

UNIVERSITY FACULTY SENATE FORMS

UGS0159 revised 3-20-2012

Academic Program Approval

This form is a routing document for the approval of new and revised academic programs. Proposing department should complete this form. For more information, call the Faculty Senate Office at 831-2921.

Submitted by: Iva Obrusnikova phone number x8032

Department: Behavioral Health and Nutrition email address obrusnik@udel.edu

Date: 09/26/2011

Action: To add a minor

(Example: add major/minor/concentration, delete major/minor/concentration, revise major/minor/concentration, academic unit name change, request for permanent status, policy change, etc.)

Effective term 12F

(use format 04F, 05W)

Current degree _____

(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed change leads to the degree of: _____

(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed name: Health, Physical Activity, and Disability Minor

Proposed new name for revised or new major / minor / concentration / academic unit (if applicable)

Revising or Deleting: N/A

Undergraduate major / Concentration: _____

(Example: Applied Music – Instrumental degree BMAS)

Undergraduate minor: _____

(Example: African Studies, Business Administration, English, Leadership, etc.)

Graduate Program Policy statement change: _____

(Must attach your Graduate Program Policy Statement)

Graduate Program of Study: _____

(Example: Animal Science: MS Animal Science: PHD Economics: MA Economics: PHD)

Graduate minor / concentration: _____

Note: all graduate studies proposals must include an electronic copy of the Graduate Program Policy Document, highlighting the changes made to the original policy document.

List new courses required for the new or revised curriculum. How do they support the overall program objectives of the major/minor/concentrations)?

(Be aware that approval of the curriculum is dependent upon these courses successfully passing through the Course Challenge list. If there are no new courses enter "None")

BHAN 445 Health, Physical Activity, and Disability (see a submitted new course proposal).

Advanced study and implementation of individualized physical activities for people with various disabilities in a variety of settings that promote health and wellness. Development of professional, advocacy, and leadership skills will be emphasized.

Explain, when appropriate, how this new/ revised curriculum supports the 10 goals of undergraduate education: <http://www.ugs.udel.edu/gened/>

In all courses, students will learn to think critically, conceptually, and creatively, especially when assessing and accommodating the needs of individuals with disabilities in health and physical activity settings [Goals 2, 8]. Academic knowledge will be applied through supervised practical experiences in fields that are applicable to student professional goals [Goal 7]. When planning for or working with individuals with disabilities, students will have the opportunity to analyze a multitude of barriers to health and physical activity from a variety of perspectives, national and international [Goals 4, 5, 10]. Students will learn to appreciate differences in people, as well as identify the basic national and international legislation that prevents discrimination of and guarantees equal opportunities for those with differences in health and physical activity settings [Goals 4, 9, 10]. Students will engage in written and oral conversations with their peers, community partners, exercise specialists, parents, and individuals with disabilities (through a variety of assistive technology) to broaden their perspective and attain effective communication skills. They will use digital tools for information gathering to cultivate and deepen the kind of intellectual curiosity that goes beyond simple engagement and leads to lifelong learning [Goals 1, 6]. As a multidisciplinary minor, students will be provided with opportunities for both individual and collaborative work when planning strategies to improve inclusion of individuals with disabilities in health and physical activity settings [Goal 3]. Considering the international perspective of the field, collaborations and exchanges with international partners such as the Erasmus Mundus programs will be promoted in the minor [Goal 10].

Identify other units affected by the proposed changes:

(Attach permission from the affected units. If no other unit is affected, enter "None")

Permission/support letters from the following departments/programs are attached:

- A. Dr. Laura Eisenman, Faculty coordinator for the Disabilities Studies Minor, College of Education and Human Development/Department of Human Development and Family Studies/Center for Disabilities Studies
- B. Mrs. Sandra Baker, Assistant Chair, Department of Behavioral Health and Nutrition.
- C. Dr. William Farquhar, Chair, Department of Kinesiology and Applied Physiology, College of Health Sciences.
- D. Dr. Laura Glass, Associate Director, School of Education, College of Education and Human Development.
- E. [Dr. Donald Unger, Professor, Department of Human Development and Family Studies, College of Education and Human Development](#)

Describe the rationale for the proposed program change(s):

(Explain your reasons for creating, revising, or deleting the curriculum or program.)

Despite the volume of evidence indicating the benefits of regular physical activity for health and overall functioning, individuals with disabilities are far less likely to engage in physically active lifestyles compared to people without disabilities (Pan & Frey, 2006; Obrusnikova & Cavalier, 2011; Rimmer, 2002). Promoting moderate levels of physical activity among people with disabilities is an important goal for public health and policy, because regular physical activity improves wellbeing and contributes to the prevention or delay of chronic diseases. Federal legislation established standards for public and commercial programs that guarantee access of individuals with disabilities to both private and public programs. Yet, emerging research indicates that health and exercise professionals are not prepared to accommodate the needs of individuals with disabilities in these programs (Obrusnikova, 2007; Rimmer et al., 2004). The Health, Physical Activity, and Disability minor in the Department of Behavioral Health and Nutrition is a way of fostering greater awareness, sensitivity, knowledge, and perception of

competence of future health and exercise professionals, so that they can better assess the needs and develop, implement, and evaluate appropriate programs for individuals with disabilities. As such, they will be better prepared to advocate for and comply with regulations of the current federal legislation. With the trend toward inclusive practices worldwide, students taking this minor will gain additional skills and experiences, which will make them more marketable when applying for jobs.

In addition, the minor will help students majoring in Health and Physical Education pursue a national certification in Adapted Physical Education. To obtain this certification, students must (a) have a bachelor's degree in Physical Education or equivalent (e.g., Sport Science, Kinesiology, etc.); (b) have a minimum of 12 semester credit hours specifically addressing the educational needs of individuals with disabilities (9 credit hours must be specific to the area of adapted physical education/activity); (c) have a minimum of 200 hours of documented experience providing physical education instruction to individuals with disabilities; and (d) pass the national Adapted Physical Education exam. This minor will help students achieve requirements (b) and (c). It will also prepare them for the national certification exam. Prior to taking the national exam, students will be advised to take an online course that is offered at a national level (e.g., at SUNY Cortland) and reviews content knowledge needed for the national exam. Most certified adapted physical educators are employed in K-12 school systems but some are working in early childhood education centers, assisted living residences, community parks and recreation programs, and outdoor recreation programs. Students who choose to pursue the adapted physical education certificate have greater marketability because of the trend in education to provide more inclusion of students with disabilities in general physical education.

References:

- Pan, C. Y., & Frey, G. C. (2006). Physical activity patterns in youth with autism spectrum disorders. *Journal of Autism Developmental Disorders, 36*, 597-606.
- Obrusnikova, I., & Cavalier, A. (2011). Perceived barriers and facilitators of participation in after-school physical activity by children with autism spectrum disorders. *Journal of Developmental and Physical Disabilities, 23*, 195-211.
- Rimmer, J. H. (2002). Health promotion for individuals with disabilities: The need for a transitional model in service delivery. *Disease Management and Health Outcomes, 10*, 337-343.
- Rimmer, J. H., Riley, B., Wang, E., Rauworth, Am., & Jurkowski, J. (2004). Physical activity participation among persons with disabilities: Barriers and facilitators. *American Journal of Preventive Medicine, 26*, 419-425.

Program Requirements:

(Show the new or revised curriculum as it should appear in the Course Catalog. If this is a revision, be sure to indicate the changes being made to the current curriculum and **include a side-by-side comparison** of the credit distribution before and after the proposed change.)

MINOR IN HEALTH, PHYSICAL ACTIVITY, AND DISABILITY

Provides undergraduate students with a theoretical base and quality field-based experiences to appropriately serve individuals with disabilities across the lifespan in a variety of settings that promote health and wellness. The minor is open to students in any major, but it is particularly suited for students who are planning careers in health and exercise sciences such as health and physical education, health promotion, fitness, occupational therapy, therapeutic recreation, physical therapy, sports medicine, and coaching. The minor will help Health and Physical Education students to pursue a national certification in Adapted Physical Education. Students applying for the minor must have completed at least one semester of full-time study with a minimum GPA of 2.0. A grade of C- or better in required courses is needed for successful completion of the minor.

Courses:

1. KAAP 301 – Lifespan Motor Development (4 credits)
or
KAAP 428 – Motor Control and Learning (4 credits)
2. BHAN 342 – Introduction to Adapted Physical Activity (3 credits)

or

BHAN 343 – Adapted Physical Education (3 credits)

3. BHAN 403 – Practicum in Adapted Physical Activity (3 credits)
4. BHAN 445 – Health, Physical Activity, and Disability (3 credits)
5. Elective (3 credits) from the following courses:
 - a. BHAN 332 – Health Behavior Theory and Assessment
 - b. BHAN 335 – Health and Aging
 - c. BHAN 435 – Physical Activity Behavior
 - d. NTDT 410 – Overweight/Obesity Prevention and Management
 - e. [HDFS 270 – Families and Developmental Disabilities](#)
 - f. *EDUC 431 – Applied Behavior Analysis

*Recommended for and can only be taken by Health and Physical Education majors pursuing the minor.

Minimum number of credits required for the Minor is 16 credits. Students may take a maximum of 6 credits toward their major [or another minor](#).

Prerequisite Courses:

1. PREREQ for KAAP 428: **KAAP 309** (students may take KAAP 301, which does not have any PREREQ)
2. PREREQ for BHAN 435: **KAAP 220** or **KAAP 309** (students may take a different elective, such as BHAN 332 or BHAN 335, which do not have any PREREQ)
3. PREREQ for EDUC 431: **BHAN 342 and EDUC 414** (as per agreement with the School of Education, due to the limited number of seats, EDUC 431 may only be taken by Health and Physical Education majors; BHAN 342 and EDUC 414 are already required courses in the Health and Physical Education curriculum)
4. PREREQ for NTDT 410: **NTDT 200** (all BHAN and KAAP students have to take this prerequisite as a part of their major)

ROUTING AND AUTHORIZATION: (Please do not remove supporting documentation.)

Department Chairperson _____ Date _____

Dean of College _____ Date _____

Chairperson, College Curriculum Committee _____ Date _____

Chairperson, Senate Com. on UG or GR Studies _____ Date _____

Chairperson, Senate Coordinating Com. _____ Date _____

Secretary, Faculty Senate _____ Date _____

Date of Senate Resolution _____ Date to be Effective _____

Registrar _____ Program Code _____ Date _____

Vice Provost for Academic Affairs & International Programs _____ Date _____

Provost _____ Date _____

Board of Trustee Notification _____ Date _____

Support Letter A

From: Laura Eisenman <eisenman@UDel.Edu>
Subject: **Re: Letter of support for HPAD**
Date: October 10, 2011 3:27:10 PM EDT
To: Iva Obrusnikova <obrusnik@UDel.Edu>

Iva,

As faculty coordinator for the Disabilities Studies (DIST) Minor, I shared your proposal for the Health, Physical Activity, and Disability (HPAD) minor with the College of Education & Human Development's (CEHC) DIST program faculty, who are affiliated with the School of Education and the Dept. of Human Development and Family Studies. I also shared the proposal with UD's Center for Disabilities Studies management team. CEHD's two academic units and the Center collaborate to support the interdisciplinary DIST minor, which serves students from across UD colleges. Approximately half of the 250 students in the DIST minor have majors in CEHD and the others have majors primarily in A&S and Health Sciences.

The DIST program faculty and Center management team are supportive of your efforts to establish the HPAD Minor. They believe that the proposed HPAD minor is sufficiently different from the DIST. The HPAD would be complementary and not duplicative of the DIST minor. The DIST minor is intended to be broadly interdisciplinary and provide students from across majors with an understanding of disability issues across the lifespan and life domains. The HPAD, as its title suggests, focuses specifically on health and physical activity domains. The HPAD is structured in such a way that some students potentially could take both minors, which would be a plus for them -- allowing them to delve more deeply into a specific domain while also gaining a broader interdisciplinary perspective.

I look forward to continuing a partnership with you to identify ways that UD students can develop their disability-related knowledge and skills in the classroom and beyond.

Laura

--

Laura T. Eisenman, Ph.D.
213H WHL University of Delaware
Newark, DE 19716
302-831-0532

School of Education
<http://www.udel.edu/education/>

Disabilities Studies Minor
http://www.udel.edu/cds/disabilities_minor.html

College of Health Sciences

DEPARTMENT OF
BEHAVIORAL HEALTH & NUTRITION

October 10, 2011

Iva Obrusnikova, Ph.D.
Assistant Professor
Director of Delaware Adapted Sports Club (DASC)
Behavioral Health & Nutrition
University of Delaware
019 Carpenter Sports Building
Newark, DE 19716

Dr. Obrusnikova:

I am writing to support the inclusion of NTD 410 (Overweight/Obesity Prevention and Management) as an elective for the proposed Health, Physical Activity, and Disability minor. This course is taught every Fall semester and has room for additional students. It is an elective course for nutrition majors and minors. Since overweight and obesity prevention and management is a concern for those with mobility and disability issues, the course is an important addition to the minor. The course instructor, Dr. Nancy Cotugna has been consulted and she agrees the course content is appropriate for this minor.

The Department of Behavioral Health and Nutrition is excited about the Health, Physical Activity and Disability minor because it is filling a void not only on this campus but across many campuses since few offer students the opportunity to develop an expertise in this area. Additionally, this minor will enhance already existing partnerships with schools and organizations that serve this population.

Please contact me if I can be of further assistance.

Sandra Baker, MEd, RD
Assistant Chair, Instructor
032 Carpenter Sports Building
Department of Behavioral Health and Nutrition
Sandra Baker, MEd, RD

From: William Farquhar <wbf@UDeI.Edu>
Subject: **Re: HPAD minor in BHAN**
Date: October 10, 2011 2:05:31 PM EDT
To: Iva Obrusnikova <obrusnik@UDeI.Edu>
Cc: Todd Royer <royer@UDeI.Edu>, Nancy Getchell <getchell@UDeI.Edu>

Dear Iva,

KAAP supports your proposal.

Sincerely,

Bill Farquhar
Chair, KAAP

On Wed, Oct 5, 2011 at 4:37 PM, Iva Obrusnikova <obrusnik@udel.edu> wrote:

Dear Bill,

I spoke with Nancy Getchell about adding KAAP 301 and KAAP 428 as required courses to a proposed minor entitled "Health, Physical Activity, and Disability." The proposal was just approved by the Behavioral Health and Nutrition undergraduate studies committee. The approved proposal is attached. Nancy felt that there are seats in both of the courses to accommodate students from the minor (see her response below). I included KAAP 428 to the program in case Exercise Science majors are interested in this minor. This way, those students would not need to take KAAP 301.

With this email, I would like to request your permission/support to approve the addition of KAAP 301 and KAAP 428 to the list of required courses for the minor. Either of the courses is critical for the minor. If you can respond to this email by Wednesday, October 12th that would be great. Thank you.

Best,
Iva

CC: Nancy Getchell and Todd Royer

Iva Obrusnikova, Ph.D.
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obrusnik@udel.edu, www.adaptedde.org

From: Laura Glass <lglas@UDel.Edu>
Subject: **Re: EDUC 431 in proposed minor**
Date: October 5, 2011 11:31:37 AM EDT
To: Iva Obrusnikova <obrusnik@UDel.Edu>

Iva,

I am pleased to approve the inclusion of EDUC 431 in the proposed Health, Physical Activity, and Disability Minor with the changes listed below. Please let me know if you have any questions.

Best,
Laura

Laura Glass, Ph.D.
Associate Director, School of Education
Coordinator, Elementary Teacher Education Program
Assistant Professor, Mathematics Education

On 10/4/11 12:47 AM, "Iva Obrusnikova" <obrusnik@UDel.Edu> wrote:

Laura,

Thank you so much for the information. The changes are reasonable. I will talk to Al Cavalier tomorrow and get back to you soon.

Iva

On Oct 3, 2011, at 5:31 PM, Laura Glass wrote:

Iva,

The instructors of EDUC 431 and I talked about the possibility of including EDUC 431 in the proposed Health, Physical Activity, and Disability Minor. We are pleased to support the inclusion of this course in the minor with the following considerations:

- We would take you up on your offer to find all placements for the minor students who take EDUC 431; the School of Education would not find the placements. I recommend working with Al Cavalier and Gary Allison, the instructors of the course, to learn about the settings and timing that would be appropriate for the course projects connected to the field.
- We would like to add to the proposal that only HPE students would be able to take EDUC 431 for the minor. This condition solves the potential problem of non-HPE students enrolling in the course and

not having someone to find placements for them.

- We would like to amend the pre-requisite for EDUC 431 to be BHAN 342 and EDUC 414. Both courses would prepare the students for EDUC 431 and the HPE students already take EDUC 414 as part of their major.
- We unfortunately cannot guarantee seats in EDUC 431, so you may want to consider whether or not to require this course for HPE students. This course is required for students pursuing the popular special education concentration within the Elementary Teacher Education (ETE) major and is usually very close to the cap of 30 students. The ETE students must take this course at a particular point in their program, so we need to let them register for the course before minor students. Minor students would be able to get into the course by permission of instructor after the ETE students have registered for it. The course is usually offered on Mondays and Wednesdays from 9:05-10:20 and/or 10:35-11:50, and hopefully this would fit into the HPE students' schedules.
-

Would it be possible to make these changes and have these conditions? Please let me know if you have any questions!

Best,
Laura

Laura Glass, Ph.D.
Associate Director, School of Education
Coordinator, Elementary Teacher Education Program
Assistant Professor, Mathematics Education
