

January 25, 2002

TO: Iowa Board of Regents

VIA: Provost Rollin Richmond
Faculty Senate Curriculum Committee
College of Education Curriculum Committee

FR: Jerry R. Thomas, Chair

RE: Name Change of B.S. Degree

Our Department is requesting a name change of the degree B.S. in Exercise and Sport Science to B.S. in Health and Human Performance. At the same time but by separate action we are requesting the discontinuation of the B.S. in Community Health Education. These proposals have been approved by our Undergraduate Curriculum Committee and our faculty.

Currently we have about 750 undergraduate students enrolled in the B.S. in Exercise and Sport Science and about 70 in the B.S. in Community Health Education. We have been studying our undergraduate degrees for over a year as a result of the program review process and the visitation by the program review team. In the attached materials you can see that the nature of the degree remains the same. However, we have developed a model for the degree that starts with student learning outcomes (see attached) as the basis. From that we decided we needed both a basic core (understanding oneself in physical activity and health) and an advanced core (basic scientific knowledge in the field of physical activity and health). From these core values, options are developed in six areas. Five of these areas remain the same. We are proposing one new option, community and public health. With our current focus, we feel this area is more appropriate as an option under the new degree name, thus the separate proposal to eliminate the B.S. in Community Health Education.

The former B.S. in Exercise and Sport Science program with its new title, B.S. in Health and Human Performance, will have about 825 undergraduate students. The students will be distributed among the options as follows:

Athletic Training = 45
Community and Public Health = 60
General Exercise and Sport Studies = 150
Exercise Science = 250

Physical Education Licensure = 100
Sport Management = 210

The courses satisfying the University general education requirement remain essentially unchanged. We have added some pre-requisites within the major itself, basically to be certain student complete the basic and advanced core prior to taking courses in their options. We have also provided some increase in flexibility in the HHP advanced core.

We currently have about 825 majors. Unless the University allows some form of enrollment management, that number is likely to continue to rise to over 1000 in the next five years. Over the past five years, enrollment has grown as follows:

| <u>Year</u> | <u>EXSP</u> | <u>CHE</u> |
|-------------|-------------|------------|
| 1997-98 | 632 | 68 |
| 1998-99 | 661 | 77 |
| 1999-00 | 643 | 79 |
| 2000-01 | 672 | 88 |
| 2001-02 | 755 | 71 |

Attached is a table that shows the former B.S. in Exercise and Sport Science and the minor changes associated with the change in degree title. This process has resulted from the Departmental program review and self-study. The changes would have been made by the faculty regardless of the name change request. However, placing the B.S. degree in the Departmental name is a logical process, especially with our concurrent request to discontinue our other undergraduate B.S. degree. It is important that the structure and requirements of undergraduate degrees be evaluated on a systematic basis. These changes, along with the name change request, are a result of that process by the HHP faculty.

Appendix 1. Student Learning Outcomes

THE DEPARTMENT OF HEALTH AND HUMAN PERFORMANCE BELIEVES THAT EVERY STUDENT SHOULD IMPROVE IN THE FOLLOWING DOMAINS AS PART OF THEIR MATRICULATION AT IOWA STATE UNIVERSITY.

1. Content knowledge. The student has a broad conceptual view of physical activity and health, recognizes its scientific underpinnings (e.g. history, content, disciplinary concepts, and tools of inquiry) and appreciates the interdisciplinary nature of the study of physical activity and health. Literacy will be gained from the personal, scholarly and professional perspectives.
2. Discovery and critical thinking. The student uses accepted techniques of discovery and applies critical thinking within and outside of the discipline area. Doing so enables the student to solve problems independently and evaluate opinions and outcomes at the personal, scholarly and professional level.
3. Communication. The student uses knowledge of effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration, and engagement in physical activity and health related settings.
4. Numeracy. The student understands and uses qualitative and quantitative analysis, through formal and informal assessment strategies.
5. Technology. The student understands and uses a variety of technology applications to improve the effectiveness of personal understanding, scholarly pursuits and professional performance.

THE DEPARTMENT OF HEALTH AND HUMAN PERFORMANCE BELIEVES THAT EVERY STUDENT SHOULD IMPROVE IN THE FOLLOWING DOMAINS. HOWEVER, WE RECOGNIZE THAT LEARNING IN THESE AREAS ALSO OCCURS OUTSIDE OF THEIR MATRICULATION AT IOWA STATE UNIVERSITY. WE WILL FOSTER THIS DEVELOPMENT THROUGH OUR COURSES, INTERNSHIPS, PRACTICA, AND OTHER DEPARTMENTAL ACTIVITIES.

- a. Citizenship. The student uses value and ethic based decision making to demonstrate personal, professional and world citizenship through fostering relationships, embracing leadership, accepting social responsibility, seeking and completing opportunities to improve the quality of life for others.
- b. Lifelong learning. The student is a reflective professional who actively seeks to further self-knowledge and seeks opportunities to grow professionally.
- c. Diversity. The student understands how individuals differ in their approaches to initiating and maintaining a physically active, healthy lifestyle, and creates appropriate environments for diverse participants.

Appendix 2. Degree Model

Model for Planning B.S. in Health and Human Performance

