

Level II Board of Regents Curriculum Proposal
Health and Human Development (HHD) Undergraduate Revisions

Please Read Prior to Reviewing this Document

It was recommended by Dr. Jeff Adams that our restructuring of Health and Human Development (HHD) into six (6) majors and seven (7) options be presented for review as one proposal. To this end this proposal provides a summary for all of the department changes. However, a separate curriculum proposal has also been provided for each of the proposed majors. Therefore, if additional information is needed for any of the majors the interested reader should review the specific proposal for each major.

1. Overview

The department of HHD is dedicated to the enrichment of human well-being through teaching, research and outreach. Faculty and administrators have worked for approximately two years to **revise and restructure** the HHD curriculum so that two fundamental needs can be addressed:

- a) To update name of programs and program offerings so that better alignment exists between current trends, themes and issues related to all HHD curricula leading to the enrichment of human well-being.
- b) To make the various program offerings more visible to perspective students, thereby increasing our recruitment rates.

Specifically, the following changes are proposed.
Please refer to the table on page 2 which outlines these changes.

Currently the Department of Health and Human Development offers two Bachelor of Science degrees; B.S. in Health and Human Development and a B.S. in Health Promotion.

The new curriculum proposal will eliminate both of these degrees and replace them with six Bachelor of Science degrees with seven options. They include:

- B.S. in Community Health
- B.S. in Early Childhood Education/Child Services
- B.S. in Family and Consumer Sciences
 - Teaching Option
 - Non-teaching Option
- B.S. in Food and Nutrition
 - Dietetics Option
 - Nutrition Science Option
 - Sustainable Food Systems Option
- B.S. in Health and Human Performance
 - Exercise Science Option
 - Kinesiology Option
- B.S. in Health Enhancement K-12

2. Need

a. *To what specific need is the institution responding in developing the proposed program.*

Two specific needs are being addressed through the proposed reconfiguration.

1. Update the names and programmatic offerings so that better alignment exists with current trends, themes and issues related to the HHD curricula dedicated to the enrichment of human well-being.
2. To make the various program offerings more visible to perspective students, thereby increasing our recruitment rates.

Curriculum Comparisons between 2006-2008 and Proposed Changes 2008-2010

	2006-2008		
Degree/Major	Option	Program	
Health and Human Development (HHD)	Community Health Education		
	Exercise Science		
	Kinesiology		
	Pre-PT		
	Family & Consumer Science	Early Childhood Education	
		Consumer Sciences	
		Family & Consumer Science Education/Extension	
	Food and Nutrition	Dietetics	
Nutrition Sciences			
Health Enhancement K-12			
Health Promotion			
	2008-2010		
Degree/Major	Option	Program	
Community Health			
Early Childhood Education and Child Services			
Family and Consumer Sciences	Teaching		
	Non-teaching		
Food and Nutrition	Dietetics		
	Nutrition Sciences		
	Sustainable Food Systems		
Health and Human Performance	Exercise Sciences		
	Kinesiology		
Health Enhancement K-12			

Proposed Major Modifications	Need Addressed
Community Health	Only community health program offered in Montana. Represents a merger of health promotion and community health education
Early Childhood Education and Child Services	No longer directly under Family and Consumer Sciences and now includes the occupations of child education and <i>services</i> .
Family and Consumer Sciences	This is the only program in the state that addresses consumer science teaching option in the state. The non-teaching option represents the historical programming that was offered in the past.
Food and Nutrition	This is the only food and nutrition (R.D.) certification in the state. The sustainable food system is a new collaboration with College of Agriculture.
Health and Human Performance	This condenses and provides more focus for this major by providing two areas, exercise science (preparation for advanced degrees) and kinesiology (fitness centers and worksite programming)
Health Enhancement K-12	This has not been changed and offers a ‘cutting edge’ preparation in teaching K-12 Health Enhancement in Montana public schools and elsewhere.

- b.** *How will students and any other affected constituencies be served by the proposed program.*

The proposed new majors will enable graduates of our majors to provide the following services to their target populations.

Proposed Major Modifications	How students and constituents will be served
Community Health	This major will allow graduates to promote health within communities in a variety of settings including worksites, family planning, county health departments, federal health services, schools, etc.
Early Childhood Education and Child Services	This major will prepare graduates to work in public and private early childhood educational settings, e.g. Montessori and service programs, e.g., Head Start.
Family and Consumer Sciences	This major will prepare graduates to work in an integrative fashion with individuals, families and consumers to enhance well-being at the family level. Occupations include consumer issues, county extension agents and school teachers.
Food and Nutrition	This major will prepare graduates to work with food services/distribution as well as clinical dietetic health care settings, e.g., hospitals, clinics, etc.
Health and Human Performance	This major will prepare graduates to work to promote health and human performance through physical activity in fitness centers, wellness programs, clinics, cardiac rehabilitation, etc.
Health Enhancement K-12	This major will prepare graduates to work providing the health and physical education needs of Montana children and children across the USA.

c. *What is the anticipated demand for the programming*

During the past 3 years the department of HHD has experienced steady growth especially in the areas of exercise science and health promotion/community health. This is demonstrated by the student credit hour production (SCH) in departmental rubrics and the number of majors in HHD majors and options. Since we are proposing a **restructuring** of our current curricula that allows the offerings to be more up to date and higher profile, we would anticipate the numbers increase at a moderate rate (3%-5%). The statistics provided in the following tables support this position.

2006-2008 Options SCH by Rubric	FY05	FY06	FY07
Family & Consumer Sciences	7685	7917	8017
Food and Nutrition ('04 2563 SCH)	3093	2999	2982
Health Promotion/Community Health Education	2435	2487	2727
Exercise Science Health Enhancement K-12	2917	3082	3235
Total	16128	16485	16961

Number of Students Enrolled in Each Option

2006-2008 Options	FY06	FY07
Family & Consumer Sciences	175	135
Food and Nutrition	78	76
Health Promotion	49	45
Community Health Education	51	58
Exercise Science Health	195	210
Enhancement K-12	74	63
Total	622	*587

*Does not include all fall transfers

3. Institutional and system fit.

a. Connection between the proposed programming and existing program in the institution?

Currently, in HHD, we are offering five of the six proposed majors as options with one major of HHD. This restructuring represents a more visible and higher profile reconfiguration of HHD options. This allows the HHD majors to be more current while remaining directly related to our past offerings. The one exception to this is the Food and Nutrition Sustainable Food Systems option which is a new joint effort between HHD and the College of Agriculture and will be given to the undergraduate curriculum committee for a separate and independent review.

b. Changes to existing programming at the institution?

The entire process will result in the addition and deletion of select classes within HHD. However, this is a process that occurs every two years within HHD. Since there is not a net gain of classes, no adverse impact will occur to faculty or students.

c. What differentiates this programming from programs at other institutions?

It is important to note that the majors and options proposed have existed at MSU-Bozeman for decades with the exception of the Sustainable Food Systems Major (this will be presented to the undergraduate committee in a separate proposal). Therefore, the proposed restructuring will not duplicate other programs at MSU-Bozeman.

d. How will the programming help to promote the strategic goals of the institution?

Restructuring of the HHD curricula will allow the various majors and options to become more visible and up to date. This change will contribute to the institutions strategic goals in the following ways:

- These proposed changes will enable HHD faculty to increase their recruitment of students and contribute to the university goal of “recruiting 13,000 students.”
- Faculty in the Early Childhood area have been very successful in recruiting Native American students. By moving this focus from a program level to a departmental major we will enhance this effort and better contribute to the university goal of “generating a more diverse student body.”
- The Sustainable Food Systems option is an interdisciplinary venture between HHD and the College of Agriculture. This effort contributes to the curriculum goal for academic offerings “to be increasingly interdisciplinary.”

e. Are there similarities between the proposed programs and other programs offered through the Montana University System (MUS)?

It is important to note that the majors and options proposed have existed at MSU-Bozeman for decades with the exception of the Sustainable Food Systems option. This will be presented to the undergraduate committee in a separate proposal and a detailed discussion is provided in the Level II description for Food and Nutrition major in this packet.

The vast majority of the majors/options are unique to MSU/Bozeman. A major in Health and Human Performance is offered at UM-Missoula. However, the focus on a human well-being orientation is unique to MSU-Bozeman. Also, the Health Enhancement K-12 is offered at other MUS campuses. However, the duplication of teacher preparation programs between MUS institutions, e.g., Bozeman and Missoula has existed for decades.

4. Program Details

a. Provide a detailed description of the proposed curriculum. Please see the attached curriculum tabs and catalogue descriptions for the proposed HHD majors and options.

b. Describe the planned implementation of the proposed program, including estimates of the number of students at each stage.

Since this is a restructuring of existing programs rather than an introduction of new programs, the process does not follow the typical cycle of a new product, i.e., implementation (no students), growth (numbers increase at relatively fast rate), maturity (numbers remain stable) and decline (numbers decrease unless the product evolves). Our restructuring collectively represents an evolution and repackaging of our current curricula. Currently we have approximately 600 majors. With our repackaging we expect modest growth over the next 4 years at a rate of 3%-5% each year.

5. Resources

a. Will additional faculty resources be required? No.

b. Will other additional resources be required? No.

6. Assessment

a. How will the success of the programs be measured?

Data will be collected on the number of students who are in the various HHD majors and options during the fall of each year. Additionally, the student credit hour (SCH) production within each area will be tracked by area and by each faculty member. Finally,

data on employment rates, acceptance to graduate programs, mean and median salaries will be tracked for the graduates of HHD programming.

7. Describe the process leading to the submission.

The restructuring process was initiated by the faculty and EHHD administration because there was a need to update the HHD curriculum and provide additional visibility, focus and clarity for potential students. Considerable time was spent (approximately a year) by the faculty and HHD Department Chair discussing the merits of changing program names, splitting programs into separate majors and consolidating programs. Many of the discussions were conducted with area program leaders and faculty who support the various areas. These conversations were then shared by all program leaders with the departmental curriculum coordinator who helped facilitate the major and option offerings in relation to the needs of the entire department. This effort led to the catalog descriptions and tab sheets for each major and option (this process took another 6 months). The entire effort enabled the faculty and administration to restructure the curriculum and course offerings. The final product resulted in revised majors and options, course additions and deletions but the total number of credits offered within the department remained the same between the 2006-2008 catalog and the 2008-2010 catalog.