

# UNIVERSITY FACULTY SENATE FORMS

## Academic Program Approval

This form is a routing document for the approval of new and revised academic programs. Proposing department should complete this form. For more information, call the Faculty Senate Office at 831-2921.

**Submitted by:** Iva Obrusnikova phone number x8032

**Department:** Behavioral Health and Nutrition email address obrusnik@udel.edu

**Date:** 10/6//2014

**Action:** To add a new concentration in the Health Behavior Science (HBS) major

(Example: add major/minor/concentration, delete major/minor/concentration, revise major/minor/concentration, academic unit name change, request for permanent status, policy change, etc.)

**Effective term** 15F

(use format 04F, 05W)

**Current degree** BS

(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

**Proposed change leads to the degree of:** N/A

(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

**Proposed name:** Health Behavior Science Concentration in Health and Disability

Proposed new name for revised or new major / minor / concentration / academic unit (if applicable)

**Revising or Deleting:** N/A

**Undergraduate major / Concentration:** \_\_\_\_\_

(Example: Applied Music – Instrumental degree BMAS)

**Undergraduate minor:** \_\_\_\_\_

(Example: African Studies, Business Administration, English, Leadership, etc.)

**Graduate Program Policy statement change:** \_\_\_\_\_

(Must attach your Graduate Program Policy Statement)

**Graduate Program of Study:** \_\_\_\_\_

(Example: Animal Science: MS Animal Science: PHD Economics: MA Economics: PHD)

**Graduate minor / concentration:** \_\_\_\_\_

**Note: all graduate studies proposals must include an electronic copy of the Graduate Program Policy Document, highlighting the changes made to the original policy document.**

**List new courses required for the new or revised curriculum. How do they support the overall program objectives of the major/minor/concentrations)?**

(Be aware that approval of the curriculum is dependent upon these courses successfully passing through the Course Challenge list. If there are no new courses enter "None")

None.

**Explain, when appropriate, how this new/ revised curriculum supports the 10 goals of undergraduate education: <http://www.ugs.udel.edu/gened/>**

In all courses, students will learn to think critically, conceptually, and creatively, especially when assessing and accommodating the needs of individuals with disabilities in health and physical activity settings [Goals 2, 8]. Academic knowledge will be applied through supervised practical experiences in fields that are applicable to student professional goals [Goal 7]. When planning for or working with individuals with disabilities, students will have the opportunity to analyze a multitude of barriers to health and physical activity from a variety of perspectives, national and international [Goals 4, 5, 10]. Students will learn to appreciate differences in people, as well as identify the basic federal legislation that prevents discrimination of and guarantees equal opportunities for those with differences in health and physical activity settings [Goals 4, 9, 10]. Students will engage in written and oral conversations with their peers, community partners, exercise specialists, parents, and individuals with disabilities (through a variety of assistive technology) to broaden their perspective and attain effective communication skills. They will use digital tools for information gathering to cultivate and deepen the kind of intellectual curiosity that goes beyond simple engagement and leads to lifelong learning [Goals 1, 6]. As a multidisciplinary concentration, students will be provided with opportunities for both individual and collaborative work when planning strategies to improve inclusion of individuals with disabilities in health and physical activity settings [Goal 3]. Considering the international perspective of the field, collaborations and exchanges with international partners such as the Erasmus Mundus programs will be promoted in the concentration [Goal 10].

**Identify other units affected by the proposed changes:**

(Attach permission from the affected units. If no other unit is affected, enter "None")

- a) CHEM - Dr. Murray Johnston, Chair, Department of Chemistry and Biochemistry.
- b) DIST – Dr. Laura Eisenman, School of Education, College of Education and Human Development, DIST minor coordinator.
- c) EDUC - Dr. Ralph Ferretti, Professor and Chair, School of Education and Human Development.
- d) HDFS - Dr. Rena Hallam, Professor & Interim Chair, Department of Human Development and Family Studies, College of Education and Human Development.
- e) HLTH – Dr. Carolyn Quinci, Assistant Dean of Students, College of Health Sciences.
- f) KAAP - Dr. William Farquhar, Chair, Department of Kinesiology and Applied Physiology, College of Health Sciences.
- g) NTDT - Dr. Sandra Baker, Assistant Chair, Department of Behavioral Health and Nutrition.
- h) PSYC – Dr. Brian Ackerman, Director of Undergraduate Program, Department of Psychology.
- i) STAT – Dr. Titus Avokuse, Professor and Chair, Department of Applied Economics and Statistics.

**Describe the rationale for the proposed program change(s):**

(Explain your reasons for creating, revising, or deleting the curriculum or program.)

There is widespread and growing acceptance of health education as an effective, economical, and humane means of achieving and maintaining health. While medical science has developed an extensive array of preventive, therapeutic, and rehabilitative facilities and methods, human health continues to depend largely on translating

knowledge into individual behavior and lifestyles. Promoting moderate levels of physical activity is an important goal for public health and policy, because regular physical activity improves wellbeing and contributes to the prevention or delay of chronic diseases. Despite the volume of evidence indicating the benefits of regular physical activity for health and overall functioning, individuals with disabilities are far less likely to engage in physically active lifestyles compared to people without disabilities (Pan & Frey, 2006; Obrusnikova & Cavalier, 2011; Rimmer, 2002). Federal legislation established standards for public and commercial programs that guarantee access of individuals with disabilities to both private and public programs. Yet, emerging research indicates that health and exercise professionals are not prepared to accommodate the needs of individuals with disabilities in these programs (Obrusnikova, 2008; Rimmer et al., 2004). To build on the success of the Health, Physical Activity, and Disability (HPAD) minor in the Department of Behavioral Health and Nutrition (57 students added the minor in the first year; with a majority also enrolled in the Health Behavior Science major), in collaboration with Dr. David Barlow, this concentration was drafted to address the needs of the growing student population in the Health Behavior Science (HBS) department planning on pursuing graduate programs in health professions and disability studies (e.g., Occupational Therapy, Physical Therapy). The HBS faculty felt that this concentration would provide students in the HBS major with an in-depth and more structured study of health and disability, so that they fulfill prerequisites for admission into graduate programs with focus on health and disability. While the University of Delaware's Disabilities Studies minor and the HPAD minor are important to prepare students who want to work in the Health Promotion field that involves individuals with disabilities, it does not include a majority of the prerequisite courses for graduate programs that are included in the proposed concentration. The proposed curriculum includes all courses currently required in the major but also includes additional courses referenced above, which will serve as the required prerequisites for the graduate and professional programs. Students in the concentration will not be eligible to add the HPAD minor due to a course overlap of 9 credits of the 16 required for the HPAD minor. Students in this concentration would be eligible for the 18-credit Disabilities Studies minor, which can be completed with up to a 6-credit overlap.

#### *References:*

- Pan, C. Y., & Frey, G. C. (2006). Physical activity patterns in youth with autism spectrum disorders. *Journal of Autism Developmental Disorders*, 36, 597-606.
- Obrusnikova, I. (2008). Physical educators' beliefs about teaching children with disabilities. *Perceptual and Motor Skills*, 106, 637-644.
- Obrusnikova, I., & Cavalier, A. (2011). Perceived barriers and facilitators of participation in after-school physical activity by children with autism spectrum disorders. *Journal of Developmental and Physical Disabilities*, 23, 195-211.
- Rimmer, J. H. (2002). Health promotion for individuals with disabilities: The need for a transitional model in service delivery. *Disease Management and Health Outcomes*, 10, 337-343.
- Rimmer, J. H., Riley, B., Wang, E., Rauworth, Am., & Jurkowski, J. (2004). Physical activity participation among persons with disabilities: Barriers and facilitators. *American Journal of Preventive Medicine*, 26, 419-425.

#### **Program Requirements:**

(Show the new or revised curriculum as it should appear in the Course Catalog. If this is a revision, be sure to indicate the changes being made to the current curriculum and **include a side-by-side comparison** of the credit distribution before and after the proposed change.)

**DEGREE: BACHELOR OF SCIENCE**

**MAJOR: HEALTH BEHAVIOR SCIENCE**

## **CONCENTRATION: HEALTH BEHAVIOR SCIENCE CONCENTRATION IN HEALTH AND DISABILITY**

This concentration provides undergraduate students in the Health Behavior Science (HBS) major with a theoretical base, important graduate prerequisites, and quality field-based experiences to appropriately plan for and work with individuals with disabilities across the lifespan in a variety of settings that promote health, physical activity, and wellness. The concentration helps students interested in the behavioral health sciences be better prepared for graduate studies to pursue a career in various health, medical, and/or disability fields. Students in this major should carefully review the admission requirements for graduate programs to which they plan to apply. Completion of this concentration will substitute for the required approved minor for the Health Behavior Science degree. Taking the Health, Physical Activity, and Disability minor with this concentration is not permitted but students may take the Disability Studies minor. Students in the concentration must (a) complete courses in the major, the concentration core, and the concentration restricted electives and (b) maintain a minimum overall GPA of 2.0. A grade of C- or better is needed in the HBS major and the concentration courses for successful completion of the degree.

### **UNIVERSITY REQUIREMENTS:**

ENGL110	3	Critical Reading & Writing
M/C	3	Multicultural Course (M/C): one course can simultaneously fulfill M/C and a breadth requirement
FYE	0-4	First Year Experience (FYE): 1-4 credits required – satisfied by BHAN155 and BHAN160
DLE	3	Discovery Learning Experience (DLE): 3 credits required – satisfied by BHAN464

### **UNIVERSITY BREADTH REQUIREMENTS (a minimum grade of C- required in all courses):**

3	Creative Arts and Humanities
3	History and Cultural Change
3	Social and Behavioral Sciences
3	Math, Natural Science and Technology:

### **HBS MAJOR COURSES:**

BHAN155	3	Personal Health Management: An Approach for a Lifetime
BHAN160	1	Health Behavior Science Seminar
BHAN263	1	Leadership Practicum
BHAN311	3	Issues in Health Behavior Science
BHAN326	3	Research Methods and Statistics for Behavioral Science
BHAN332	3	Health Behavior Theory and Assessment
BHAN335	3	Health and Aging
BHAN342	3	Introduction to Adapted Physical Activity
BHAN435	3	Physical Activity Behavior
BHAN464	9 <sup>#</sup>	<sup>#</sup> Internship and Practica - Total of 9 credits required: must include a minimum of 4 credits of BHAN464 and a minimum of 3 and credits of BHAN403 Practicum in Adapted Physical Activity
BHAN403 <sup>#</sup>		

BHAN490	3	Development of Health Promotion Programs
HLPR222	3	Introduction to Epidemiology
HLPR430	3	Behavior Change Strategies and Tactics
KAAP309	4	Anatomy and Physiology 1 ( <i>PR CHEM103, CHEM104, BISC207, BISC208</i> )
NTDT200	3	Nutrition Concepts
NTDT310	3	Nutrition and Activity
MATH	3	MATH114 or above
PSYC100	3	General Psychology
SOCIXXX	3	Any SOCI course
Social & Behavioral Science Elective	3	Social & Behavioral Science Elective from University Breadth list*

**CONCENTRATION CORE COURSES (Prerequisites):**

BHAN445	3	Health, Physical Activity and Disability ( <i>PR BHAN342</i> )
CHEM103	4	General Chemistry ( <i>PR MATH114+</i> )
CHEM104	4	General Chemistry ( <i>PR CHEM103</i> )
KAAP310	4	Human Anatomy and Physiology II ( <i>PR KAAP309</i> )
STAT200	3	Basic Statistical Practice

**CONCENTRATION RESTRICTED ELECTIVES (Prerequisites)**

**Group 1 – Lifespan Development and Psychology (Choose a minimum of 6 credits)**

HDFS201 *	3	Life Span Development
KAAP301	4	Lifespan Motor Development
KAAP428	4	Motor Control & Learning ( <i>PR KAAP309</i> )
NTDT305	3	Nutrition in the Lifespan ( <i>PR NTDT200 and a BISC course</i> )
PSYC325 *	3	Child Psychology ( <i>PR PSYC100</i> )
PSYC334 *	3	Abnormal Psychology ( <i>PR PSYC100</i> )

**Group 2 – Disability and Ethical Issues (choose a minimum of 3 credits):**

EDUC230	3	Introduction to Exceptional Children
EDUC414	3	Teaching Exceptional Adolescent
HDFS230 *	3	Families and Communities
HDFS270 *	3	Families and Developmental Disabilities ( <i>C/L PSYC270, SOCI270</i> )
HDFS403	3	Adult Disability Issues
HDFS407	3	Speech & Language Disorders in Young Children
HDFS470	3	Families and Children at Risk
HLTH241	3	Ethical Aspects of Healthcare
NTDT410	3	Overweight and Obesity Prevention and Management

\*Social & Behavioral Sciences elective may be satisfied by the Concentration Restricted Electives (indicated by \*).

The total number of credits in this concentration with all breadth requirements is 99 credits, allowing 21 credits of free electives to total the required minimum of 120 for the major. This allows HBS students in this concentration to take a minor.

**ROUTING AND AUTHORIZATION:** (Please do not remove supporting documentation.)

Department Chairperson  Date 11/14/2014

Dean of College  Date 11/17/14

Chairperson, College Curriculum Committee  Date 11/17/14

Chairperson, Senate Com. on UG or GR Studies \_\_\_\_\_ Date \_\_\_\_\_

Chairperson, Senate Coordinating Com. \_\_\_\_\_ Date \_\_\_\_\_

Secretary, Faculty Senate \_\_\_\_\_ Date \_\_\_\_\_

Date of Senate Resolution \_\_\_\_\_ Date to be Effective \_\_\_\_\_

Registrar \_\_\_\_\_ Program Code \_\_\_\_\_ Date \_\_\_\_\_

Vice Provost for Academic Affairs & International Programs \_\_\_\_\_ Date \_\_\_\_\_

Provost \_\_\_\_\_ Date \_\_\_\_\_

Board of Trustee Notification \_\_\_\_\_ Date \_\_\_\_\_

Revised 02/09/2009 /khs