

1. **College:** College of Education
2. **Department:** Kinesiology and Health Science
3. **Course Status:** New
4. **Course Prefix and Number:** KIN XXX
5. **Course Title:** Lifetime Wellness
6. **Course catalog description:** Students will utilize empirical and scientific methods to make informed decisions about physical activity that will promote lifetime wellness.
7. **Number of semester credit hours:** 3
8. **Estimated enrollment per year:** 80
9. **Course prerequisites:** None
10. Course is **not/will** not be available online
11. **Foundational Component Area:** Social and Behavioral Sciences
12. **Explain why this course fits into this foundation component area:** This course meets the Coordinating Board's description of a Social and Behavioral Science course because it focuses on the examination and application of empirical and scientific methods that allows the student the opportunity to understand what makes them human. In order for the student to be "well" they will have an opportunity to explore how their behaviors and interactions among individuals, groups, institutions, and events influence health outcome. In addition, the student will be able to describe how these interactions influence their wellbeing, society's health care and education systems, and a culture of wellness.

13. Core Objectives:

- **Critical Thinking** - Students will be instructed in elements of critical thinking skills such as creative thinking, innovation, inquiry, analysis, and synthesis of information. This instruction will take place by means of lectures, group work, role-playing, and other various teaching strategies. During class time and assignments students will utilize their critical thinking skills to determine the best method of empirical investigation for promoting lifetime wellness, develop creative strategies to address wellness barriers, evaluate results, synthesize the finding, and draw valid conclusions from those findings. Each student's mastery of critical thinking will be demonstrated specifically through the Wellness Behavior Change Project and the Myth Buster Assignment. The Wellness Behavior Change Project will directly assess students' level of critical thinking by asking them to examine their current level of wellness, develop a wellness plan, submit a weekly progress report, and submit an overall evaluation of their wellness behavior. Myth Buster will directly assess students' level of critical thinking by asking them to examine a wellness product to determine through scientific inquiry its' effectiveness.
- **Communication Skills** - Students will be instructed in elements of effective communication such as the effective development, interpretation, and expression of ideas through written communication, oral, and visual communication. The importance of effective communication will be emphasized in lectures and readings. Instructors will utilize class time for the demonstration of effective communication; instructors will assist students in developing cogent ideas, emphasize effective means of expressing ideas, and allow students to demonstrate and express their communication skills in class activities that involve student participation. The Wellness Behavior Change Project and the Myth Buster Assignment will demonstrate student's mastery of communication skills.

- Empirical and Quantitative Skills - Students will be instructed in elements of empirical and quantitative skills such as the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. Instruction will take place by means of class lectures about research design and the use of data to draw valid conclusions. Students will be given classroom instruction about how to conduct empirical research and evaluate different research methods utilizing critical thinking skills as well. Through classroom activities students will learn the difference of correlational findings and causation findings. Each student's mastery of empirical and quantitative skills will be demonstrated by means of the Myth Buster Assignment. It will directly assess each student's mastery of empirical and quantitative reasoning by asking them to examine existing research (journal articles and websites), critique its scientific methodology, and assess its statistical soundness; thus, determining the effectiveness of the health product.
- Social Responsibility - Students will be instructed in the elements of social responsibility to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. This instruction will take place by means of class lectures to foster students' intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. Classroom exercises will be used to tie main concepts to the area of social responsibility and health disparities as reflected in Healthy People 2020. Differences in cultural norms and health behaviors/outcomes will be discussed in class and further demonstrated in course readings. The Myth Buster Assignment will demonstrate each student's mastery of social responsibility. It will directly assess each student's level of mastery of social responsibility by asking them if the health product's usage would vary across different geographic regions, cultures, and other global communities.

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