.Fall 2024 Gen Ed: Personal Wellness (Current SU Course)

Course with Import Required

# General Catalog Information

**NOTE: Use this proposal to make a change to an existing course's General Education designation. *Non-substantive* changes to the course title, description, or**

**course content can also be made if necessary.**

**If it is found at any point during the approval process that substantive changes are being made to the course, the proposal will be routed to the Undergraduate Curriculum Committee after the Dean's approval before it can be considered for General Education.**

\*\* Read before you begin \*\*

1. **FILL IN** all required fields marked with an \*. You will not be able to launch the proposal without completing required fields. For all other fields, fill in only those for which a c hang e is being requested. Writing in N/A is not necessary.
2. **LAUNCH** proposal by clicking "Validate and Launch Approval Process" in the top left corner. Once you have launched this proposal, you will have a chance to edit the proposal before APPROVING it and sending it along in the approval process.
3. **APPROVE** proposal. Once you have made final edits after launching, you must approve the proposal to send it along to the next person in the approval process. The proposal will appear in your task list under the "My Proposals" tab, and you may easily view its progress at any time.

### CURRICULUM DEADLINES

**March 1, 2023** - Submission Deadline for Fall 2024 Personal Health and Wellness Courses

**Mid-December, 2023** - Proposal must be approved by the final committee in the workflow – the General Education Oversight Committee (GEOC) – by their last meeting in December 2023 to be implemented by fall 2024.

**First Date of Offering:** General Education designation changes will go into effect for the fall 2024 term.

**Requesting Department\***

*IDIS and PACE courses should show Fulton School, and HONR courses should show Honors College. \*If the appropriate Requesting Department doesn't appear, please contact Melissa Boog or Jennifer Ellis in the Office of Academic Affairs before moving forward.*

**Course Type\***

**Course Prefix Course Number**

**Course Title**

**Course Title for GullNet (Limited to 30 Characters)**

*\*Required if part of the Course Change is changing the original title.*

**Course Description**

**Will this impact a teacher education course / program?**

Yes No

**Will this impact a secondary education or P12 course / program?**

Yes No

**# of Credits**

**Hours Per Week**

**If # of credit exceeds hours per week, the** [**Course Credit Rationale**](https://www.salisbury.edu/administration/academic-affairs/ugrad-curriculum-committee/curriculum.aspx) **form must be included.**

**Staffing and Cost Implications**

*Discuss Staffing Implications and Additional Costs*

**Prerequisites**

**Corequisites**

**Major Prerequisites**

**Non-Major Prerequisites**

**Pre or Corequisites**

**Major Pre or Corequisites**

**Non-Major Pre or Corequisites**

**Recommended Prerequisites**

**Recommended Pre or Corequisites**

**May Not Receive Credit**

*List any courses for which students who take this course cannot earn credit. (Ex. If a course is renumbered, students may not earn credit for the prior numbered course and the new numbered course. OR If another course is so similar to this, students may not earn credit for both.)*

**Cross-Listed**

**Graduate Swing Equivalent**

**Activity Code\***

*Please choose the activity code that best fits your course. Note: If the activity code is not being impacted by this change please use the previous designated activity code.*

**Met General Education Prior to Fall 2024**

**The rubric that will be used to evaluate this proposal can be found in MyClasses in the *General Education Revision: Ongoing Work* course under GEOC Standing Rules Faculty Senate Approval Spring 2022 and Fall 2022.**

**Rationale - Rationale must include sound justification as to why this course meets the requirements for the Personal Health and Wellness requirement.**

### ADVISORY SUBCOMMITTEE'S NOTE

Health and Wellness are used interchangeably to mean the ability to live life fully - with vitality and meaning. Wellness is the integration of many different components (physical, emotional, and financial) that expand one's potential to live, learn, and work effectively and to make a significant contribution to society.

Personal Wellness category-specific materials/responses:

Approval of a course requires addressing each of the three wellness dimensions (Emotional, Physical, Financial). Equal emphasis on all dimensions is not required. However, at least 4 of the suggested course-level learning objectives in each dimension of wellness must be addressed, and those objectives must be scored at “Benchmark” or above.

### STUDENT LEARNING OUTCOMES

Each of the minimum Student Learning Outcomes (SLO) assigned to the Personal Wellness requirement is listed below. For each, speak to how you will teach to and assess the individual SLO, identifying the associated sub-objectives and referencing any attached materials (syllabi, assignment prompts, example activity directions, etc.). If more information regarding the SLO is needed, details can be found in Appendix C of the online catalog.

### #1 EMOTIONAL WELLNESS

**At a minimum, students will be able to demonstrate knowledge of emotional health and wellbeing, identify common sources of stress, and develop strategies to improve emotional wellness outcomes.**

**Explain how you will meet the minimum criteria for the Emotional Wellness SLO.\***

**Check any of the sub SLOs that were a course focus in order to meet the minimum Emotional Wellness SLO above.\***

Students will be able to demonstrate knowledge of how maladaptive emotional health can affect a person’s wellbeing. Students will be able to demonstrate knowledge of common sources of stress.

Students will be able to describe interventions and techniques used to manage stress.

Students will be able to demonstrate knowledge of societal stigma, personal attitudes, and beliefs associated with mental health.

Students will be able to demonstrate knowledge of self-efficacy and advocacy for others experiencing emotional and mental health maladies including drugs, alcohol and tobacco use and misuse.

Students will be able to develop a plan to maintain healthy emotional and mental health behaviors. Students will be able to demonstrate knowledge of feelings of self.

Students will be able to develop strategies to reduce fears and insecurities.

Students will be able to demonstrate knowledge of effective techniques to manage challenges and change. Students will be able to demonstrate knowledge of effective communication strategies to build healthy relationships.

**Track the activities and assessments related to the Emotional Wellness SLO, referencing any attached materials.**

**Emotional Wellness Course Activities Emotional Wellness Course Assessments**

**How will students demonstrate that they have achieved the EMOTIONAL WELLNESS Student Learning Outcome (Check all that apply.): \***

Homework Quiz/Exam

Lab Report/Essay

Research Paper/Project/Portfolio Case Study

Oral Presentation/Performance

Other (Included in the description below)

### #2 FINANCIAL WELLNESS

**At minimum, students will be able to demonstrate knowledge of personal finances and financial literacy necessary to promote lifelong financial wellness.**

**Explain how you will meet the minimum criteria for the Financial Wellness SLO.**

**Check any of the sub SLOs that were a course focus in order to meet the minimum Financial Wellness SLO above.**

Students will be able to identify income, expenses, taxes, tax advantaged strategies.

Students will be able to develop personal budgets, with attention to liquidity needs, savings, and investments.

Students will be able to identify various strategies to pay for education, and the benefits and drawbacks of various options. Students will be able to demonstrate knowledge of US credit rating system and how to adapt behaviors to maximize creditworthiness.

Students will be able to apply time value of money concepts to basic financial planning problems, with specific applications to the US retirement system and various combinations of retirement income sources.

Students will be able to identify various financial institutions, account types and fee structures. Students will be able to distinguish between major and non-major purchases and financing options. Students will be able to demonstrate knowledge of various insurance needs and products.

Students will be able to identify various long-term investment products. Students will be able to develop investment plans and strategies.

**Track the activities and assessments related to the Financial Wellness SLO, referencing any attached materials.**

**Financial Wellness Course Activities Financial Wellness Course Assessments**

**How will students demonstrate that they have achieved the FINANCIAL WELLNESS Student Learning Outcome (Check all that apply.): \***

Homework Quiz/Exam

Lab Report/Essay

Research Paper/Project/Portfolio Case Study

Oral Presentation/Performance

Other (Included in the description below)

### #3 PHYSICAL WELLNESS

**At minimum, students will be able to demonstrate knowledge of physical health and wellbeing, risk factors for chronic disease, and the impact of dietary and exercise practices on disease prevention and management.**

**Explain how you will meet the minimum criteria for the Physical Wellness SLO.\***

**Check any of the sub SLOs that were a course focus in order to meet the minimum Physical Wellness SLO above.**

Students will be able to demonstrate knowledge of general and personal risk factors for chronic diseases (i.e., diabetes, cardiovascular disease, cancer). Students will be able to demonstrate knowledge of exercise and its impact on mitigating risks for chronic disease.

Students will be able to demonstrate knowledge of nutrition and its influence on health outcomes. Students will be able to compare current dietary practices to those associated with optimal wellness. Students will be able to demonstrate knowledge of the basic principles of exercise prescription.

Students will be able to develop a personal fitness program, incorporating all components of health-related fitness.

Students will be able to demonstrate knowledge of current statistics on physical activity, overweight, obesity and associate complications. Students will be able to demonstrate knowledge of appropriate and necessary strategies for weight management for current and future health. Students will be able to demonstrate knowledge of body composition and factors and behaviors that influence and change body composition. Students will be able to participate in weekly physical training sessions.

**Track the activities and assessments related to the Physical Wellness SLO, referencing any attached materials.**

**Physical Wellness Course Activities \* Physical Wellness Course Assessments \***

**How will students demonstrate that they have achieved the PHYSICAL WELLNESS Student Learning Outcome (Check all that apply.): \***

Homework Quiz/Exam

Lab Report/Essay

Research Paper/Project/Portfolio Case Study

Oral Presentation/Performance

Other (Included in the description below)

## IMPACT REPORT

**Impacted Curriculum:** Indicate all current majors, programs, tracks, minors and/or courses for which this course change impacts the curriculum.

**Run an Impact Report: Click the ‘run impact report’ icon in the top left corner, choose the 2023-2024 Undergraduate & Graduate Catalog, click generate report, and paste the results in the field below.**

**If the report pulls no results, place 'N/A' in the field below.**

Changes to prefix, number and/or title will occur throughout the catalog/curriculum without further approval processes.

**Note**: Changes beyond course prefix, number and/or title require Change to Minor Proposals and/or Change to Major, Program or Track Proposals if the course is a

r equirement. Those proposals should be initiated by the department that houses the major or minor. Please communicate with the Department Chair of the need for additional proposals.

## Attachments and Acknowledgments

**Attached**

A detailed course syllabus that includes the Course SLOs, the General Education Designation, the General Education SLOs. At least two sample assignments.

If applicable, detailed assessment tools, materials, and/or reports related to the Personal Wellness requirement.

If updates to this course will have an impact on another department, attach your communication with the department chair.

**Acknowledge**

I understand that this course is subject to institution-wide general education assessment.