

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST
• AREA E: Lifelong Learning, Self-Development and Information Literacy
See GE Handbook for information on each section of this form**

ABSTRACT





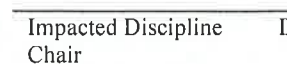
Course Abbreviation and Number: HSCI 200	Course Title: Personal Health and Wellness	
Number of Units: 3		
College or Program: <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input checked="" type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: X Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 2014	Mode of Delivery: X face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Devan Romero	Email: dromero@csusm.edu	Submission Date: 3/31/14

1. Course Catalog Description: Introduces the basic principles of health and wellness from a holistic perspective to enhance self-awareness and personal wellness behaviors. Topics covered include mental, emotional, physical and socio-environmental dimensions of health, sexuality and relationships, nutrition and physical fitness, use and abuse of drugs, health care services and current health problems. Health literacy and the ability to communicate with others about personal health behaviors is emphasized.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

	4/8/14		4/8/14	
Course Proposer	Date	Department Chair	date	DC Initial
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>				
	Support <input checked="" type="checkbox"/>	Do not support* <input type="checkbox"/>	Support <input type="checkbox"/>	Do not support* <input type="checkbox"/>
Library Faculty	Date	Impacted Discipline Chair	Date	
	4/14/14			
	Support <input type="checkbox"/>	Do not Support* <input type="checkbox"/>	Approve <input type="checkbox"/>	Do not Approve <input type="checkbox"/>
Impacted Discipline Chair	Date	GEC Chair	Date	

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Devan Romero Phone: x8259 Email: dromero@csusm.edu

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Part A: E Lifelong Learning and Self-Development General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Lifelong Learning and Self-Development GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
E1.1 Describe the physiological, social/cultural, and psychological influences on their own well-being.	This course will include topics covered on psychological, physical, spiritual, social, and cultural health. Students will be required to reflect on each of these aspects as they relate to their own personal health and development.	These will be assessed through their weekly journal reflection assignments and critical thinking questions that are related to each chapter and topic area.
E1.2 Identify and actively engage in behaviors that promote individual health, well-being, or development.	Students will be asked to do in class activities that include various health and physical assessments to identify health behaviors they can improve and develop.	Identification of health and physical status will be assessed by completion of the in class activities and the reflection of the outcomes and/or results in their weekly journal assignments.
E1.3 Describe the value of maintaining behaviors that promote health, well-being and development throughout their lifespan.	All topic areas covered in this course will center on the value that personal health and wellness have on all components of life, throughout the lifespan and for overall quality of life.	Students will be assessed in their weekly journal reflections to include evaluation as to how healthy behavior and wellness are instrumental to a productive, healthy, and happy life.
E1.4 Describe how their well being is affected by the university's academic and social systems and how they can facilitate their development through active use of campus resources and participation in campus life.	Students will receive information regarding all health and wellness related resources on campus. In addition, other social support and extracurricular activities will be provided as well so that all areas of wellness are represented in terms of our campus and campus life.	Various presenters from campus organizations and centers will be invited for a short presentation of resources and opportunities available that center around all components of wellness. In addition, the instructor will provide a resources list for students.
E2.1 Students will demonstrate their critical thinking skills by locating, analyzing and synthesizing information.	Health is a complex topic and adding in the reflective component of personal health and wellness will require students to not only obtain a knowledge base but to internalize this to apply it to improvement of their personal health.	Students will receive information regarding all various topics related to personal health and wellness and then be asked to reflect on it from an intra and interpersonal perspective. This will allow them to critically think about these various health topics, in addition to analyzing information and applying viable improvements.

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Students will write from a reflective, personal account, in addition from a research academic perspective.	Weekly journal reflection assignments and a research paper will evaluate these GELOs.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Students will answer critical thinking questions related to the course material and concepts of health and wellness.	Weekly chapter questions will be issued as an assignment to evaluate and assess GELOs.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly	Do not complete. This information is provided in Part A.	Do not complete. This information is provided in Part A.

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encouraged to collaborate with their library faculty.)		
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Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All E courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please describe):
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): Students are exposed to and asked to discuss a variety of health-related issues with personal, community, national, and global relevance. Examples include HIV/STD awareness, nutrition labeling laws, medical marijuana, universal healthcare, the childhood obesity epidemic and the role of parents, adults, and society in these issues.

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	Students will complete weekly journal writing assignments that require reflection regarding their health behavior and well-being. They collectively will meet the 2500 word writing requirement.
Courses in this area highlight the students' self-development and promote the acquisition of skills that will allow the student to be a life-long learner. Courses that examine human development across the lifespan will not satisfy the Area E requirement unless the students' own growth is the focal point of the course.	This course involves the promotion and development of health knowledge, attitudes, health literacy and other health related skills that reflects personal health and wellness from a life-longer learner standpoint. This is achieved by using workbooks and testing the acquisition of these skills.
Courses will focus on the interdependence of the physiological, social/cultural, and psychological factors which contribute to students' own personal development.	This course was designed based on concepts related to health from a holistic, comprehensive wellness, and mutli-dimensional perspective. Topics covered will include all dimensions of wellness so that students can approach health from a broad standpoint.
Content will cover factors that promote and detract from students' ability to achieve optimal individual health, well-being or development across various points in their lives.	All the topics covered relate to various developmental aspects of health and each topic will include a discussion of how this area of personal wellness can be adapted throughout the lifespan.
These courses will include at least 5 hours of class time dedicated specifically to information literacy instruction taught in collaboration with library faculty.	Students will choose a health related topic to complete a mini research paper on. The librarian will attend two class sessions, totaling 4.5 hours of class time dedicated to instruction on literacy. In addition, students will be required to seek individual librarian assistance for the remaining .5 hour.
Specifically, under the context of academic research, students will be able to articulate their information need, formulate a search strategy, use the appropriate	This will be achieved in their mini research paper on a health related topic of interest. Students will obtain sources and other related information. The

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tool to find information, evaluate information, and integrate these sources into their research assignments.	library literacy instruction will provide them with the skills to find information and evaluate the quality of this information for their research paper.
Courses will require assignments that will assist the student in understanding how to use information in an academic and scholarly community.	Students will be required to answer end of chapter questions for all chapters covered. These questions not only assess and evaluate the knowledge that they have acquired in the course from an academic standpoint but also include application questions. These questions involve applying the concepts related to health and well-being in real-life settings and community-based examples.

HSCI 200--PERSONAL HEALTH AND WELLNESS
CSUSM FALL 201X-DEPARTMENT OF KINESIOLOGY

INSTRUCTOR:

OFFICE:

OFFICE HOURS:

PHONE:

EMAIL:

COURSE MEETING ROOM AND TIMES:

COURSE DESCRIPTION: Introduces the basic principles of health and wellness from a holistic perspective to enhance self-awareness and personal wellness behaviors. Topics covered include mental, emotional, physical and socio-environmental dimensions of health, sexuality and relationships, nutrition and physical fitness, use and abuse of drugs, health care services and current health problems. Health literacy and the ability to communicate with others about personal health behaviors is emphasized. **3 Units**

TEXTBOOKS: *Donatelle, Rebecca J., (2013). My Health: An Outcomes Approach.* Pearson Higher, Inc. ****NOTE: This should come with the worksheets booklet as a packet. Do not just purchase the text without these.** You will not be able to pass this course without these worksheets.

COURSE OUTCOMES/OBJECTIVES:

This course involves the promotion and development of **health** knowledge, attitudes, and skills useful in adult life. Its aim is to help produce **health literacy** in students to promote healthier decision making concerning wellness issues. According to the Joint committee on health Education (1995) a **health literate** individual is a **critical thinker** and **problem solver, a responsible and productive citizen, a self-directed learner, and an effective communicator**, including communicating with technology.

Basic assumptions made in this course are: 1) that lifestyle is a choice; that we are "free" to choose to change behavior; 2) that the goal of wellness/health is to promote - by non coercive means - environmental, economic, or occupational health behaviors) that we assume/know we are more healthy over those that we think/know are less or not healthy; and 3) that students are capable of thinking at the conceptual levels.

LEARNING OUTCOMES FOR THIS CLASS:

1. **Demonstrate a broad understanding of health and wellness: how it is related to mental, emotional, physical, and socio-environmental dimensions of health, and how to make healthy decisions regarding one's own wellness.**

Students will complete weekly journal submissions reflecting on course material and application to their own personal health and wellness.

2. **Recognize the risk factors and lifestyle behaviors associated with disease;**
Students will complete weekly journal submissions as well as work sheets that address risk factors and support in-class discussion of these topics. Students will demonstrate mastery of this material through examination.
3. **Demonstrate an understanding of the risks of addictive behaviors and the proper use and misuse of alcohol, drugs and tobacco;**
Students will be introduced to these ideas through lecture and discussion, will submit a journal entry, and will be assessed through examination.
4. **Demonstrate an understanding of the importance of exercise and proper nutrition;**
Students will analyze their own eating habits and will set up their own exercise programs addressing, frequency, intensity, time, type, etc.;
5. **Demonstrate an understanding of responsible sexual lifestyles and how to make healthy choices regarding their own sexual lifestyles;**
Students will be introduced to these ideas through lecture and discussion, will submit a journal entry, and will be assessed through examination.
6. **Demonstrate skills necessary for health and wellness behavior change.**
Students will complete weekly journal submissions as well as work sheets that address successful behavior change and support in-class discussion of these topics. Students will demonstrate mastery of this material through examination.

LEARNING OUTCOMES FOR ALL GENERAL EDUCATION AREA E COURSES:

- | | |
|---|---|
| 1 | Describe the physiological, social/cultural, and psychological influences on your own well-being. |
| 2 | Identify and actively engage in behaviors that promote individual health, well-being, or development. |
| 3 | Describe the value of maintaining behaviors that promote health, well-being and development throughout a person's lifespan. |
| 4 | Describe how their well-being is affected by the university's academic and social systems and how you can facilitate their development through active use of campus resources and participation in campus life. |
| 5 | Demonstrate critical thinking skills by locating, analyzing and synthesizing information. |

LEARNING OUTCOMES FOR ALL GENERAL EDUCATION COURSES:

- | | |
|---|--|
| 1 | Students will communicate effectively in writing to various audiences. |
| 2 | Students will think critically and analytically about an issue, idea or problem. |
| 3 | Students will find, evaluate and use information appropriate to the course and discipline. |

LEAP (Liberal Education and America's Promise) AND CSUSM SPECIFIC GOALS:

- | | |
|--------|--|
| LEAP 1 | Knowledge of Human Cultures and the Physical and Natural World |
| LEAP 2 | Intellectual and Practical Skills |
| LEAP 3 | Personal and Social Responsibility |

LEAP 4	Integrative Learning
CSUSM 1	Exposure to and critical thinking about issues of diversity
CSUSM 2	Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts

The All-University 2500 word writing requirement for each course will be met through weekly journal writing assignments.

DESCRIPTIONS OF STUDENT EVALUATIONS/REQUIREMENTS

A. EXAMS 1, 2 AND 3: There will be 3 examinations throughout the semester. Each exam will be worth 100 points. Exams will cover lecture material and chapter questions from “My Health: An Outcomes Approach.”

B. ASSIGNMENTS:

1. Chapter Question Assignments for “My Health: An Outcomes Approach”

You will be required to answer questions provided to you for all 10 chapter Assignments. Each assignment is worth 10 points possible. These assignments are labeled A-J. Once you submit your chapter assignments via “Turn It In “(TII), you will be given access to the Power Points stored in our HSCI 200 CC container for those same corresponding chapters. You may use these PPTs to help review for the exams. **YOU DO NOT NEED TO BRING YOUR TEXTBOOKS TO CLASS.**

Writing Requirement: An important skill practiced in this course is written communication that is appropriate, concise, and clear. Students will demonstrate this proficiency by meeting high standards of clarity, accuracy, and brevity in all submitted work. **Work must be typed and should not be submitted with errors in spelling, grammar, or punctuation.** Note-- The acceptable format is the use of **APA Style: Publication Manual of the American Psychological Association, Fifth Edition.** Use the APA format when referencing sources used in your work.

2. **Mini Research Paper** -- You will be asked to complete a mini 3-page research paper on a health related topic of interest. You will be asked to work with the Education Librarian to help you to identify sources of information and to assess the quality of this information for your research paper. The librarian will come to class to formally present information, but will also be available to you for online chat.
3. **Take Charge of Your Health! JOURNAL Worksheets**-Note-You will be responsible to fill out these worksheets and submit the assigned pages to me in class on the due dates. Bring these to class on the assigned Wednesdays and I will return these to you on the following Monday. **NOTE-THIS MATERIAL WILL NOT BE READ BY ANYONE ELSE.** These 10 assignments are worth 10 points each.

JOURNAL PAGE ASSIGNMENTS-PAGE NUMBERS AND DUE DATES

JOURNAL PAGE ASSIGNMENT “1”-Pages 1-10 due in class September 4

JOURNAL PAGE ASSIGNMENT “2”-Pages 11-26 due in class September 11

JOURNAL PAGE ASSIGNMENT "3"-Pages 27-36 due in class September 18

JOURNAL PAGE ASSIGNMENT "4"-Pages 37-42 due in class September 25

JOURNAL PAGE ASSIGNMENT "5"-Pages 65-84 due in class October 9

JOURNAL PAGE ASSIGNMENT "6"-Pages 43-56 - due in class October 16

JOURNAL PAGE ASSIGNMENT "7"-Pages 57-64 due in class October 23

JOURNAL PAGE ASSIGNMENT "8"-PAGES 85-90 due in class November 6

JOURNAL PAGE ASSIGNMENT "9"- Pages 91-96 due in class November 13

JOURNAL PAGE ASSIGNMENT "10"-Pages 97-109 due in class November 20

LATE WORK POLICY: Late submission of assignments will not be allowed. Submit all written assignments into the HSCI 200 Cougars Course on each of the due dates. I will only accept late work in the event of documented extenuating circumstances. Missed exams may **ONLY** be made up with a legal, written accepted excuse. The exam **MUST** be completed prior to returning to the next class meeting. Notification of a missed exam must be submitted via electronic mail prior to the scheduled exam.

CLASSROOM ETIQUETTE: Please make sure that all cell phones are turned off during class time. Under no circumstances can you wear headphones or use a cell phone as a calculator for exams. Do not arrive to class late, as this is disruptive to the entire class and to your teacher. Do not use laptop computers for private use during the class. Do not use computers/headphones and/or cell phones for personal use in the classroom. Only use the computers in the classroom when asked to open them for class work. If you have other work to do-do not come to class.

ATTENDANCE: Due to the uniqueness of this class, some of the course sessions will be activity/presentation format. It is critical to attend every class. If you miss a class, **YOU ARE RESPONSIBLE FOR OBTAINING THE NOTES/ASSIGNMENTS FROM SOMEONE IN THIS CLASS**. PLEASE EXCHANGE PHONE NUMBERS AND EMAIL ADDRESSES FROM STUDENTS IN CLASS TO DO THIS. DO NOT CONTACT THE PROFESSOR FOR MISSED CLASSES. AT THE END OF THE SEMESTER 5 POINTS WILL BE DEDUCTED FROM EACH CLASS THAT IS MISSED FROM YOUR TOTAL POSSIBLE 500 POINTS.

WEEKLY SCHEDULE:

Week 1--Class Introduction/Overall wellness-"Healthy Change"

Week 2--" Psychological Health" and "Stress"

Week 3—Outside activity and "Stress"

Week 4--"Relationship and Sexuality" Cont. and "Reproductive Choices"

- Week 5**--"Reproductive Choices" guest speaker and Test #1 review
- Week 6**--Test #1-MONDAY, SEPTMBER 30 and "Addiction and Drug Abuse"
- Week 7**--"Addiction and Drug Abuse" cont. and "Nutrition"
- Week 8**--Outside activity and "Nutrition" cont.
- Week 9**--"Weight Management and Body Image" and "Fitness"
- Week 10**--"Fitness" guest speaker and Test # 2 Exam review
- Week 11**—Test #2-WEDNESDAY, NOVEMBER 4 and "CVD, Cancer and Diabetes"
- Week 12**-- "Infectious Conditions" and guest speaker on STD's
- Week 13**--"Violence and Unintentional Injuries and "Environmental Health"
- Week 14**--"Environmental Health" and Consumerism and Complementary and Alternative Medicine"
- Week 15**--Review Test #3 and TEST #3-WEDNESDAY-DECEMBER 4
- Week 16**--Finals week--no final exam--course has concluded

STUDENT EVALUATION:

A. Exam 1	100 points
B. Exam 2	100 points
C. Exam 3	100 points
D. Chapter Assignments (10 @ 10 pts. each)	100 points
E. Mini Research Paper	50 points
<u>F. Health Worksheets</u>	<u>100 points</u>
Total points possible --	550 points

GRADING SCALE: 500 points possible:

A = 465-500	93-100%
A- = 450-464	90-92%
B+ = 435-449	87-89%
B = 415-434	83-86%

B-	=	400-414	80-82%
C+	=	385-399	77-79%
C	=	365-384	73-76%
C-	=	350-364	70-72%
D+	=	335-349	67-69%
D	=	315-334	63-66%
D-	=	300-314	60-62%
F	=	299 or less	59% and below

ACADEMIC HONESTY POLICY:

Students must read the University Policy regarding academic misconduct at the following link:
http://lynx.csusm.edu/policies/procedures_print.asp?ID=187

To paraphrase that document, "Cheating and plagiarism in connection with an academic program at a campus is listed in Section 41301, title 5, California Code of Regulations, as an offense for which a student may be expelled, suspended, put on probation, or given a less severe disciplinary sanction." All written work and oral presentation assignments must be original work. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be not tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. I will protect your identity as best I can. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the University. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

DISABLED STUDENTS: Students with disabilities (differing abilities) who require reasonable accommodation must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS) in Craven Hall 5205. DSS can be contacted by phone at (760) 750-4905 or TTY (760) 750-4909 or at:

<http://www.csusm.edu/dss/> Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

I WILL WORK WITH EACH STUDENT INDIVIDUALLY TO ENSURE WE SUPPORT YOUR DSS ACCOMMODATIONS!