

MEMORANDUM

TO: Steering Committee

FROM: Committee on Academic Programs (CAP)

RE: Final Recommendation on proposed minor in Health and Wellness

DATE: April 16, 2019

Background and Charge:

Department of Health and Exercise Science (HES) has proposed a new minor in Health and Wellness. The proposal has been endorsed by the Dean of the School. Steering charged CAP with considering whether all units that might be affected by the proposal have been consulted and whether the proposal is consistent with the College's mission.

Review: CAP reviewed the proposal and approval sheet. The minor courses are all within the HES department, although HES, public health, and nursing may be used as deemed appropriate. The program was developed based on desire of students within the School to broaden their education into Health and Wellness subject matter, although the minor would be open to other students with appropriate prerequisite course work.

Final Recommendation:

CAP determined that all affected units have been consulted and that the new minor is consistent with the College's mission. CAP did not feel that further testimony was necessary and unanimously approved the proposed minor in Health and Wellness.

The College of New Jersey
New Minor Approval or Change in Minor

Name of Minor: Health and Wellness

Term Effective Date: Summer 2019

Home School: Nursing, Health, and Exercise Science

Home Department: Health & Exercise Science

Type of Approval

New Minor within a Department

New Interdisciplinary Minor

Modification of Existing Minor

Deactivation of Existing Minor (no replacement)

Briefly describe the minor and its requirements. For interdisciplinary minors, list other departments and schools with courses included in the minor.

With the current needs and growing health concerns for today's population, there is a definite need to arm individuals with the necessary tools and knowledge to educate themselves and others. This proposed minor will meet this need. Outlined courses reflect content outlined by the National Wellness Institute for health and wellness coaches. The proposed minor will consist of five core courses:

1. [HES 160](#): Current Health & Wellness
2. [HES 209](#): Functional Personal Conditioning
3. [HES 225](#): Personal Nutrition
4. [HES 351](#) Stress Management
5. [HES 375](#): Coaching Leadership

Select HES, Public Health, or NUR courses may serve as equivalent for program completion.

Initial Approval

In the case of new minors, the signatures indicate that all affected units within a school have reviewed the attached proposal, and that the attached proposal includes a detailed outline of the curriculum and needed resources such as: a. faculty and support of instruction for all units involved; b. library resources; c. equipment, laboratory support, and computer support; and d. facilities for all units involved. If the minor does not involve courses outside the home department, the proposal is submitted to the Steering Committee after this step.



Department Chair

3/12/19

Date



School Curriculum Committee

3/14/19

Date



Dean

03/14/19

Date

Additional Approvals for Interdisciplinary Minors

In the case of interdisciplinary minors, the new minor proposal must also include signatures from the department chairs of all affected units, indicating their review. On this form, include approvals from curriculum committees and deans of all involved schools. The role of the school curriculum committee(s) is to ensure that all procedures have been followed in the approval process, including review by all affected departments, and that the proposed minor is consistent with the mission of the College and can be reasonably supported with resources.

Curriculum Committee

Date

Dean

Date

Curriculum Committee

Date

Dean

Date

Curriculum Committee

Date

Dean

Date

College Governance

If recommended by the school committee(s), the proposal is submitted to the Steering Committee to be forwarded to the Committee on Academic Programs (CAP) for its review and recommendation.

Steering (indicating review by CAP)

Date

Final Approval

Provost

Date

The College of New Jersey
School of Nursing, Health, and Exercise Science
Minor in Health and Wellness
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The College of New Jersey
School of Nursing, Health, and Exercise Science
Minor in Health and Wellness

Mission and Core Values of The College of New Jersey (TCNJ)

The College prepares students to excel in their chosen fields and to create, preserve and transmit knowledge, arts, and wisdom. Proud of its public service mandate to educate leaders of New Jersey and the nation, the College will be a national exemplar in the education of those who seek to sustain and advance the communities in which they live

(MISSION STATEMENT). <http://tcnj.pages.tcnj.edu/about/mission/>

Core Beliefs (<http://tcnj.pages.tcnj.edu/about/mission/core-beliefs/>)

1. The College comprises a caring, friendly, and respectful community where the contributions of students, faculty, staff and alumni are valued and recognized.
2. The College provides a seamless, engaging educational environment characterized by academic freedom, creative expressions, critical thinking, intellectual inquiry, and service learning.
3. The College's faculty and staff take pride in offering a personal educational experience to every undergraduate and graduate student.
4. The College's cultural, social, and intellectual life are enriched and enlivened by diversity.
5. The College provides facilities, programs, services, and amenities that enhance opportunities for formal and informal interaction in a living-learning environment.
6. The College promotes wellness and fosters the development of the whole person.
7. The College embraces its heritage and is committed to reevaluating its mission in response to the changing needs of society.
8. The College prepares its students to be successful, ethical, and visionary leaders in a multicultural, highly technological, and increasingly global world.
9. The College believes that an educated individual possesses an understanding of his or her own culture, an appreciation of other cultures, and the capacity to facilitate genuine cross-cultural interaction.
10. The College regards education in the service of human welfare as its chief end.

The proposed minor in Health and Wellness Certificate (HW) fits with the mission, core values, and signature experiences, as it is responsive to community needs and flexible enough that the core courses can be complemented with a more individualized program. The follow sections describe the proposed minor or minor with certificate program in health and wellness.

Mission of the Minor in Health and Wellness (HW)

The mission of the Health & Exercise Science HW offered by TCNJ's School of Nursing, Health, and Exercise Science is to support and prepare individuals to make important health decisions that will optimize overall health and well-being through education, health promotion, coach instruction, and practical integrated experiences.

That mission is pursued through the following three-pronged approach:

Educate/Health Promotion:

Provide basic and advanced information relevant to fitness, nutrition, stress management/mindfulness, general health & wellness, and/or coaching styles

Coaching/Training

Explore coaching techniques and strategies used to guide self/others to determine and implement best practices for personal health and well-being. Apply coaching techniques in education and relevant practical experiences.

Integrated/Practical Experiences

Health and Wellness minors participate in mini-clinical experiences to employ strategies that will foster self/client's personal growth. Integrated learning will occur by working within class-based projects to address the individual's holistic needs and connect to the 8-dimensions of wellness (mental/emotional, spiritual, occupational intellectual, social, physical, environmental, and financial).

Program Objectives

Prepare students who complete the Minor in Health and Wellness (HW) to meet the complex health needs of individuals by:

1. Focus on the personal health and well-being of self and others.
2. Help find the motivation needed to complete the plan in order to achieve wellness goals.
3. Through appropriate coaching, help find his or her own solutions for the health problem(s) and concerns that they may face.
4. Use a variety of methods, tailored to the self/individual, to move through the process of setting and reaching health and wellness related goals.
5. Provide structure and support to promote personal progress and accountability.
6. Applies principles and processes of health promotion and coaching to the goal of lifestyle improvement for higher levels of wellness.

Rationale

Wellness is a modern word with ancient roots and is more than just a state of positive health (Mazzeo, 1993). Wellness is holistic in nature and multi-dimensional encompassing six key dimensions: physical, social, mental/emotional, intellectual, occupational and spiritual. By applying the Six Dimensional Model, a person becomes aware of the interconnectedness of each dimension and how they contribute to healthy living. Although there might be different views on what wellness encompasses, the National Wellness Institute--along with the help of leaders in health and wellness--shared many interpretations and models of wellness. The consensus is that:

- Wellness is a conscious, self-directed and evolving process of achieving full potential
- Wellness is multidimensional and holistic, encompassing lifestyle, mental/emotional and spiritual well-being, and the environment
- Wellness is positive and affirming

From 1980-2000, the wellness movement gained significant momentum; The international market for wellness services is estimated at \$150bn, while in the US alone,

\$172mn (Retrieved from Global Wellness Institute.org). The definition of wellness, long used by the National Wellness Institute is consistent with these tenets. Wellness is an active process through which people become aware of, and make choices toward, a more successful existence. These gains would benefit us locally and globally. A Health and Wellness Coach can help sort out truth from fiction, provide customized information that is relevant to individual challenges or goals, and most importantly give the opportunity to ask questions and speak freely in a supportive environment.

Rationale/Demand/Need for Health & Wellness minor programs:

With the current needs and growing health concerns for today's population, there is a definite need to arm individuals with the necessary tools and knowledge to educate others. This proposed minor will meet this need. In the City of Trenton, the Trenton Health Team conducted a needs assessment to identify top health priorities for 2014. This required input from the two city hospitals - St. Francis and Capital Health, the Federally Qualified Health Center, Henry J. Austin, and 29 community and social service agencies (Trenton Health Team, 2014). The five priorities were: 1. Health Literacy & Disparities; 2. Safety & Crime; 3. Obesity & Healthy Lifestyles; 4. Substance Abuse & Behavioral Health, and 5. Chronic Disease: Diabetes, Hypertension, and Cancer (Trenton Health Team, 2014). These priorities led to a Community Health Improvement Plan (CHIP). This plan was aligned with the New Jersey Department of Health Strategic Plan, 2012-2015 and the State's Health Promotion Plan: *"Partnering for a Healthy New Jersey: New Jersey Chronic Disease Prevention and Health Promotion Plan, 2013-2018."* To address these needs, social determinants of health and health disparities must be addressed. The health improvement plan is focused on the population of the City of Trenton. It requires an understanding of health, health risk and health communications, environmental factors, infectious disease prevention and management, policy changes, and how to collect and analyze "big data" to determine from large data sets trends in health or human behavior-all aspects of public health. Growing interest in health and wellness certificate programs have been expressed by many. Applying a wellness approach can be useful in nearly every human endeavor. As a pathway to optimal living, wellness is being applied to related fields, such as health promotion and holistic health, and has seen a growth in "helping professions" including counseling and medical arts and practices (The National Wellness Institute, 2018).

Within the School of Nursing, Health, and Exercise Science, we have noticed the desire for majors within the school to overlap disciplines to make them more marketable. Nursing and Public Health majors would like to be able to consider a minor in HES to enhance their major area of focus, but are unable since it is not currently an option. Additionally, majors across campus have indicated having a heavy interest in areas of personal health and fitness, but do not want to pursue the heavy science of a health and exercise science degree. A minor would present an opportunity not currently available.

Themes for the Health and Wellness Minor

With the current needs and growing health concerns for today's population, there is a definite need to arm individuals with the necessary tools and knowledge to educate themselves and others. This proposed Health & Wellness Minor will meet this need. The following themes will be support this need:

Courses will reflect the the content outlined by the National Wellness Institute

These themes are:

1. Wellness is a conscious, self-directed and evolving process of achieving full potential

2. Wellness is multidimensional and holistic, encompassing lifestyle, mental/emotional and spiritual well-being, and the environment
3. Wellness is positive and affirming

Course Sequence: To ensure the coaching minor for health and wellness, the following framework as outlined below will be followed.

Minor in Health and Wellness

The proposed minor will consist of five core courses (Five Course Units /20 Credits undergraduate):

1. [HES 160](#): Current Health & Wellness
2. [HES 209](#): Functional Personal Conditioning
3. [HES 225](#): Personal Nutrition
4. [HES 351](#) Stress Management
5. [HES 375](#): Coaching Leadership

Of the five listed above, three courses (HES 209, HES 225, and HES 375) will need to be modified or created to serve in a traditional or an online capacity. Select HES and NUR courses may serve as equivalent for program completion.

*Students with a minor in H&W may substitute one approved HES or NUR course in lieu of one outlined course.

Courses will be offered based on availability and demand. Courses are numbered sequentially to indicate the order in which each should be taken, with lower numbers being taken first. * The exact course numbers are to be determined by Records and Registration

Capacity and Resource Consideration

Faculty and Support of Instruction: The proposed program utilizes both courses already in existence, courses that will be slightly modified to comply with the proposed framework, and/or newly designed courses. Select courses are currently taught by full time faculty and adjunct faculty from within the School of Nursing, Health, and Exercise Science (NHES). It is envisioned that two additional adjunct faculty members will need to be hired to offer additional sections as needed. The Dean of NHES made a commitment to offer these courses. For course syllabi please see Appendix A for the complete list of the Minor Courses for Health and Wellness (HW)

Administration: The Health & Wellness Minor will be housed in the School of Nursing, Health, and Exercise Science within the Department of Health & Exercise Science. Course coverage/staffing will be the responsibility of this School in consultation with the other department chairs whose faculty are teaching in courses used in the program. The tracking of student academic progression and the evaluation of students and faculty ultimately will reside in the School of Nursing, Health, and Exercise Science. However as is policy now, responsibility for the teaching evaluations, and any remediation that is deemed necessary, for faculty will reside with department chairs.

Facilities, Equipment, Laboratory Support, Computer Support/Facilities: Currently, we believe that HES can use current facilities, space and equipment to accommodate minors. However, as these courses move to a blended or online delivery format, technological support/training will be needed. HES currently has one adjunct working through the blended and online training system and the Dean of the School of Nursing, Health, and Exercise Science has indicated support for allowing more adjuncts to get the training needed to support this option.

Library Resources: The library resources for the health and exercise science program are adequate as they have been in existence for a number of years.

Equipment, Laboratory Support, and Computer Support: Students and faculty already have access to computer labs, smart classrooms, and technology support through TCNJ Information Technology Department.

Facilities: No additional facilities will be required. The School of Nursing, Health, and Exercise Science, houses a computer lab, performance enhancement center, and established internship sites. New courses will be presented in online or blended format minimizing the need for classroom and laboratory space. There is adequate office space available for additional faculty and staff that will be increased as enrollment grows. Classrooms and buildings are ADA compliant.

Administrative Costs: The Health & Exercise Science Department has a program assistant available to support student and faculty needs. Additionally, the HES program has requested an additional part-time program assistant to assist with these and other programmatic needs.

Financial Impact on the Institution and Programs within the Institution: The HES program is continually contacted to ask about both minors associated with the program or other health related offerings. These individuals may now be formally directed to the Minor in Health and Wellness or Minor in Health and Wellness. The attraction of the TCNJ program is the reputation of the institution, department, and experiential learning. The revenue from these students will afford us the opportunity to grow the resources while maintaining quality education.

Cover Sheet for Connecting Courses to Programs

HES 160 Current Health and Wellness Issues

This course is designed so that students learn to explore wellness as an active choice based on understanding of the science of health/wellness and the statistical study of risk factors for mortality and morbidity. Students will develop this understanding through an investigation of lifestyle issues facing college students. They will learn how to assess their lifestyles, interpret indicators and trends, and evaluate choices using comprehensive health assessments.

I. Learning Goals

The learning goals for this course provide the foundation for students to obtain the knowledge, skills and behaviors needed for managing stress and its effects on the physical, emotional, mental and spiritual domains of health and wellness. The core goal is for students to be prepared to understand, apply and integrate holistic stress management concepts in their life long plan for personal and societal wellness. If students are able to manage their stress levels; they are more likely to perform better in the workplace.

II. Student Assessment

Worksheets, discussions and daily review of course information will provide students with feedback to assist them in the learning process. In class and outside of class activities will provide students with feedback that indicates the need for interventions or reinforcement for their progress in achieving the learning goals of the course. Deficiencies will be followed up with additional active ties to help students achieve learning goals. Achievement will be reinforced with higher level learning challenges applied.

Assessment will focus on students' ability to assess their stress levels, interpret the results and make changes based on healthy stress management techniques. The core concept of Health and Exercise Science is the betterment of humanity through a program that leads to healthier lives.

III. Learning Activities

The learning activities in this course relate to other planned learning experiences in the Health and Exercise Science program through the development of a foundation in the concepts, skills, and behaviors for health and wellness. The plan is for students to integrate holistic health concepts in their life long plan for personal and societal wellness.

The College of New Jersey
Department of Health and Exercise Science
HES 160 Current Health and Wellness Issues (1 Unit)

I. Purpose of Course

At an introductory level, this course gives students a foundation in the concepts, skills, and behaviors for health and wellness. The course prepares students to analyze, understand, apply, and integrate holistic health concepts in their life long plan for personal and societal wellness. The course is Pro Humanite in that The Health and Exercise Science discipline has as its Core Concept the betterment of humanity through a program that leads to healthier lives. This is indeed a worthy purpose.

II. Course Description

This course is designed so that students learn to explore wellness as an active choice based on deep understanding of the science of health/wellness and the statistical study of risk factors for mortality and morbidity. Students will develop this understanding through an investigation of lifestyle issues facing college students. They will learn how to assess their lifestyles, interpret indicators and trends, and evaluate choices using the assessment-intervention-reinforcement protocol of health sciences.

In 2004, all undergraduate courses were transformed and redesigned into one (1) course unit or four (4) credits. Transformation facilitated the implementation of richer, more in-depth learning experiences.

Courses meet weekly for 3 hours with a 4th hour used for additional class time, recitation, group meetings, discussions, projects, simulations, community service, conferences, exam reviews, and other collaborative projects or student engagements.

III. Learning Goals

While academic learning relies on collection of facts that health scientists have discovered and students are expected to memorize in order to understand important concepts and theories, students taking this course will be expected to be active learners. Students will apply and integrate their knowledge for their personal wellness so they will learn to value the benefits of their holistic health. Students will also apply and integrate their knowledge about wellness and morbidity/mortality risk factors. By the end of this course students will understand how to translate this knowledge into general responses to lifestyle choices in society so they reduce their risks for lifestyle related morbidity and mortality.

GOALS

SUBJECT MATTER EXPERTISE – Knowledge and Inquiry

1. Students will learn the concepts around Health and Wellness
 - Students will identify, evaluate, and understand components of health and wellness and the importance of balancing the components.

- Students will demonstrate an understanding of the importance of lifestyle interventions for improvement of their wellness and the importance of reinforcement for the maintenance of optimal health.
 - Students will learn to distinguish between individual, familial, community, institutional, and environmental factors affecting human health and wellness.
 - Students will learn to analyze relationships between culture, personality, economy, heredity, and health and wellness.
2. Students will learn to reflect using tools/protocols developed from the concepts of health/wellness and learn the process of making wellness judgments.
- Students will identify major health problems, their causes, their prevention and ways to reduce risk factors for lifestyle related morbidity and mortality.
 - Students will gather information, analyze data and draw conclusions in selected areas of health and wellness. They will also learn to identify important resources for their own subsequent learning thereby becoming self directed learners.

PERSONAL ROLE, REFLECTIVE PRACTICE- Excellence In Practice

3. Students will make the application of concepts of wellness more personal and experience the values embedded in choosing healthy lifestyles.
- Students will learn to determine personal health status and demonstrate their ability to use their knowledge of lifestyle interventions for improvement or reinforcement of their health/wellness.
 - Students will demonstrate knowledge of health and wellness activities to reduce the prevalence of lifestyle related illness.
 - Students will identify activities appropriate for individual wellness and demonstrate the skills and knowledge for safe participation in wellness activities.

COLLABORATION-DIVERSITY –Multiple Contexts and Communities

4. Students will develop the ability to link the concepts of wellness to society and apply reflective thinking in more general ways.
- Students will demonstrate knowledge of the health and wellness effects of major social institutions such as family, education, government and religion.
 - Students will learn the use and application of health and wellness research in solving society's health problems.

IV. LEARNING EXPERIENCES

Higher level learning requires Active Learning that includes:

- Experiences – that students do and observe in class and out of class.
- Information – both primary and secondary that students access in class and out of class.
- Reflection – in class in small groups and alone outside class.

Course Approach

1. Teach the concepts around health and wellness.
 - Wellness: A holistic understanding of the factors and decisions in all aspects of our lives that influences our health and our risks of illness and death. Need to introduce the main areas of wellness and their inter-connection.
2. Teach how to reflect using tools/protocols developed from the concepts and learn the process of making wellness judgments.
 - Lifestyles: A personal review of lifestyle indicators in each of the areas of holistic health. Explanations of how these indicators provide statistical predictors of risk and discussions of how choices should be informed by such research (This may take several sessions to cover the right indicators and to teach the thinking process of moving from indicator to assessment to choice- i.e. deliberately teach the reflective goal).
3. Make the application of concepts of wellness more personal and experience the values embedded in choosing healthy lifestyles.
 - Personal Issues: An analysis of major issues in personal choice-making (or habits of mind) that make high risk habits using the concepts of wellness and statistical analysis. Maybe, introduce questions of values in choice.
4. Link the concepts of wellness to society and apply reflective thinking in more general ways.
 - Social Issues: An analysis of how cultural “habits of mind,” influence certain populations towards healthy/risky behaviors as part of social norm. Analysis of how social conditions influence personal decision making. May introduce comparison of values across cultures and/or effects of social conditions of values of certain groups.

Teaching Methods (Procedures and Techniques)

- A. Lecture/discussion
 - B. Two hourly examinations
 - C. Audiovisual presentations
 - D. Written assessments of personal health and wellness behaviors
 - E. Problem solving/decision making
 - F. Learning experiences
- Solve health/wellness problems and have small and large group discussions during class.

- Connect Health/Wellness concepts to the dimensions of wellness presented in class and assignments outside class.
- Collaborate in small groups to develop an individualized plan for wellness.
- Apply and analyze a personal healthy lifestyle plan.
- Conduct short studies on the component parts (dimensions) of wellness to investigate the wellness effects on holistic health.
- Develop scientific analyses and writing skills by writing a research paper on personal wellness issues in the style of a scientific paper.
- Develop oral presentation skills by participating in large and small group discussions.
- Be an active reader - take notes on your reading, bring questions about assignments to class and form a small study group to meet regularly to discuss the reading as part of your in and out of class learning activities.
- Use the text's website and other out of class worksheets for more background.
- Ask the professor questions in and out of class (via email or before/after class).
- Devote 2-3 hours outside class for every hour spent in class.
- Integrate reading from the course textbook, scientific papers, scientific internet sources, newspapers, television, and media sources with classroom learning.

ASSESSMENT PLAN

The following assessment plan addresses each of the learning goals of the course

Goals	Assessment of Student Learning	Mastery Level Expected
1. Students will learn the concepts around health and wellness.	In class and out of class activities, including worksheets and other written assignments. Student discussions. Subjective and objective, Hourly Exam. (Demonstrate an ability to identify evaluate and understand components of health and wellness and the importance of balancing the components).	● — ●
2. Students will learn how to reflect using tools/protocols developed from concepts and learn the process of making wellness judgments.	Discussions in class – students will demonstrate their ability to identify major health/wellness problems, their causes effects, prevention, and interventions to reduce risk factors for lifestyle related morbidity and mortality. Subjective and objective Hourly Exam. Completion of worksheets.	● — ●
3. Students will know how to make the application of concepts of wellness more personal and experience the values embedded in choosing healthy lifestyles.	Students will demonstrate in class, their ability to determine personal health status and demonstrate their ability to use their knowledge of lifestyle interventions for improvement or reinforcement of their health/wellness. Students will, in class, demonstrate their ability to identify activities appropriate for individual wellness and demonstrate the skills and knowledge for safe participation. Subjective and objective Hourly Exam.	● — ●
4. Students will learn to link the concepts of wellness to society	Discussions and worksheets will demonstrate students' knowledge of the health/wellness effects of major social	

and apply reflective thinking about health/wellness in more general ways.	institutions such as family, education, government and religion. Students will also demonstrate the use and application of health/wellness research in solving society's health problems.	●
	Research Paper based on personal laboratory assessments	○
	Cumulative Subjective and Objective Final Exam.	●

- Mastery
- Developing
- Emerging

Assignments:

Participation: Participation is a major portion of this course. Participation is evaluated based on physical presence, full engagement in classroom and practical exercises, input into class discussions, and group work, etc. Presence is necessary for the class duration, arriving late or leaving early will affect your grade.

Final grade will be negatively impacted by absences, failure to participate, and latenesses.

After failing to participate (attend) 2 class times, the student's final letter grade will be an be dropped by one FULL letter grade (95% = A, drops to a B). Additional participation failures continue to negatively affect final Six (6) participation failures = students will receive an 'F' as their final letter grade.

Latenesses/Missing time – arriving to class after lecture/activity has already started or leaving early. Two (2) latenesses equate to one failure to participate. Late = after instructor has started the lesson.

- Instructor reserves the right to permit prior specified/discussed absences after determining the nature of the absence
- Contact the course instructor if going to be absent

Cell phones must be placed on vibrate and put away during class. Texting, game playing, as well as other class work will not be tolerated. Students caught doing so during class will not earn participation credit for the day. No warning will be provided.

CLASS POLICIES

Academic Dishonesty: Academic dishonesty will not be tolerated. Examples of academic dishonesty include cheating on an exam, written assignment, or research paper resulting in failure of the class and subject to further academic dishonesty procedures.

Special Needs: Students who require course adaptations or accommodations because of a disability, have emergency medical information to share, or require special arrangements should see instructor as soon as possible.

Out-of Class/Homework Responsibilities and Assignments

In class assignments or homework assignments: due throughout the class.

If a typed assignment- the homework should be sent directly to Canvas.

If hand created project, assignment should be brought to class. Sample assignments listed below.

- **Lectures & Reading** – select lectures/book chapters will be reviewed/read by students on their own
- **Wiki** – A Wiki will be created by the class. Each student is responsible for posting a resource or tool that would be useful for others to know about/use to improve health and wellness (or specific to a topic we cover in class). Submissions are required throughout the semester. You must supply the *reference/link/site in addition to why the resources is valuable/why you like it/why posting/highlighting or identifying what we should be focusing on*. Resources must be professional and user friendly.
 - **Wiki submission due 4 pm on Monday**
- **Discussion board** – A weekly topic/questions will be posted and within the time-frame each student is to provide responses to the topic/question. Responses similar to “I agree” and “that sounds like me”...are not sufficient. Professional and appropriate responses only! Provide yourself enough time to get all contributions in (waiting until last minute may not be a good idea/discussion groups). **Late submissions will not be permitted or given any credit!**
 - **All discussion board responses must be completed by 4pm on Monday**
- **Wellness YouTube video**; A 3 minute health/wellness clip: just your face (body) (or visual) and your voice directing me/us through a health/wellness concept or education awareness video on a topic of your choice (may be on heart disease, aging, cancer, tobacco, drugs, alcohol or any suitable health/wellness concept).

Research paper/Oral presentation: students must submit a group presentation on how to make XYZ company a healthier company with a limited budget. The company has a limited yearly budget of \$500. This means that you will have to be creative. Try to implement all aspects of Wellness when designing your program. Budget expenses ***must be shown*** in Powerpoint presentation and accompany a research paper (7 page minimum). The paper must be appropriately documented. The topic will then be presented to the class. **A hard copy of the Powerpoint shall be given to the instructor prior to presenting in addition to uploading a copy in Canvas. If a group member is not present on day of presentation, that member receives a zero for the entire project.**

Quizzes/Exams: Two comprehensive exams that may consist of will be administered. Pop quizzes may be administered at anytime,

All assignments must be handed in on the due date and time, unless otherwise specified. Late assignment(s) will NOT be accepted. All assignments must be typed, unless otherwise noted by the instructor.

Non-typed assignments will receive a zero. Students must be prepared for exams and presentations. Make-ups are not permitted unless the circumstances are approved by the instructor. Student is responsible for any missed classroom work.

Determination of Grade

A.	Exams/Quizzes (10% x 3 exams)	30%
B.	Discussion Board/Wiki/Homework	30%
C.	Group Presentation/Research paper	15%
D.	Individual Research Paper	15%
E.	Assignments	10%

WEEKLY SCHEDULE/ HES 160 CURRENT HEALTH AND WELLNESS

Classroom	Distance
Week 1	
Overview of Course and review syllabus	Module 1 <i>Read Chapter 1, Achieving Physical Health and Chapter 2, Mind-Body Communication. View the video on mind-body connection and post a <u>wiki</u> on mind-body connection</i>
Week 2	
Chapters 1 and 2 Achieving Physical Health Mind-Body Communication	Module 2 Read Chapter 3 and view the video on the Definition of Stress and Psychology of Stress. Answer questions posted on the DB.
Week 3	
Chapter 3 Managing Stress	Module 3 Read Chapter 4, Mental Health and Illness. View the TED Talk video clip and post your response on the DB. In addition, post a wiki on a mental disorder.
Week 4	
Chapter 4 Mental Health and Illness	Module 4 Read Chapter 22, Understanding Aging, Death and Dying. Interview an elder individual and type up the responses to the required questions that you are to ask. In addition, post your feelings on the DB about physician assisted suicide.
Week 5	
Chapter 22 Understanding Aging, Death & Dying	Module 5 Read Chapters 16 and 18, Psychoactive Drugs and Alcohol. View the video clips in the module and type up your responses to the questions listed in the Module 5. Complete Individual Research Paper.
Week 6	
Chapters 16 and 18 Psychoactive Drugs and Alcohol	Individual Research Paper Due <i>Review for mid-term examination</i> EXAM 1
Week 7	
	Module 6 Read Chapters 17 and 12, Tobacco and Reducing Infections/Building Immunity. View the video clips under the module. Type up your observational study on health behaviors due next class meeting.
Week 8	
Chapters 17 and 12	Module 7

Tobacco and Reducing Infections/Building Immunity	Read Chapters 13 and 14, Cancer and Heart Disease. View the videos under the module and answer the questions posted on the DB.
Week 9	
Chapters 13 and 14 Cancer and Heart Disease	Module 8 Read Chapters 5, 6, 7, and 12 Diet and Exercise and Nutrition. Do a search on GMO's and type up your responses to the questions posted.

Week 10	
Chapters 5, 6, 7, and 12 Diet and Exercise	<i>Review for exam 2</i> EXAM 2
Paper Due Presentations begin Hard copy of paper to instructor Paper and presentation submitted on Canvas prior to start of class.	Module 9 Group Presentations/Research Papers due
Week 12	Presentations
Week 13	Presentations
Week 14	
Presentation or content not addressed in presentations- Health/Wellness content overview	Module 10 Content not addressed in presentations YouTube video 3 minute (minimum) self-created posting on youtube.com Announcement/Educational/Informational video.
Week 15	Final Exam

***Syllabus subject to change.**

	2 pts	1 pt	0 pts
<u>Participation</u> Wt x 15	<ul style="list-style-type: none"> ● Attended entire class ● Fully engaged in lecture, discussion and activity 	<ul style="list-style-type: none"> ● Tardy/left early ● Failed to engage in either lecture/ activity/discussion 	<ul style="list-style-type: none"> ● Lack of attendance ● no participation
<u>Assignments</u> Wt x # of assignments	<ul style="list-style-type: none"> ● Completed on time ● Met all guidelines of the assignment 	<ul style="list-style-type: none"> ● Completed on time ● Did NOT meet all guidelines of the assignment 	Not completed
<u>Discussion board</u> Wt x # of postings	<ul style="list-style-type: none"> ● A minimum of 6 substantial, professional responses provided in the time period allotted. 	<ul style="list-style-type: none"> ● Participation but did not meet all guidelines 	No Participation
<u>Wiki</u> Wt x 6	<ul style="list-style-type: none"> ● Submitted at least 1 appropriate /professional resource during the required time period (6 total) 	5 total	<5
<u>YouTube Video</u>	<ul style="list-style-type: none"> ● Appropriately addressed a health/wellness topic ● Video was at three minutes in length ● Video was creative and well thought out 	XXX	<ul style="list-style-type: none"> ● Video was too short and not applicable to the topic

ATTACHMENT I
INDIVIDUAL RESEARCH PAPER

I. Requirements

- A. All students are required to write a research paper on a health/wellness related topic which will be approved by the instructor. Three topic choices will be submitted on index cards.
- B. Use MLA or American Psychological Association (APA) format of documentation.
- C. The paper must be a minimum of 7 pages in length (double spaced). **Cover page and reference page not included in the 7 page minimum.**
- D. References will include a minimum of 8 sources with no more than 2 being from the Internet.
- E. Selection of topics – first come, first serve basis.
- F. Final paper/oral presentation
 - a. Paper: Due date: _____, **NO EXCEPTIONS!!!**
 - b. All papers will be typed with no larger than 12 font and 1” margins.
 - c. Font must be Times New Roman

II. Grade for Paper will:

- A. Constitute 20% of final class grade.
- B. Be based on grading rubric (**same rubric used for group paper**)
 - 1. Current research related to the selected topic;
 - 2. Appropriate documentation;
 - 3. Spelling/grammar;
 - 4. Clearly presenting the information in an understandable manner;
 - 5. The student’s ability to comprehend, interpret, and explain the information.

III. Academic Honesty

The policy on academic honesty, cited in the current The College of New Jersey Undergraduate Bulletin will be supported by the instructor.

RESEARCH PAPER/GROUP PAPER FOR WELLNESS COMPANY OVERVIEW

I. Requirements

- A. Group Papers/presentations will be done in assigned groups.
- B. Use MLA or American Psychological Association (APA) format of documentation. References must be from 8 peer reviewed sources (for full credit). If unsure about web related references, check with the instructor.
- C. The paper must be a minimum of 7 pages in length (double spaced). One paper per group (cover page and reference page not included). Font = Times New Roman, 12 font and 1" margins
- D. Paper content should include:
 1. Introduction of topic
 2. Background/historical/factual information/etc. surrounding topic
 3. Connection to health/wellness
 4. Examples of use
 5. Closure

28 Total Points

	2	1	0	Weight
APA or MLA & Format	APA format used throughout paper, reference list provided, and all formatting guidelines followed	APA format attempted throughout paper, reference list provided, and most formatting guidelines followed	APA format not used throughout paper, reference list not provided and most formatting guidelines not followed	X1
Topic	Topic has a direct relationship with health and wellness	Topic has a limited relationship with health and wellness	Topic has little relationship with health and wellness	X1
Content	Topic content thoroughly addressed Created a full understanding of topic Made strong connection to stress/stress management	Topic content addressed Unable to get full grasp of content Made adequate connection to health and wellness	Topic content minimally addressed Unable to get full grasp of content Content followed an opinion/personal perspective instead of research format Made little connection to health and wellness	X5
Research	8 or more directly related peer reviewed sources	5-7 directly related peer reviewed sources	<5 directly related peer reviewed sources	X3
Style	Style uses simple and direct prose, producing and easy and enjoyable read Strong organization	Solid style with a mix of short and intermediate length sentences Good organization	Inappropriate style using sarcasm, rhetoric, cliché phrases, run-on-sentences, fragments, etc. Organization lacking	X2
Grammar	Grammar/spelling errors minimal proofreading evident	Several grammar/spelling errors (<4)	Grammar/spelling errors (4+)	X1
Length	7 or more pages using guidelines	6 pages	<5 pages	X1

WELLNESS PRESENTATIONS SCORING RUBRIC (48 points)

Part I:

Categories	0 POINTS	1 POINT	2 POINTS		
Literature support/ References/studies	Supporting research is not clearly explained and presented (encompasses few aspects of project), Research does not address the paper's topic	Supporting research is not fully explained and presented (encompasses most aspects of project/ pros & cons), Research addresses the paper's topic	Supporting research is clearly explained and presented (encompasses all aspects of project/ pros & cons), Research addresses the paper's topic	X2	
Length	< 14 minutes	14-19 or 30+ minutes	20-30 minutes	X2	

Part II: Content:

Introduction of Topic What it is...	Introduction of Topic unclear. Inaccurate Doesn't address topic or relationship to health and wellness	Clearly introduces topic. Presentation content not addressed	Introduces the topic and relates clearly, accurately defines topic: tells what will be included in rest of presentation	X1	
Relationship to/ importance of H&W	None or minimal ability to comprehend, interpret, apply and explain topic with regards to H&W	moderate ability to comprehend, interpret, apply and explain topic with regards to H&W	Strong ability to comprehend, interpret, apply and explain topic with regards to H&W	X2	
Application to life	Presentation makes no application to profession/real life	Presentation makes some applications to profession/real life, or unrealistic application	Presentation makes good applications to profession/real life (student/employee/parent/etc)	X2	
Content of presentation	Content of presentation haphazardly laid out and is difficult to follow	Content is not completely clearly laid out and logical to follow (minor content connection flaws)	Content is clearly laid out and is logical and easy to follow	X1	
Closure	Presenter provides no closure and does not suggest how to continue with/find out more about topic	Presenter provides an adequate closure and suggests future work/projects	Presenter provides a good closure and suggests future work/projects (where do more/find out more about topic)	X1	

Part III: Lesson:

PowerPoint	Not used or sparsely	Cramped/too much info/ hard to understand Visually unappealing...	Used effectively: Slides clear, easy to follow – matched with presented information	X1	
Aids & Examples	None used or did not represent or directly relate to topic	Use of AV used to see the connection between topic and H&W.	Use of audio-visual aids are varied and appropriate, examples of Topic: video, props, guest speaker, etc...	X4	
Lesson/Activity	None provided or did not represent or directly relate to topic	Lesson/activity showed some connection.	Lesson/activity used perfectly to emphasize topic	X4	
Handout	Not Provided	Provided, but weak in content, info limited, not useful to peers	Provided to group, clear, full of useful info, can be used as learning tool, study guide, reference guide, etc/	X1	

Part IV: Overall Group Work & Presentation

**Group	All members did not equally present or able to answer questions		All members EQUALLY presented and able to answer questions	X1	
Interest	Presentation fails to capture the listeners attention/involve the listener for presentation	Presentation captures the listeners attention/involve the listener for majority of pres.	Presentation captures the listeners attention/involve the listener for entire presentation	X2	

** Any group member who can not answer questions after presentation may be asked to provide proof of work done for presentation. If work does not reflect the rest of the group's effort, the final grade will **minimally** be one letter grade lower than what the group earned. Group = A-, your grade = B-(or lower). Final grade may be a '0' if group members indicate no work was done on project and proof can not be presented. Electronic copy of slides must be either placed in Dropbox or emailed to instructor prior to presenting. **Hard copy of slides and paper are due before presenting. No hard copy will reflect in 10 point deduction for the group.**

Functional Personal Conditioning

HES 209 1 Unit

REQUIRED TEXT: MindTap Health Principles and Labs for Fitness and Wellness , 14th Edition
Werner W.K. Hoeger; Sharon A. Hoeger; Amber L. Fawson; Cherie I. Hoeger. ISBN 9781337112871

PURPOSE OF COURSE: Providing a foundation for basic strength and conditioning principles and techniques. This lecture/laboratory-based course provides students with an approach to choosing and applying exercise methods and technique to appropriate self-teaching and coaching practices. A proper foundation of exercise technique is essential for the development of optimal training programs to enhance fitness performance and general health and fitness.

COURSE DESCRIPTION: This course is designed to expose students to different health and fitness conditioning modalities currently used. General course topics include health and fitness, behavior modification, cardiovascular fitness, muscular strength, muscular endurance, and flexibility training, and body composition.

LEARNING AND PERFORMANCE GOALS:

Professional Goals

- Understand the benefits and significance of participating in a comprehensive wellness program
- Explain techniques that will facilitate the process of change
- Define nutrition, conduct a nutrient analysis, implement changes to meet the Dietary Reference Intakes and describe its relationship to health and well-being
- Understand the importance of body mass index (BMI) and waist circumference in the assessment of risk for disease and be able to determine recommended weight according to recommended percent body fat values and BMI
- Explain the key role of a lifetime exercise program in a successful weight loss and weight maintenance program
- Explain the principles that govern CR exercise prescription: intensity, mode, duration, frequency, volume, and rate of progression.
- Learn to write a comprehensive cardiorespiratory exercise prescription
- Explain the importance of adequate muscular fitness levels in maintaining good health and well-being, clarify misconceptions about strength fitness, define muscular fitness, muscular strength, and muscular endurance
- Understand the principles of overload and specificity of training for strength development
- Explain the importance of muscular flexibility to adequate fitness, identify the factors that affect muscular flexibility, and explain the health-fitness benefits of stretching
- Be able to write a comprehensive fitness program, identify performance tests used to assess skill-related fitness and describe the relationship between fitness and aging
- Review health and fitness accomplishments and chart a wellness program for the future

LEARNING ACTIVITIES

- A. Exercise laboratory sessions
- B. Weekly lectures and instructional Videos
- C. Chapter Quizzes/Examinations
- D. Assignments, Readings, Journals, Fitness Performance Programs/Exercise Portfolio, Video Quizzes

HES DEPARTMENT POLICY: *Participation is expected in activity based classes. The inability to participate in at least 80% of class activities will result in the following regardless of reason: 1) the need to repeat the class or 2) '0' or diminished credit earned for assignments specific to activities for non-participation. Clear communications must be ongoing with the instructor. The instructor has the discretion to make accommodations as needed (additional information under Accommodations).*

ALL WEEKLY ASSIGNMENTS ARE DUE PRIOR TO THE START OF THE FOLLOWING CLASS. LATE ASSIGNMENTS ARE NOT ACCEPTED. STUDENT SUBMITTED WORK DATE/TIMES ARE INDICATED IN PAWS.

PRE/POST-TESTS/EXAMS: Weekly exams/quizzes based on lectures and identified readings. Students are responsible for any material covered in class, online lectures, assigned readings, videos, or the textbook. Tests are provided for Lectures/Chapters 1-9. Pre-tests are available, but not required. Missing a quiz/an exam will result in a **zero** for that exam. It is expected that although online, exams are to be done individually. If an emergency arises, proper documentation **must** be presented and a makeup exam may be given. Notification **must be given the day of exam** in order to be eligible for a make-up exam. The makeup exam is a different exam and will consist mostly of short answer and multiple choice questions. One point per test questi

READINGS: Readings are not graded, merely assigned to support learning and enhance lecture based materials.

LABS/PARTICIPATION: Weekly chapter/lecture based laboratory exercise are assigned. Multiple chapter/lecture based laboratories will be provided. The student is to **CHOOSE ONE** per chapter/lecture. The completion of **ONE (1)** per chapter/lecture is required weekly. of laboratory experiences. A lab must be completed for chapters/lectures 1-9.

GLOBAL CONNECTION & VIDEO QUIZ: **Two separate assignments:** Areas of HES put an emphasis on health and the impact it has on a global level. Short readings and videos will be followed by a quiz connected to the video and reading. Typically 3 questions.

ELECTRONIC JOURNAL: Answer the questions and reflect on y our own personal health and activity status.

ASSESS YOUR BEHAVIOR: Not graded, but provided for you to reflect on your personal behaviors and how they may impact your overall health.

GRADING OVERVIEWS: Lab, Journal, Global quiz, and Video quiz all complete/incomplete, i.e. full credit or no credit. Partial credit not provided.

Chapter/Lecture Tests/Quizzes	10 @ 15 pts	150
Lab	10 @ 3 pts	30
Journal	10 @ 2 pts	20

Global Connection Quiz	10 @ 1 pt	10
Video Quiz	10 @ 1 pt	10
TOTAL		220

GRADING SCALE: The following grading system is used for this undergraduate course:

A	93-100	B+	87-89.9	C+	77-79.9	D	60-69.9
A-	90-92.9	B	83-86.9	C	73-76.9	F	0- 59.9
		B-	80-82.9	C-	70-72.9		

ACADEMIC DISHONESTY: *Academic dishonesty* is any attempt by the student to gain academic advantage through dishonest means, to submit, as his/her own, work which has not been done by him/her or to give improper aid to another student in the completion of an assignment. Such dishonesty would include, but is not limited to: submitting as his/her own a project, paper, report, test, or speech copied from, partially copied, or paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. The rules apply to any academic dishonesty, whether the work is graded or ungraded, group or individual, written or oral. Academic dishonesty (plagiarism on a paper/assignment, turning in work completed by someone else, obtaining previous exams from former students, or cheating during an exam) will not be tolerated and may result in punishment up to and including failure of the course. TCNJ's Academic Integrity Policies and Procedures can be found at the URL <http://policies.tcnj.edu/policies/digest.php?docId=7642>.

DISABILITY POLICY: Any student who has a documented disability and is need of academic accommodations should notify the professor of this course and contact the Office of Differing Abilities Services (609-771-2571). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992. More information may be found at <http://differingabilities.pages.tcnj.edu>.

ACCOMMODATIONS: The HES department will support ADA guidelines for individuals with physical disabilities. It is the HES student's responsibility to notify course instructors of any accommodations outlined from the Office of Differing Abilities or medical personal. Accommodations will be considered, however may not be approved if the accommodations limit the ability of the student to meet or demonstrate the course learning goals. Alternate activities may be created to afford the student the opportunity to demonstrate said competencies, where appropriate.

*** Note: The professor reserves the right to modify course content ***

• Syllabus subject to change, without notice, due to extenuating and/or unforeseeable circumstances.

	Class/Home Lectures Content	At Home Content/Due Day	Due
<p>Week 1</p> <p>May 22nd</p> <p>Capital Health, Hopewell Garden Level Conference Room 1&2</p> <p>5:00-8:00</p>	<p>In-Class</p> <p>Chapter 1 Physical Fitness and Wellness</p> <p>Chapter 2 Behavior Modification</p> <p>Chapter 3 Nutrition for Wellness</p>	<ul style="list-style-type: none"> • CH 1 - Pretest & Post-test • Chapter 1 readings: 1) <i>Sitting Disease</i>, 2) <i>Physical Activity & Exercise Defined</i> & 3) choice • Lab 1 Choice • Video Quiz & Global • Assess your behavior • Journal - Chapter 1 <ul style="list-style-type: none"> • CH 2 - Pretest & Post-test • Chapter 2 readings: 1) Personal Values and Behavior, 2, Your Brain and Your Habits, & 3) choice • Lab 2 Choice • Video Quiz & Global • Assess your behavior • Journal - Chapter 2 <ul style="list-style-type: none"> • CH 3- Pretest & Post-test • Chapter 3 readings: 1) <i>Nutrition for Wellness</i>, 2) Proper Nutrition: A Lifetime Prescription for Healthy Living, & 3) choice • Lab 3 Choice • Video Quiz & Global • Assess your behavior • Journal - Chapter 3 	<p>May 29th by 5pm</p>
<p>Week 2</p> <p>May 29th</p> <p>online</p>	<p>Chapter 4 Body Composition</p> <p>Chapter 5 Weight Management</p>	<ul style="list-style-type: none"> • CH 4- Pretest & Post-test • Chapter 4 readings: 2 Choice readings • Lab 4 Choice • Video Quiz & Global • Assess your behavior • Journal - Chapter 4 • Self Fitness Challenge <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> • CH 5- Pretest & Post-test • Chapter 5 readings: 1) <i>Mental & Emotional Aspects of Weight Loss</i>, 2) <i>Types of Exercise Recommended</i>, 3) Choice • Lab 5 Choice • Video Quiz & Global • Assess your behavior • Journal - Chapter 5 • Self Fitness Challenge 	<p>June 5 by 5pm</p>

<p>Week 3</p> <p>June 5th – online</p>	<p>Chapter 6 Cardiorespiratory Endurance</p> <p>Chapter 7 Muscular Fitness</p> <p>7A - Functional Training</p>	<ul style="list-style-type: none"> ● CH 6- Pretest & Post-test ● Chapter 6 readings: 1) Guidelines for Developing Cardiorespiratory Endurance, 2) Getting Started and Adhering to a Lifetime Exercise Program ND 3) Choice ● Lab 6 Choice ● Video Quiz & Global ● Assess your behavior ● Journal - Chapter 6 ● Self Fitness Challenge <hr/> <ul style="list-style-type: none"> ● CH 7- Pretest & Post-test ● Chapter 7 readings: 1) Guidelines for Strength-training, 2) Setting up Your Own Strength-Training Program, 3 choice ● Lab 7 Choice ● Video Quiz & Global ● Assess your behavior ● Journal - Chapter 7 ● Self Fitness Challenge 	<p>June 12 by 5pm</p>
<p>Week 4</p> <p>June 12th – online</p>	<p>Chapter 8 Muscular Flexibility</p> <p>Chapter 9 Fitness Programming and Skill Fitness</p> <p>Chapter 15 Lifetime Fitness and Wellness (lecture 10, Chapter 15 support and assignments)</p>	<ul style="list-style-type: none"> ● CH 8- Pretest & Post-test ● Chapter 8 readings: 1) Factors that Affect Flexibility, 2) Assessing Flexibility, 3) Guidelines for Developing Muscular Flexibility ● Lab 8 Choice ● Video Quiz & Global ● Assess your behavior ● Journal - Chapter 8 ● Self Fitness Challenge <hr/> <ul style="list-style-type: none"> ● CH 9- Pretest & Post-test ● Chapter 9 readings: 1), Choosing an Exercise Program with Your Values in Mind, 2) Nutrition and Hydration during Exercise, 3) Exercise and Aging, 4) General Exercise Considerations ● Lab 9 Choice ● Video Quiz & Global ● Assess your behavior ● Journal - Chapter 9 ● Self Fitness Challenge <hr/> <ul style="list-style-type: none"> ● CH 15- Pretest & Post-test ● Chapter 15 readings: Choice ● Lab 15 Choice ● Video Quiz & Global ● Assess your behavior ● Journal - Chapter 15 ● Self Fitness Challenge 	<p>June 19th by 5pm</p>

HES 225: Personal Nutrition/1 unit

REQUIRED TEXTBOOKS AND OTHER COURSE MATERIALS

Sizer, F. & Whitney, E. (2017). *Nutrition: Concepts and Controversies*. (14th ed.). Boston, MA: Wadsworth, Cengage Learning.

COURSE DESCRIPTION

This course will cover the science and fundamentals of human nutrition. Topics covered include nutritional requirements related to changing individual and family needs, food choices, health behaviors, food safety, prevention of chronic disease and nutrition- related public health in the United States and globally.

OBJECTIVES

The course objectives are organized in line with the program outcomes. At the end of the course, the student will be able to:

1. Know the six classes of nutrients and explain their role as it relates to promoting optimal health, information on food labels, and the accuracy of statements made in popular media about nutrition.
2. Relate the importance of good nutrition to different stages in human development and the promotion of a healthy lifestyle.
3. Determine, compare and contrast the nutritional value of current eating habits to current recommendations and propose modifications to reduce the risk for developing chronic diseases.
4. Identify strategies to eating a healthy diet in different cultural and environmental settings.

SUMMARY OF LEARNING ASSESSMENTS/ASSIGNMENTS

LEARNING ASSESSMENT/ ASSIGNMENT	COURSE OBJECTIVES ADDRESSED	WEIGHT TOWARD FINAL COURSE GRADE
Module Quizzes, 8 Quizzes in total (13pts each)	All	20%
Weekly Discussions, 10 Discussion Boards in total (10pts each)	All	20%

Mini Case Studies, 2 in total (50pts each)	All	20%
Dietary Analysis Assignment	All	20%
Major Case Study	All	20%

LEARNING ASSESSMENTS/ASSIGNMENTS

- *Lectures and Readings:* Learning modules will include recommended reading from the required text and associated lectures to provide learning opportunities to meet the learning objectives of each module. It is expected that students will read the material and listen to the lectures as to best facilitate their successful completion of course assignments.
- *Discussion Board Posts:* Students are required to contribute to weekly discussion board topics. The purpose of these activities is to facilitate discussion among students and incorporate current and emerging topics into the course. Students should post a thoughtful and complete response and reply to at least two classmates' posts by the assigned deadline to receive full credit.
- *Question and Answer Discussion Board:* The Question and Answer discussion board is a space designated for students to pose questions to the class and solicit guidance. Students are encouraged to *email* the instructor with questions related to course materials and the instructor will post relevant questions and answers to the discussion board forum. Students are responsible to read posts in this forum, but students are not required to participate and this activity is not graded.
- *Quizzes:* Regular quizzes will test student understanding of course content. Quizzes can be attempted one time and students are encouraged to consult course materials as needed to complete the quiz.
- *Dietary Analysis Assignment*:* In Module 4, students will be asked to track their diets for 2 days and complete a dietary analysis using the USDA Supertracker resource. The purpose of this assignment is to reinforce the micro- and macronutrients, their dietary sources, and their recommended intakes.
- *Mini Case Study Assignments*:* In Modules 6 and 8, students will complete Mini Case Study assignments designed to illustrate real-world examples of topics covered in earlier modules. Case studies should be written in the third person and follow the case study format, found on Blackboard.

- *Major Case Study**: In Module 10, students will complete the Major Case Study assignment, designed to demonstrate their knowledge and understanding of the nutrition care plan process and the topics related to the assigned case. Case studies should be written in the third person and follow the case study format, found on Blackboard.
- *Optional Learning Activities*: In some modules, there is an optional learning activity, designed to provide the curious learner with recommendations for additional exploration. Completion of these optional modules is not required, and students will not be graded on their participation.

*Formal Written Assignments (Dietary Analysis Assignment, Mini Case Studies, and Major Case Studies) should be composed in complete sentences and include proper grammar, spelling, and punctuation. Files can be submitted in .doc and .pdf formats and should follow the outline provided in the respective assignment. All work submitted should include in-text citations and a reference list for any resources consulted. Please cite work in formats consistent with the American Psychological Association. Guidelines for work can be found at: www.apastyle.org

****** ALL work must be submitted to the CANVAS/LIVETEXT/Cengage appropriate drop box category and be labeled according to the assignment. Assignments are due prior to the start of class on designated due date. The instructor will not look for assignments that have generic names or are not located in the appropriate dropbox category nor will late assignments be graded. Extra credit is not provided***

TCNJ POLICY AND PROCEDURE STATEMENT

“Participation is expected in activity, practical, or practicum/field based classes. The inability to participate in at least 80% of class activities will result in the following regardless of reason: 1) the need to repeat the class or 2) '0' or diminished credit earned for assignments specific to activities/assignments for non-participation. Clear communications must be ongoing with the instructor. The instructor has the discretion to make accommodations as needed (additional information under Accommodations).”

GRADING SCALE

Grade Range

A	94-100%	B+	87-89.9%	C+	77-79.9%	D	60-69.9%
A-	90-93.9%	B	83-86.9%	C	73-76.9%	F	<60%
		B-	80-82.9%	C-	70-72.9%		

CLASS POLICIES

Academic Dishonesty: Academic dishonesty will not be tolerated and may result in punishment that may include but not limited to: assignment or exam failure, course failure, removal from program, or up school expulsion. Examples of academic dishonesty include cheating on an exam, written assignment, or research paper, using other's work as your own, using technology for unethical behavior, etc.

Special Needs: Students who require course adaptations or accommodations because of a disability, have emergency medical information to share, or require special arrangements should see instructor as soon as possible.

Accommodations: The HES department will support ADA guidelines for individuals with physical and mental disabilities. It is the HES major's responsibility to notify course instructors of any accommodations outlined from the Office of Differing Abilities or medical personal at the beginning of the semester or at the time of incident. All accommodations will be considered, however may not be approved if the accommodations limit the ability of the student to meet or demonstrate the course learning goals. Alternate learning objectives may be created to afford the student the opportunity demonstrate said competencies, where appropriate.

COMMUNICATION POLICY

Students may communicate with the instructor by email, which is provided in the Contact Information area. The instructor will respond to students within 48 hours.

All official communication, notices, & announcements will be distributed through student the TCNJ email system or CANVAS email system. The student is accountable for checking this account regularly and for all course communication sent to it.

COURSE SCHEDULE

Module	Module Subtopics	Learning Activities & Resources	Learning Assignments/ Assessments
Welcome – Start Here	Getting Started	Familiarize yourself with CANVAS/CEngage	Discussion Board: Introduce Yourself Avoiding Plagiarism Module
Module 1: Nutrition in the Body	Food and You Nutrition as Chemistry Digestion	<p>Sizer, F. & Whitney, E. (2017). <i>Nutrition: Concepts and Controversies</i>. (14th ed.). Boston, MA: Wadsworth, Cengage Learning.</p> <ul style="list-style-type: none"> ● Chapter 1: Food Choices and Human Health ● Chapter 3: The Remarkable Body <p>Review the lecture materials posted in the module for this week.</p>	Module 1 Discussion Board Module 1 Quiz

<p>Module 2: Macronutrients</p>	<p>Carbohydrates Lipids Proteins</p>	<p>Sizer, F. & Whitney, E. (2017). <i>Nutrition: Concepts and Controversies</i>. (14th ed.). Boston, MA: Wadsworth, Cengage Learning.</p> <ul style="list-style-type: none"> ● Chapter 4: The Carbohydrates: Sugar, Starch, Glycogen, and Fiber <ul style="list-style-type: none"> ○ pp 113-140 ○ pp 154-160 ● Chapter 5: The Lipids: Fats, Oils, Phospholipids, and Sterols ● Chapter 6: The Proteins and 	<p>Module 2 Discussion Board Module 2 Quiz</p>
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Module	Module Subtopics	Learning Activities & Resources	Learning Assignments/ Assessments
		<p>Amino Acids</p> <p>Review the lecture materials posted in the module for this week.</p>	
<p>Module 3: Micronutrients</p>	<p>Vitamins Water Major Minerals Trace Minerals</p>	<p>Sizer, F. & Whitney, E. (2017). <i>Nutrition: Concepts and Controversies</i>. (14th ed.). Boston, MA: Wadsworth, Cengage Learning.</p> <ul style="list-style-type: none"> • Chapter 7: The Vitamins • Chapter 8: Water and Minerals <p>Review the lecture materials posted in the module for this week.</p>	<p>Module 3 Discussion Board Module 3 Quiz</p>
<p>Module 4: Nutrition Standards and Guidelines</p>	<p>Dietary Reference Intakes Federal Dietary Guidelines and the USDA Supertracker</p>	<p>Sizer, F. & Whitney, E. (2017). <i>Nutrition: Concepts and Controversies</i>. (14th ed.). Boston, MA: Wadsworth, Cengage Learning.</p> <ul style="list-style-type: none"> • Chapter 2: Nutrition Tools – Standards and Guidelines <p>Review the lecture materials posted in the module for this week.</p>	<p>Module 4 Discussion Board Dietary Analysis Assignment</p>

Module 5: Nutrition Through the Lifespan	Nutrition Before and During Pregnancy Complication s of Pregnancy Nutrition During Infancy and Childhood	Sizer, F. & Whitney, E. (2017). <i>Nutrition: Concepts and Controversies</i> . (14th ed.). Boston, MA: Wadsworth, Cengage Learning. <ul style="list-style-type: none"> • Chapter 13: Life Cycle 	Module 5 Discussion Board Module 5 Quiz
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Module	Module Subtopics	Learning Activities & Resources	Learning Assignments/ Assessments
	Adolescence and Older Age	Nutrition: Mother and Infant <ul style="list-style-type: none"> ● Chapter 14: Child, Teen, and Older Adult Review the lecture materials posted in the module for this week.	
Module 6: Energy Balance and Body Weight	Body Weight Energy Balance and Weight Management Physical Activity	Sizer, F. & Whitney, E. (2017). <i>Nutrition: Concepts and Controversies</i> . (14th ed.). Boston, MA: Wadsworth, Cengage Learning. <ul style="list-style-type: none"> ● Chapter 9: Energy Balance and Healthy Body Weight ● Chapter 10: Performance Nutrition Review the lecture materials posted in the module for this week.	Module 6 Discussion Board Module 6 Quiz Mini Case Study #1
Module 7: Nutrition and Disease	Cardiovascular Disease Cancer Diabetes	Sizer, F. & Whitney, E. (2017). <i>Nutrition: Concepts and Controversies</i> . (14th ed.). Boston, MA: Wadsworth, Cengage Learning. <ul style="list-style-type: none"> ● Chapter 4: The Carbohydrates: Sugar, Starch, Glycogen, and Fiber <ul style="list-style-type: none"> ○ pp 141-153 ● Chapter 11: Diet and 	Module 7 Discussion Board Module 7 Quiz

		Health	
		Review the lecture materials posted in the module for this week.	

Module	Module Subtopics	Learning Activities & Resources	Learning Assignments/ Assessments
Module 8: Hunger and the Global Environment	Hunger and the Global Environment	<p>Sizer, F. & Whitney, E. (2017). <i>Nutrition: Concepts and Controversies</i>. (14th ed.). Boston, MA: Wadsworth, Cengage Learning.</p> <ul style="list-style-type: none"> ● Chapter 15: Hunger and the Future of Food <p>Review the lecture materials posted in the module for this week.</p>	Module 8 Discussion Board Module 8 Quiz Mini Case Study #2
Module 9: Food Safety and Food Technology	Food Safety and Food Technology	<p>Sizer, F. & Whitney, E. (2017). <i>Nutrition: Concepts and Controversies</i>. (14th ed.). Boston, MA: Wadsworth, Cengage Learning.</p> <ul style="list-style-type: none"> ● Chapter 12: Food Safety and Food Technology <p>Review the lecture materials posted in the module for this week.</p>	Module 9 Discussion Board Module 9 Quiz
Module 10: Nutrition Counseling	Nutrition Counseling	<p>No required readings.</p> <p>Review the lecture materials posted in the module for this week.</p>	Module 10 Discussion Board Major Case Study

Cover Sheet for Connecting Courses to Programs

HES 351 Stress Management

HES 351 is a course for students in the Health and Exercise Science Major who want to be Health and Physical Education teachers or prepare for one of many Health and Exercise Science options. Because its emphasis is on analysis of Stress and Stress Related Wellness Issues as a social institution, it also serves as a liberal learning course.

I. Learning Goals

The learning goals for this course provide the foundation for students to obtain the knowledge, skills and behaviors needed for managing stress and its effects on the physical, emotional, mental and spiritual domains of health and wellness. The core goal is for students to be prepared to understand, apply and integrate holistic stress management concepts in their life long plan for personal and societal wellness. If students are able to manage their stress levels; they are more likely to perform better in the workplace.

II. Student Assessment

Worksheets, discussions and daily review of course information will provide students with feedback to assist them in the learning process. In class and outside of class activities will provide students with feedback that indicates the need for interventions or reinforcement for their progress in achieving the learning goals of the course. Deficiencies will be followed up with additional active ties to help students achieve learning goals. Achievement will be reinforced with higher level learning challenges applied.

Assessment will focus on students' ability to assess their stress levels, interpret the results and make changes based on healthy stress management techniques. The core concept of Health and Exercise Science is the betterment of humanity through a program that leads to healthier lives.

III. Learning Activities

The learning activities in this course relate to other planned learning experiences in the Health and Exercise Science program through the development of a foundation in the concepts, skills and behaviors for health and wellness. The plan is for students to integrate holistic health concepts in their life long plan for personal and societal wellness.

The College of New Jersey
Department of Health and Exercise Science
HES 351: Stress Management (1 Unit)
 Class time: Tuesday 5:00pm – 6:20pm - Online: Week days

Instructor	Office Phone	E-mail	Office/Hours
Joanne Smith-Tavener	771-3054	tavener@tcnj.edu	The instructor will be available by email. Email will be checked periodically throughout the week. Allow ~24 hours for a response.

Prerequisite (None)

Required Text: Online versions

- Seaward, B. L. *Managing Stress: Principles and strategies for health and well-being.* Mass: Jones and Bartlett.
- Seaward, B. L. *The Art of Peace and Relaxation: Workbook* . Mass: Jones and Bartlett (scanned copy online)
- Additional required readings either supplied or researched by student

I. Purpose of Course

This course gives students a foundation in the concepts, skills and behaviors for managing stress and enhancing health and wellness. The course prepares students to analyze, understand, apply and integrate holistic stress management concepts in their life long plan for personal and societal wellness. The course is Pro Humanite in that the Health and Exercise Science discipline has as its Core Concept the betterment of humanity through a program that leads to healthier lives. This is indeed a worthy purpose

II. Course Description

This course is designed to help students relax, energize and cope. Strategies for desensitization to stressful situations, enhancement of self image, and expansion of an overall sense of harmony through various forms of scientific relaxation techniques and alternative therapies will be emphasized.

In 2004, all undergraduate courses were transformed and redesigned into one (1) course unit or four (4) credits. Transformation facilitated the implementation of richer, more in-depth learning experiences.

Courses meet weekly for 3 hours with a 4th hour used for additional class time, recitation, group meetings, discussions, projects, simulations, community service, conferences, exam reviews, and other collaborative projects or student engagements.

III. Learning Goals

While academic learning relies on collection of facts that health scientists have discovered and students are expected to memorize in order to understand important concept and theories, students taking this course will be expected to be active learners.

Students will apply and integrate their knowledge for personal stress management so they will learn to value the benefits of their holistic health. Students will also apply and integrate their knowledge about wellness and morbidity and mortality risk factors as related to stress. By the end of this course, students will understand how to translate this knowledge into general responses to lifestyle choices in society so they reduce their risks for lifestyle related morbidity and mortality.

GOALS

SUBJECT MATTER EXPERTISE – Knowledge and Inquiry

1. Students will learn the concepts around Stress Management
 - Students will identify, evaluate, and understand components of stress and stress management and importance of balancing components.
 - Students will demonstrate an understanding of the importance of lifestyle interventions for improvement of their wellness and the importance of reinforcement for the maintenance of optimal health.
 - Students will learn to distinguish between individual, familial, community, institutional, and environmental factors influencing stress levels which negatively impact human health and wellness.
 - Students will learn to analyze relationships between culture, personality, economy, heredity, and stress related health and wellness.
2. Students will learn to reflect using tools/protocols developed from the concepts of health and wellness as related to stress and stress management and they will learn the process of making wellness judgments.
 - Students will identify major health problems associated with high stress levels, their causes, their prevention and ways to reduce risk factors for lifestyle related morbidity and mortality.
 - Students will gather information, analyze data and draw conclusions in stress related areas of health and wellness. They will also learn to identify important resources for their own subsequent learning thereby becoming self directed learners.

PERSONAL ROLE, REFLECTIVE PRACTICE – Excellence in Practice

3. Students will make the application of concepts of stress related wellness more personal and experience the values embedded in choosing healthy lifestyles.
 - Students will learn to determine personal stress related health status and demonstrate their ability to use their knowledge of lifestyle interventions for improvement or reinforcement of their health and wellness.
 - Students will demonstrate knowledge of stress management activities to reduce the prevalence of lifestyle related illness.
 - Students will identify activities appropriate for individual wellness and demonstrate the skills and knowledge for safe participation in stress management activities.

COLLABORATION-DIVERSITY – Multiple Contexts and Communities

4. Students will develop the ability to link the concepts of stress and stress management to self and society and apply reflective thinking in more general ways.

- Students will demonstrate knowledge of the health and wellness effects and the impact of major social institutions such as family, education, government and religion on an individual's stress level.
- Students will learn the use and application of stress and stress management research in solving society's health problems.

IV. LEARNING EXPERIENCE

Higher level learning requires Active Learning that includes:

- Experiences – that students do and observe in class and out of class.
- Information – both primary and secondary that students access in class and out of class.
- Reflection – in class in small groups and individually outside class.

Course Approach

1. Teach or guide to the concepts around stress and stress management.
2. Teach how to reflect using tools and protocols developed from the concepts and learn the process of making wellness judgments.
3. Make the application of concepts of stress related wellness more personal and experience the values embedded in choosing healthy lifestyles.
4. Link the concepts of stress related wellness and stress management to society and apply reflective thinking in more general ways.

Teaching Methods (Procedures and Techniques)

All methods may be done in class or online

- A. Lecture/discussion
- B. Practical learning experiences
- C. Audiovisual presentations
- D. Written assessments/reflections of personal stress management behaviors
- E. Personal characteristic and the connection to decision making/problem solving tools
- F. Student guided learning sites/wiki
- G. Examinations

- Solve stress related health and wellness problems and have small and large group discussions.
- Connect stress related health and wellness concepts to the dimensions of wellness presented in class and assignments outside class.
- Collaborate in small groups to develop an individualized plan for stress management and wellness.
- Apply and analyze a personal healthy lifestyle plan which incorporates a stress management plan.
- Develop scientific analyses and writing skills. Writing a research paper on a stress management technique in the style of a scientific paper.
- Develop oral presentation skills by participating in large and small group discussions and completing an oral presentation based on the research paper.
- Use worksheets and created activities for more personal insight.
- Create a wiki as a way to provide yourself and others with more related materials.
- Ask the professor questions in and out of class (via email).
- Devote 2-3 hours outside class for every hour spent in class.

- Integrate and supplement readings from the course textbook, scientific papers, scientific internet sources, newspapers, television, and media sources with classroom learning.
 - Creation of wiki tool