November 23, 2015

Sarah A. Odum, MA
Curriculum Coordinator
College of Education and Human Ecology Academic Affairs
172 Arps Hall
1945 N High Street Columbus, OH
43210

Dear Sarah,

The members of the Department of Human Sciences undergraduate studies committee unanimously approved the proposed changes in the HPNES major to be effective Summer Semester 2016 (see attached letter from Dr. Josh Bomser). None of the changes will require additional resources by the department.

I hope these changes can be voted on by the college curriculum committee at its December meeting.

Let me know if you need anything further from me.

Sincerely,

H. Eugene Folden, Ph.D.
Associate Chair, Curriculum, HS
Chair, College Curriculum Committee
Associate Professor, Clinical
Department of Human Sciences
College of Education and Human Ecology
1787 Neil Avenue
129 Campbell Hall
Columbus, OH 43210
614-292-5676
Folden.1@osu.edu
September 3, 2015

Dear Human Sciences Curriculum Committee:

Representative faculties from both Human Nutrition and Kinesiology program areas within the Department of Human Sciences, in consultation with EHE Assessment and Curriculum, have met and approved changes to the Bachelor of Science in Health Promotion, Nutrition and Exercise Science (HPNES) major. This letter highlights both major and minor changes to this major and provide rationale as to why these changes were necessary.

HPNES is a joint undergraduate major between Human Nutrition and Kinesiology with a goal of preparing students for careers in health promotion. Students completing this major may be qualified* to sit for the CHES (Certified Health Education Specialist) exam and qualify for the ACSM certification. With the selection of appropriate coursework and/or electives, graduates of this major will also have the required background to apply to a variety of graduate programs (Occupational/Physical Therapy, Nutrition, and Exercise Science). Students completing this major will have the necessary skills to educate individuals, groups and communities on issues related to all aspects of health promotion, with emphasis on nutrition and/or physical activity.

Upon approval and implementation of the HPNES major, several issues have arisen. First, the current major has a total credit hour requirement of 133, making it difficult for students (many who transfer late into our major) to GRADUATE in 4 years. Second, the number of required major courses (18) for the major are too high; limiting FLEXIBILITY to students who wish to pursue the large number of career paths outlined above. Finally, the RIGID structure of the foundational science courses does not adequately reflect the educational DIVERSITY of students who are enrolled in HPNES.

Upon meeting with representative faculty, and Assessment and Curriculum staff, several changes were made to HPNES in order to address these issues to be effective for students entering EHE beginning Summer 2016. The changes to the major and rationale for these changes are given below:

**Major Changes**

1. **Add EEOB 2520 (HUMAN PHYSIOLOGY) as an option with Physiology 3200 (HUMAN PHYSIOLOGY).** Physiology 3200 (5 credit units) is an advanced physiology course designed to prepare students for a career in health sciences (graduate / medical school). EEOB 2520 (3 credit units) is intended as a survey course in physiology and is a better option for HPNES students interested in a career in health promotion. Having both options (EEOB 2520 or PHYSIO 3200) available to our students will increase curriculum flexibility to meet graduation deadlines and learning/career goals.

2. **Add Biochem 2210 (Elements of Biochemistry) as a foundational science option.** Currently the HPNES major requires students to take CHEM 2510 (Organic Chemistry) and BIOCHEM 4511 (Introduction to Biological Chemistry) or MOLBIOC 3311 (Fundamentals of Medical Biochemistry 1) and MOLBIOC 3312 (Fundamentals of Medical Biochemistry 2). While these foundational science requirements are suitable for the major, many of our students who benefit from taking the more general biochemistry requirement (Biochem 2210) to prepare for a career in health promotion. Those students wishing to pursue post-graduate education would benefit from the more advanced (Biochem 4511 or Molbioc 3311/3312) option. Having **Biochem 2210** as an option will increase curriculum flexibility to meet graduation deadlines and learning/career goals.
3. Keep KNHES 3414 (Applied Exercise Physiology) and 5685 (Adult Exercise Programming) and HUMNTR 4609 (Macronutrients) and 4610 (Micronutrients) as required courses but require students to choose either both KNHES 3414 and 5685 or both HUMNTR 4609 and 4610. Currently students in HPNES are required to take all 4 of these advanced courses in kinesiology and nutrition (KNHES 3414, 5685 and HUMNTR 4609, 4610). The revised HPNES major would require students to select which advanced series to take. Those students wishing to pursue a career path with an emphasis on kinesiology would enroll in KNHES 3414/5685 while those students wishing to pursue a career path with an emphasis on nutritional science would enroll in HUMNTR 4609, 4610. This change allows for increased curriculum flexibility based on the learning/career goals of our students.

4. Additional of Elective credit hours (0-11): The current HPNES major has 0 elective credit hours due to the large number of required courses. Because the HPNES major is a joint major and is intended to meet the needs of a diverse group of students with diverse learning and career goals, the addition of 0-11 elective hours is necessary. A list of possible electives will be provided to students in the HPNES major. These electives will be selected to reflect the learning and career goals of our students and provide overall greater flexibility within the major.

MINOR CHANGES

5. Remove the C- or higher requirement for all Human Nutrition courses, except for HUMNT 2310. This is the same change that occurred for BSN major. There is no evidence to suggest that the C- rule improves the nutritional knowledge of students having to retake a course due to a low grade (below C-). Maintaining the C- rule for our introductory nutrition course (HUMNT 2310) does allow faculty and advisors to identify students who might struggle in this major earlier in their academic career.

6. Remove Biology 1114 as a requirement. This course has significant overlap with Biology 1113. Biology 1114 exceeds the level of biological knowledge students need to be successful in the major courses, and does not contribute to the competencies needed to sit for the CHES exam.

7. Add Chem 1220. The knowledge of this course serves as a building block to the sciences covered in the supporting and major courses in the curriculum, it is not a formal prerequisite, but the material in that course is foundational to the overall educational outcomes of the curriculum.

8. Remove ESWDE 5636 (School Health Teaching) and Add ESWDE 5649S (Teaching Adults in the Workplace). The HPNES major is not intended to prepare students for school health teaching but rather health promotion in the community (workplace). ESWDE 5649S is the better option to prepare students for careers in community health promotion. ESWDE 5636 could be included as a potential elective for students whose career path/learning goals may include a school setting.

7. Add HUMNNTR 4504 (Nutrition Education and Behavior Change) as an option with KNHES 4525 (Promoting Behavior Change in Sport, Leisure, and Exercise). Both of these courses focus on BEHAVIOR CHANGE and are similar in content. The difference is that one course emphasizes behavior change in nutrition (4504) and the other in physical activity (4525). Depending on students area of focus and career goals either course would be sufficient in delivering content necessary to be proficient in promoting behavior change these areas.

8. Add Anatomy 2300.04 or EEOB 2510 as a required course under the Foundational Science requirement. The current HPNES major does not have an anatomy requirement. Students need a general understanding of human anatomy in order to practice health promotion. Understanding the location and function of major organ and cellular systems is
fundamental to nutrition and exercise science and critical for success in promoting health and wellness to individuals, groups and communities.

9. Remove KHNES 5491 (1 credit) the content of this lab does not contribute to the competencies needed to sit for the CHES exam. The focus of health promotion is on the development of educational interventions to change health practices. This course develops skills in assessment of body composition.

The overall changes result in an increase of elective hours from 0 to a range of 0-11 and a decrease in total credit hours required from 133 to 120.

Best Regards

Joshua Bomser, PhD
Associate Professor, Human Nutrition

*Students must complete appropriate course work and/or select appropriate electives for CHES and ACSM certification as indicated on program sheet
Learning Goals

1. Learn to use critical thinking, evidence-based principles, and effective communication to promote health, nutrition and physical activity.

2. Understand the biochemical, physiological and behavioral foundations of health promotion, nutrition and physical activity.

3. Design and implement effective evidence-based programs to promote healthy behaviors in individuals, groups and communities.

4. Be able to evaluate the impact of health promotion, nutrition and physical activity programs.
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**BACHELOR OF SCIENCE HEALTH PROMOTION, NUTRITION AND EXERCISE SCIENCE**

Health Promotion, Nutrition & Exercise Science

Effective for students admitted to the College of Education and Human Ecology beginning Summer 2016

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1. English 1110.03 must be taken concurrently with English 1193.03
2. Students must complete two Global Issues courses, which are typically met by selecting Literature, Art, Cultures & Ideas, or Historical Study courses that meet this requirement.
3. Students must complete one Social Diversity in the US course, which is typically met by selecting a 2nd Writing, Historical Study, or Social Science course that meets this requirement.
4. Recommended GE overlaps with major and can fulfill both GE and major requirement.
5. Highlights category where overlap within the GE may occur, such as between Arts and Historical Study, Literature and Social Sciences, 2nd Writing and Social Sciences, etc.
6. If HUMNNRT 4609 and 4610 will be taken, students should not choose BIOCHEM 2210 as it will not meet the prerequisite.
7. Pre-major Admission Requirements: Minimum GPA of 2.75 after completion of 15 OSU credit hours. Major Admission Requirements: Competitive review process requiring completion of Application packet, including; Minimum GPA of 2.75 after completion of 15 OSU credit hours. Completion of the following courses with a C- or higher: ENGLISH 1110; MATH 1148 or higher; BIOLOGY 1113; CHEM 1210 and 1220; both MOLBIOC 3311 and 3312, or both CHEM 2510 and BIOCHEM 4511, or BIOCHEM 2210; March 1st deadline (for autumn term admission).
8. Completion of major requirements includes the course content required to sit for the CHES certification exam.
9. Completion of the HPNES major does not meet requirements for the didactic program in dietetics.
## BACHELOR OF SCIENCE, Health Promotion, Nutrition & Exercise Science

**Program Sheet**

Effective for students admitted to the College of Education and Human Ecology beginning Summer 2014

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**Foundational Science Requirements (16-18)**

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**MAJOR REQUIREMENTS (56)**

*All Human Nutrition courses require a C- or higher*

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<tr>
<td>HUMNNTR 2295 Careers in Nutrition</td>
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<td>HUMNNTR 2310 Fund of Nutrition</td>
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<td>HUMNNTR 3506 Nutrition Across Life Span</td>
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<tr>
<td>HUMNNTR 4609 Macronutrient Metabolism</td>
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<td>HUMNNTR 4610 Micronutrient Metabolism</td>
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<td>KNHES 5652 Wrkste Hlth</td>
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<td>HUMNTR 4525 Prom Beh Chnge</td>
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<td>KNHES 2360 Kinesiology</td>
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<td>KNHES 5704 Hlth Prog Pilton</td>
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<td>KNHES 3414 Applied Exercise Physiology</td>
<td>4</td>
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<td>KNHES 5491 Body Composition Evaluation</td>
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<td>HUMN NTR 3704 Pblc Hlth Nutrition</td>
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<td>HUMN NTR 5705 Nutr &amp; Phys Performance</td>
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<td>KNHES 5703 Hlth Beh Theory</td>
<td>3</td>
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<td>KNHES 5685 Adit Exer Prol- Implementation</td>
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<td>PUBH EPI 2410 Intro to Epi</td>
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<td>ESWDE 5636- Schl Hlth Tching</td>
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**TOTAL HOURS REQUIRED**

*Minimum: 120 Without overlap 4.5: 133*

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1. English 1110.03 must be taken concurrently with English 1193.03
2. Students must complete two Global Issues courses, which are typically met by selecting Literature, Art, Cultures & Ideas, or Historical Study courses that meet this requirement.
3. Students must complete one Social Diversity in the US course, which is typically met by selecting a 2nd Writing, Historical Study, or Social Science course that meets this requirement.
4. Recommended GE overlaps with major and can fulfill both GE and major requirement.
5. Highlights category where overlap within the GE may occur, such as between Arts and Historical Study, Literature and Social Sciences, 2nd Writing and Social Sciences, etc.
6. Major Admission Requirements: Competitive review process requiring completion of Application packet and course work, consult with an academic advisor.
Program Assessment - Summary Questions

Please complete the following information about your program.

Assessment Contact

<table>
<thead>
<tr>
<th>Name</th>
<th>Joshua Bomser</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Phone Number</td>
<td>614-247-6622</td>
</tr>
<tr>
<td>Email Address</td>
<td><a href="mailto:Bomser.1@osu.edu">Bomser.1@osu.edu</a></td>
</tr>
</tbody>
</table>

Please complete the following questions about your program's assessment activities for the current reporting period (AY 2013-2014).

**To what extent has your program implemented its assessment plan?**

- [ ] Not at all implemented
- [x] Partially implemented
- [ ] Completely implemented

**For this reporting period, did you make any changes to your program's assessment plan?**

- [ ] Yes
- [ ] No

**To which part of the assessment plan did you make changes?**

- [ ] Goals/Objectives/Outcomes
- [ ] Methods: Means/Measures
- [ ] Criteria
- [ ] Planned Use
- [ ] Implementation Schedule

Please provide a summary of the changes below. (200 word limit)
For this reporting period, for which part of the assessment cycle did you provide new or updated information for at least one goal or objective? (check all that apply)

- Evidence
- Review and Use of Evidence
- Actions Taken
- Future Planning

Please provide a brief summary of the updated information. (200 word limit)

Updated “Review and Communication of Findings” for assessment goal 3 “Communication”.

Direct Measures (means of assessment that measure the performance directly, are authentic, and minimize mitigating or intervening factors; examples are provided below)

How many direct measures did your program use during the current reporting cycle?

- None
- At least one

Please select which direct measures were used during the current reporting cycle. (check all that apply)

**Standardized tests**

- National standardized examination
- Certification or licensure examination
- Local comprehensive or proficiency examination

**Classroom assignments**

- Embedded testing
- Pre- and post-testing
- Other classroom assessment methods

**Evaluation of a body of work produced by the student**

- Practicum, internship, or research evaluation of student work
- Portfolio evaluation of student work
- Senior thesis or major product
- Capstone course reports, papers, or presentations
- Performance, recital, or gallery display of work
Direct assessment methods specifically applicable to graduate programs
(Note: other tools listed above may be used for evaluating student attainment of learning goals in graduate programs)

- Candidacy exams
- Research proposals written and grants awarded
- Thesis/dissertation and defense and/or other oral presentations
- Thesis/dissertation (written document)
- Publications

Additional direct assessment tools and methods

- Rubrics
- Other, Please specify: __________________________________________________________

If a rubric was used, please indicate what the rubric(s) is(are) intended to evaluate (e.g. Written Communication, a capstone project, a performance, intercultural competence)

In 5651 students conduct a community health needs assessment and design a health behavior change program to address a health problem identified by the needs assessment. This results in a comprehensive paper (average length 60 pages) that is evaluated. The Skills identified in the Certified Health Education Specialist exam are used as the rubric.

National Standardized/Certification/Licensure Examination

What national standardized examination was given?
The National Certified Health Education Specialist Exam is offered on OSU campus each year.

If information on the outcomes of the examination is available, please provide the following. If information is not available or not applicable, please leave the text box blank. Please enter numbers only.

| Number of students who took the examination | 8 |
| Number of students who passed the examination the first time | 8 |
| The average score on the examination | Not provided |
| At what percentile does the average score fall |

What certification or licensure examination was given?
CHES: Certified Health Education Specialist
If information on the outcomes of the examination is available, please provide the following. If information is not available or not applicable, please leave the text box blank. Please enter numbers only.

| Number of students who took the examination |  |
| Number of students who passed the examination the first time |  |
| The average score on the examination |  |
| At what percentile does the average score fall |  |

**Indirect Measures** (means of assessment that are related to direct measures but are steps removed from those measures; examples are provided below):

**How many indirect measures did your program use during the current reporting cycle?**
- None
- At least one

**Please select which indirect measures were used during the current reporting cycle.** (check all that apply)

**Surveys and Interviews**
- Student survey
- Alumni survey
- Employer feedback or survey
- Student evaluation of instruction
- Student interviews or focus groups
- Alumni interviews or focus groups
- Employer interviews or focus groups

**Additional types of indirect evidence:**
- Job or post-baccalaureate education placement
- Student or alumni honors/recognition achieved
- Peer review of program
- External program review
- Curriculum or syllabus review
- Grade review
- Outreach participation
- Comparison or benchmarking
- Other, please specify________________________________________________________

**Use of Data** (how the program uses or will use student learning outcomes information periodically to make evidence-based improvements to the program)

**Please select how your program used student learning outcome information during the current reporting cycle.** (check all that apply)
- Meet with students directly to discuss their performance
- Analyze and discuss trends with the unit’s faculty
- Analyze and report to college/school
Analyze and report to accrediting organization
X Make improvements in curricular requirements (e.g. add, subtract courses)
X Make improvements in course content
X Make improvements in course delivery and learning activities within courses
Q Make improvements in learning facilities, laboratories, and/or equipment
Q Periodically confirm that current curriculum and courses are facilitating student attainment of program goals
Q Benchmark against best programs in the field
Q Other, please specify ____________________________________________________

During the current reporting cycle, were any actions taken or changes made in the program based on outcomes information?
X Yes
Q No

If yes, what actions have been taken or what changes have been made? (Check all that apply)
Q Revisions to major program
Q Development of new major
Q Revisions to a minor program
Q Development of a new minor
Q Revisions to existing courses
Q Development of new courses
Q Changes in instructional delivery
Q Changes in assessment methods
Q Changes in advising
X Other, please specify __Clarified assignment instructions in the syllabus to clearly indicated student expectations for term paper

Identify assessment-related activities that occurred in your program during the current reporting cycle. (Check all that apply)
Q Instructional grants
Q Publicity for assessment
Q Papers/presentations on assessment
Q Participation in course redesign
Q Other, please specify ____________________________________________________

During the current reporting cycle, did your program use assessment findings and learning outcomes information to inform the following activities? (Check all that apply)
Q Academic Unit Review
Q Strategic planning
Q Specialized accreditation
Q Other activities, please specify ___________________________________________
Describe or provide examples of how your program's assessment findings and learning outcomes information were used to inform your unit's **Academic Unit Review**.

Describe or provide examples of how your program's assessment findings and learning outcomes information were used to inform your unit's **strategic planning**.

Describe or provide examples of how your program's assessment findings and learning outcomes information were used to inform your unit's **specialized accreditation review**.

Describe or provide examples of how your program's assessment findings and learning outcomes information were used to inform **other activities in your unit**.
Assessment Plan Summary
Please confirm, revise, or provide a brief summary of your program's overall assessment plan. (limit 200 words)

Assessment Report Summary
Please provide a brief summary of the assessment report for the current reporting cycle giving special emphasis to your analysis and use of evidence for continuous quality improvement. (limit 200 words)

Best Practices
Describe or provide any examples of practices that have been especially successful, or steps taken, or innovations employed in your unit's teaching and learning environment that have led to documented improvements in student learning.

If available, please provide a weblink to any site that provides additional outcomes information.
Health Promotion, Nutrition and Exercise

Plan Summary
1. Learn to use critical thinking, evidence-based principles, and effective communication to promote health, nutrition and physical activity.

2. Understand the biochemical, physiological and behavioral foundations of health promotion, nutrition and physical activity.

3. Design and implement effective evidence-based programs to promote healthy behaviors in individuals, groups and communities.

4. Be able to evaluate the impact of health promotion, nutrition and physical activity programs.

Means/Methods of Assessment

<table>
<thead>
<tr>
<th>Direct Measures</th>
<th>Indirect Measures</th>
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<tbody>
<tr>
<td>Certification or licensure examination</td>
<td>Alumni survey</td>
</tr>
<tr>
<td>Embedded testing</td>
<td>Employer feedback or survey</td>
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<tr>
<td>Practicum</td>
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<tr>
<td>Internship</td>
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<tr>
<td>Research evaluation of student work</td>
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</table>

Use of Data
- Analyze and discuss trends with the unit’s faculty.
- Analyze and report to college/school.
- Make improvements in curricular requirements (e.g. add, subtract courses).
- Make improvements in course content.
- Make improvements in course delivery and learning activities within courses.
- Periodically confirm that current curriculum and courses are facilitating student attainment of program goals.
- Benchmark against best programs in the field.
Goal 1 Learn to use critical thinking, evidence-based principles, and effective communication to promote health, nutrition and physical activity.

<table>
<thead>
<tr>
<th>Methods: Means/Methods</th>
<th>1. Embedded exam questions and written term paper in HN4609 or KNHES 3414  2. KNHES 5652 Worksite Health Promotion  3. KNHES 5651 Health Program Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
<td>1. The minimal acceptable criterion for these supporting outcomes methods is 75% of students scoring 70% or higher on the identified assessment tasks for the measurement of achievement for this outcome. When 90% of the students obtain scores of 90% or higher on the selected assessment associated assignments, the performance standard constituting programmatic excellence for this learning outcome will be attained.  2. Students conduct in-depth reviews of the literature, design and implement class presentations on the effectiveness of health promotion programs. The minimal acceptable criterion for these supporting outcomes methods is 75% of students scoring 70% or higher on the identified assessment tasks for the measurement of achievement for this outcome. When 90% of the students obtain scores of 90% or higher on the selected assessment associated assignments  3. Students conduct in-depth reviews of health promotion research and compose a series of 7 papers during the quarter. The minimal acceptable criterion for these supporting outcomes methods is 75% of students scoring 70% or higher on the identified assessment tasks for the measurement of achievement for this outcome. When 90% of the students obtain scores of 90% or higher on the selected assessment associated assignments</td>
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Planned Use

<table>
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<tr>
<th>Implementation Schedule</th>
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Indicate whether the minimum criteria were: [] Not met  [ ] Partially met  [ ] Met  [ ] Met well above minimum
If criteria for excellence were established, please indicate whether the minimum criteria were:

- [ ] Not met
- [ ] Partially met
- [ ] Met
- [ ] Not assessed

Review and Communication of Findings: Indicate how the findings were shared and reviewed

Changes Made: Describe any actions taken or changes that were made as a result of the assessment review

If actions were taken or changes were made, please indicate how they will be assessed.

Next Steps: Describe any actions that are planned as a result of the assessment review, how the plan will continue to be implemented or refined, and any other activities planned to improve the outcomes.

---

**Goal 2:** Understand the biochemical, physiological and behavioral foundations of nutrition and physical activity.

| Methods: Means/Methods | 1. Embedded exam questions in HN4609/HN4610 or KNHES 3414
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<tr>
<td>Criteria</td>
<td>1. The minimal acceptable criterion for these supporting outcomes methods is 75% of students scoring 70% or higher on the identified assessment tasks for the measurement of achievement for this outcome. When 90% of the students obtain scores of 90% or higher on the selected assessment associated assignments, the performance standard constituting programmatic excellence for this learning outcome will be attained. 2. The minimal acceptable criterion for these supporting</td>
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outcomes methods is 75% of students scoring 70% or higher on the identified assessment tasks for the measurement of achievement for this outcome. When 90% of the students obtain scores of 90% or higher on the selected assessment associated assignments, the performance standard constituting programmatic excellence for this learning outcome will be attained. 3. Student performance on the final comprehensive examination will be used to measure achievement of this outcome. The minimal acceptable criterion for this outcome is 80% of students will score at least 87% on the final examination. 4. Student Performance on labs 4 and 5-graded exercise and performance lactate testing will be used to measure achievement of this outcome. The minimal acceptable criterion for this outcome is 80% of students will score at least 87% on these lab write-ups.

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<td>Implementation Schedule</td>
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<td>Indicate whether the minimum criteria were:</td>
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<tr>
<td>[ ] Not assessed</td>
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<tr>
<td>Review and Communication of Findings: Indicate how the findings were shared and reviewed</td>
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<tr>
<td>Changes Made: Describe any actions taken or changes that were made as a result of the assessment review</td>
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<tr>
<td>If actions were taken or changes were made, please indicate how they will be assessed.</td>
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<tr>
<td>Next Steps: Describe any actions that are planned as a result of the assessment review, how</td>
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the plan will continue to be implemented or refined, and any other activities planned to improve the outcomes.

**Goal 3:** Design and implement effective evidence-based programs to promote healthy behaviors in individuals, groups and communities.

| Methods: Means/Methods | 1. Embedded exam questions in HN4504 or KNHES4525  
2. KNHES 5651 and 5652  
3. KNHES 5703 |
|------------------------|--------------------------------------------------|
| **Criteria**           | 1. The minimal acceptable criterion for these supporting outcomes methods is 75% of students scoring 70% or higher on the identified assessment tasks for the measurement of achievement for this outcome. When 90% of the students obtain scores of 90% or higher on the selected assessment associated assignments, the performance standard constituting programmatic excellence for this learning outcome will be attained.  
2. Students complete an extensive review of the behavioral literature on effective programs. This data is incorporated into the PRECEDE program planning model resulting a evidence based program plan. The minimal acceptable criterion for these supporting outcomes methods is 75% of students scoring 70% or higher on the identified assessment tasks for the measurement of achievement for this outcome.  
3. Students design heath behavior change programs based on 9 different theories of human behavior. The minimal acceptable criterion for these supporting outcomes methods is 75% of students scoring 70% or higher on the identified assessment tasks for the measurement of achievement for this outcome. |

**Planned Use**

**Implementation Schedule**

| Indicate whether the minimum criteria were: | [ ] Not met  
[ ] Partially met  
[ ] Met  
[X ] Met well above minimum  
[ ] Not assessed |
|---------------------------------------------|--------------------------------------------------|
| If criteria for excellence were established, please indicate whether the minimum criteria were: | [ ] Not met  
[ ] Partially met  
[ ] Met  
[ ] Not assessed |
| Review and Communication of Findings: Indicate how the findings were shared and reviewed |
| Changes Made: Describe any actions taken or changes that were made as a result of the assessment review |
| If actions were taken or changes were made, please indicate how they will be assessed. |
| Next Steps: Describe any actions that are planned as a result of the assessment review, how the plan will continue to be implemented or refined, and any other activities planned to improve the outcomes. |

**Goal 4:** Be able to evaluate the impact of health promotion, nutrition and physical activity programs.

<p>| Methods: Means/Methods | 1. Written assignment in HN4504 2. KNHES 5704 Evaluation of Health Programs 3. KNHES 5685 |
| Criteria | 1. The minimal acceptable criterion for these supporting outcomes methods is 75% of students scoring 70% or higher on the identified assessment tasks for the measurement of achievement for this outcome. When 90% of the students obtain scores of 90% or higher on the selected assessment associated assignments, the performance standard constituting programmatic excellence for this learning outcome will be attained. 2. Students apply research skills of: sampling, research design, behavioral assessment, data analysis and report writing. The minimal acceptable criterion for these supporting outcomes methods is 75% of students scoring 70% or higher on the identified assessment tasks for the measurement of achievement for this outcome. |</p>
<table>
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<th>Planned Use</th>
<th>Implementation Schedule</th>
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<td>Indicate whether the minimum criteria were:</td>
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<td>[X ] Met well above minimum</td>
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<td>If actions were taken of changes were made, please indicate how they will be assessed.</td>
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<tr>
<td>Next Steps: Describe any actions that are planned as a result of the assessment review, how the plan will continue to be implemented or refined, and any other activities planned to improve the outcomes.</td>
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</tbody>
</table>
Hello Joshua,

As the current instructor of Biochemistry 2210, I am pleased to see that this course is being considered as part of the “foundational option” for your HPNES program. I know that a major portion of the “clientele” for this course currently are students in the Exercise Science program (or who aspire to be). How does the HPNES program differ or does it?

I very much enjoy working with this group of students. Most are attentive and work very hard on learning the material. They know they need it to further their career goals. We do cover quite a lot of material and I realize that this presents a challenge for some students. As you may know, about 40% of the course covers fundamental organic chemistry (major organic chemical classes, functional groups, and fundamental chemical reactions relevant to biochemistry). The remaining 60% covers fundamentals in biochemistry (biomolecules, bioenergetics, metabolism, DNA replication, transcription, and translation). Former students have told me that this course prepares them well for subsequent courses in the program such as physiology. Some of my former students have chosen to switch to pre-med and I have been told that the organic chemistry taught in Biochemistry 2210 has assisted them with MCATS and with subsequent organic chemistry courses required of pre-meds.

So, I strongly believe that your students will be well served by Biochemistry 2210. We don’t go into the depth of organic chemistry or biochemistry as do Chem 2510 and Biochem 4511 but much of the same material is covered in as much depth as students and time allow and I think they will be well prepared if they apply themselves fully to learning.

Thank you again for your consideration of Biochemistry 2210 as “foundational option”. If you have any questions about the course, do not hesitate to contact me directly.

Best regards,

Richard Swenson, Ph.D.

Professor of Biochemistry
Concurrence Email For EEOB 2520 (HPNES MAJOR)

Thu 11/5/2015 4:36 PM

Hi Joshua,

I checked with the instructor of 2520, Cindy Bronson, and we’re all good with the proposal. In what form would you like our concurrence to be sent to you?

Norm

On 10/23/2015 12:59 PM, Bomser, Joshua wrote:

Hello Dr. Johnson.

I sent the email below to Sue Ellen, but it was recommended that I send to you as well. Basically, we are trying to make some changes to our Health Promotion, Nutrition and Exercise Science (HPNES) undergraduate major within the Department of Human Sciences. One of the changes is adding EEOB 2520 as a physiology option within the curriculum. The current program requires Physiology 3200 but we feel this course may not be the best option for ALL of our majors. The rationale for adding EEOB 2520 as an option is given below:

Physiology 3200 (5 credit units) is an advanced physiology course designed to prepare students for a career in health sciences (graduate / medical school). EEOB 2520 (3 credit units) is intended as a survey course in physiology and is a better option for HPNES students interested in a career in health promotion. Having both options (EEOB 2520 or PHYSIO 3200) available to our students will increase curriculum flexibility to meet graduation deadlines and learning/career goals.

I am writing to seek concurrence with this change from EEOB. Any feedback you could provide would be much appreciated. Thanks

THE OHIO STATE UNIVERSITY

Norman F. Johnson, Professor
Martha N. and John C. Moser Chair in Arthropod Biosystematics and Biological Diversity
Associate Chair, Department of Evolution, Ecology & Organismal Biology
Director, C.A. Triplehorn Insect Collection
College of Arts & Sciences Department of Evolution, Ecology & Organismal Biology
1220 Museum of Biological Diversity, 1315 Kinnear Road, Columbus, OH 43212
614-292-6595 Office / 614-292-7774 Fax
johnson.2@osu.edu wasps.osu.edu