ROUTING FORM FOR PROPOSED CHANGES TO ACADEMIC POLICY, CURRICULUM CHANGES, STATUTES
EAST GEORGIA STATE COLLEGE

NAME OF POLICY/ PROPOSAL: _____**Wellness 1000 Course Proposal**_____

Attach a complete copy of the proposed change as acted upon by the APCC or Faculty Senate. If changes made to proposal prior to adopting, please note the person and governance body making the change on the proposal, initial and date the change. Copies of appropriate documentation should be attached to the form with each submission and should be retained at each level. Please indicate the type of proposal being submitted:

__X_New Course	____ New Degree Program	____ Changes to Degree Program Requirements
____ Deactivate Course	____ Discontinue Course	____ Reactivate Course
____ Discontinue Course	____ Deactivate Degree Program	____ Discontinue Degree Program
____ Reactivate Degree Program		____ Statutes Revision
____ Policy Proposal	____ Policy Revision	____ Other _____

Effective Term: Fall 2022

ACADEMIC POLICIES AND CURRICULUM COMMITTEE (APCC)

Initiated and Submitted to APCC

_____Johnna Eaton_____ 04/11/2021____
Signature Date

Dean Approval:
Carlos A. Cunha 4/14/2021
Signature Date

APCC Action: Approved ✓ **Denied** ____ **Returned** ____ **Tabled** ____
Sandra J Sherman 23 April 2021
Signature of Vice President for Academic and Student Affairs, Chair Date

Comments: _____

APCC Chair submits to Faculty Senate

FACULTY SENATE

Faculty Senate Action: **Approved** ✓ **Denied** ____ **Returned** ____ **Tabled** ____
Laura Chambers 5.18.21
Signature of Faculty Senate President Date
Comments: _____

Faculty Senate President sends to EGSC President and to the Vice President for Academic and Student Affairs
Note: Revisions to EGSC Statutes require approval of President's Cabinet and must be submitted to Chief of Staff/Legal Counsel for routing to President's Cabinet and routing to President. Please indicate "EGSC Statutes revision" on this form.

PRESIDENT

President's (or designee's) Action: **Approved** ✓ **Denied** ____ **Returned** ____ **Tabled** ____
5/24/21
Signature Date
Comments: Dr Cota

Distribution By:
Megan Acuragop 5/24/2021
Signature Date

President's Office keeps a copy of this **ACADEMIC POLICY/PROPOSAL ROUTING FORM; Original form** is sent to Academic Affairs for distribution to the following:

Faculty Senate—President	Date 05/24/2021
Academic Policies & Curriculum Committee—Chair/VPASA	Date 05/24/2021
Chief of Staff/Legal Counsel	Date 05/24/2021
Registrar's Office	Date 05/24/2021

(v. 10.12.2020)

Madison Kennedy 3/21/2021

03/21/2021
03/21/2021
03/21/2021
03/21/2021

Adopted by Academic Policies and Curriculum Committee 9/18/20

APPLICATION FOR PROPOSED NEW COURSE

Submitted by: Johnna Eaton	Date : 04/11/2021

Full Title of Proposed Course: Wellness 1000

Abbreviated Course Title, if applicable (cannot exceed 30 characters including spaces. Do not use the '&'or'/' symbols when creating tit les, hyphens are OK): WELL 1000

Course will be added to the EGSC Course Schedule effective (Term/Year):Fall 2022

Suggested Course Number (use table below to determine):	Course Level: 1000	Area(s) For Course Use: Additional Requirements

Course Number	Description
0000-0999	These are pre-requisite Learning Support courses. Students must earn a "C" grade or higher in co-requisite course to exempt and enroll in credit-bearing courses.
1000-1999	Introductory courses that are open to first-year students. These courses do not have prerequisites.
2000-2999	These courses are designed, primarily, for sophomores, juniors, and seniors. First - year students may enroll if they have completed the appropriate prerequisite courses.
3000-3999	These courses are generally designed for juniors and seniors who are currently in their major area of study.
4000-4999	These courses are designed for seniors who require focused courses in their major area of study.

Hours Per Week Lecture:1hour online course content to be completed in flipped classroom design	Hours Per Week Lab: 2	Total Credit Hours: 2
Prerequisites: none	Estimated Enrollment (Headcount) Per Term Offered: 500	

Available Texts: FitQuest is the current text being used for most of our PHED courses. The publishing company also produces a similar text titled Foundations of a Healthy Lifestyle. It covers the same topics already covered in our fitness courses with labs plus additional chapters highlighting health issues pertinent to college students. The textbook is customizable and integrates seamlessly with D2L. The publishing company is Perceivant. Other texts are also available.

Approximate Cost of Text: $68-82 – Since the textbook is customizable, the cost varies from $68-82.

Chair or Coordinator Signature:

Justification for the Course (narrative): Offering this course to first-year students will encourage and promote a healthier lifestyle, which leads to enhanced learning. Hopefully, this change will also help to streamline scheduling issues for students since it is a two-hour course versus independent one- and two-hour courses. Although the initial textbook cost is more, having a single course will save the students' money in the long run. Students currently buy a required text for health and two PHED courses. This change would streamline that into one expense. Since much of the material in our PHED courses pertains to lifestyle wellness and fitness, this information is duplicated in our health courses as well. It seems reasonable to expect we could create a course that covers the material once in an online content module and reinforces the fitness aspects through a face-to-face lab two days per week. My personal belief is that students will take the two-hour course more seriously, and it will improve grades and retention. Students often prioritize two-hour courses higher and end up doing poorly in the one-hour courses, believing the effect will not be as substantial. Unfortunately, this is not true. The hope is that this change will improve and help build a more connected and engaged student body.

Course Description: WELL 1000 aims to increase the students' understanding of the human body including overall health, lifestyle, and fitness habits necessary to reduce risk of chronic diseases and for the maintenance of an efficient and productive life in today's ever-changing society. The course combines health-related content knowledge and reinforces positive behavioral and lifestyle choices with weekly participation in a fitness-based physical activity. Health-related content includes behavior change, personal and reproductive health, drugs/alcohol awareness, chronic disease prevention, components of fitness, nutrition and weight management, and psychological well-being and stress management.

Estimated Budget to Support This Course:

A) Operating Costs: Similar to current operating costs; however, we may not need as many adjunct instructors since there are less overall courses.

B) Capital Outlay: We have all capital resources necessary.

C) Additional Library Resources: None

Institutions in the USG Offering Similar Courses (include course titles and numbers):

Kennesaw State University – WELL 1000 – 3 credit hours (also using the same textbook proposed)

Georgia Southern University – KINS 1525 – 2 credit hours – Concepts of Health and Physical Activity

Course Syllabus (attach a reasonably complete outline of the main points of the course):

Major Topics to be Covered (weekly):
Behavior changes
Dimensions of wellness
Psychological health and stress management
Personal health and safety
Reproductive and sexual health
Drugs and alcohol prevention and awareness
Risk-factor reduction in relation to chronic diseases
Nutrition and weight management
Components of fitness

Tentative Weekly Schedule:
Week 1- Pre-course Survey and Getting Started Modules
Week 2- Introduction: Establish a Healthy Concept of Self and Behavior Change: Motivation for Making a Healthy Change
Week 3- Functional Fitness and Cardiorespiratory Fitness
Week 4- Flexibility
Week 5- Muscle Health: Muscular Strength and Endurance
Week 6- Nutritious Eating Body Composition
Week 7- Stress Management

Week 8- Understanding Your Mental Health
Week 9- Addiction
Week 10- Healthy Sexuality
Week 11- Healthy Relationships
Week 12- Chronic Disease
Week 13- Infectious Disease
Week 14- Leisure and Recreation
Week 15- Health Care
Week 16- Healthy Lifetime
Course Wrap-up

Objectives of the Course:

1. Understand the dimensions of wellness and the importance in enhancing wellness and positive behavior change
2. Understand the dimensions of health and the relationship of risk factors and chronic disease
3. Assess the relationship between fitness and good nutrition with reduced risk of chronic disease and enhances quality of life
4. Create a positive behavior change through participation in weekly physical activity sessions

Will the course replace another, or is this an additional course? This course would replace the current requirement of a two-credit-hour health class and two one-credit-hour PHED courses. It would reduce the overall graduation requirement by two credit hours.

What effect will this course have on the enrollment in other courses? This change should not affect the overall enrollment in other courses beyond those it replaces. There will be a need to "teach out" some PHED courses and HLTH 2051 courses during the first semester, however. Afterward, students will more easily reach full-time status with a single course rather than taking multiple separate courses with overlapping content and double the coursework. Essentially it would be organized similar to a learning community with overlapping content and concepts assessed with a single assignment. The health concepts will be delivered in online learning modules each week with those topics being reinforced during the physical education lab session twice per week. This flipped design allows the course to meet the contact hour requirements for the lab portion of the course.

Institutional Resources Which Make the Offering Desirable (including qualifications of available instructors): Our current faculty, including adjuncts, are all qualified to teach the course. Having a single course would simplify the course scheduling process and improve overall retention. This will also improve consistency of instruction and assessment of the learning outcomes at all levels. With standardized delivery of the health and fitness modules, the course can be easily created and duplicated with minimal instructor modifications necessary. Each instructor can have academic freedom to modify additional aspects of the course.