

TEXAS HIGHER EDUCATION COORDINATING BOARD
Summary Notes/Minutes
Health & Wellness Field of Study Advisory Committee Meeting
1200 East Anderson Lane, Board Room
Austin, Texas
January 22, 2019, 9:00 AM – 4:00 PM

The webcast of this meeting is available at the following link:

<https://www.youtube.com/watch?v=SSExI594ksI>

1. Call to order and introductions

Allen Michie called the meeting to order at 9:00 AM.

The following committee members were present:

Holli Booe, Texas Tech University
Angelica Chapa, Del Mar College
Elizabeth Coccia, Austin Community College
Quynh Dang, Texas A&M University-Commerce
Trent Denton, San Jacinto College
Gene Farren, West Texas A&M University
Susan Forshaw-Evans, Collin College
Monica Gonzales, Lone Star College
Jeff Housman, Texas State University
Bonny Johnson, Alvin Community College
Jean Keller, University of North Texas
Amy McKay, Tarleton State University
Beth McNeill, Texas A&M University
Shelly Peacock, Blinn College
Armando Perez, Laredo College
Becky Railsback, McLennan Community College
Tammy Samarripa, Central Texas College
Bess Sirmon-Taylor, The University of Texas at El Paso
Cheryl Startzell, San Antonio College
Michael Wiblishauser, University of Houston-Victoria
Zenong Yin, The University of Texas at San Antonio

The following committee members were absent:

Laura Lashinger, The University of Texas at Austin

Coordinating Board Staff present:

Rebecca Leslie, Program Director
Allen Michie, Program Director
Rex Peebles, Assistant Commissioner for Academic Quality and Workforce
Garry Tomerlin, Deputy Assistant Commissioner for Workforce

2. Consideration of appointing a recording secretary

Angelica Chapa volunteered to serve as recording secretary and was elected by acclamation.

3. Consideration of election of co-chairs

Becky Samarripa (Central Texas College) and Becky Railsback (McClennan Community College) were nominated to serve as co-chair from two-year institutions. Samarippa was elected. Mike Wiblishauser (University of Houston-Victoria) was nominated to serve as co-chair from four-year institutions and was elected by acclamation.

4. Public testimony

No one was available for public testimony.

5. Break for consultation between Coordinating Board staff and Co-Chairs

The committee recessed for 15 minutes.

6. Overview of Field of Study rules and mission – Dr. Allen Michie

Michie provided an overview of the Fields of Study (FOS) statute, how it is part of a wider range of transfer success initiatives, and how it contributes to the Texas Higher Education Coordinating Board's *60x30TX* strategic plan.

Michie stated the goals of the meeting:

- Review curricula from programs at representative two- and four-year institutions
- Review approved courses in the *Academic Course Guide Manual* (ACGM)
- Decide which lower division courses are necessary for success in upper division courses in a major
- Adjust course objectives and descriptions as necessary
- Balance student freedom with institution priorities
- Create a guaranteed pathway to the degree and minimize the number of excess hours that students take

Michie answered questions about FOS and the approval process.

7. Discussion and consideration of the Health & Wellness Field of Study curriculum

The committee began with a discussion of how to define "Health & Wellness." Tomerlin said that it is not Kinesiology, which will have a separate Field of Study (FOS). There could be separate tracks for different pathways in the degree. The committee considered the various Classification of Instructional Program (CIP) codes related to Health & Wellness. Booe said that Dietetics is a better fit for Health Professions (which will have its own FOS), and Housman said that Public

Health does not belong with Health & Wellness. Committee members noted that Nutrition programs are sometimes in different Schools or Colleges than Health & Wellness programs. McKay said that nutrition is more important than even exercise physiology, and students need to have some nutritional information covered. Sirmon-Taylor and Booe gave background information regarding Dietetics and said that these programs need to follow specific accreditation guidelines. Yin commented that most students who study nutrition end up following the dietetics route, and Booe agreed. Booe stated that there are not many jobs for students in nutrition outside of dietetics. Gonzales commented that an FOS may not be serving students if a Nutrition program was offered that was not a part of Dietetics, because there are not many jobs for graduates of Nutrition who are not also dietitians. Gonzales referred to Booe to weigh in on this comment since Booe is a Registered Dietitian Nutritionist (RDN). Booe agreed with the comment and offered additional information on the professional criteria for RDNs.

There was consensus that Nutrition and Dietetics needs to be a separate FOS, and Tomerlin explained that another FOS Advisory Committee could be assembled.

Housman said that if Public Health is included, representative faculty from that field will need to be a part of the discussion. Yin added that Public Health does not tend to have undergraduate degrees. Committee members discussed the Public Health offerings at their institutions.

Discussion turned to the specific courses to include. Peacock suggested a list of courses to be considered for the FOS. The discussion first addressed Math and the possibility of leaving it to the core. Gonzalez suggested that the committee find commonalities with the core and leave the more specific courses to the four-year institutions. Coccia suggested that the committee consider staying as broad as possible so students could choose which courses to take.

Peacock suggested changing PHED 1304 and splitting it into Personal and Community Health courses and adding a new course in Introduction to Health. McNeil added that Personal Health is very different from Community Health, and a lower-division Community Health course would leave students unprepared for field work. Gonzales offered a suggestion to teach Personal and Community Health as an entry level course and leave the more in-depth Community Health content to the universities. McNeil disagreed and strongly suggested that Community Health belongs in the upper division because students who study Community Health generally end up taking the Certified Health Education Specialist Exam (CHES). The students' exam pass/fail rates are associated with the universities, and therefore the role and responsibilities of teaching this content would be best served at the four-year institutions. Housman said that universities may not know which of the two courses counts as the equivalent of Personal & Community Health, and he agreed that the courses should be split.

Denton proposed adding an activity class such as Introduction to Physical Fitness and Wellness (PHED 1164). McNeil proposed adding a diversity course. McNeil proposed adding First Aid (PHED 1306) in lieu of Personal and Community Health. Gonzales suggested being cautious about adding First Aid. McNeil stated First Aid is very much a life skills course about generally taking care of yourself in case of an injury. Housman reminded members that if the FOS is too large, universities will have to cut other courses to make room.

The preliminary consensus was to include Nutrition and Diet Therapy, General Psychology,

Biology I with lab, Anatomy & Physiology with lab, Introduction to Health Education, Understanding Alcohol and Addictive behaviors, Personal Health, and Community Health.

Wiblishauser made a motion to include First Aid (PHED 1306) in the FOS. The motion carried 12-8.

Housman suggested removing the term "Community" from the course title "Personal & Community Health" (PHED 1346) in the *Lower-Division Academic Course Guide Manual (ACGM)*. Additionally, Housman suggested removing student learning outcome number six from the ACGM for PHED 1304 so that the course content is strictly about personal health. Peebles commented on the learning outcome update processes and what colleges need to be doing at the lower division level to make students successful at the upper division level. McNeil clarified the proposal to the committee. McNeil stated the proposal is to remove learning outcome number six and to keep the rest of the course intact. The title of the course would be modified to Personal Health and drop the word "Community".

The motion carried, 14-7.

Samarripa made a motion to include Drug Use & Abuse courses in the FOS. In discussion, concerns were raised that PHED 1346 is not taught by many Texas four-year institutions and that in some cases it is taught by other departments (*e.g.*, Psychology). Because different departments may teach the course with a different emphasis, they may not accept PHED 1346. It was suggested that this course could be crosslisted with a Psychology or Sociology course. This idea was not generally accepted because of possible different approaches to how the course is taught. A suggestion was made that students could be offered a choice of either PHED 1346 or SOCI 2340, both of which have the title Drug Use & Abuse. The amended motion carried, 15-4.

The committee discussed creating a new course titled Introduction to Health. McNeil argued that it would be an introduction to the discipline, a parallel to what Introduction to Kinesiology is to the Kinesiology discipline. It would include content on ethics and methods in Health. McNeil proposed the title "Introduction to Health Professions." Housman countered that students do not often declare a major in Health & Wellness until their junior year, and he wondered if a freshman-level course would be effective.

After some discussion, the committee decided the title of the proposed new course would be "Foundations of Health Studies and Promotion," and it would be a 2000-level course with a PHED designation. These are the elements of the student learning objectives that the committee recommends to a future Learning Objectives committee:

- Overview of models and theories of health.
- Understand the history of health education and public health.
- Identify and explain the work setting for health educators.
- Describe ethical issues relating to health studies and health promotion.
- Describe the role and skills of practicing health studies and health promotion professionals.
- Evaluate and analyze sources of health information

Gonzales asked the committee how many semester credit hours (SCH) does the proposed

Health and Wellness FOS contain. The committee reviewed and determined a proposed total of 30 SCH. The committee decided that the total SCH may be too many. The committee discussed the target number of SCH for the FOS.

Samarripa made a motion to remove the Biology courses (BIOL 1406 and 1408) in order to reduce the semester credit hours (SCH) of the FOS. The motion carried, 12-5.

Gonzalez made a motion to remove First Aid (PHED 1306). The motion failed, 10-9.

The committee discussed the possibility of creating a separate track for EC-12 teachers. The FOS would be the same, but with the addition of EDUC 1301 and EDUC 2301. In discussion, members brought up the problems of remaining in compliance with Texas Education Agency requirements for educators. The consensus was to not have a separate Education track and to allow the Multidisciplinary Studies FOS Advisory Committee to determine if such a track should be developed.

8. Discussion of applicable CIP codes for the Field of Study

The committee discussed the various related CIP codes to which the Health & Wellness FOS would apply. The consensus was to have the FOS apply only to all Bachelor of Arts (BA) or Bachelor of Science (BS) programs in Health & Wellness (CIP code 51.0001), and Public Health Education and Promotion (CIP code 51.2207). It would not apply to Public Health (CIP code 51.22) or Dietetics & Clinical Nutrition (CIP code 51.31) programs.

9. Overview of the timeline for public comments and Field of Study approval – Dr. Allen Michie

Michie stated that the proposed FOS would go out for a 30-day public comment period. Committee members would be given a copy of each comment for a response. If changes are made, the revised FOS would go out for a second 30-day comment period. The FOS curriculum would go before the Coordinating Board's Committee on Academic and Workforce Success committee and the full Board for final approval.

Michie said that there could be a second committee meeting, depending upon the number and nature of the public comments received and whether committee members indicate that they want to make significant changes.

10. Consideration of authorization of Co-Chairs to approve minutes and conduct assorted business on behalf of the committee relating to Field of Study Board approval

A motion was made to authorize the co-chairs to approve the final meeting minutes and carry other related business for the FOS approval process before the Board. The motion passed unanimously.

11. Adjournment

The meeting adjourned at 4:00 PM.

Final Proposed FOS Curriculum for Health & Wellness:

Course Title	Course Number	SCH
Personal Health ¹	PHED 1304	3
First Aid	PHED 1306	3
Nutrition & Diet Therapy	BIOL 1322	3
Drug Use & Abuse	Choose one of the following: <ul style="list-style-type: none"> • PHED 1346 • SOCI 2340 	3
Foundations of Health Studies and Promotion ²	PHED 2XXX	3
General Psychology	PSYC 2301	3
Anatomy and Physiology I with lab	Choose one of the following: <ul style="list-style-type: none"> • BIOL 2301 with BIOL 2101 • BIOL 2401 	4
Anatomy and Physiology II with lab	Choose one of the following: <ul style="list-style-type: none"> • BIOL 2302 with BIOL 2102 • BIOL 2402 	4
TOTAL		26

1 The name of PHED 1304, "Personal/Community Health," would be changed to "Personal Health" with corresponding adjusted learning outcomes in the *Lower-Division Academic Course Guide Manual*.

2 "Foundations of Health Studies and Promotion" would be a new introductory course in the *Lower-Division Academic Course Guide Manual*.