

This template is to be used only by programs that have received specific written approval from the Provost’s office to proceed with internal proposal development and review. The proposal template should be completed in full and submitted to the University Provost’s Office [mailto: curriculumplanning@asu.edu ]. It must undergo all internal university review and approval steps including those at the unit, college, and university levels. A program **may not** be implemented until the Provost’s Office notifies the academic unit that the program may be offered.

**College/School/Institute:** College of Nursing and Health Innovation  
**Department/Division/School:** Nursing and Health Innovation  
**Proposing Faculty Group (if applicable):**  
**If this is an official joint degree program?** No, this is not a joint degree program

*If “Yes” List all the additional college(s)/school(s)/institute(s) that will be involved in offering the degree program and providing the necessary resources. Note: All units offering this program must have collaborated in the proposal development and completed the appropriate unit and college/school approvals.*

**Degree type:** BS-Bachelor of Science  
 If other; provide degree type title and proposed abbreviation:  
**Name of degree program (major):** Patient Advocacy and Health Education  
**Are any concentrations to be established under this degree program?** No, concentrations will not be established.  
**Is a program fee required?** Yes, a program fee is required.  
**What is the first catalog year available for students to select on the undergraduate application for this this program?** 2015-16  
**Delivery method:** On-campus only (ground courses and/or iCourses)  
*Note: Once students elect a campus or On-line option, students will not be able to move back and forth between the on-campus and the ASU Online options. Approval from the Office of the University Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online.*  
**Campus/Locations:** indicate all locations where this program will be offered.  
 Downtown Phoenix       Polytechnic       Tempe       West      Other:

**Proposal Contact**

**Name:** Brenda Morris      **Title:** Associate Dean, Academic Affairs  
**Phone number:** 602-496-0850      **Email:** brenda.morris@asu.edu

**DEAN APPROVAL(S)**

**This proposal has been approved by all necessary unit and College/School levels of review. I recommend implementation of the proposed organizational change.**

**College/School/Division Dean name:** Teri Pipe

**Signature** \_\_\_\_\_ **Date:** 9/10/2014

**College/School/Division Dean name:**  
*(if more than one college involved)*

**Signature** \_\_\_\_\_ **Date:** / /20

*Note: An electronic signature, an email from the dean or dean’s designee, or a PDF of the signed signature page is acceptable.*

## 1. Purpose and Nature of Program

Provide a brief program description. Include the distinctive features of the program that make it unique.

The Bachelor of Science in Patient Advocacy and Health Education degree program is designed for learners interested in becoming a patient health advocate and a Certified Health Education Specialist (CHES certification). Learners gain knowledge and skills to advocate for health and influence health policy at the individual, family, community or public levels; and deliver innovative health education programs that promote health, reduce health risks, and help patients and families manage chronic disease.

## 2. Student Learning Outcomes and Assessment Methods

### A. Knowledge, competencies, and skills

List the knowledge, competencies, and skills students should have when they graduate from the proposed degree program. (You can find examples of program Learning Outcomes at (<http://www.asu.edu/oue/assessment.html> )

1. Utilize effective communication to inform, advocate and educate.
2. Advocate for public health initiatives and policies.
3. Assess needs, assets and capacity for health education for individuals, families and communities.
4. Plan, implement and evaluate health education for individuals, families, and communities.
5. Apply research findings to deliver and evaluate advocacy and evidence-based health education.
6. Deliver advocacy and health education services that are ethnically and culturally relevant.
7. Integrate ethical principles with professional codes or standards.
8. Design collaborative, innovative health advocacy, and health education.
9. Facilitate partnerships to support health education.

### B. Assessment

Describe the plan and methods to assess whether students have achieved the knowledge, competencies and skills identified in the Learning Outcomes. (You can find examples of assessment methods at (<http://www.asu.edu/oue/assessment.html> )

Outcome 1. Assess needs, assets and capacity for health education for individuals, families, and communities.

Course HCR 303 Assessing Needs, Assets and Capacity for Health Education

Measure 1.1 HCR 303 case studies

Performance Criterion 1.1 85% of students will earn a C or better on the case studies.

Outcome 2. Plan, implement, and evaluate health education for individuals, families, and communities.

Course HCR 401 Administering, Managing and Evaluating Health Education Programs

Measure 2.1 HCR 401 group project/presentation

Performance Criterion 2.2 85% of students will earn a C or better on the group project presentation.

Outcome 3 Design collaborative, innovative health advocacy, and health education

Course HCR 409 Patient Advocacy and Health Education Capstone

Measure 3.1 HCR 409 Practicum learning project

Performance Criterion 3.1 85% of students will earn a C or better on the practicum learning project.

## 3. Academic Curriculum and Requirements

### A. Major Map.

Attach a copy of the “proposed” major map for this degree program and each concentration(s) to be offered. Instructions on how to create a “proposed major map” in BAMB can be found in the Build a Major Map Training Guide.

### B. Summary of credit hours required for this program

Total credit hours must be 120 and include first year composition, general studies, core/required courses, program specific electives, and any additional requirements (e.g., concentration credits).

Requirements	Credit Hours
<b>First Year Composition</b>	<b>6</b>
<b>ASU 101 (or Equivalent)</b>	1
<b>General Studies</b>	0
<b>Core/required courses</b>	92
<b>Program specific electives</b>	6
<b>Additional requirements - Capstone</b>	3
<b>Other; please explain - Electives</b>	12
<b>Total</b>	<b>120</b>

**C. Core/Required Courses.**

- i. Total required and/or core course credit hours:  
92 credit hours
- ii. List the name, prefix, and credit hours for each required/core course for this program

BIO 201 Human Anatomy and Physiology I (SG) - 4 credits  
 BIO 202 Human Anatomy and Physiology II (SG) - 4 credits  
 CDE 232 Human Development (SB) - 3 credits  
 CHM 101 Introductory Chemistry (SQ) - 4 credits  
 COM 225 Public Speaking (L) - 3 credits  
 HCI 311 Introduction to Health Care Innovation: Foundational Concepts - 3 credits  
 HCI 428 Technology: A Tool to Advance Innovation in Health Care - 3 credits  
 HCR 210 Clinical Health Care Ethics (HU) - 3 credits  
 HCR 220 Introduction to Nursing and Health Care systems (H) - 3 credits  
 HCR 230 Culture and Health (C,G) - 3 credits  
 HCR 240 Human Pathophysiology - 4 credits  
 HCR 301 Research Methods for the Health Care Professionals - 3 credits  
 HCR 302 Social Determinants of Health for Individuals, Families and Communities - 3 credits  
 HCR 303 Assessing Needs, Assets and Capacity for Health Education - 3 credits  
 HCR 304 Planning and Implementing Health Education - 3 credits  
 HCR 330 Fundamentals of Community Health – 3 credits  
 HCR 400 Evidence-Based Practice for the Health Care Professional - 3 credits  
 HCR 401 Administering, Managing and Evaluating Health Education Programs - 3 credits  
 HCR 402 Advocacy for Health and Health Education - 3 credits  
 HCR 403 Contemporary Issues and Trends in Community and Public Health - 3 credits  
 HCR 406 Health Literacy for Health Care Professionals - 3 credits  
 HCR 407 Health Education Specialist Role - 2 credits  
 HCR 408 Health Education Specialist Practicum 1 credit  
 HSC 332 Health Care Legislation - 3 credits  
 HSC 340 Changing Health Behaviors - 3 credits  
 MAT 142 College Mathematics (MA) - 3 credits  
 MIC 205 Microbiology (SG) - 3 credits  
 MIC 206 Microbiology Laboratory (SG) - 1 credit  
 NTR 241 Human Nutrition - 3 credits  
 PSY 101 Introduction to Psychology (SB) - 3 credits  
 SOC 101 Introductory Sociology (SB) - 3 credits

\*\* A request to modify course enrollment requirements was submitted and approved by CHS on 10/15/2014 to modify course pre-requisites HSC 340 to allow students to take HCR 230 Culture & Health or HSC 210 Cultural Aspects of Health. (attached)

\*\*A request to modify course enrollment requirements was submitted and approved by CHS on 10/15/2014 to modify course pre-requisites for HSC 332 to allow students to take HCR 210 Clinical Health Care Ethics or HSC 320; and HCR 220 Introduction to Nursing & Health Care Systems or HSC 330 Health Care Systems in the U.S. (attached)

**D. Program Specific Electives.**

- i. Total required program elective credit hours:  
6 credits includes
- ii. List the name, prefix, and credit hours for any program specific electives for this program:

TWC 347 Written Communication for Managers - 3 credits (L) or TWC 362 Writing for Health Professions (L)

PSY 230 Introduction to Statistics - 3 credits (CS) or SOC 390 Social Statistics 1 - 3 credits (CS) or STP 226 Elements of Statistics - 3 credits (CS) or SWU 321 Statistics for Social Workers 3 credits (CS)

**E. Additional Program Requirements, if any:**

List and describe any capstone experiences, milestone, and/or additional requirements.

HCR 409 Patient Advocacy and Health Education Capstone 3 credits - Students will complete a capstone experience in this course which involves developing a health education or health advocacy program.

**F. Concentrations**

- I. Are any concentrations to be established under this degree program? **No, concentrations will not be established.**
- II. If yes, are concentrations required? (Select One)
- III. List courses & additional requirements for the proposed concentration (s):

Concentration Name	Total credit hours	Core/Required Courses for Concentration (Prefix, # & Title)	Total Core credit hours	Program Specific Electives (include course name and prefix)	Total Elective credit hours	Additional Requirements (i.e. milestones, capstones)

**4. New Course Development**

**A. Will a new course prefix (es) be required for this degree program? No**

If yes, list prefix name(s) (i.e. ENG- English)

*Note: A request for a New Prefix form must be completed for each new prefix required and submitted with this proposal: [http://provost.asu.edu/files/shared/curriculum/Prefix\\_Request.doc](http://provost.asu.edu/files/shared/curriculum/Prefix_Request.doc).*

**B. New Courses Required for Proposed Degree Program.**

List all new courses required for this program, including course prefix, number and course description.

HCI 311 Introduction to Health Care Innovation: Foundational Concepts - 3 credits  
Introduction to foundational knowledge for leading health care innovation

HCI 428 Technology: A Tool to Advance Innovation in Health Care - 3 credits  
Students will explore the role of technology as a tool in health care innovation

HCR 301 Research Methods for the Health Care Professional - 3 credits

Addresses the basic concepts of qualitative and quantitative research designs. Learners use methods of assessment, planning, implementation, and evaluation to develop a contemporary health related research project.

HCR 302 Social Determinants of Health for Individuals, Families and Communities - 3 credits

Addresses issues of social determinants and health disparities at the local, national, and global levels by exploring evidence and health policies surrounding health disparities.

HCR 303 Assessing Needs, Assets and Capacity for Health Education - 3 credits

Assesses needs, assets and capacity for health education at the individual, family and community levels

HCR 304 Planning and Implementing Health Education - 3 credits

Plans and implements health education at the individual, family and community levels.

HCR 400 Evidence-Based Practice for the Health Care Professional - 3 credits

Methods of clinical and scientific inquiry. Focuses on the application of an evidence-based practice approach to health education and health advocacy with individuals, families and communities. The gathering, interpretation and evaluation of evidence serves as a basis for improving health outcomes

HCR 401 Administering, Managing and Evaluating Health Education Programs - 3 credits

Prepares learners to administer, manage and evaluate health education programs for individuals, families, and communities.

HCR 402 Advocacy for Health and Health Education - 3 credits

Discusses and analyzes existing or proposed policies on health and strategies for influencing the policy making process.

HCR 403 Contemporary Issues and Trends in Community and Public Health - 3 credits

Explores contemporary issues in community and public health. Provides a framework for students to interact with one another to discuss issues and controversies in public health in preparation for decision making.

HCR 406 Health Literacy for Health Care Professionals - 3 credits

Prepares students to use best practices for health communication that promote consumer health literacy.

HCR 407 Health Education Specialist Role - 2 credits

Examines the role of a health education specialist. Determines health information needs, critiques health-related information and develops a plan for professional development.

HCR 408 Health Education Specialist Practicum - 1 credit

Students complete a 45-clock hour practicum experience in the role of health education specialist.

HCR 409 Patient Advocacy and Health Education Capstone - 3 credits

Culmination of patient advocacy and health education learning. Designs and implements a practicum-learning project exemplifying the critical knowledge and refined skills acquired throughout student's program of study.

*Note: New course requests must be submitted electronically via Curriculum ChangeMaker and undergo all internal university review and approval steps including those at the unit, college, and university levels.*

## 5. Program Need

Explain why the university needs to offer this program (include target audience and market).

The target audience for this program is students interested in becoming patient health advocates and health educators. This degree will also appeal to pre-nursing students and nursing majors who do not meet continuing eligibility requirements. Pre-nursing and nursing majors who do not advance to the clinical portion of the BSN program, must change majors and move to another college to complete their degree, since CONHI does not offer any other undergraduate degrees. This degree will help enhance retention of pre-nursing and off-track nursing majors by providing them with a viable career option.

This degree uses the same pre-requisites as pre-nursing and the nursing major plans of study, therefore students who become off track may seamlessly transition to this major, and obtain a BS degree in a health related field. After graduation, students may co pursue a BSN through the Post-Baccalaureate BSN program, since he/she will have completed all of the pre-requisites.

Changes to the health care system with the implementation of the Affordable Care Act call for an increased need for health

professionals who serve as health advocates for patients, families, and communities; and provide health education services. This program prepares graduates to serve as patient navigators, health educators, health advocates, care coordinators, and entry level health managers.

**6. Impact on Other Programs**

List other academic units that might be impacted by the proposed program and describe the potential impact (e.g., how the implementation of this program might affect student headcount/enrollment, student recruitment, faculty participation, course content, etc. in other programs). Attach letters of collaboration/support from impacted programs.

This degree program is similar to, but different from the BS in Health Education and Health Promotion offered by the College of Health Solutions. The similarity is that both degrees prepare students for the Community Health Education Specialist (CHES) certification. However, the two degrees are different in that the CHS degree focuses on health promotion and healthy lifestyle behaviors. Whereas, this degree focuses on patient/health advocacy at the individual, family, and community levels, in addition to preparing health educators to provide educational programs that decrease risk for and management of chronic disease.

CHS and CONHI have discussed how we will market all of the health degrees offered by both colleges, with the assistance of the our shared marketing team. In addition, there may be opportunities for cross-listing courses in the future, which will allow both programs to increase the scalability of the health related degrees, while managing the costs associated with providing the education. CHS and CONHI are collaborative colleges and work together to provide students with a comprehensive array of health professional programs.

A letter of collaboration/support has been requested from CHS, but it has not been received. CHS has provided a letter of support for all new courses within this degree program.

**7. Projected Enrollment**

How many new students do you anticipate enrolling in this program each year for the next five years?

<b>5-YEAR PROJECTED ANNUAL ENROLLMENT</b>					
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b> (Yr 1 continuing + new entering)	<b>3<sup>rd</sup> Year</b> (Yr 1 & 2 continuing + new entering)	<b>4<sup>th</sup> Year</b> (Yrs 1, 2, 3 continuing + new entering)	<b>5<sup>th</sup> Year</b> (Yrs 1, 2, 3, 4 continuing + new entering)
Number of Students Majoring (Headcount)	15	45	75	105	135

**8. Accreditation or Licensing Requirements**

If applicable, provide the names of the external agencies for accreditation, professional licensing, etc. that guide your curriculum for this program, if any. Describe any requirements for accreditation or licensing.

Students will be eligible to apply for certification as a Community Health Education Specialist (CHES). No program specific accreditation requirements that apply to this degree.

**9. Faculty & Staff**

**A. Current faculty**

List the name, rank, highest degree, area of specialization/expertise and estimate of the level of involvement of all current faculties who will teach in the program.

Brenda Hosley, PhD, RN, Clinical Associate Professor, has expertise in community health education, patient/health advocacy and management of chronic disease. Dr. Hosley co-designed the new curriculum.

Brenda Morris EdD, RN, Clinical Associate Professor and Associate Dean, Academic Affairs, has expertise in health education, patient/health advocacy and management of chronic disease. Dr. Morris co-designed the new curriculum.

Sunny Kim, PhD has expertise in health literacy and designed HCR 406. She will teach this course when the new program is offered.

**B. New Faculty:**

Describe the new faculty hiring needed during the next three years to sustain the program. List the anticipated hiring schedule and financial sources for supporting the addition of these faculty members.

Year 1: Hire a Program Director to manage the new BS degrees for the college. Hire 1 Clinical Track Faculty to teach in the new BS degrees. Hire Instructors or Faculty Associates to teach remaining courses. Funding for new hires will come from enrollment growth funds.

Year 2: Hire Instructors or Faculty Associates to teach in the program. These positions will be funded through enrollment growth.

Year 3: Hire 1 Clinical Track Faculty to teach in the program. This position will be funded through enrollment growth.

**C. Administration of the program.**

Explain how the program will be administered for the purposes of admissions, advising, course offerings, etc. Discuss the available staff support.

CONHI has recently hired a Senior Director of Recruitment and Student Success Services, who in collaboration with the Senior Associate Dean for Enrollment and Student Engagement will oversee the recruitment, retention and engagement activities for CONHI students.

**10. Resources (necessary to launch and sustain the program)**

**A. Required resources:**

Describe any new resources required for this program's success, such as new support staff, new facilities, new library resources, new technology resources, etc.

This program will require new resources that will be shared across the new CONHI BS programs, including an Administrative Assistant, Program Director and additional student support staff (recruiters and advisors).

Classroom space will be required to deliver the courses f2f. Current library resources are sufficient.

**B. Resource acquisition:**

Explain how the resources to support this program will be obtained.

Enrollment growth revenue will be used to support the acquisition of new resources to support the program.

**APPENDIX**  
**OPERATIONAL INFORMATION FOR UNDERGRADUATE PROGRAMS**  
(This information is used to populate the Degree Search/catalog website.)

**1. Program Name (Major):** Patient Advocacy and Health Education (BS)**2. Program Description** (150 words maximum)

The BS in patient advocacy and health education is designed for learners interested in becoming a patient or health advocate and a certified health education specialist. Students gain knowledge and skills to advocate for health, influence health policy, and deliver innovative health education programs to diverse individuals, families and communities that promote health, reduce illness and manage chronic disease.

**3. Contact and Support Information**

Building Name, code and room number: ( <i>Search ASU map</i> )	MERCC 250
Program office telephone number: ( <i>i.e. 480/965-2100</i> )	602/496-0888
Program Email Address:	nursingandhealth@asu.edu
Program Website Address:	<a href="http://nursingandhealth.asu.edu">http://nursingandhealth.asu.edu</a>

**4. Delivery/Campus Information Delivery:** On-campus only (ground courses and/or iCourses)

*Note: Once students elect a campus or On-line option, students will not be able to move back and forth between the on-campus and the ASU Online options. Approval from the Office of the University Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online.*

**5. Campus/Locations:** indicate all locations where this program will be offered.

Downtown Phoenix     Polytechnic     Tempe     West    Other:

**6. Additional Program Description Information**

- A. Additional program fee required for this program?    Yes  
B. Does this program have a second language requirement?    No

**7. Career Opportunities & Concentrations**

Provide a brief description of career opportunities available for this degree program. If program will have concentrations, provide a brief description for each concentration. (150 words maximum)

Health advocates and certified health education specialists advocate for health at the individual, family or community levels, by serving as a health navigator or care coordinator. Graduates may also find opportunities to advocate for changes to health policy to improve the health of individuals, families and communities during their careers. Through the certification, graduates will be prepared to be prepared to provide health education programs that help individuals, families and their communities manage chronic illness and maintain healthy lifestyles. Health advocacy careers include the collection and analysis of data to identify community needs prior to planning, implementing, monitoring and evaluating programs designed to encourage healthy lifestyles.

**8. Additional Admission Requirements**

If applicable list any admission requirements (freshman and/or transfer) that are higher than and/or in addition to the university minimum undergraduate admission requirements.)

**9. Keywords**

List all keywords used to search for this program. Keywords should be specific to the proposed program.

Health, Health Advocacy, Health Education

**10. Advising Committee Code**

List the existing advising committee code to be associated with this degree.



Students will be assigned to advising code, UGNBSN. The college may request a new advising code, once the degree is established.

*Note: If a new advising committee needs to be created, please complete the following form:*  
[Proposal to create an undergraduate advising committee](#)

**11. First Required Math Course**

List the first math course required in the major map.

MAT 142

**12. WUE Eligible:**

Has a request been submitted to the Provost by the Dean to consider this degree program as eligible for WUE?

Dean Pipe will submit a request to the Provost requesting consideration for this program to be designated as WUE eligible.

*Note: No action will be taken during the implementation process with regards to WUE until approval is received from the Provost.*

**13. Math Intensity:**

a. List the highest math course required on the major map. (This will not appear on Degree Search.) MAT 142

b. What is the math intensity as indicated by the highest math required on the major map? Math intensity categorization can be found here: <https://catalog.asu.edu/mathintensity> General

**14. CIP codes**

Identify CIP codes that should be displayed on Degree Search. CIP codes can be found at:  
<http://www.onetonline.org/crosswalk/CIP/>.

21-1091.00	43-4051.03
11-9111.00	21-1093.00
21-1094.00	21-1012.00
21.1093.00	

Are any specific career codes (SOC/ONET codes) to be omitted from the CIP codes selected above? (i.e. "Omit 25-10312.00 Engineering Teachers, Postsecondary from CIP code 14.0501 Bioengineering and Biomedical Engineering.")

**15. Area(s) of Interest**

A. Select **one (1)** primary area of interest from the list below that applies to this program.

- |  |  |
|--|--|
| <input type="checkbox"/> Architecture & Construction | <input checked="" type="checkbox"/> Health & Wellness              |
| <input type="checkbox"/> Arts                        | <input type="checkbox"/> Humanities                                |
| <input type="checkbox"/> Business                    | <input type="checkbox"/> <a href="#">Interdisciplinary Studies</a> |
| <input type="checkbox"/> Communications & Media      | <input type="checkbox"/> Law & Justice                             |
| <input type="checkbox"/> Computing & Mathematics     | <input type="checkbox"/> <a href="#">STEM</a>                      |
| <input type="checkbox"/> Education & Teaching        | <input type="checkbox"/> <a href="#">Science</a>                   |
| <input type="checkbox"/> Engineering & Technology    | <input type="checkbox"/> Social and Behavioral Sciences            |
| <input type="checkbox"/> Entrepreneurship            | <input type="checkbox"/> Sustainability                            |
| <input type="checkbox"/> <a href="#">Exploratory</a> |  |

B. Select **one (1)** secondary area of interest from the list below that applies to this program.

- |  |  |
|--|--|
| <input type="checkbox"/> Architecture & Construction     | <input type="checkbox"/> Health & Wellness                         |
| <input type="checkbox"/> Arts                            | <input type="checkbox"/> Humanities                                |
| <input type="checkbox"/> Business                        | <input type="checkbox"/> <a href="#">Interdisciplinary Studies</a> |
| <input type="checkbox"/> Communications & Media          | <input type="checkbox"/> Law & Justice                             |
| <input type="checkbox"/> Computing & Mathematics         | <input type="checkbox"/> <a href="#">STEM</a>                      |
| <input checked="" type="checkbox"/> Education & Teaching | <input type="checkbox"/> <a href="#">Science</a>                   |
| <input type="checkbox"/> Engineering & Technology        | <input type="checkbox"/> Social and Behavioral Sciences            |
| <input type="checkbox"/> Entrepreneurship                | <input type="checkbox"/> Sustainability                            |
| <input type="checkbox"/> <a href="#">Exploratory</a>     |  |





The following fields are to be completed by the Office of the University Provost.





**CIP Code:** \_\_\_\_\_







**Plan Code:**




## 2015 - 2016 Major Map Patient Advocacy and Health Education, (Proposed)

GLJLTQZ

Term 1	0 - 14 Credit Hours	Critical course signified by 	Hours	Minimum Grade	Notes
	CHM 101: Introductory Chemistry (SQ)		4	C	<ul style="list-style-type: none"> <li>SAT, ACT, Accuplacer or TOEFL score determines placement into first-year composition courses</li> <li>ASU Mathematics Placement Test score determines placement in mathematics course</li> <li>ASU 101 or college-specific equivalent First Year Seminar required of all freshman students</li> </ul>
	ENG 101: First-Year Composition or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107: First-Year Composition or ENG 108: First-Year Composition		3	C	
	MAT 142: College Mathematics (MA)		3	C	
	ASU 101: The ASU Experience		1		
	PSY 101: Introduction to Psychology (SB)		3	C	
	Term hours subtotal:		14		

Term 2	15 - 30 Credit Hours	Critical course signified by 	Hours	Minimum Grade	Notes
	BIO 201: Human Anatomy and Physiology I (SG)		4	C	
	ENG 101: First-Year Composition or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107: First-Year Composition or ENG 108: First-Year Composition		3	C	
	CDE 232: Human Development (SB)		3	C	
	SOC 101: Introductory Sociology (SB)		3	C	
	STP 226: Elements of Statistics (CS) OR PSY 230: Introduction to Statistics (CS) OR SOC 390: Social Statistics I (CS) OR SWU 321: Statistics for Social Workers (CS)		3	C	
	Complete ENG 101 OR ENG 105 OR ENG 107 course(s).				
	Term hours subtotal:		16		

Term 3	31 - 47 Credit Hours	Critical course signified by 	Hours	Minimum Grade	Notes
	BIO 202: Human Anatomy and Physiology II (SG)		4	C	
	HCR 220: Introduction to Nursing and Healthcare Systems (H)		3	C	
	HCR 230: Culture and Health (C & G)		3	C	
	MIC 205: Microbiology (SG)		3	C	
	MIC 206: Microbiology Laboratory (SG)		1	C	
	Elective		3		
	Complete Mathematics (MA) requirement.				
	Term hours subtotal:		17		

Term 4	48 - 60 Credit Hours	Critical course signified by 	Hours	Minimum Grade	Notes
	HCR 210: Clinical Health Care Ethics (HU)		3	C	
	HCR 240: Human Pathophysiology		4	C	
	COM 225: Public Speaking (L)		3	C	
	NTR 241: Human Nutrition		3	C	
	Term hours subtotal:		13		

Term 5	61 - 75 Credit Hours	Necessary course signified by 	Hours	Minimum Grade	Notes
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★ HCR 303: Assessing Needs, Assets and Capacity for Health Education	3	C
★ HSC 332: Healthcare Legislation	3	C
★ HSC 340: Changing Health Behaviors	3	C
★ TWC 362: Writing in Health Professions (L) OR TWC 347: Written Communication for Managers (L)	3	C
Elective	3	
Term hours subtotal:	15	

★ Term 6	76 - 90 Credit Hours	Necessary course signified by	Hours	Minimum Grade	Notes
★ HCI 311: Introduction to Healthcare Innovation: Foundational Concepts	3		C		
★ HCR 301: Research Methods for the Health Care Professional	3		C		
★ HCR 302: Social Determinants of Health for Individuals, Families and Communities	3		C		
★ HCR 304: Planning and Implementing Health Education	3		C		
★ HCR 330: Fundamentals of Community Health	3		C		
Term hours subtotal:	15				

★ Term 7	91 - 105 Credit Hours	Necessary course signified by	Hours	Minimum Grade	Notes
★ HCR 400: Evidence Based Practice for the Health Care Professional	3		C		
★ HCR 401: Administering, Managing and Evaluating Health Education Programs	3		C		
★ HCR 402: Advocacy for Health and Health Education	3		C		
★ HCR 403: Contemporary Issues and Trends in Community and Public Health	3		C		
★ HCR 406: Health Literacy for Health Care Professionals	3		C		
Term hours subtotal:	15				

★ Term 8	106 - 120 Credit Hours	Necessary course signified by	Hours	Minimum Grade	Notes
★ HCR 407: Health Education Specialist Role	2		C		
★ HCR 408: Health Education Specialist Practicum	1		C		
★ HCR 409: Patient Advocacy and Health Education Capstone	3		C		
★ HCI 428: Technology: A Tool to Advance Innovation in Healthcare	3		C		
Elective	3				
Upper Division Humanities, Arts and Design (HU)	3				
Term hours subtotal:	15				

**Total Hours:** 120  
**Upper Division Hours:** 45 minimum  
**Major GPA:** 2.00 minimum  
**Cumulative GPA:** 2.00 minimum  
**Total hrs at ASU:** 30 minimum  
**Hrs Resident Credit for Academic Recognition:** 56 minimum  
**Total Community College Hrs:** 64 maximum

**General University Requirements Legend**  
 General Studies Core Requirements:  
 • Literacy and Critical Inquiry (L)  
 • Mathematical Studies (MA)  
 • Computer/Statistics/Quantitative Applications (CS)  
 • Humanities, Arts and Design (HU)  
 • Social-Behavioral Sciences (SB)  
 • Natural Science - Quantitative (SQ)  
 • Natural Science - General (SG)

General Studies Awareness Requirements:  
 • Cultural Diversity in the U.S. (C)  
 • Global Awareness (G)  
 • Historical Awareness (H)  
 First-Year Composition

General Studies designations listed on the major map are current for the 2015 - 2016 academic year.

**Subject:** Request to add letter of support to BS degree proposals for Healthcare Innovation, Patient Advocacy and Health Education, Integrative Health, and Community Health  
**Date:** Thursday, September 25, 2014 at 9:58:56 AM Mountain Standard Time  
**From:** Brenda Morris  
**To:** curriculumplanning@asu.edu  
**CC:** Brenda Morris

Hi,

Please add this letter of support to the new BS degree proposals for Healthcare Innovation, Patient Advocacy and Health Education, Integrative Health, and Community Health.

Thank you for your assistance.

Take care, Brenda

Brenda Morris, EdD, RN, CNE  
Associate Dean, Academic Affairs,  
College of Nursing and Health Innovation  
Arizona State University  
Brenda.morris@asu.edu  
602-496-0850

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**From:** Duane Roen <[Duane.Roen@asu.edu](mailto:Duane.Roen@asu.edu)>  
**Date:** Wednesday, September 24, 2014 at 7:38 PM  
**To:** Arizona State University <[brenda.morris@asu.edu](mailto:brenda.morris@asu.edu)>  
**Cc:** Ian Moulton <[IAN.MOULTON@asu.edu](mailto:IAN.MOULTON@asu.edu)>, Richard Bauer <[rbauer@asu.edu](mailto:rbauer@asu.edu)>, Eva Brumberger <[Eva.Brumberger@asu.edu](mailto:Eva.Brumberger@asu.edu)>, Kevin Ellsworth <[Kevin.Ellsworth@asu.edu](mailto:Kevin.Ellsworth@asu.edu)>  
**Subject:** FW: Request for Course Impact statement from Letters & Sciences

Brenda,

Thanks for letting us know about your plans for the BS Community Health, the BS Integrative Health, the BS Patient Advocacy & Health Education, and the BS Healthcare Innovation degree programs.

The College of Letters and Sciences is pleased to support you efforts to launch these degrees. They look great!

I am copying my colleagues who offer the Letters and Sciences courses that your students will need. All of us will work with you to ensure that enough seats are available.

Please let us know if you need anything else.

Best,  
Duane

Duane Roen  
Assistant Vice Provost for University Academic Success Programs  
Interim Dean, School of Letters and Sciences  
Interim Dean, University College  
Arizona State University | Undergraduate Academic Services Building, Room 228

Box 871901 | Tempe, AZ 85287-1901  
 Voice: 480-727-6513 | Fax: 480-727-6344 | Email: [duane.roen@asu.edu](mailto:duane.roen@asu.edu)

**From:** Brenda Morris  
**Sent:** Wednesday, September 24, 2014 7:13 PM  
**To:** Duane Roen  
**Cc:** Brenda Morris  
**Subject:** Request for Course Impact statement from Letters & Sciences

Hi Duane,

I am writing to request course impact statements from the College of Letters & sciences.

The College of Nursing & Health Innovation received approval from the Provost and ABOR through last year's academic plan for new undergraduate degree programs. The proposed programs of study for four new degree programs include courses offered by Letters & Sciences:

	Community Health	Integrative Health	Patient Advocacy & Health Education	Healthcare Innovation
First Year Composition	X	X	X	X
SQ and SG (BIO 100 recommended)				X
BIO 201 Human Anatomy 1	X	X	X	
BIO 202 Human Anatomy 2	X	X	X	
CDE 232 Human Development	X	X	X	
CHM 101 Intro Chemistry	X	X	X	
COM 100 Human Communication				X
COM 225 Public Speaking	X	X	X	X
COM 312 Communication, Conflict, & Negotiation				X
MAT 142 College Mathematics	X	X	X	X
MIC 205 Microbiology	X	X	X	
MIC 206 Micro Lab	X	X	X	
OGL 240 Intro to Project Management <sup>1</sup>		X		
PHI 103 Principles of Sound Reasoning				X
PSY 101 Intro to Psychology	X	X	X	X
SOC 101 Intro to Sociology	X	X	X	X
SOC 352 Social Change	X			
STP 226 Statistics	X	X	X	X
TWC 362 Writing in the Health Professions <sup>2</sup> OR TWC 347 Written Communication Managers	X	X	X	X
TWC 443 Proposal Writing <sup>3</sup>		X		

1. OGL 240 Introduction to Project Management. This course has limited offerings as an iCourse. The



faculty would like to request additional availability to support the BS Integrative Health degree program.

2. TWC 362 Writing in the Health Professions current prereqs: Prerequisite(s): ENG 102, 105 or 108 with C or better; Medical Studies major. We would like to open this course to students in these degree programs. Can the prereq be updated for Fall 2015 to allow "Nursing & Health Innovation (UGNU) students" to enroll?
3. TWC 443 Proposal Writing currently has limited offerings as an iCourse. The faculty would like to request additional availability to support the BS Integrative Health degree program.

Attached are the finalized programs of study for the BS Community Health, the BS Integrative Health, the BS Patient Advocacy & Health Education, and the BS Healthcare Innovation degree programs.

Thank you for considering this request for course impact statements from the College of Letters & Sciences.

Take care, Brenda

Brenda Morris, EdD, RN, CNE  
Associate Dean, Academic Affairs,  
College of Nursing and Health Innovation  
Arizona State University  
[Brenda.morris@asu.edu](mailto:Brenda.morris@asu.edu)  
602-496-0850

September 18, 2014

To: CAPCI

From: Julie Liss



Re: Letter of Support – Proposed Healthcare Related (HCR) courses

This letter is to confirm support for the following courses. I have reviewed the syllabi and conclude that these courses do not duplicate, compete, or conflict with courses in CHS.

- HCR 301 Research Methods for Health Care Professionals
- HCR 302 Social Determinants of Health for Individuals, Families and Communities
- HCR 303 Assessing needs, assets, and capacity for health education
- HCR 304 Planning and Implementing Health Education
- HCR 330 Fundamentals of Community Health
- HCR 331 Communications with Communities
- HCR 335 Program development and evaluation in Community Health
- HCR 336 Environmental Community Health
- HCR 340 Foundations of Integrative Health
- HCR 341 Biological, manipulative and body-based therapies and modalities
- HCR 342 Mind-body and energy therapies and modalities
- HCR 343 Historical and Cultural Foundations of Integrative Healthcare
- HCR 400 EBP for the Healthcare Professional
- HCR 401 Administering, Managing and Evaluating Health Education Programs
- HCR 402 Advocacy for Health and Health Education
- HCR 403 Contemporary Issues in Community/Public Health
- HCR 407 Health Education Specialist Role
- HCR 408 Health Education Specialist Practicum
- HCR 409 Patient Advocacy and Health Education Capstone
- HCR 430 Foundation to Healthcare Systems
- HCR 435 Leaders in Community Health
- HCR 439 Community Health Seminar
- HCR 440 Interprofessional Care in Integrative Healthcare
- HCR 441 Legal and Ethical Issues Impacting Integrative Healthcare
- HCR 449 Integrative Healthcare Capstone

**Subject:** FW: Request to attach Letter of Support - HCR 406  
**Date:** Friday, September 19, 2014 at 11:00:18 AM Mountain Standard Time  
**From:** Curriculum Questions  
**To:** Brenda Morris  
**CC:** Curriculum Questions

[Thank you; this statement is now attached to HCR 406.](#)

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**From:** Brenda Morris [mailto:[BRENDA.MORRIS@asu.edu](mailto:BRENDA.MORRIS@asu.edu)]  
**Sent:** Friday, September 19, 2014 6:32 AM  
**To:** CurriculumQuestions@asu.edu  
**Cc:** Brenda Morris  
**Subject:** Request to attach Letter of Support - HCR 406

Hi,

Please attach this letter of support from CHS for HCR 406 on my behalf.

Thank you for your assistance.

Take care, Brenda

Brenda Morris, EdD, RN, CNE  
Associate Dean, Academic Affairs  
ASU College of Nursing & Health Innovation  
[Brenda.morris@asu.edu](mailto:Brenda.morris@asu.edu)  
602-496-0850

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**From:** Julie Liss <[JULIE.LISS@asu.edu](mailto:JULIE.LISS@asu.edu)>  
**Date:** Thursday, September 18, 2014 at 4:12 PM  
**To:** Brenda Morris <[brenda.morris@asu.edu](mailto:brenda.morris@asu.edu)>  
**Subject:** Re: Request for Letter of Support - By tomorrow noon if possible

Too brief? Let me know and I can add  
Thanks,  
j

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Julie Liss, Ph.D.  
Associate Dean, College of Health Solutions  
Professor, Department of Speech and Hearing Science  
Barrett Honors Faculty  
Arizona State University  
[julie.liss@asu.edu](mailto:julie.liss@asu.edu)

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**From:** Brenda Morris <[BRENDA.MORRIS@asu.edu](mailto:BRENDA.MORRIS@asu.edu)>  
**Date:** Thursday, September 18, 2014 4:05 PM  
**To:** Julie Liss <[JULIE.LISS@asu.edu](mailto:JULIE.LISS@asu.edu)>  
**Subject:** Request for Letter of Support - By tomorrow noon if possible

HCR 406

September 18, 2014

Dear Dr. Morris,

This letter is to confirm support for the offering of HRC 406. I have reviewed the syllabus and this course does not duplicate, compete, or conflict with courses in CHS.

Best wishes,



Julie Liss, Ph.D.  
Associate Dean

**Subject:** RE: Request - pre-reqs for HSC 332

**Date:** Wednesday, October 15, 2014 at 11:59:27 AM Mountain Standard Time

**From:** Kate Lehman

**To:** Julie Liss, Brenda Morris

Okay, the form is at the university level.

Kate

**From:** Julie Liss

**Sent:** Wednesday, October 15, 2014 11:23 AM

**To:** Brenda Morris

**Cc:** Kate Lehman

**Subject:** Re: Request - pre-reqs for HSC 332

Hi Brenda,

Yes I approve and I'm copying Kate on this as I'm in Tempe in meetings all day and know this is time sensitive.

Thanks Kate :)

Julie

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Julie Liss, Ph.D.

Associate Dean, College of Health Solutions

Professor, Department of Speech and Hearing Science

Barrett Honors Faculty

Arizona State University

[julie.liss@asu.edu](mailto:julie.liss@asu.edu)

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**From:** Brenda Morris <[BRENDA.MORRIS@asu.edu](mailto:BRENDA.MORRIS@asu.edu)>

**Date:** Wednesday, October 15, 2014 9:03 AM

**To:** Julie Liss <[JULIE.LISS@asu.edu](mailto:JULIE.LISS@asu.edu)>

**Subject:** FW: Request - pre-reqs for HSC 332

Hi Julie,

Here's Linda's previous assessment of the course equivalencies.

If you approve, is it possible to submit the change to enrollment requirements to curriculum change maker?

Thanks,

Take care, Brenda

Brenda Morris, EdD, RN, CNE

Associate Dean, Academic Affairs,

College of Nursing and Health Innovation

Arizona State University

[Brenda.morris@asu.edu](mailto:Brenda.morris@asu.edu)

602-496-0850

**From:** Linda Vaughan <[LINDA.VAUGHAN@asu.edu](mailto:LINDA.VAUGHAN@asu.edu)>  
**Date:** Monday, September 8, 2014 at 12:03 PM  
**To:** Arizona State University <[brenda.morris@asu.edu](mailto:brenda.morris@asu.edu)>  
**Cc:** Nancy Kiernan <[nkiernan@asu.edu](mailto:nkiernan@asu.edu)>, Brenda Hosley <[Brenda.Hosley@asu.edu](mailto:Brenda.Hosley@asu.edu)>  
**Subject:** RE: Request - pre-reqs for HSC 332

Yes, that would be fine. Let me know if our Academic Services team needs to do anything to enter those adjustments. I'm not sure how this type of "behind the scenes" adjustments work!!

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**From:** Brenda Morris  
**Sent:** Monday, September 08, 2014 10:55 AM  
**To:** Linda Vaughan  
**Cc:** Nancy Kiernan; Brenda Hosley  
**Subject:** Request - pre-reqs for HSC 332

Hi Linda,

We'd like to include HSC 332 in the plan of study for some of the new BS degrees. I noticed that HSC 320 and HSC 330 are pre-reqs. Is it possible to substitute HCR 210 Culture & Health for HSC 320; and HCR 220 Nursing and Healthcare Systems for HSC 330?

Thank you for considering,

Take care, Brenda