



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: CCU007516

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 Michali		
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: 00035		
Course Title: Health and Wellness I: Personal Social Skills		
Title Abbreviation: HW I Personal Social Skills		
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): Effective communication enhances personal, family, and community health. Select personal and social skills are presented in order to improve the health of the student. The student will participate in activities that allow them to practice and perform skills both in and outside of the classroom. The student creates a portfollo of course assignments for evaluation.		
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	
6	Applying self-determination skills to personal relationship: decision-making skills and communication strategies; conflict resolution; consequences; advocation	
13	Communication skills within interpersonal relationships: prevent, manage, resolve conflicts without harm to self or others;	

	nonverbal language; subtleties of communication; refusal skills; listening skills
13	Personal safety: physical, emotional, psychological needs; identifying emotions
13	Personal responsibilities to the relationship: appropriate roles; establish and maintain close relationships; friendships
Dispia;/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 or KSU instructor who will teach the various topics, and who will facilitate the learning experience.	
Instructor(s) contributing to content: Dr. Donna Bernhart	
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 for students to develop independence, self-confidence, and socially acceptable behaviors which are critical skills for students to learn if they are to adjust satisfactorily in the community. This course focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict in a healthy way. Learning Outcomes: 1. The student will demonstrate how to make thoughtful and healthful decisions using a decision model. 2. The student will evaluate decisions to determine if they are healthy or unhealthy. 3. The student will use decision-making skills and positive communication strategies to resolve conflict appropriately. 4. The student will anticipate consequences related to decision made concerning relationships and develop and evaluate alternatives. 5. The student will demonstrate how to ask for and offer assistance to enhance the health of self and others. 6. The student will demonstrate strategies to prevent, to manage, or to resolve interpersonal conflicts without harming self or others. 7. The student will recognize nonverbal gestures and respond appropriately and know subtleties of communication. 8. The student will demonstrate refusal skills. 9. The student will demonstrate how to communicate assertively with appropriate words and gestures. 10. The student will demonstrate how to listen to and communicate respectfully with others. 11. The student will practice personal safety. 12. The student will identify physical, emotional, and psychological needs. 13. The student will recognize appropriate roles. 14. The student will establish and maintain close relationships. 15. The student will make and maintain friendships. In Class Activities: 1. Participating actively in each class by working consistently, independently, and as a team member. 2. Completing assigned activities. 3. Practicing appropriate skills through participation in role playing interactions. 4. Creating a portfolio that demonstrates student knowledge and understanding of each topic. 5. Self-evaluations and assessments are completed regularly on student participation, propriety, professionalism, punctuality, and other soft skills that will generalize to all other settings, environments, and relationships. 6. Taking routine quizzes and exams to gauge knowledge. 7. Completing written assignments that will help the student to critically think about weekly topics and to self-evaluate current and future personal relationships. 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.</p>	
Explain how this proposal affects program requirements and students in your unit:	
This course will be offered to approximately 20 students. 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:	
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, practicum or internship credit that may satisfy requirements in their program of study.	
Explain how this proposal affects enrollment and staffing:	
There will be approximately 20 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.	

Comments (500 Character Maximum):

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

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



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: CCU007524

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 Michali		
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: 00135		
Course Title: Health and Wellness II: Human Sexuality		
Title Abbreviation: HW II Human Sexuality		
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:	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): Focus of the course is to understand behaviors and issues related to human sexuality.		
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	
9	Understanding human sexuality: what is sexuality; gender; healthy relationships; rules, rights, and responsibilities related to relationships	
9	Reproduction System: identify and understand male reproduction; identify and understand female reproduction.	
9	Using self-determination skills in relationships: individual versus collaborative decision-making; barriers	

	that hinder healthy decision-making when examining sexuality and disability.
9	Influences on Human Sexuality Issues: public health policies and government regulations on health promotion and disease prevention; perceptions of norms; influence of personal values and beliefs.
9	Responsibilities in Sexual Relationships: abstinence and contraception; HIV and STI prevention; conception, pregnancy, childbirth, parenting; care of children.
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 writing 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 or KSU instructor who will teach the various topics, and who will facilitate the learning experience.	
Instructor(s) contributing to content: Dr. Donna Bernhart contributed to content.	
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 understand behaviors and issues related to human sexuality. Various topics are discussed with refusal skills, decision-making, personal and social skills being emphasized. The curriculum and experiences are designed and implemented utilizing methods necessary to help all students learn and succeed in a manner that promotes the attainment and application of knowledge and skills related to the rights and responsibilities of maintaining a healthy sexual relationship. Student behavior that encourages responsible choices for lifelong health and wellness will be supported. Learning Outcomes: 1. The student will know the rules, rights, and responsibilities related to relationships and marriage needs. 2. The student will understand gender and what sexuality means. 3. The student will recognize different kinds of healthy relationships. 4. The student will identify and understand the male and female reproductive system. 5. The student will be able to justify when individual or collaborative decision-making is appropriate in healthy relationships and partner selection and life commitments. 6. The student will examine barriers that can hinder healthy decision making when examining sexuality and disability. 7. The student will analyze how public health policies and government regulations can influence health promotion and disease prevention. 8. The student will analyze how the perceptions of norms influence healthy and unhealthy behaviors. 9. The student will analyze the influence of personal values and beliefs on individual health practices and behaviors. 10. The student will understand various responsibilities in sexual relations such as abstinence, contraception, HIV and STD prevention, conception, pregnancy, and childbirth. 11. The student will understand the psychological aspects of parenting. 12. The student will demonstrate skills needed to raise children and to demonstrate physical care of a child. In Class Activities: 1. Increasing vocabulary and literacy related to healthy relationships. 2. Activities to help the student to identify personal beliefs, attitudes, values, and behaviors that influence sexuality. 3. Completing worksheets and activities to identify if thoughts and behaviors about sex are "normal". 4. Participating in classroom and homework assignments that help the student to understand how stereotypes structure what is believed to be "knowledge". 5. Understanding how sexuality is influenced and shaped by popular culture and the mass media through watching videos, looking at advertisements, and other media venues. 6. Role playing and practicing refusal skills and advocating for how one wants to be treated. 7. Participating in a group project to demonstrate characteristics of a healthy relationship. 8. Watching videos that provide knowledge and understanding of sexually transmitted diseases. 9. Practicing the correct use of condoms on life-like replicas. 10. Participating in a class project that increases knowledge and understanding of the responsibilities of raising children. 11. Taking quizzes and exams to measure knowledge of issues surrounding human sexuality. 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.</p>	
Explain how this proposal affects program requirements and students in your unit:	
This course will be offered to approximately 20 students. 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:	
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, practicum or internship credit that may satisfy requirements in their program of study.	
Explain how this proposal affects enrollment and staffing:	
There will be approximately 20 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.	

Comments (500 Character Maximum):

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

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



Name: Hilda A Pettit

Submission Date: 10/14/2014



Organization: Vacca Office of Student Services

Course Catalog Update

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STU0004

Course Catalog Update Information:

Reference Number: CCU007563

Date: 05-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: 00235		
Course Title: Health & Wellness III: Injury Prevention		
Title Abbreviation: HW III Injury Prevention		
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:	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): The focus of the course is to understand behaviors and issues related to personal injury and safety.		
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	
12	Unsafe Behaviors: negative impacts of specific behaviors; health risks; analyze potential severity of injury or illness.	
11	Influences on Health Behaviors: family, peers, culture, community, media, technology; personal susceptibility to illness or injury; access valid information and products.	
11	Advocating for Health Needs: decision-making and refusal skills; handling peer pressure; refusal skills.	

11	Healthy Choices: alternatives to unsafe activities; steps to responsible decision-making; reduce or prevent injuries; personal responsibility in enhancing health.
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 KSU or CCS instructor who will teach the various topics, and who will facilitate the learning experience.	
Instructor(s) contributing to content: Dr. Donna Bernhert and Amanda Burke	
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 understand behaviors and issues related to injury and safety. Various topics are discussed with refusal skills, decision-making, personal and social skills being emphasized. The curriculum and experiences are designed and implemented utilizing methods necessary to help all students learn and succeed in a manner that promotes the attainment and application of knowledge and skills related to injury and safety education. Student behavior that encourages responsible choices for lifelong health and wellness will be supported. Learning Outcomes: 1. The student will identify reasons some people may choose unsafe behaviors. 2. The student will identify and explain negative impacts that specific behaviors have on individual health. 3. The student will analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. 4. The student will analyze the potential severity of injury or illness if engaging in unhealthy behaviors. 5. The student will analyze the influence of family, peers, culture, community, media, and technology on healthy behaviors. 6. The student will analyze personal susceptibility to injury, illness or death if engaging in unhealthy behaviors. 7. The student will demonstrate the ability to access valid information, products, and services to enhance health. 8. The student will use decision-making and refusal skills to enhance health and/or to avoid risks to health. 9. The student will state specific techniques that can be used for handling peer pressure. 10. The student will describe basic steps to refuse unwanted behaviors. 11. The student will identify alternatives to unsafe activities. 12. The student will describe basic steps of responsible decision-making. 13. The student will propose ways to reduce or prevent injuries and health problems. 14. The student will demonstrate a variety of behaviors that avoid or reduce health risks to self and others. 15. The student will analyze the role of individual responsibility in enhancing health. In Class Activities: 1. Participating in small groups to identify and to create a list of reasons why some young people may choose unsafe behaviors. 2. Researching the negative impacts that specific behaviors have on individual health. 3. Interviewing family members in order to understand family values, beliefs, and behaviors concerning healthy behaviors. 4. Demonstrating the ability to access valid information, products, and services to enhance health. 5. Learning and practicing specific techniques that can be used for handling peer pressure through activities such as role modeling, video clips, and reflective writings. 6. Completing assignments. 7. Participating in class group activities, and participation evaluated in terms of how actively the student participates in class sessions. 8. Sharing resources and ideas, and providing possible solutions and engaging in discussions. 9. Self-assessment on how one believes they are participating and completing assignments. 10. Practicing and demonstrating various skills learned. 11. Discussing, writing, and watching videos on dating violence, sexual harassment, bullying, suicide, self-injury, and general violence. 12. Taking quizzes and exams to measure knowledge acquisition. 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.</p>	
Explain how this proposal affects program requirements and students in your unit:	
This course will be offered to approximately 20 students. 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:	
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 mentortutor, or to complete service learning, experiential learning, field experience, practicum or internship credit that may satisfy requirements in their program of study.	
Explain how this proposal affects enrollment and staffing:	
There will be approximately 20 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.	

Comments (500 Character Maximum):

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

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



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: CCU007564

Date: 05-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 Michali	
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: 00335	
Course Title: Health & Wellness IV: Healthy Living and Substance Abuse	
Title Abbreviation: HW IV Healthy Living and SA	
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: 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 will support behavior that encourages students to make responsible choices for lifelong health and wellness through instruction and active participation. Topics to be discussed include personal and social skills, nutrition and fitness, developing coping skills, sexuality education, substance use, and injury prevention.	
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	Analyze personal health behavior and health status; identify and explain negative impacts that specific behaviors have on health.
15	Change unhealthy behaviors: access valid information; enhance health and avoid or reduce health risks, use decision-making and refusal skills, techniques for managing stress.

15	Create a healthy living plan: establish personal health goals, identify steps toward reaching health goals.
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 KSU or CCS instructor who will teach the various topics, and who will facilitate the learning experience.	
Instructor(s) contributing to content: Dr. Donna Bernhart and Amanda Burke	
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 for students to apply decision-making, conflict resolution, communication, goal-setting, and stress management, sexuality education, substance use, and injury prevention. Research confirms that the practice of health enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This course promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors. Learning Outcomes: 1. The student will identify and explain the negative impacts that specific behaviors have on individual health. 2. The student will analyze personal health behavior and health status. 3. The student will demonstrate an understanding of how to change unhealthy behaviors. 4. The student will use interpersonal communication skills to enhance health and avoid or reduce health risks. 5. The student will demonstrate the ability to access valid information, products, and services to enhance health. 6. The student will use decision-making and refusal skills to enhance health and/or avoid risks to health. 7. The student will identify specific techniques that can be used for managing stress. 8. The student will establish personal health goals. 9. The student will establish personal health goals. 10. The student will describe basic steps of responsible decision-making. In Class Activities: 1. Creating a healthy living plan. 2. Completing worksheets and assessments that help the student to recognize current psychological, emotional, and physical health. 3. Completing a family health history portrait. 4. Increasing communication and refusal skills related to health issues. 5. Demonstrating knowledge through quizzes and class assignments. 6. Finding community health resources. 7. Participating in group discussions on specific health topics. 8. Giving a PowerPoint presentation on an identified health topic. 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.</p>	
Explain how this proposal affects program requirements and students in your unit:	
This course will be offered to approximately 20 students. 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:	
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 mentortutor, or to complete service learning, experiential learning, field experience, practicum or internship credit that may satisfy requirements in their program of study.	
Explain how this proposal affects enrollment and staffing:	
There will be approximately 20 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.	

Comments (500 Character Maximum):

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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

