

**Application Cover Page**

**Deadline: May 2, 2014**

Submit application as a PDF attachment to Alisa Rosenthal  
(arosenth@gustavus.edu).

**Applicant(s) Information**

Name: Bonnie Reimann

Name: Aaron Banks

Dept: Health and Exercise Science

Dept: Health and Exercise Science

Email: breimann@gustavus.edu

Email: abanks@gustavus.edu

Rank: Assistant Professor

Rank: Associate Professor

**Course Information**

Target Course (dept. synonym, number, and title): HES-100 Personal Fitness

Planned frequency of new/revised course offering: 8-10 offerings per semester

First semester when new/revised course will be offered: Fall 2014

Academic Strategic Plan Goal: A.3. Interdisciplinary Liberal Arts Curriculum

Goal Benchmark: Faculty in related departments will explore and implement ways to coordinate curricula to enable students to use fundamental skills that extend across disciplinary lines.

**Application Checklist**

    Application Cover Page

    Application Narrative

    Department/Program Chair Letter

    Budget Proposal For

If successful, my proposal can be used as an example to assist future faculty applications. I understand that this decision will not in any way influence the evaluation of my application.

    Yes

Kendall Center Curriculum Development & Revitalization Grant Application  
Spring 2014

Bonnie Reimann and Aaron Banks, Health and Exercise Science

This grant application is being submitted with regard to our HES-100 FIT, Personal Conditioning courses. Our goals for revitalization are twofold: we want to deliver the standardized portion of the FIT curriculum in an interactive online format on Moodle, and we want to work with the Gustavus Wellbeing initiative to integrate their 9 core dimensions into the FIT courses.

The .5 FIT course is a requirement of all Gustavus students and serves approximately 700 students per year. Although the FIT courses come in many varieties (running, aquatics, aerobics, etc.), the cognitive portion is standardized to all of the courses, with a standardized exam given to all students. In accordance with the approved outcomes, the Personal Fitness requirement (FIT) encourages exploration of cardiorespiratory fitness and its importance. Students learn how to set appropriate goals to improve fitness, engage in regular aerobic exercise, and acquire knowledge regarding health promotion, disease prevention, wellbeing, and relaxation.

A recent survey of Gustavus students regarding the nine dimensions identified by the Wellbeing Initiative (Banks, Leiser, Rudnick, 2013) indicated that students identified the physical dimension as the most important to them when compared to any of the other dimensions.

- Physical – 69.6% yes, 29.8% no
- Emotional – 65.4% yes, 34.0% no
- Relational – 46.9% yes, 52.5% no
- Intellectual – 46.5% yes, 52.8% no
- Spiritual – 20.9% yes, 78.4% no
- Financial – 19.6% yes, 79.7% no
- Career – 16.9% yes, 82.4% no
- Environmental – 7.7% yes, 91.6% no
- Vocational – 4.2% yes, 95.2% no

While the emphasis will continue to be placed on the physical dimension, we see the FIT course as a logical place to introduce and embed the nine dimensions of the Gustavus Wellbeing Initiative. We propose targeting goal A.3. Interdisciplinary Liberal Arts Curriculum of the Student-Centered Initiatives section of the Academic Strategic Plan. As all students are required to take a FIT course, we believe it would be an ideal course to add an interdisciplinary approach, working with the Wellbeing director, Meghan Krause. In addition, we propose to convert the standardized academic portion of the course to Moodle, and deliver the wellbeing dimensions in a

digital format with embedded multimedia and and assessments. To assist with this process, we plan to work with Joyce Aarsvold from Gustavus Technology Services. In addition to delivering the cognitive content online via Moodle, assessment will also be delivered online using a number of interactive features within Moodle. These would include, but not be limited to, online lessons, assignments, quizzes, and badges for each of the nine dimensions of wellness.

2. The targeted timeline for implementing the re-designed course is fall semester 2014. To reach this goal, the following outline is proposed:

- June 13: Update current readings regarding the physical dimension and work with GTS to develop a Moodle module, embedding the concepts and assessments throughout the course in a multimedia/digital format.
- June 27: Develop a narrative framework and overall learning objectives for the video series of the other 8 dimensions.
- June 27: Determine the scope and learning objectives for each of the modules.
- July 16: Determine templates for the modules.
- July 16: Determine ancillary assets to include for the series and in each module.
- July 16: Identify and serve as liason to the various Gustavus specialists of each wellbeing dimension.
- July 16: Write trunk language to accompany assets.
- August 1: Employ graphic design work to enhance user experience.
- August 8: Conduct usability testing.
- August 25: Have Moodle FIT courses up and running and ready to present to FIT instructors.

3. Address the curricular impact the target course will have in terms of frequency offered and/or enrollment.

Approximately 16-20 FIT courses are offered each year, serving approximately 700 students per year.

4. Assessment plan to determine impact of the course on student learning.

Moodle reports, grader report, and badge completion will be used for assessing student learning and to collect student feedback regarding the course re-design. Examples are as follows:

**Wellbeing Badges:** Students can earn badges for each of the nine dimensions of Wellbeing by mastering the learning objectives identified for each dimension. Mastery of the learning objectives is assessed through the completion of an online quiz module. Students will have a personalized, visible confirmation of each module completed in the *My Latest Badges* block in Moodle.



**Individual User Report:** Students and professors can check progress at any time online through the Individual User Report. This report identifies which modules have been completed, the grade received, any feedback provided by the professor and the percentage for the activities and the entire course.

Grade item	Grade	Range	Percentage	Feedback
<b>HES 100 Online Course</b>				
Physical Wellbeing Assessment	6.67	0-10	66.67 %	
Emotional Wellbeing Assessment	6.67	0-10	66.67 %	
Intellectual Wellbeing Assessment	10.00	0-10	100.00 %	
Spiritual Wellbeing Assessment	-	0-10	-	
Vocational Wellbeing Assessment	-	0-10	-	
Career Wellbeing Assessment	-	0-10	-	
Financial Wellbeing Assessment	-	0-10	-	
Relational Wellbeing Assessment	-	0-10	-	
Environmental Wellbeing Assessment	-	0-10	-	
<b>Course total</b>	<b>77.78</b>	<b>0-100</b>	<b>77.78 %</b>	

**Activity Completion Report:** A quick overview of all the modules and the student progress towards completion is also available.

First name: All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z		Surname: All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z		Physical Wellbeing Assessment	Intellectual Wellbeing Assessment	Emotional Wellbeing Assessment	Spiritual Wellbeing Assessment	Vocational Wellbeing Assessment	Career Wellbeing Assessment	Financial Wellbeing Assessment	Relational Wellbeing Assessment	Environmental Wellbeing Assessment
First name / Surname	Email address	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Andreas Aarsvold	dre@gustavus.edu	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Bruce Aarsvold	aarsvold@gustavus.edu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jane Doe	joyce.aarsvold@gmail.com	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Head Fatty	hfatty@gustavus.edu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

First name: All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
Surname: All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

[Download in spreadsheet format \(UTF-8 .csv\)](#)  
[Download in Excel-compatible format \(.csv\)](#)

**Activity Module Reports** (for professors only): Faculty can run several different reports that supply formative and summative assessment, in addition to some data analysis.

**Physical Wellbeing Assessment**  
Attempts: 4

▼ **What to include in the report**  
Attempts from:   
Attempts that are:  In progress  Overdue  Finished  Never submitted  
Show only attempts:  that are graded for each user (Highest grade)  that have been regraded / are marked as needing regrading

▼ **Display options**  
Page size:   
Marks for each question:

[Show report](#)

[Regrade all](#) | [Dry run a full regrade](#)

Showing graded and ungraded attempts for each user. The one attempt for each user that is graded is highlighted. The grading method for this quiz is Highest grade.

Download table data as  [Download](#)

	First name / Surname	Email address	State	Started on	Completed	Time taken	Grade/10.00	Q. 1 /10.00
<input type="checkbox"/>	<b>Andreas Aarsvold</b> Review attempt	dre@gustavus.edu	Finished	1 May 2014 12:18 PM	1 May 2014 12:18 PM	10 secs	<b>6.67</b>	✓ <b>6.67</b>
<input type="checkbox"/>	<b>Bruce Aarsvold</b> Review attempt	aarsvold@gustavus.edu	Finished	1 May 2014 12:23 PM	1 May 2014 12:24 PM	9 secs	<b>6.67</b>	✓ <b>6.67</b>
<input type="checkbox"/>	<b>Jane Doe</b> Review attempt	joyce.aarsvold@gmail.com	Finished	1 May 2014 12:24 PM	1 May 2014 12:24 PM	15 secs	<b>10.00</b>	✓ <b>10.00</b>
<input type="checkbox"/>	<b>Head Fatty</b> Review attempt	hfatty@gustavus.edu	Finished	1 May 2014 12:25 PM	1 May 2014 12:25 PM	15 secs	<b>3.33</b>	✓ <b>3.33</b>
<b>Overall average</b>							<b>6.67 (4)</b>	6.67 (4)

**Physical Wellbeing Assessment**

▼ **Statistics calculation settings**  
Calculate statistics from:

[Show report](#)

**Quiz information**

Download full report as  [Download](#)

Quiz name	Physical Wellbeing Assessment
Course name	HES 100 Online Course
<b>Number of complete graded first attempts</b>	4
<b>Total number of complete graded attempts</b>	4
<b>Average grade of first attempts</b>	66.67%
<b>Average grade of all attempts</b>	66.67%
<b>Average grade of last attempts</b>	66.67%
<b>Average grade of highest graded attempts</b>	66.67%
<b>Median grade (for highest graded attempt)</b>	66.67%
<b>Standard deviation (for highest graded attempt)</b>	27.22%
<b>Score distribution skewness (for highest graded attempt)</b>	-0.0001
<b>Score distribution kurtosis (for highest graded attempt)</b>	1.5000

5. Material and activities necessary.

We are requesting 2 books (see budget form) for research to update readings, mileage to meet with committee, meals during meetings, and 2 registrations to the CLAMP Moodle User Group meeting in June 2014.

April 30, 2014

Dr. Alisa Rosenthal  
Director  
John S. Kendall Center for Engaged Learning  
Beck Hall, Room 103  
800 W. College Ave.  
St. Peter, MN 56082

Dear Professor Rosenthal:

The Wellbeing Initiative strongly supports the redesign of HES 100 (“FIT”) courses to include new content that aligns with the nine dimensions of the College’s wellbeing model. We are pleased to collaborate with HES on this important work because the FIT course is offered each semester, and it is required of all students during their time at the College.

As part of the course redesign, the Wellbeing Initiative will assist in curricular planning—working with departments across campus to produce an interdisciplinary approach to the wellbeing curriculum. Specifically, we will be responsible for producing online assets (videos) that feature campus experts for each of the nine wellbeing dimensions. We will also contribute to the overall processes, activities, and tasks as a consulting entity.

The Wellbeing Initiative is pleased to endorse a revitalized approach to the FIT course. The interdisciplinary wellbeing curriculum provides educational value for the HES department, it supports an Institutional Student Learning Outcome, and it helps the College meet the “Interdisciplinary Liberal Arts Curriculum” goal of the Academic Strategic Plan.

Thank you for your consideration.

Sincerely,

Meghan Krause  
Director of Wellbeing  
Gustavus Adolphus College

TO: Alisa Rosenthal, Director, Kendall Center

FROM: Aaron Banks, Chair, HES Department

RE: HES Department Letter of Support for Curriculum Revitalization Grant

DATE: Friday, May 2, 2014

Dear Alisa,

The Department of Health & Exercise Science enthusiastically supports the Curriculum Revitalization Grant application of Bonnie Reimann and Aaron Banks. The department is committed to the improvement of the FIT program for undergraduate students and eagerly awaits a re-design to the program. The funding to support this endeavor would be most helpful.

HES already schedules and teaches 8 FIT classes per term at 45 students per class. These classes will continue being taught and enrolled within by Gustavus undergraduates. Following the curriculum revitalization, we are hoping to possibly add an additional section or two each term and drop the numbers down to 35. The smaller classes would allow for an easier transition to the new curriculum and make our objectives manageable.

Please consider our curriculum revitalization grant for funding. The idea has been batted around for several years and we are finally making progress toward positive change. We are also excited to work collaboratively with the Wellbeing Initiative and IT to develop a more student-centered class.

Thank you,

Aaron Banks, Ed.D.  
Chair & Associate Professor  
Health & Exercise Science  
Gustavus Adolphus College



**Budget  
Proposal  
Form for  
Curriculum  
Development  
and  
Revitalization  
Grants**

Item					Cost	
<b>Equipment (not to include computer hardware)</b>						
1					\$0.00	Fill in items and amounts.
2					\$0.00	
3					\$0.00	
4					\$0.00	
5					\$0.00	
Subtotal A					\$0.00	
<b>Materials</b>						
1	NSCA's Essentials of Personal Training				\$68.00	Fill in items and amounts.
2	NASM Essentials of Personal Fitness				\$80.00	
3					\$0.00	
Subtotal B					\$148.00	
<b>Registration</b>						
1	CLAMP Moodle User Group Mtg				\$100.00	Fill in items and amounts.

2					\$0.00	
Subtotal C					\$100.00	
<b>Travel Costs</b>						
Airfare					\$0.00	Fill in items and amounts.
Car rental					\$0.00	
Taxi/shuttle					\$0.00	
Mileage (All reimbursements for mileage are capped at \$350.)	780	x	\$0.56		\$350.00	auto-calc
			5			
	# of miles		per mile			
Lodging	0	x	\$0.00		\$0.00	auto-calc
	# of nights		cost per night			
Food (Food costs will be reimbursed provided itemized and reasonable receipts are submitted.)	8	x	\$30.0		\$240.00	auto-calc
			0			
	# of days		cost per day			
Subtotal D					\$590.00	
<b>Student Labor (Please</b>						

<b>make sure your proposal explains the need for student labor and the precise duties that will be expected.</b>						
Academic Year	0	x	\$0.00		\$0.00	auto-calc
	# of hours		pay per hour			
Summer (auto-calc total includes 8.77% benefits)	0	x	\$0.00		\$0.00	auto-calc
	# of hours		pay per hour			
Subtotal E					\$0.00	
<b>Stipend (If 2 faculty members are applying, please change amount in cell to the right to \$1500.</b>					\$1,500.00	
<b>Total Expenses Amount Requested (cannot exceed \$2000 for 1 faculty</b>					\$2,338.00	auto-calc
						fill in

**member;  
\$2750 for 2  
faculty  
members.)**
