Shida in my humble opinion would make for an outstanding graduate stunt in our College. She was very impressive with her performance and earned A’s in all three classes she took from me. I could always count on her to attend class regularly, performed extremely well on all class projects and other grade requirements.

Shida currently works as a paid employee with an organization known as Hammons Educational Leadership Programs which provides services for at-risk youth. This gives her valuable insight and experience in working with youth that needs career assistance, to help them from dropping out of school, and to enhance their vocational skills.

Shida mother in Uganda would take her with her to work where she was exposed to the counseling profession. With these experiences Shida as a young teenager saw how her mother was able to provide them with support and hope. This has carried over to her today at age 25 to follow in her mother’s footsteps and become a professional counselor.

I. Catalog Description:
A course addressing the study of wellness; stress management, cardiovascular fitness, nutrition, disease, death and aging for the active adult. Emphasis will be on personal programming for life enrichment. May be taken for graduate credit.

II. Rationale
This course is in the sequence of courses for a student to earn a Bachelor of Science Degree in Kinesiology and EC-12 Health Certification. Learners in this course will gain the health content and apply the teaching/learning process as preparation to become effective health educators.

III. State Adopted Proficiencies
A. Learner-Centered Knowledge: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
B. Learner-Centered Instruction: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
C. Equity in Excellence for all Learners: The teacher responds appropriately to diverse groups of learners.
D. Learner-Centered Communication: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
E. Learner-Centered Professional Development: The teacher, as a reflective practitioner dedicated to all students success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.

IV. TExES Competencies

Competency 001 – The teacher uses an understanding of human developmental processes to nurture student growth through developmentally appropriate instruction.

Competency 002 – The teacher considers environmental factors that may affect learning in designing a supportive and responsive classroom community that promotes all students’ learning and self-esteem.

Competency 003 – The teacher appreciates human diversity, recognizing how diversity in the classroom environment in which both the diversity of groups and the uniqueness of individuals are recognized and celebrated.

Competency 005 – The teacher understands how motivation affects group and individual behavior and learning and can apply this understanding to promote student learning.

Competency 006 – The physical educator understands socialization processes related to physical activity and uses this understanding to foster learners’ social development.

Competency 008 – The physical educator knows how to develop and implement physical education programs that are responsive to learner needs and interests.

Competency 009 – The teacher uses a variety of instructional materials and resources to support individual and group learning.

Competency 010 – The teacher uses processes of informal and formal assessment to understand individual learners, monitor instructional effectiveness, and shape classroom climate that promotes the lifelong pursuit of learning and encourages cooperation, leadership, and mutual respect.

Competency 011 – The teacher structures and manages the learning environment to maintain a classroom climate that promotes the lifelong pursuit of learning and encourages cooperation, leadership, and mutual respect.

Competency 012 – The teacher is a reflective practitioner who knows how to promote his or her own professional growth.

V. Course Objectives/Learning Outcomes

A-1. Examine the types of nutrients, their sources in food, and their uses in the body (i.e., the importance of calcium for bone growth, iron for red blood cells, vitamin A for vision).

A-2. Analyze the relationship between dieting, exercising, and maintaining a healthy weight.

A-3. Demonstrate knowledge of scientifically proven principles of nutrition, the components of a balanced diet, and how to apply these principles of nutrition to ensure a balanced diet.

A-4. Analyze healthy and unhealthy dietary practices, including eating disorders and fad diets, and ways in which diet influences personal health.

A-5. Apply skills and strategies for reading, interpreting, and evaluating nutritional
information (e.g., food pyramids, food labels, promotional claims, and for using this information to make healthy food choices.

A-6. Apply knowledge of factors that influence nutritional and caloric requirements (e.g., age, activity level, pregnancy) and factors that influence food choices (e.g., cultural background, family eating patterns, advertising, peer behaviors).

A-7. Demonstrate knowledge of skills and motivational strategies for making healthy food choices and for planning a healthy diet.

A-8. Demonstrates knowledge of types and characteristics of communicable diseases and non-communicable diseases.

A-9. Demonstrate knowledge of methods for early detection of non-communicable diseases (e.g., genetic counseling, pap smear) and for preventing non-communicable diseases (e.g., exercising, losing weight, reducing air pollution).

A-10. Recognize that a sedentary lifestyle can lead to non-communicable diseases.

VI. Course Topics

The major topics to be considered are:

1. Stress Management
2. Psychological Health
3. Behavior Change
4. Physical Fitness
5. Personal Nutrition
6. Eating Patterns and Disorders
7. Communication and Sexuality
8. Infectious Diseases
9. Major Diseases
10. Drug Use, Misuse, and Abuse
11. Consumerism, Complementary and Alternative Medicine
12. Preventing Injury, Violence, and Victimization
13. Aging, Dying, and Death
14. A Healthy Environment

VII. Instructional Methods and Activities

Methods and activities include:

A. Traditional Experiences (lecture/discussion, demonstrations, guest speakers, video, self-appraisals)

1. Each student will plan, implement, and evaluate their own fitness program using acquired concepts learned in class. In addition, using one of the textbooks written by the professor, each student will use the 106 Enduring Themes to become educated and then assess and plan strategies for an overall wellness program.
B. Clinical Experiences (role playing, cooperative groups, student demonstrations and presentations).
   1. Two Team Skits will be utilized where students will use creative thinking, problem-solving, and decision-making to promote health concept application

C. Common Intellectual Experiences
   1. Students are assigned readings in which they are required to participate in discussion forums. Also given learning activities through the course to support high-impact educational practices.

D. Diversity and Global Learning
   1. Students are educated in the area of fitness and overall health from different regions of the country as well as internationally. They are required to examine these differences and discuss them with partners in class as well in open class discussions.

VIII. Evaluation and Grade Assignments
A. The methods of evaluation and the criteria for grade assignment are:

<table>
<thead>
<tr>
<th>I. Class participation</th>
<th>Points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Attendance</td>
<td>320</td>
</tr>
<tr>
<td>B. One minute speech</td>
<td>20</td>
</tr>
<tr>
<td>C. Behavior Change Project</td>
<td>100</td>
</tr>
<tr>
<td>D. Outside class missions</td>
<td>10 each</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Teaching</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Creative Presentation</td>
<td>100</td>
</tr>
<tr>
<td>B. TV Show</td>
<td>100</td>
</tr>
<tr>
<td>C. Solo Presentation</td>
<td>100</td>
</tr>
</tbody>
</table>

| III. Professional Notebook   | 100               |
| IV. Volunteer Project – (3 hours) | 100 |
| V. End of chapter assessments| 150               |
| VI. Tuesdays with Morrie Project | 100  |
| VII. ECDC                    | 100               |

B. Grading Scale

90% of possible points earned = A
80% of possible points earned = B
70% of possible points earned = C
60% of possible points earned = D
Below 60% of possible points = F

IX, Course Schedule and Policies

Week 1 Get Acquainted Activities, Course Syllabus One minute speeches, Chapter 1, Behavior Change Project
Week 1 Invitation to healthy Change

Week 1 Psychological Health
Week 2 Psychological Health
Week 2 Stress
Week 2 Fitness
Week 3 Nutrition
Week 3 Weight Management (Midterm Exam)
Week 3 Sexual Health
Week 4 Preventing Major Diseases
Week 4 Addictions
Week 4 Alcohol/Tobacco Use
Week 4 Protecting Yourself
Week 5 Healthy Environment
Week 5 Aging, Dying and Death
Week 5 Closing Ceremonies

Professor: Lon Seiger       Office: Island Hall 361
Office Phone: 361.825.2748   E-Mail: lon.seiger@tamucc.edu
Day/Time/Classroom: M- R, 10:00 – 11:55         IH 164
Office hours: M – R 8:30 – 10:00

C. Description of Course Requirements:

1. Class participation
   a. Attendance – Class attendance and participation is a reflection of a student’s commitment to their performance. 100 points possible (10 points per class for attendance.)

   b. One minute speech – You will present a speech over one of the four topics: 1) your most prized possession, 2) greatest victory, 3) most valuable lesson, & 4) most memorable moment. (Worth 20 points).
c. Behavior Change Project – You have the opportunity to change a behavior—i.e., eliminate (smoking) adopt (physical fitness program) or modify nutritional habits—a health-related behavior. (Worth 100 points).

2. Teaching

a. Creative Presentation—With a partner, you will utilize a creative strategy to teach others about health. Strategies include a choreographed dance/song routine, rap song, puppet show, skits, storytelling, etc. (Worth 100 points).

b. TV Show – Your team will facilitate student learning by being assigned a chapter from the book. The 30-minute TV show will incorporate a prime time drama, game show, talk show, and three commercials. All language and actions must be appropriate. An approved outline for your team is due the class period before presentation. (Worth 100 points).

c. Solo Presentation – This is a 5 minute presentation over a health related topic. Follow the 4 Stages of Effective Teaching: 1. Interest Awareness, 2 Content, 3. Reinforcement, 4. Closure

3. Professional Notebook - A notebook will be required with the following seven tabs: 1) handouts, 2) missions, 3) journal, 4) articles, 5) critical thinking, and 6) creative activities & 7) notes (Worth 100 points).

4. Assignments

a. End of chapter assessments.

Important Points
1) Your class attendance is very important. When you're in class, we learn from you as much as you learn from us. Your knowledge, experiences, attitudes and values, and behaviors will all help in the learning process. You're rewarded for coming to class with 10 participation points and penalized 5 points for missing class with an unexcused absence. Only three excused absences are acceptable: 1) illness, 2) death in the family, and 3) class field trip.
If you miss class because of an excused absence, simply write your own note and turn it in on your return to class. On your note, identify the date you missed, why you missed, and sign it yourself.

2. Late assignments: Late assignments will not be accepted. If you miss class, you are responsible for turning in the work when it is due. If you miss the due date because of an excused absence, the work will be accepted with an excused note attached to the work.
3. Make-up tests: There will be no make-up tests given unless you have an **excused absence** and the professor is notified **before** the exam is administered.

4. Academic honest and integrity. Students are expected to do their own work at all times. See university catalog.

5. Please turn off your cell phones before coming to class.

6. Excessive tardies (3 or more will result in one letter grade reduction).

X. **Textbook**

The textbooks adopted for this course are:

- *Your Health, Your Style – Seiger* (2016)
- *Tuesdays with Morrie – Albom* (1991)

XI. **Bibliography**

The knowledge bases that support course content are:


Texas Essential Knowledge and Skills (TEKS). (www.tea.state.tx.us/teks)

X. **GRADE APPEALS**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules.
Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Academic Honesty

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examinations materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties that may be applied to individual cases of academic dishonesty include one or more of the following: 1. Written reprimand, 2) Requirement to re-do work in question, 3) Requirement to submit additional work, 4) Lowering of grade on work in question, 5) Assigning grade of “F” to work in question, 6) Assigning grade of “F” for the course, and 7) Recommendation for more severe punishment.

If the faculty member determines that assigning a grade of “F” to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

The faculty member may file a record of cases of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved with his or her college dean and the Office of Student Affairs. The office of the academic dean of the college which the offense took place will maintain records of all cases of academic dishonesty reported for a period of not more than two years. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or penalty assessed (See XII above.)

XIII. DISABILITY ACCOMMODATIONS

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.