KINES 4700 EDU 5495	Students plan, design, implement, evaluate, and reflect on teaching experiences in elementary and secondary schools. They participate in shorter practicum experiences 15-30 hours per semester in KINES 3710 and KINES 4700 followed by an entire semester student teaching in a local school district. As part of these experiences, students create lesson plan, assessments to evaluate learning, are directly observed to determine teaching effectiveness, and complete reflections to highlight what they have learned and where they can improve on their teaching. These	This outcome will be examined each fall of even years. Students enrolled in courses that require school-based teaching experiences produce a portfolio that includes lesson plans, teaching observations, assessments, and reflections. These materials will be combined to explore the fulfillment of this learning outcome.

		assignments are collectively used to determine if they have met the learning outcome.	
B.S. Health and Kinesiology – Emergency Medical Services Emphasis			
Students will demonstrate competency in patient care through EMS certifications.	National Certification Exams for EMT, AEMT, Paramedic	First attempt pass rates on cognitive and psychomotor exams Overall pass rates on cognitive and psychomotor	Reports are sent and posted quarterly. This data will be examined annually.
Will have demonstrated skills and knowledge in primary prevention, health promotion and education, behavior change, program planning and program evaluation to set them apart from non-degreed EMS professionals at the same level.	HEDU 4950 Completion of Internship	Demonstrating ability to plan and evaluate EMS related programs via culminating project and two exams on planning and evaluation. Successfully completing a community-based internship.	Each spring of odd years, data from culminating projects and examinations will be used to determine student learning. Furthermore, successful completion of the internship course will be utilized to determine learning.
Will be competitive for clinical graduate programs as demonstrated by acceptance into graduate programs.	Graduate applications	Percentage of graduates being accepted into an allied health graduate program.	Each year, student complete a graduation survey, at this time we request students to let us know their future plan including acceptance and application into allied health graduate programs.
M.S. Health and Kinesiology			
Learning Outcome	**Course/Event**	**Assignment**	**Process/Timeline**
Acquire the necessary conceptual and practical skills necessary to read, evaluate, synthesize and critique the professional and research literature in health and kinesiology.	Thesis Thesis Non-thesis	Written & oral proposal Written and oral defense Written and oral proposal	Data on the success rates of written and oral proposals/defenses will be calculated. Additionally, during even year fall semesters, rubrics indicating student

	Non-thesis Thesis: KINES 7102 Non-thesis: HEDU 6000 Non-thesis: KINES 6550	Written and oral defense Literature Search and Review assignment in KINES 7102. The assignment requires students to: Students will search and review scientific literature (i.e., peer-reviewed research articles) on a topic of interest in health science. As students conduct the search, students should experiment using different keywords and indices. Students will create Excel spreadsheet that summarizes key contents (i.e., participants, settings, procedures, analysis, outcomes, etc.) of articles. Exploring the Literature assignment requires students to critically evaluate research articles in regards to how the author(s) explained and applied theory within their study. The assignment is completed in both written and oral forms. Article Presentation assignment in requires each student will present a journal article or research summary to the class. Presentations should be professionally prepared using	performance on reading, understanding and interpreting research will be utilized from KINES 7102, HEDU 6000, and HEDU 6550.

	Non-thesis: KINES 6550	presentation software (e.g., PPT), include 1) an overview of the material, 2) basic methods and measurement, 3) the results and conclusions, and 4) the students' reflections and interpretation of the research Literature Review assignment includes a systematic review of a topic of the student's choosing. A systematic review is a synthesis of all of the empirical evidence on a pre-determined question.	
Demonstrate the acquisition of knowledge and understanding in an area of study within Health and Kinesiology through a culminating experience.	Thesis: Non-thesis:	Successful completion of oral and written proposal and defense of thesis. Successful completion of oral and written proposal and defense of project.	Success rates of oral and written proposals and defenses will be examined annually.
Participate in professional development opportunities.	Thesis and non-thesis: CTLE Annual Teaching Symposium Non-thesis: Non-thesis: Non-thesis	Attendance Sit for Certified Health Education Specialist exam Sit for the Certified Wellness Coach exam Successful become a Diabetes Prevention Program specialist Attendance	Annual pass rates for relevant certification examinations as well as participation in seminars and proposals will be determined. Lastly, successful participation in grant review and data analysis assignments will calculated.

	Thesis: HKR 6800: Research Symposium Thesis and non-thesis: Local, national, international conferences Non-thesis: HEDU 6500, Grant Writing Non-thesis: HEDU 6100, Program Evaluation	Attendance Writing a Grant and Reviewing a Grant assignments SPSS assignments	
Ph.D. Health and Kinesiology			
Demonstrate breadth and depth of knowledge in an area of specialization.	Curricula in three research themes: Exercise and Well-Being, Physical Activity and Disease, and Cognitive and Motor Neuroscience. HKR 6800: Research Seminar Doctoral project Doctoral project Dissertation Dissertation	Successful completion of the curricula. Attendance Successful completion of the written and oral proposal. Successful completion of the written and oral defense. Successful completion of the written and oral proposal. Successful completion of the written and oral defense.	Data will be used annually to determine the number of students that have successfully completed recommended coursework, attended research seminars, and proposed and/or defended graduate projects/dissertations.
Demonstrate an advanced understanding of health promotion and behavior change theories and their application to health	HEDU 6000 HEDU 6050	Foundations and Theories of Health Promotion and Program Planning and Intervention mapping. The course content in these classes focuses on all of the major	During odd year spring semesters. Data from examinations and class projects in HEDU 6000 and 6050 will be utilized to determine learning.

and kinesiology research.		health promotion and behavior change theories.	
Be competent is the delivery of health and kinesiology knowledge through a variety of classroom, media, and technological delivery mechanisms.	Presentations associated with doctoral project and dissertation Research theme and journal club meeting TA/RA assignment Local, national, international presentations Higher Education Teaching Specialist (HETS) designation through CTLE	Successful completion Successful participation (as assessed in annual review) Successfully (as assessed in annual review) presenting content aligned with assignment. Number of presentations (as assessed in annual review) Successful completion	Through annual graduate student reviews, data on presentations, trainings, and successful completion of graduate assistantships will be determined.
Be skilled in using advanced research design and data analysis.	KINES 7102 (Research Methods) KINES 7103 (Design and Analysis I) KINES 7104 (Design and Analysis II) CITI training through IRB Grants workshops	Successful completion Successful completion Successful completion Successful completion Successful completion	Annually, through graduate student annual reviews, successful completion of the research design and analysis series, CITI training, and grant workshops will be determined.
Demonstrate knowledge of the ethical principles of the discipline and scientific inquiry.	CITI training through IRB HKR 6800, Seminar series in Trends and Issues in HKR	Successful completion Attendance	Annually, tracking of CITI training completion and participation in HKR 6800 will be used to determine student knowledge.
Be involved in publishing and other scholarly pursuits	Research theme	Active involvement in line with expectations of research theme.	During annual graduate student reviews, the number of

during the Ph.D. experience	Junior author on manuscript	Collaborate with upperclassman on manuscript	publications, presentations, and grant submissions will be determined.
	Lead author on manuscript	In line with expectations of research theme.	
	Submitting research to conference	In line with expectations of research theme.	
	Presenting research at conferences	In line with expectations of research theme.	
	Grant submissions	In line with expectations of research theme.	

c) Each emphasis committee will examine up to 3 learning outcomes per year to determine the effectiveness of the program for meeting learning outcomes. This process will use the above table and will randomly select 10-20% of students from larger program or entire cohorts from smaller programs to determine program effectiveness.
d) Each emphasis committee will make any recommendations for changes to courses, assignments, or outcomes.
e) Proposed changes will be made via the appropriate approval channels.

4. evidence of approval by the appropriate academic policy body of the institution;
TBD

d. Planning:

1. plans and descriptive materials indicating evidence of need for the change, the student clientele to be served;
In the Fall of 2016 the College of Health undertook a major realignment in an effort to bring together programs that had similarities in regards to philosophy and focus. At this time, most of the former Departments of Health Promotion & Education (HPE), Exercise and Sport Science (ESS) and Parks, Recreation, and Tourism (PRT) merged to become a new Department of Health, Kinesiology, and Recreation. The three groups have worked together for the past two years to create a strategic plan that will drive the teaching and research missions of the Department. This strategic plan included the development of research theme areas (areas of research strength) as well as the examination of curricular strengths and weaknesses to determine any potential shared outcomes and programmatic similarities. The initial outcome from the strategic planning work was that while all three groups (HPE, ESS, and PRT) have shared philosophies and missions, Health Promotion and Education and Exercise and Sport Science (now referred to as Kinesiology (KIN)) were very similar in curricular programs as well as research interests.
PRT remains a natural fit with Health and Kinesiology (in the Department of Health, Kinesiology, and Recreation (HKR)) centered around our joint commitment to all aspects of health and well-being, from the individual, to our global community and environment, however accreditation considerations limits the ability to further consolidate PRT with HPE and KIN. PRT and the proposed consolidated program area of Health and Kinesiology (HK) are looking forward to our continued to working together to improve health across the lifespan. The consolidation will not have any negative impact on PRT, in fact we anticipate that the identification of core research themes across the department, the availability of resources through the proposed consolidation and streamlined administrative structure will positively impact both HK and PRT.

More specifically to the HK consolidation, a survey of our undergraduate students found that a vast majority of students pursuing an undergraduate degree in HPE or KIN has a career goal of an allied health profession (e.g., Medicine, Physical Therapy, Physician Assistant). HPE and KIN identified a number of benefits to a consolidated program. For example, the degree areas share numerous courses (or course content) which will allow for the merger of, or elimination of, similar courses. The two programs also offer numerous electives with small enrollments taught by contract faculty. The elimination of some shared courses and smaller electives will allow our group to minimize our dependence on contract faculty, thus saving valuable resources while increasing academic rigor, consistency, and will lead to greater curricular control. Similarly, both groups identify a focus on the prevention of disease through both curricular offerings and research endeavors. At the graduate level, both programs offered similar non-thesis MS tracks focused on preparing students for careers in health promotion and wellness. Lastly, three research themes (pillars) were deemed to be of shared interest between these two groups, the three areas that emerged were Exercise and Disease, Physical Activity and Wellbeing, and Cognitive and Motor Neuroscience. With the understanding of these shared curricular and research interests, we are proposing a consolidation of the Health Promotion and Education and Kinesiology degrees within the larger Department of Health, Kinesiology, and Recreation

2. procedures used in arriving at the decision to change;
   This decision was made as a Department and more specifically jointly between the HPE and KIN faculty. In fact, HPE and KIN established working groups over the past two years relative the benefits and impacts of this consolidation on the BS, MS, and PhD degrees. The following proposal is fully supported by the faculty in the two program areas as well as the Department and College administration. A formal vote was held with 16 for 3 abstentions and 1 against the consolidation. With numerous shared program objectives and research interests, the consolidation will better serve the students who are interested in health and physical activity.
3. Organizational arrangements required within the institution to accommodate the change; and
   The proposed consolidation can be handled within the existing infrastructure, so no changes are required. A plan is in place however, to ensure that existing student will not be negatively impacted by the proposed changes. Current Undergraduate students will be grandfathered into their current program of studies although they will have the option of updating to the new proposed emphasis areas. Courses for existing plan of studies will either be made available or equivalent course options will be made available to ensure that students can make adequate progress toward completion of their degree. Graduate student program of studies are individualized, however, they will be given an opportunity to change their degree from the former (health promotion and education or kinesiology) to the new Health and Kinesiology. Faculty and advising staff have worked together to ensure that student needs are being met.
4. timetable for implementation;
   We plan the consolidated degree program to be available starting Fall 2019.

e. Budget:

1. projections (revenue and expenditures) for each of the first three years of operation at the program or department level, plus, one year prior to the change at the institutional level;
2. revenue and expenditures associated with the change itself;
3. institutional financial support to be reallocated to accommodate the change; and
4. budgetary and financial implications of the change for the entire institution. Revenues and expenditures must include a cash flow analysis.

   The consolidation of these programs is being done within the context of existing program budgets and is not expected to increase costs. In fact, we anticipate better use of resources as similar courses and content is being consolidated and savings will be used to reduce course size and ultimately improve student experiences in the program. Staff, faculty and administrative costs for the consolidated program will all come from existing resources.

f. Student Services:

1. capacity of student services to accommodate the change; and
2. implications of the change for services to the rest of the student body;

The proposed consolidation can be handled within the existing infrastructure, so no changes to student services are required.

g. Physical Facilities:

1. provision for physical facilities and equipment;

The proposed consolidation can be handled within the existing infrastructure, so no changes to facilities and equipment are necessary.

h. Library and Information Resources:

1. adequacy and availability of library and information resources;

The proposed consolidation can be handled within the existing library and information resource infrastructure, so no changes to these resources are required.

i. Faculty:

1. analysis of the faculty and staff needed;
2. educational and professional experience qualifications of the faculty members relative to their individual teaching assignments; and
3. anticipated sources or plans to secure qualified faculty and staff.

The proposed consolidation can be handled with the existing faculty and staff, so no changes to these resources are required.

Sample Advising Plan Health and KINESIOLOGY BS -Kinesiology Emphasis			
First Year			
Fall Semester	**CR**	**Spring Semester**	**CR**
BIOL 1210	4	MATH 1050	4
KINES 2500	3	General Education – WR2	3
General Education - FF	3	General Education - FF	3
General Education - HF	3	General Education - HF	3
General Education - AI	3	General Elective	3
Total Hours:	**16**	**Total Hours:**	**16**
Second Year			
Fall Semester	**CR**	**Spring Semester**	**CR**
KINES 2600	3	KINES 3092	3
BIOL 2325	4	Kinesiology Required Electives	6
Bachelor Degree - IR	3	General Elective	4
General Education - QB	3	KINES Elective	3
ESSF Fitness	2		
Total Hours:	**15**	**Total Hours:**	**16**
Third Year			
Fall Semester	**CR**	**Spring Semester**	**CR**
KINES 3091	3	KINES 4465	3
Kinesiology Required Electives	6	KINES 4670	3
General Elective	3	KINES 3093	3
KINES 3550 or 3551	3	General Education - CW	3
		KINES Elective	3
Total Hours:	**15**	**Total Hours:**	**15**
Fourth Year			
Fall Semester	**CR**	**Spring Semester**	**CR**
KINES 3350	3	KINES 4900	5
Kinesiology Required Electives	9	General Electives	7
General Electives	3	KINES 3670	3
Total Hours:	**15**	**Total Hours:**	**15**

Sample Advising Plan BS Health and Kinesiology: Health and Physical Education Teaching Empahsis			
First Year			
Fall Semester	**CR**	**Spring Semester**	**CR**
NUIP 1020	3	BIOL 1210	4
General Education - WR2	3	MATH 1050	3
KINES 2500	3	General Elective	3
General Education - HF	3	General Education - HF	3
General Education - AI	3	Bachelor Degree - FF	3
Total Hours:	**15**	**Total Hours:**	**16**
Second Year			
Fall Semester	**CR**	**Spring Semester**	**CR**
HEDU 3000	3	ECS 2550	3
BIOL 2325 or HEDU 4650	4	KINES 3551	3
General Education - QB	3	General Elective	3
General Education - FF	3	General Education - IR	3
ECS 3150	3	HEDU 4200	3
Total Hours:	**16**	**Total Hours:**	**15**
Third Year			
Fall Semester	**CR**	**Spring Semester**	**CR**
KINES 3091	3	General Elective	3
ED PS 3721	3	KINES 4700	3
KINES 4610	3	KINES 4650	3
KINES 3710	3	HEDU 4180	3
ESSF	4	General Elective	3
Total Hours:	**16**	**Total Hours:**	**15**
Fourth Year			
Fall Semester	**CR**	**Spring Semester**	**CR**
KINES 4465 (QI)	3	EDU 5491	3
HEDU 4230	3	EDU 5495	9
KINES 3200	3		
HEDU 3160	3		
Bachelor Degree - CW	3		
Total Hours:	**15**	**Total Hours:**	**12**

Community Health Education emphasis (proposed new title)
(Based on the requirements for Certified Health Education Specialist Credentialing, CHES)

Degree Requirements
70-72 Total Credits

Required Prerequisite courses for admission to major. All must be completed in order to start the core course series (13-14 credits):
Complete the following:

- H EDU/KINES 2XXX- Introduction to Health & Kinesiology (3)

Complete at least 1 of the following:

- H EDU 4650- Anatomy and Physiology for Health (4)
- BIOL 2420- Human Physiology (4)

Complete at least 1 of the following:

- WRTG 2010- Intermediate Writing: Academic Writing and Research (3)
- HONOR 2220- Writing in Honors (3)

Complete at least 1 of the following:

- MATH 1040- Introduction to Statistics and Probability (3)
- MATH 1070- Introduction to Statistical Inference (3)
- FCS 3210- Statistics in Family and Consumer Studies (4)
- PSY 3000- Statistical Methods in Psychology (4)
- SOC 3112- Social Statistics (4)

Core Courses (24 credits):
Complete the following:

- H EDU 4200- Foundations of Health Education and Promotion (3)
  - Prereq: H EDU/KINES 2XXX, WRTG 2010 & Full Major Status in H EDU/KINES)
- H EDU 4210- Health Program Planning I (3) **CW**
  - Prereq: C- or better in H EDU 4200 & 4300
- H EDU 4220- Health Program Planning II (3) **QI**
  - Prereq: C- or better in H EDU 4210
- H EDU 4250-Facilitating Healthy Behavior (3)
- H EDU 4300- Introduction to Research and Assessment (3) **QI**
  - Prereq: C- or better in WRTG 2010, MATH 1040 OR MATH 1070 OR SOC 3112 OR FCS 3210 OR PSY 3000 & Full Major Status in H EDU/KINES
- H EDU 4340- Epidemiology for Health Education (3)
- H EDU 5160- Health Instruction and Communication (3)**course change*
- H EDU 5300- Diversity and Health (3) **(DV, CW)**

Tracks- choose either Community Wellness Track OR Worksite Wellness Track:

Community Wellness Track (21 credits)
Complete the following:

- H EDU 1950- First Aid and Emergency Care (2)
- H EDU 4180- Prevention Practices in Health Promotion (3)
- H EDU 4466- Applied Health and Fitness Assessment (2) (meets with KINES 4466)
  - Prereq: C- or better in H EDU 4650 OR BIOL 2420
- H EDU 4600- Health Education Practicum I (4)
  - Prereq: C- or better in H EDU 4200, 4300, 4210, & 5160
- H EDU 4610- Health Education Practicum II (4) **CEL**
  - Prereq: C- or better in H EDU 4600
- H EDU 5990- Health Education Internship (Preceptorship) **change name*
  - Prereq: C- or better in 4210

Worksite Wellness Track (22 credits)
Complete the following:

- KINES XXXX- Physiology of Fitness (3)
- KINES 4464- Exercise Instructor Training (3)
- KINES 4465- Exercise Programming (3) QI
    - Prereq: C- or better in KINES XXXX- Physiology of Fitness
- KINES 4466- Applied Health and Fitness Assessment (3)
    - Prereq: C- or better in KINES 4465
- KINES 4800- Practicum (4)
- KINES 4810- Supervised Internship (6)
    - Prereq: C- or better in KINES 4800

Electives (11-12 credits)
Must take minimum of 4 courses:

- H EDU 3000- Human Sexuality (3)
- H EDU 3030- Medical Terminology (3)
- H EDU 3150- Health and Human Relations (2)
- H EDU 3160- Stress Management (3)
- H EDU 3190- Death and Dying (3)
- H EDU 3290- Living with Chronic Diseases (3)
    - Prereq: C- or better in H EDU 4200 AND H EDU 4300 AND Full Major status in Health Promotion and Education
- H EDU 3350- Eating Disorders and Body Image (3)
- H EDU 3400- Health Concerns of Women (3)
- H EDU 3700- Environmental Health (3) **propose to deactivate*
- H EDU 4310- Health Promotion/Marketing (3) **propose to deactivate*
- H EDU 4350- Personal and Interdependent Resiliency (3)
- H EDU 4790- Health Service Administration (3) **propose to deactivate*
- H EDU 5060- Global Health Promotion (3) **IR**
- H EDU 5100- Health Care in the United States (3) **propose to deactivate*
- H EDU 5370- Health and Optimal Aging (3)
- H EDU 5400- Theory and Habit Technology (3)
- KINES 3350- Exercise Psychology (3)
- KINES 3550- Motor Behavior (3)
- KINES 3551- Application of Human Motor Development (3)

Grand Total Credits: **70-72 credits**

Sample Program of Study

Sample 4 Year Plan			
Note: This is just a sample. Log into My Degree Dashboard (in CIS) and meet with your academic advisor to fit a program of study with your academic record.			
First Year			
Fall Semester	**CR**	**Spring Semester**	**CR**
WRTG 2010	3	MATH 1070	3
H EDU/KINES 2XXX	3	General Education - AI	3
General Education – QA	3	General Education - FF	3
General Education – FF	3	General Education - HF	3
General Elective	3	General Elective	3
Total Hours:	**15**	**Total Hours:**	**15**
Second Year			
Fall Semester	**CR**	**Spring Semester**	**CR**
H EDU 5300- CW, DV	3	H EDU 1950 (for community wellness track)	2
H EDU/KINES Elective	3	Bachelor Degree - IR	3
H EDU 4650	4	General Education - SF/AS	3
General Education – HF	3	H EDU/KINES Elective	3
General Education – SF	3	General Elective	2
Total Hours:	**16**	**Total Hours:**	**13**
Third Year			
Fall Semester	**CR**	**Spring Semester**	**CR**
H EDU 4200	3	H EDU 5160	3
H EDU 4340	3	H EDU 4180 (for community wellness track)	3
H EDU 4300- QI	3	KINES XXXX- Phys of Fitness (for worksite wellness track)	3
H EDU 4466/KINES 4466	2-3	H EDU 4210- CW	3
H EDU/KINES Elective	3	H EDU 4250	3
KINES 4464 (for worksite wellness track)	3	KINES 4465- QI (for worksite wellness track)	3
Total Hours:	**15-18**	**Total Hours:**	**15-18**
Fourth Year			
Fall Semester	**CR**	**Spring Semester**	**CR**
H EDU 4220-QI	3	H EDU 4610 (for community wellness track)	4
H EDU 4600 (for community wellness track)	4	KINES 4810 (for worksite wellness track)	6
H EDU 5990 (for community wellness track)	3-6	H EDU/KINES Elective	3
KINES 4800 (for worksite wellness track)	4		
Total Hours:	**10-17**	**Total Hours:**	**7-13**

Health Promotion and Education

NUCLEAR MEDICINE TECHNOLOGY EMPHASIS

Effective Spring 2017

PREREQUISITES* (for admission into NMT program)	CREDITS	COURSE TITLE	SEMESTER OFFERED	SEMESTER PLANNED	GRADE
WRTG 2010	3	Intermediate Writing	*check with dept		
PHYS 1010	3	Approve with Academic Advisor	*check with dept		
MATH 1050	4	College Algebra	*check with dept		
MATH 1040/1070 or QI Stats	3	Intro to Statistical Thinking	*check with dept		
BIOL 2325	4	Human Anatomy	*check with dept		
BIOL 2420	4	Human Physiology	*check with dept		
CHEM + Lab*	4	Approve with Academic Advisor (Hailey)	*check with dept		
COMM 1010	3	Elements of Speech Communication	*check with dept		
H EDU 1950∞	4	First Aid and Emergency Care	F, S, SU		
H EDU 3030∞	3	Medical Terminology	F, S, SU		
*Higher level prerequisites in the same content area may be acceptable. You must see an advisor to have this approved. ∞These courses may be taken for non-credit. Your BLS certification must BE current at time of application.					

REQUIRED NMT COURSES (taken after NMT admission)	CREDITS	COURSE TITLE	SEMESTER OFFERED	SEMESTER PLANNED/TAKEN	GRADE
H EDU 3600	3	Patient Care in Nuclear Medicine	SU		
H EDU3610	1	Nuclear Med Clinical Ed. (105 hrs.)	SU		
H EDU 3650	3	Nuclear Med Stats/Physics	SU		
H EDU 3900	2	Radiation Protection & Biology	F		
H EDU 3820	4	Nuclear Med Instrumentation/Computers	F		
H EDU 3800	3	Nuclear Medicine Procedures	F		
H EDU 3810	5	Nuclear Med Clinical Ed. II (525 hrs)	F		
H EDU 4000	3	Nuclear Med Procedures II	S		
H EDU 4050	2	Nuclear Med Tech Certification Prep	S		
H EDU 5641	2	Intro to Nuclear Pharmacy	S		
H EDU 4010	5	Nuclear Med Clinical Ed. III (325 hrs.)	S		
H EDU 4720	1	CT Physics/Protection	SU		
H EDU 4700	2	CT Anatomy/Procedures	SU		
H EDU 4710	4	CT Clinical education	SU		

REQUIRED HEDU COURSES* (must take all)	CREDITS	COURSE TITLE	SEMESTER OFFERED	SEMESTER PLANNED/TAKEN	GRADE
H EDU 3050	3	Community Health Issues	F, S, SU		
H EDU 3150	3	Health and Human Relations **(CW)**	F, S		
H EDU 4200 (Prereq: HEDU 1010, H EDU 3050, WRTG 2010 & Full Major Status in HPE)	3	Foundations of Health Education & Promotion	F		
H EDU 4300 (Prereq: WRTG 2010, MATH 1040 OR MATH 1070 OR SOC 3112 OR FCS 3210 OR PSY 3000 & Full Major Status in HPE)	3	Introduction to Research & Assessment **(QI)**	F		
H EDU 3290 (Prereq: H EDU 4200, H EDU 4300 & Full Major Status in HPE)	3	Living with Chronic Diseases	S		
*These may be taken any time prior to starting the NMT courses & must be completed within 1 semester after the NMT courses					

ELECTIVE HEDU COURSES* (must take at least 2 courses)	CREDITS	COURSE TITLE	SEMESTER OFFERED	SEMESTER PLANNED/TAKEN	GRADE
H EDU 1010	3	Healthy Lifestyles	F, S, SU		
H EDU 3000	3	Human Sexuality	F, S, SU		
H EDU 3020 (Prereq: H EDU 4200, H EDU 4300 & Full Major Status in HPE)	3	Patient Education	S		
H EDU 3160	3	Stress Management	F, S, SU		
H EDU 3190	3	Death and Dying	F, S, SU		
H EDU 3700	3	Environmental Health	SU		

H EDU 4350	3	Personal Resiliency	S		
ESS 4360	3	Body Composition	S		
H EDU 5300	3	Diversity and Health **(DV, CW)**	F, S, SU		
*These may be taken any time prior to starting the NMT courses & must be completed within 1 semester after the NMT courses					

***All major courses must be completed with a C- or better.**
***All courses used toward major requirements may NOT be more than 7 years old.**

ABOUT THE FIELD OF NUCLEAR MEDICINE:

A nuclear medicine technologist is a highly specialized healthcare professional who works closely with the nuclear medicine physician. This career requires direct patient care, use of computer applications, handling of radionuclides, correct performance of procedures and successful performance in the healthcare environment. Students will learn the skills and knowledge required of a nuclear medicine technologist and graduates will be prepared to successfully complete the national exam in nuclear medicine technology that is required for certification and state licensure. Students can declare the Health Promotion and Education (H EDU) major after meeting with an advisor. Students who wish to pursue the Health Promotion and Education (H EDU) degree with an emphasis in Nuclear Medicine Technology (NMT) must complete the H EDU prerequisites and an application before being admitted into the emphasis.

For more information on the Nuclear Medicine Technology Emphasis and Careers please refer to the links below.

- Health Promotion and Education website:
  http://www.health.utah.edu/healthpromotion/undergraduate/nuclearmedicine.html
- School of Medicine/Department of Radiology website:
  http://medicine.utah.edu/radiology/education/nuclear-medicine-technologist-program.php
- American Society of Radiologic Technologists:
  https://www.asrt.org/
- Occupational Outlook Handbook:
  http://www.bls.gov/oco/ocos104.htm

Requirements:

1. Strong interest in health care and researched the field of nuclear medicine
2. Have a minimum cumulative GPA of 2.7*
   *Avg GPA of admitted students for the 2015/16 academic year was 3.49.
3. Core science prerequisite courses taken within the last 10 years
   (Anatomy, Physiology, Chemistry, Physics, College Algebra & Statistics)
4. Have a letter grade of C or better in all major courses and prerequisite classes
5. Must complete all prerequisites enrolled in at time of selection before starting the Nuclear Medicine Technology emphasis courses, which start the following May.
6. Graduate within one semester after finishing NMT Program Courses. If a student does not graduate within one semester of finishing the NMT required certification courses, the student may not be eligible to sit for the certification exams or practice as a Nuclear Medicine Technologist.
7. Be able to successfully pass a drug screen and background check and be able to pass the ethical eligibility requirements of the NMTCB and/or ARRT in regards to criminal convictions after being admitted. If a student has had a prior criminal conviction, they are advised to pre-apply through the NMTCB and/or ARRT to ensure that they will be eligible to complete the national exam.
8. Complete a student observation time in nuclear medicine prior to applying. Please contact the Nuclear Medicine Technology Emphasis advisor, Otto Casal, to schedule the observation.
9. Complete all application materials as described in the "Application Materials for the Nuclear Medicine Technology Emphasis" section fully and on time.

APPLICATION MATERIALS:

- Program application: Applications are due the second Friday each January. The program admits 4-6 students per academic year.
- Three structured references forms: from employers, colleagues or professors.
- Official transcripts from all attended colleges sent to the address indicated below.
- Be admitted to the University of Utah.
- Biographical essay providing an overview of yourself that includes your educational and work background, your goals and how you became interested in nuclear medicine. 1 to 1.5 pages.
- An observation experience through the nuclear medicine department at the University Hospital. Contact otto.casal@hsc.utah.edu.
- Resume.
- $25.00 application fee, checks made payable to the University of Utah.

*Additionally, applicants who have patient care experience are more competitive. Some examples are: Phlebotomy, CNA, EMT, Outpatient clerk in a hospital, Cardiac Rehab work, Phlebotomy course, or other hospital work or volunteer experience.

Submit all application materials to:
University of Utah Hospital Department of Radiology
Attention: Otto Casal/Education Director
30 North 1900 East #1A071
Salt Lake City UT 84132-2140
Telephone (801) 585-6753 Fax: (801) 581-2414

Health Promotion and Education

EMERGENCY MEDICAL SERVICES EMPHASIS

Updated Fall 2018

Student Name: _____ uNID: _____

Semester of Acceptance: _____ Advisor: _____

This is not an official document. It is a planning guide to assist with planning classes for graduation.

PREREQUISITES** (for admission into the major)	CREDITS	COURSE TITLE	SEMESTER OFFERED	SEMESTER PLANNED/TAKEN	GRADE
MATH 1040 OR MATH 1070 OR FCS 3210* OR SOC 3112* OR PSY 3000*	3	Intro to Statistical Thinking Intro to Statistical Thinking *Class fulfills QI requirement	F, S, SU		
WRTG 2010	3	Intermediate Writing	F, S, SU		
H EDU 1010	3	Healthy Lifestyles	F, S, SU		
H EDU 3050	3	Community Health Issues	F, S, SU		
H EDU 5950	9	EMT Training	F, S, SU		
**All of these must be completed prior to starting the core class series.					

REQUIRED CORE CLASSES (must take all and in sequence)	CREDITS	COURSE TITLE	SEMESTER OFFERED	SEMESTER PLANNED/TAKEN	GRADE
H EDU 4295 (Prereq: HEDU 1010, H EDU 3050, WRTG 2010 & Full Major Status in HPE)	3	Foundations of EMS	F		
H EDU 4300 (Prereq: WRTG 2010, MATH 1040 OR MATH 1070 OR SOC 3112 OR PSY 3000)	3	Introduction to Research and Assessment (QI)	F		
H EDU 4950 (Prereq: HEDU 4295, H EDU 4300 & Full Major Status in HPE)	3	EMS Program Planning and Evaluation	S		
H EDU 5990 (Prereq: HEDU 4950, and Full Major Status in HPE)	3	Internship	F, S, SU		

CONTENT COURSES* (must take all)	CREDITS	COURSE TITLE	SEMESTER OFFERED	SEMESTER PLANNED/TAKEN	GRADE
H EDU 4650 OR BIOL 2420	4	Anatomy & Physiology for Health OR Human Physiology (AS)	F, S, SU		
H EDU 3033 (Prereq: HEDU 4450)	3	Drugs, Meds and EMS	S		
H EDU 3030	3	Medical Terminology	F, S, SU		
H EDU 4400	3	Ethics, Legal and Diversity in EMS	S		
H EDU 4450 (Prereq: HEDU 4650 OR BIOL 2420, H EDU 5950)	3	EMS Pathophysiology	F, SU		
H EDU 5970 HEDU 5800 (Prereq: HEDU 5950)	6 3	Advanced EMT Paramedic Track – Anatomy and Physiology II	F, S, SU F		

ELECTIVES* (must take 1 course)	CREDITS	COURSE TITLE	SEMESTER OFFERED	SEMESTER PLANNED/TAKEN	GRADE
H EDU 3160	3	Stress Management	F, S, SU		
H EDU 3190	3	Death and Dying	F, S, SU		
H EDU 5300	3	Diversity and Health (DV, CW)	F, S, SU		
H EDU 3950	3	EMS Instructor	S		
H EDU 3035	3	Medical Spanish	F, S, Su		
*These may be taken at any time, even before declaring the major.					

EMS INTEREST AREA TRACKS
MUST COMPLETE ONE TRACK

EMS MANAGEMENT* Minimum of four classes required.	CREDIT HOURS	COURSE TITLE	SEMESTER OFFERED	SEMESTER PLANNED/TAKEN	GRADE
COMM 1010	3	Communication Matters	F, S, SU		
COMM 1020	3	Principles of Public Speaking	F, S, SU		
ACCTG 2600	3	Survey of Accounting Fundamentals	F, SU		
MKTG 3000	3	Marketing Vision	F, S, SU		
WRTG 3015	3	Professional Writing - CW	F, S, SU		
POLS 3030	3	State and Local Government	F, S, SU		
POLS 3300	3	Introduction to Public Administration	S		
MGT 3000	3	Principles of Management	F, S, SU		
MGT 4860	3	Managing Organizational Conflict	F		
H EDU 4310	3	Health Promotion and Marketing	F, SU		
H EDU 4790	3	Health Services Administration	F, S, SU		
H EDU 5160	3	Health Communication	S		
H EDU 5400	3	Applied Health Promotion Technology	F		
H EDU 5450	3	Healthcare Financial Management	SU		
H EDU 5500	3	Grant Writing	S, SU		
*These may be taken at any time, even before declaring the major. ** Note that some of these courses may have pre-requisites					

EMS COMMUNITY RESPONSE/FIRE SERVICES*	CREDIT HOURS	COURSE TITLE	SEMESTER OFFERED	SEMESTER PLANNED/TAKEN	GRADE
H EDU 5955 and 5956	30	Paramedic Course	January-August		
*This program starts in spring semester and runs through the summer semester. During this time, it is extremely difficult and not recommended to take other courses along with this program. Prerequisite classes must be a C grade or better and students must obtain 80% on specified exams while in the program. Students must apply for admission and pass the entrance exam as determined by Weber State. ^Contact Les Chatelain, les.chatelain@utah.edu, for more information.					

EMS WILDERNESS RESPONSE*	CREDIT HOURS	COURSE TITLE	SEMESTER OFFERED	SEMESTER PLANNED/TAKEN	GRADE
MUST TAKE:					
H EDU 4750	3	Fundamentals of Search and Rescue	F		
MUST TAKE AT LEAST ONE FROM THIS LIST: Check WMI for schedules – www.nols.edu/wmi					
H EDU 3980	3	Wilderness First Responder *This course is offered in an intensive format, 10 days over fall, spring and summer breaks.	F, S, Su		
H EDU 5980	9	Wilderness EMT	F, S, Su		
MUST TAKE AT LEAST TWO FROM THE FOLLOWING COURSES:					
H EDU 4510	3	Swift Water Rescue Technician	S		
H EDU 4520	3	High Angle Rescue Technician	F		
H EDU 4500	3	Avalanche Rescue Technician	S		
H EDU 4530 (Prereq: HEDU 4520)	3	Advanced High Angle Rescue	F		
*These may be taken at any time, even before declaring the major. *Note that many of these courses have prerequisites and certain wilderness skills and abilities can be required.					

Occupational Safety and Health Minor - Proposed	CREDITS	COURSE TITLE	SEMESTER OFFERED*	SEMESTER PLANNED/TAKEN	GRADE
H EDU 3520	3	Intro to Occupational Safety and Health	F, S		
H EDU 3530	3	Workplace Hazard Recognition	F,		
H EDU 3540	3	Ergonomics and Human Factors	S		
H EDU 3550	3	Workplace Health Exposures	S		
H EDU 3560	3	Managing Occupational Safety and Health Prog.	SU		
H EDU 3570	3	Risk Assessment and Management	SU		
All classes plus the internship must be completed for the minor. Semesters will change as program is established, check w/ advisor.					

Emergency Management/ Disaster Preparedness Must take all four classes.	CREDITS	COURSE TITLE	SEMESTER OFFERED	SEMESTER PLANNED/TAKEN	GRADE
H EDU 3595	3	Intro to Emergency Management	F		
H EDU 3596	3	Leadership and Social Dimensions of EM	F		
H EDU 3597	3	Disaster Science, Technology and Patient Care	S		
H EDU 3598	3	Strategies and Tactics in Emergency Mgt	S		

*All major courses must be completed with a C- or better for successful completion of the degree.
*No courses used toward major requirements may be more than 10 years old.

Fall _____ Spring _____ Summer _____

Fall _____ Spring _____ Summer _____

Fall _____ Spring _____ Summer _____

Fall _____ Spring _____ Summer _____

General Ed _____

Health Promotion and Education

Occupational Safety and Health Minor

Updated Fall 2018

Student Name: _____ uNID: _____

Semester of Acceptance: _____ Advisor: _____ Date _____

This is not an official document. It is a planning guide to assist with planning classes for graduation.

Occupational Safety and Health Minor - Proposed	CREDITS	COURSE TITLE	SEMESTER OFFERED*	SEMESTER PLANNED/TAKEN	GRADE
H EDU 3520	3	Intro to Occupational Safety and Health	F, S		
H EDU 3530 Prerequisite - HEDU 3520 or instructor permission	3	Workplace Hazard Recognition	F,		
H EDU 3540 Prerequisite - HEDU 3520 or instructor permission	3	Ergonomics and Human Factors	S		
H EDU 3550 Prerequisite - HEDU 3520 or instructor permission	3	Workplace Health Exposures	S		
H EDU 3560 Prerequisite - HEDU 3520 or instructor permission	3	Managing Occupational Safety and Health Programs	SU		
H EDU 3570 Prerequisite - HEDU 3520 or instructor permission	3	Risk Assessment and Management	SU		
HEDU 5990 Prerequisite - HEDU 3520, 3530, 3540, 3550, 3560, 3570	3 - 6	Preceptorship/Internship	F, S, Su		

***All courses must be completed with a C- or better for successful completion of the minor.**
***No courses used toward minor may be more than 10 years old.**

Fall _____ Spring _____ Summer _____

Fall _____ Spring _____ Summer _____

Fall _____ Spring _____ Summer _____

Sample MS Health and Kinesiology Non Thesis Advising Plan

Prerequisites (should be completed by summer prior to start):

*BIOL 2420 Human Physiology
*HEDU 4650 Anatomy and Physiology for Health
*MATH 1050 College Algebra
*NUTR 1020 Scientific Foundations of Human Nutrition and Health
*HEDU 4200 Foundations of Health Education
(*or equivalent)*

FALL, 1ST YEAR	SPRING, 1ST YEAR
HEDU 6000 Foundations & Theory of Health Promotion (3)	HEDU 6260 Applied Behavior Change (3)
HEDU 6550 Interpreting Research (3)	NUIP 5420 Applied Nutrition (3)
HEDU 6050 Program Planning (2)	HEDU 6100 Program Evaluation (2)
KINES 6911 Practicum (1)	KINES 6912 Practicum (1)
Total Credit Hours = 9	**Total Credit Hours = 9**
FALL, 2ND YEAR	**SPRING, 2ND YEAR**
KINES 6270 Health & Fitness Assessment (3)	HEDU 6700 Epidemiology (3)
HEDU 6060 Health Instruction & Communication (3)	HEDU 6500 Grant Writing (3)
Or NUIP 6400 Nutrition Communication (3)	KINES 6914 Practicum (3)
KINES 6913 Practicum (3)	KINES 6850 Graduate Seminar II (1)
KINES 6840 Graduate Seminar I (1)	
Total Credit Hours = 10	**Total Credit Hours = 10**
TOTAL PROGRAM CREDIT HOURS = 38	