



Name: Hilda A Pettit

Submission Date: 10/14/2014



Organization: Vacca Office of Student Services

Course Catalog Update

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Course Catalog Update Information:

STU0004

Reference Number: CCU007513

Date: 03-SEP-14

Level: 2.00 of 2.00

Currently On The Worklist Of: Joanne Arhar, jarhar

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data		
Change type: Establish		
Faculty member submitting this proposal: Yvonne Michall		
Requested Effective Term: 201580		
Campus: Kent		
College: EH-Education, Health and Human Services		
Department: LDES-Lifespan Development and Educational Sciences		
Course Subject: CCS-Career and Community Studies		
Course Number: 00010		
Course Title: Personal Exploraton I: Nutrition and Physical Fitness		
Title Abbreviation: Personal Exploration I		
Slash Course and Cross-list Information:		
Credit Hours		
Minimum Credit/Maximum Credit: 3 to 3		
Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3		
Contact Hours: Lab - Minimum Hours/Maximum Hours:		
Contact Hours: Other - Minimum Hours/Maximum Hours:		
Attributes		
Is this course part of the LER, WIC or Diversity requirements: No		
If yes, course attributes: 1. 2. 3.		
Can this course be repeated for credit: No Repeat	Course Limit: 1	OR Maximum Hours:
Course Level: Undergraduate	Grade Rule: B-Standard letter	
Rationale for an IP grade request for this course (if applicable):		
Schedule Type(s): 1. LEC-Lecture 2. 3.		
Credit by Exam: N-Credit by exam-not approved		
Prerequisites & Descriptions		
Current Prerequisite/Corequisite/Catalog Description:		
Catalog Description (edited): This course focuses on the importance of nutrition and physical exercise in order to take care of and to improve upon one's personal health needs.		
Prerequisites (edited): Career and Community Studies (CCS) Major.		
Corequisites (edited): None		
Registration is by special approval only: No		
Content Information		
Content Outline:		
Content Hours per Course Topic	Topic Description	
15	The importance of nutrition: Nutrition, Fitness, and Physical Activity, connection between physical fitness, nutrition, and weight; Food choices and nutrient intake; digestion.	
15	From meals to molecules: The make-up of food; Carbohydrates: sugars, starches, and fibers; Proteins and amino acids; Lipids: fats, phospholipids, and sterols;	

	Vitamins, minerals, and water; Vegetarian diets and alcohol.
15	The importance of being physically fit; Create and start a weekly fitness plan; Attain the skills necessary to adhere to a long-term plan of exercise; personal goal setting and evaluation related to plan of exercise.
Display/Hide Delimited Course Outline	
Total Contact Hours: 45	
Textbook(s) used in this course: There is no required textbook.	
Writing Expectations: Students will complete various written assignments using appropriate forms, conventions, and styles to communicate ideas and information with attention given to professionalism.	
Instructor(s) expected to teach: It is expected that there will be one CCS instructor who will teach the various topics, and who will facilitate the learning experience.	
Instructor(s) contributing to content: Greta Siler and Amanda Burke	
Proposal Summary	
Explain the purpose for this proposal:	
The purpose of this proposal is to establish a new course. The purpose of the course is for the student to gain knowledge of the importance of nutrition and physical fitness and how poor eating and exercising habits greatly affect health and life satisfaction. Learning Outcomes: 1. The student will demonstrate knowledge of proper physical fitness, nutrition, and weight levels. 2. The student will understand the importance of following a fitness plan. 3. The student will attain the skills necessary to adhere to a long-term plan of exercise. 4. The student will develop and participate in personal goal-setting and evaluation related to plan of exercise. 5. The student will learn of the composition of foods (e.g. carbohydrates, proteins, amino acids, lipids, vitamins, minerals, water), and each affects health. 6. The student will learn of affects of alcohol on the mind and body. 7. The student will recognize different types of diets (e.g. low carb, vegetarian, low sugar). In Class Activities: 1. Watching videos that teach healthy options. 2. Completing worksheets that guide the student to self-awareness of current eating and exercise habits. 3. Completing health evaluations and assessments that identify positive and negative health practices. 4. Creating a health plan that takes into account personal preferences and interests. 5. Implementing the health plan by establishing daily and weekly routines. 6. Taking weekly quizzes to monitor understanding of vocabulary and topic materials. 7. Visiting the Recreation Center on campus to learn of activities and resources available to students on campus. Out Of Class Activities: This course will have various assignments to be completed outside of the classroom. These assignments include: readings, written work, and hands-on activities pertaining to the weekly topics which are to be practiced before the next class meeting.	
Explain how this proposal affects program requirements and students in your unit:	
This course will be offered to approximately 12 incoming freshman in the fall of their first year. This course is a Career and Community Studies (CCS) program requirement with credit hour(s) incorporated into total requisite credits for graduating from this program of study.	
Explain how this proposal affects courses, program requirements and student in other units:	
This course is a Career and Community Studies (CCS) program requirement with credit hour(s) incorporated into total requisite credits for graduating from this program of study. There will be no negative conflicts with other courses or students in other units. However, there are opportunities for students in other units to participate in the CCS program and courses offerings as either a volunteer academic mentor or tutor, or to complete service learning, experiential learning, field experience or internships credits that may satisfy requirements in their program of study.	
Explain how this proposal affects enrollment and staffing:	
There will be approximately 12 students enrolled in this course requiring one faculty.	
Units consulted (other departments, programs or campuses affected by the proposal):	
Deans and Directors of other colleges and schools have been consulted and endorsement has been granted.	

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Approve Return To Initiator Return To Prior Approver Deny

Comments:

Date	User	Comment
10/14/2014	Yvonne Ellen Michali	No comments available.

History:

Date	User	Status
10/14/2014	Mary M. Dellmann-Jenkins	Approved
10/14/2014	Yvonne Ellen Michali	Submitted



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Reference Number: CCU007519

Date: 04-SEP-14

Level: 2.00 of 2.00

Currently On The Worklist Of: Joanne Arhar, jarhar

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data		
Change type: Establish		
Faculty member submitting this proposal: Yvonne Michall		
Requested Effective Term: 201580		
Campus: Kent		
College: EH-Education, Health and Human Services		
Department: LDES-Lifespan Development and Educational Sciences		
Course Subject: CCS-Career and Community Studies		
Course Number: 00110		
Course Title: Personal Exploration II: Independent Living and Leisure Education		
Title Abbreviation: Personal Exploration II		
Slash Course and Cross-list Information:		
Credit Hours		
Minimum Credit/Maximum Credit: 3 to 3		
Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3		
Contact Hours: Lab - Minimum Hours/Maximum Hours:		
Contact Hours: Other - Minimum Hours/Maximum Hours:		
Attributes		
Is this course part of the LER, WIC or Diversity requirements: No		
If yes, course attributes: 1. 2. 3.		
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Course Level: Undergraduate	Grade Rule: B-Standard letter	
Rationale for an IP grade request for this course (if applicable):		
Schedule Type(s): 1. LEC-Lecture 2. 3.		
Credit by Exam: N-Credit by exam-not approved		
Prerequisites & Descriptions		
Current Prerequisite/Corequisite/Catalog Description:		
Catalog Description (edited): This course focuses on two different but related topics. The first half of the semester is designed to provide college students with the opportunity to explore and develop personal leisure values, and expand their leisure interests. During the second half of the semester, students will practice various independent living skills in order to become more responsible adults.		
Prerequisites (edited): Career and Community (CCS) Major.		
Corequisites (edited): None.		
Registration is by special approval only: No		
Content Information		
Content Outline:		
Content Hours per Course Topic	Topic Description	
15	Understand the value of leisure activities: personal attitudes, characteristics of leisure, leisure values.	
15	Independent Living Skills: what are they, why is it important, types of skills: purchase and care of clothing, selecting and managing a household, managing personal finances, care for personal needs, getting around the community.	

15	<p>Cooking Skills: Dining out and cooking in, healthy ways of cooking; eating healthy on a budget, choosing a menu; creating a shopping list, purchasing food, using basic kitchen appliances and tools, cooking a meal; clean food preparation areas, store food, demonstrate appropriate eating etiquette.</p>
Display/Hide Delimited Course Outline	
Total Contact Hours: 45	
Textbook(s) used in this course: There is no required textbook.	
Writing Expectations: Students will write using appropriate forms, conventions, and styles to communicate ideas and information with attention given to professionalism.	
Instructor(s) expected to teach: It is expected that there will be one CCS instructor who will teach the various topics, and who will facilitate the learning experience.	
Instructor(s) contributing to content: Greta Siler and Dr. Mary Ann Devine	
Proposal Summary	
Explain the purpose for this proposal:	
<p>The purpose of this proposal is to establish a new course. The purpose of the course is to for the student to develop leisure skills and independent living skills that are critical to a healthy active lifestyle throughout their lives. This functional course provides multiple activities in order for students to practice and perform various skills within two major areas. One goal of the course is to provide college students with the opportunity to explore and develop personal leisure values, and expand their leisure interests. The second goal is to provide college students with the opportunity to develop personal skills that will help them to become more independent and to take more responsibility as they prepare for adult living. Learning Outcomes: 1. The student will demonstrate understanding of how personal attitudes, values and beliefs influence leisure activities. 2. The student will demonstrate understanding the characteristics of a leisure activity. 3. The student will identify leisure activities that match personal values. 4. The student will demonstrate knowledge of available community resources. 5. The student will choose and plan activities. 6. The student will engage in group and individual activities. 7. The student will plan leisure time activities. 8. The student will demonstrate knowledge of the types of independent living skills. 9. The student will consider personal strengths and needs as they pertain to independent living skills. 6. The student will increase self-awareness by identifying areas in which they could become more self-determined and to take more responsibility for managing daily lives. 7. The student will demonstrate basic skills in buying, preparing, and consuming food. In Class Activities: 1. Participating in small group and class discussions. 2. Completing worksheets and assignments that guide the student in identifying personal values and attitudes about leisure activities. 3. Watching videos and reflecting on characteristics and benefits of leisure activities. 4. Researching community to identify community leisure resources. 5. Presenting on past, present, and future leisure activities that the student has been or would like to become involved. 6. Participating in a group leisure activity. 7. Participating in an individual leisure activity. 8. Budgeting for and making responsible expenditures on leisure activities. 9. Learning how to use basic appliances and tools safely. 10. Completing worksheets and assignments to identify the necessities of setting up a home. 11. Exploring the types of housing taking into considerations of personal assets and needs. 12. Creating a personal care plan that details the individual health needs. 13. Performing proper grooming and hygiene, appropriate dressing, and personal safety. 14. Completing website searches for knowledge of common illness, prevention and treatment. 15. Participating in a field trip to the Laundromat for hands-on experience in caring for clothing. 16. Participating in trips to the clothing store for exercise in comparison shopping and demonstrating knowledge of sizing and styles of clothing. 17. Planning a balanced meal and creating a budget and shopping list of needed items. 18. Participating in an on-site visit to a grocery store to demonstrate knowledge of store lay-out, purchasing correct items with consideration to budgeting. 19. Performing tasks of preparing, consuming, cleaning, and storing food when cooking a meal. 20. Exercises in demonstrating proper eating and table setting etiquette. Out Of Class Activities: All courses will have various assignments to be completed outside of the classroom. These assignments include: readings, written work, and hands-on activities pertaining to the weekly topics which are to be practiced before the next class meeting.</p>	
Explain how this proposal affects program requirements and students in your unit:	
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Explain how this proposal affects enrollment and staffing:	
There will be approximately 12 students enrolled in this course requiring one faculty.	
Units consulted (other departments, programs or campuses affected by the proposal):	
Deans and Directors of colleges and schools have been consulted and endorsement has been granted.	

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10/14/2014	Yvonne Ellen Michali	No comments available.

History:

Date	User	Status
10/14/2014	Mary M. Dellmann-Jenkins	Approved
10/14/2014	Yvonne Ellen Michali	Submitted