

Date of request: 26-OCT-2019

CEHD 1032

Request ID: E-2019-HPHE-115

College: E

Department: HPHE

Initiator name: Carol Weideman

Initiator email: carol.weideman@wmich.edu

Proposed effective term: 202040

Does course need General Education approval?: Y

Will course be used in teacher education?: N

If 5000 level course, prerequisites apply to: U

Proposed course data:

Change Course HPHE 1701

Specific Course Change type selected: Description

Specific Course Change type selected: Pre or Co-requisites

1. Existing course prefix and number:

HPHE 1701

2. Existing course prerequisites:

No Prerequisites exist for HPHE 1701 in term 202040.

3. Proposed course prerequisites:

none

4. Existing course corequisites:

No Corequisites exist for HPHE 1701 in term 202040.

5. Proposed course corequisites:

PEGN 1020 Badminton

PEGN 1030 Group Cardio

PEGN 1090 Cycling

PEGN 1220 Golf 1

PEGN 1280 Walk/Jog for Fitness
PEGN 1320 Military Fitness
PEGN 1360 Physical Fitness
PEGN 1365 Racquet Sports
PEGN 1370 Racquetball
PEGN 1380 Wall Climbing Tech
PEGN 1390 Relaxation
PEGN 1440 Skiing/Snowboarding
PEGN 1490 Swimming - Beginning
PEGN 1500 Swimming - Intermediate
PEGN 1600 Tennis
PEGN 1630 Volleyball
PEGN 1650 Beginning Weight Training
PEGN 1660 Intermediate Weight Training
PEGN 1701 Aqua Aerobics
PEGN 1702 Circuit Training
PEGN 1750 Yoga

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):
none

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):
none

8. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?
Not Applicable

A. Please choose Yes or No to indicate if this class is a Teacher Education class:
No

B. Please choose the applicable class level:
Undergraduate

C. Please respond Yes if this is a current general education course and/or a course being submitted for the new WMU Essential Studies program. Please respond No if it is neither.
Yes

D. Explain briefly and clearly the proposed improvement.
Change in the description and co-requisites for HPHE 1701

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).
The change in co-requisites needs to be reflected in the description.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

Required Student Learning Outcome: I. Develop understanding and practices for personal wellness

Additional Student Learning Outcome: II. Develop practices for planetary sustainability

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

Not applicable

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution.

Demonstrate that the program you propose is not a duplication of an existing one.

No effect on other colleges, departments, or programs.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

No effect on the department programs.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

Increasing the number of co-requisites makes it easier for students to find a course that fits into their schedule and interest. This doesn't change student's needs of demands on time.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

There is no change

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

There is no effect

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

no effect

O. Current catalog copy:

HPHE 1701 Health and Personal Wellness Practices (2 credit hours)

The purpose of the course is to provide knowledge and opportunity to facilitate positive health changes. After completion of this course, the student will have the skills to make personal healthful choices and apply this skills immediately. HPHE 1701 will include assessment, planning, and management

of wellness areas including topics such as nutrition, stress reduction, sleep, as well as discovery of promoting the connection to the planet. Co-enrollment in a physical activity course develops community and connection and building of lifelong personal healthy habits. This course fulfills Level II, Exploration and Discovery in Personal Wellness and Planetary Sustainability. This course fulfills Level II, Exploration and Discovery in Personal Wellness. This course also meets the learning outcomes for Planetary Sustainability.

Co-requisite: To fulfill the Essential Studies requirement, students much co-register for a qualifying 1 Credit PEGN physical activity class taught by the HPHE department (PEGN 1030 - PEGN 1660)

P. Proposed catalog copy:

HPHE 1701 Health and Personal Wellness Practices (2 credit hours)

The purpose of the course is to provide knowledge and opportunity to facilitate positive health changes. After completion of this course, the student will have the skills to make personal healthful choices and apply this skills immediately. HPHE 1701 will include assessment, planning, and management

of wellness areas including topics such as nutrition, stress reduction, sleep, as well as discovery of promoting the connection to the planet. Co-enrollment in a physical activity course develops community and connection and building of lifelong personal healthy habits. This course fulfills Level II, Exploration and Discovery in Personal Wellness and Planetary Sustainability. This course fulfills Level II, Exploration and Discovery in Personal Wellness. This course also meets the learning outcomes for Planetary Sustainability.

Co-requisite: To fulfill the Essential Studies requirement, students much co-register for a qualifying 1 Credit PEGN physical activity class taught by the HPHE department (PEGN 1020 - PEGN 1709)

Department Curriculum Chair approver: Carol Weideman

Department Curriculum Chair comment:

Date: 26-OCT-2019

Department approver: Yuanlong Liu

Chair comment:

Date: 28-OCT-2019