Department: __Educational Leadership and Counseling__

Title of Course: Wellness Issues in Higher Education

Approved by Department
February 10, 2016

Course No. EA 615

Approved by College Council
March 8, 2016

Date: Feb 11, 2016

Please check: X New Revision

I. Catalog Description:
This course will introduce students to wellness issues in the college setting and analyze solutions to student wellness concerns. (3)

II. Co- or Prerequisite(s): Students must be enrolled in the MA in Higher Education Administration Program or permission of the instructor

III. Purposes or Objectives of the Course:
A. To assist students to develop an understanding of wellness issues in higher education and their impact in institutions of higher education.
B. Familiarize students to available resources to assist those in need
C. Increase awareness of student population groups and their specific wellness issues.
D. Strengthen problem solving, analytical, verbal and written communication skills through research sources while focusing on issues and ideas related to student wellness.

IV. Student Learning Outcomes:
A. Students will locate, read, and critique current issues in wellness as measured by creating a wellness plan.
B. Complete an analysis project on an individually chosen topic related to wellness in the higher education and provide research and findings in written paper and class presentation.
C. Demonstrate knowledge of current and emerging wellness issues concerning higher education measured by written and oral responses to readings and forum posts.

V. Optional departmental/college requirements:
A. NA

VI. Course Content or Outline (Indicate number of class hours per unit or section):

<table>
<thead>
<tr>
<th>Content to be addressed during the course</th>
<th>Class Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. A Mandate for Higher Education (Introduction to Wellness Issues)</td>
<td>3</td>
</tr>
<tr>
<td>B. Emotional Wellness</td>
<td>6</td>
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<td>G. Research on Wellness Issues</td>
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<td>Total</td>
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Please Attach copy of class syllabus and schedule as an example

Signature: ___________________________________________ Date: __________
Chair

Signature: ___________________________________________ Date: __________
Dean

Approved by Department
February 10, 2016

Approved by College Council
March 8, 2016
I. **Catalog Description and Credit Hours of Course:**
This course will introduce students to wellness issues in the college setting and analyze solutions to student wellness concerns. (3)

II. **Prerequisite:** Students must be admitted to the MA in Higher Education Administration program or by permission of the instructor.

III. **Purposes or Objectives of the Course:**
A. To assist students to develop an understanding of wellness issues in higher education and their impact in institutions of higher education.
B. Familiarize students to available resources to assist those in need
C. To practice and hone oral and written communication skills.
D. Increase awareness of student population groups and their specific wellness issues.
E. Strengthen problem solving, analytical, verbal and written communication skills through research sources while focusing on issues and ideas related to student wellness.

IV. **Student Learning Outcomes**
A. Students will locate, read, and critique current issues in wellness as measured by creating a wellness plan.
B. Complete an analysis project on an individually chosen topic related to wellness in the higher education and provide research and findings in written paper and class presentation.
C. Demonstrate knowledge of current and emerging wellness issues concerning higher education measured by written and oral responses to readings and forum posts.

V. **Expectations of Students:**
A. Active participation in class discussions.
B. Satisfactory completion of assigned projects.
C. Completion and presentation of analysis project.
D. Completion and presentation of communication/intervention plan.
E. Presentation of decision making skills through statistical data.
F. Complete project with development and communication of personal strategy.

VI. **Course Content or Outline**
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VII. **Textbook(s) and Other Required Materials or Equipment:**  

VIII. **Grading Scale:**  
The instructor will assign credit on the basis of student performance (written assignments, class discussion, research assignment, and oral research presentations) using the following grading policy:

- 90% - 100%    A  
- 80% - 89%      B  
- 70% - 79%      C  
- Below 70%     F.

IX. **Academic Policy Statement:**  
Students will be expected to abide by the University Policy for Academic Honesty regarding plagiarism and academic honesty. Refer to:  
[http://www6.semo.edu/judaffairs/code.html](http://www6.semo.edu/judaffairs/code.html)

**CIVILITY AND HARASSMENT**

X. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Some of the texts and issues we will discuss may cause disagreements among members of the class. Multiple viewpoints are an essential component of any college course, and disagreeing with someone is fine. However, rude, disrespectful, aggressive, offensive, harassing, or demeaning behavior —either face-to-face or in an online discussion—toward anyone in the class will not be tolerated; students are expected to abide by the Code of Student Conduct ([http://www6.semo.edu/stuconduct/code.html](http://www6.semo.edu/stuconduct/code.html)).

XI. **Student with Disabilities Statement:**  
If a student has a special need addressed by the Americans with Disabilities Act (ADA) and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs.

XII. **WHOM TO CONTACT WITH CONCERNS:**  
Questions, comments, or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to the department chair: CP Gause at [cgause@semo.edu](mailto:cgause@semo.edu)