

MEMORANDM

TO: TCNJ Deans, Chairs, Faculty, Staff, and Students

FROM: Committee on Academic Programs (CAP)

RE: Graduate Certificate in Wellness Coaching

DATE: March 2, 2021

Background: In Spring 2021, the Committee on Academic Programs (CAP) was asked by Steering to review the proposed Graduate Certificate in Wellness Coaching from the School of Nursing, Health and Exercise Science.

Rationale: This is a new graduate certificate program.

Methods: The Graduate Studies Council was consulted for initial input on the certificate program in Spring 2020. Graduate Studies Council forwarded their recommendation to CAP. CAP consulted with Steering to seek approval to review the proposal. The members of CAP reviewed the certificate proposal to ensure that the proposal followed the guidelines put forth in the [Graduate Certificate Programs Policy](#) and worked with Anne Farrell to make final revisions to the proposal.

Final Recommendation: CAP's voted unanimously to approve the Graduate Proposal in Wellness Coaching.

**The College of New Jersey
School of Nursing, Health, and Exercise Science
Graduate Certificate in Wellness Coaching**

Table of Contents

1.		Mission and Core Values of The College of New Jersey	2
	a.	Mission of the Graduate Certificate in Wellness Coaching	3
	b.	Program Objectives	3
2.		Rationale, Demand, Need for Health and Wellness Programs	4
	a.	Themes	5
	b.	Course Sequence	5
3.		Capacity In Resource Consideration	6

**The College of New Jersey
School of Nursing, Health, and Exercise Science
Graduate Certificate in Wellness Coaching**

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 graduate certificate in wellness coaching 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 following sections describe the proposed graduate certificate in wellness coaching program.

Mission of the Graduate Certificate in Wellness Coaching (GCWC)

The mission of the Health & Exercise Science **Wellness Coaching certificate** program will prepare individuals to make important health decisions that will optimize overall health and well-being through education, health promotion, and 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 individuals to determine and implement best practices for personal health and well-being. Apply coaching techniques in education and relevant practical experiences.

Integrated/Practical Experiences

Coaches participate in clinical experiences to employ strategies that will foster client's personal growth. Integrated learning will occur by working with a variety of health-professions to address the individual's holistic needs and 8-dimensions of wellness (mental/emotional, spiritual, occupational intellectual, social, physical, environmental, and financial).

Program Objectives

Prepare students who complete the Graduate Certificate in Wellness Coaching (GCWC) to meet the complex health needs of individuals. At the end of the program the student will be able to:

1. Utilize personal health and well-being of self and others as a basis for wellness plans.
2. Synthesize theoretical knowledge from health and wellness literature to develop wellness goals for themselves and clients.
3. Utilize coaching strategies to help the person set his or her own solutions for the health problem(s) and concerns that they may face.
4. Utilize a variety of methods, tailored to the individual, to move through the process of setting and reaching health and wellness related goals.
5. Gain competence in supporting themselves and a client to promote personal progress and accountability.
6. Utilize the 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 Graduate Certificate in Wellness Coaching:

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 certificate 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, specifically the Nursing and Public Health students have increasingly expressed the desire to continue learning and exploring graduate certificate options to make them more marketable. Faculty in these departments have supported the need for more health coaching options as it would support the growing need and professional expectations for health care providers. If approved, the program would be supported and encouraged by NHES faculty for current and former undergraduate and graduate students. Additionally, students from across campus, as well as community members, have also requested information about the availability of health and wellness courses, without having to pursue a full health and exercise science degree. A graduate-level certificate would provide an opportunity not currently available.

Themes for the Graduate Certificate in Wellness Coaching

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 Graduate Certificate in Wellness Coaching will meet this need. The following themes will be support this need:

Courses will reflect 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 for the Graduate Certificate in Wellness Coaching

The proposed Graduate Certificate in Wellness Coaching will consist of six core modules/courses (Five Modules/Course Units - 18 Credits graduate):

HESC 501 : Current Health & Wellness	HESC 509 : Functional Personal Conditioning	HESC 525 : Personal Nutrition
HESC 551 Stress Management	HESC 675 : Coaching Leadership	HESC 695 : Wellness Coaching Internship

*Of the six listed above, the equivalent undergraduate level courses have all been delivered fully online and are currently going through Quality Matters (QM) approval. It is expected that after approval the graduate versions will seek/attain QM approval and be offered in an online capacity.

Modules/courses will be offered based on availability and demand. Modules/courses are numbered sequentially to indicate the order in which each should be taken, with lower numbers being taken first. As a capstone experience, the Internship (HESC 695) is the

final module/course that should be taken independent of other modules/courses. *The exact course numbers are to be determined by Records and Registration.

Capacity and Resource Consideration

Faculty and Support of Instruction: The proposed Graduate Certificate in Wellness Coaching utilizes both modules/courses already in existence, modules/courses that will be slightly modified to comply with the proposed framework, and/or newly designed modules/courses. These modules/courses will be cross-listed with undergraduate courses that will require additional assignments to address graduate level expectations. Select modules/courses are currently taught by full time faculty and adjunct faculty from within the School of Nursing, Health, and Exercise Science (NHES) but primarily from within the Department of Health & Exercise Science. Upon final closure of the Health & Physical Education-Teacher program it is expected that full-time faculty will be in a position to offer all courses within this program, eliminating the need for adjuncts. However, until that time, the Dean of NHES made a commitment to hire adjuncts in order to offer these courses. For Wellness Coaching course syllabi please utilize the hyperlinks provided in the course sequence section of this document.

Administration: The Graduate Certificate in Wellness Coaching 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 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, that will reside with the NHES department chairs.

Facilities, Equipment, Laboratory Support, Computer Support/Facilities: The HES faculty and Dean believe that the current facilities, equipment, laboratory, and technical support are all adequate. To align with the approved undergraduate minor in Health & Wellness, the Graduate Certificate will be created to also be presented in an online capacity, providing the possibility of reaching a wider audience. It should be noted that, prior to COVID training, all of the full-time and adjunct faculty who currently provide these Graduate Certificate courses were all approved through the online/hybrid delivery model offered by Judi Cook and the Office of Instruction Design. With the goal of attaining QM approval, Judi Cook has provided guidance for both the undergraduate minor and the same guidance will be used for the graduate certificate courses. She has made herself available if additional needs arise.

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. With the delivery of courses in a traditional/hybrid model or as enrollment grows, there is currently shareable office space for additional adjunct faculty. 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. This staff request is supported by the NHES Dean.

Financial Impact on the Institution and Programs within the Institution:

The HES program is continually contacted to ask about both options associated with the program or other health related offerings. These individuals may now be formally directed to the Graduate Certificate for Wellness Coaching. However, if a full certificate is not desired, individual Wellness Coaching courses may be open to all students to use as elective credit. This may be an especially appealing option for majors in nursing and public health. The attraction of the TCNJ program is the reputation of the institution, department, and experiential learning. The revenue from these students will afford the opportunity to grow the resources while maintaining quality education.