

*Supplement Fall '94*

(R)

**Glassboro State College Senate Curriculum Committee**

# Approval Form

Proposal Title: Health and Wellness

Sponsor(s) Mary L. Putman Dept.: Hlth and Physical Educ. Ext. 7110

Edith Thompson

**Check one:**  Course  Specialization  Concentration  Minor  Achievement Certificate

Certification Program  Major Program  Minor Change title/credit hours  
(please name deletion or credit/catalog change)

Undergraduate  Graduate 3 Credit Hours

<p><b>Step 1 (Department)</b></p> <p><input type="checkbox"/> Approved _____ Date</p> <p><input type="checkbox"/> Not Approved</p> <p><u>Mary L. Putman</u> Dept. CC Chairperson</p> <p><input checked="" type="checkbox"/> Reviewed <u>2/10/92</u> Date</p> <p><u>Mary L. Putman</u> Dept. Chairperson</p>	<p><b>Step 2 (Receipt)</b></p> <p><input checked="" type="checkbox"/> SCC# <u>91-92-61</u></p> <p>Proposal Received _____ Date</p> <p><u>Donna Hathaway</u> SCC Chairperson</p>	<p><b>Step 3 (School CC)</b></p> <p>Reviewed <u>3/25/92</u></p> <p><input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved</p> <p><b>Comments:</b></p> <p><u>Mary L. Putman</u> School Cuff Comm. Chairperson</p>
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**Step 4 (Academic Dean)** **Comments:**

Recommend  
 Not Recommend  
 Conditionally Recommend (see comments)

Reviewed 3/30/92 [Signature]  
Signature Dean of School

**Step 5 (SCC)**

Open Hearing 10/23/92  Approved by Senate Curriculum Committee 10/23/92  
Date Date

Returned to sponsor(s) for the following reasons: Hold until info regarding HPE II format/sjt is received.

Note: Beginning Phase-IV in Fall, 1994

**Step 6 (Senate)**

Presented to Senate 4/2/93  Approved  Not Approved  
Date

Notification to Executive Vice-President/Provost 4/2/93 [Signature]  
Date Signature SCC Chairperson

**Step 7 (Executive V.P./Provost)**

Received \_\_\_\_\_

Date

If no, reasons are as follows:

Approved  Yes  No

*See note on form of May 24, 1993*

Student credit hours \_\_\_\_\_

Faculty load hours \_\_\_\_\_

Equalized credit hours \_\_\_\_\_

Official copy and approval sheet filed \_\_\_\_\_  
Date

*[Signature]*  
\_\_\_\_\_  
Signature, Executive Vice-President/Provost

**Registrar**

Approved course description received 3 June 93  
Date

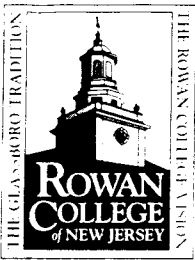
Hegis Taxonomy and Course Number assigned 2 to 3 credits

B. J. Kelso  
\_\_\_\_\_  
Signature Registrar

3 June 93  
\_\_\_\_\_  
Date

**Notification forwarded:**

- Senate Curriculum Committee Chairperson
- Department Chairperson(s)
- Academic Dean(s)
- Registrar
- Sponsor(s)




# Rowan College of New Jersey

Glassboro, New Jersey 08028-1701 • (609) 863-5318

Office of the Executive Vice President/Provost

May 24, 1994

To: Mary Putman, Chair  
College Senate Curriculum committee

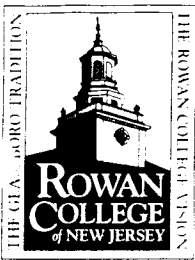
From: Harley E. Flack   
Executive Vice President/Provost

I have received the proposed curriculum revision changing the Health and Wellness course (0835-106) from two (2) hours of credit to three (3). I support this resolution with the clear understanding that with this approval the replacement of requirements for Health and Physical Education activities courses is eliminated.

I do feel that this change will improve the quality of the curriculum offered at Rowan College of New Jersey.

mc

cc: R. Ambacher



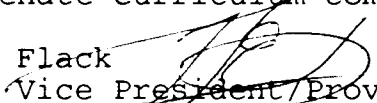
# Rowan College of New Jersey

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cc: R. Ambacher

GLASSBORO STATE COLLEGE  
DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION  
Minor Curricular Change

Change in Credit Hours  
Title Change

I. DETAILS

a. Title Change:

**FROM:** Health and Wellness - Physical Education I  
(0835.106)  
**TO:** Health and Wellness (0835.106)

b. Credit Hour Change:

**FROM:** 2 credit hours  
**TO:** 3 credit hours  
(no change in credit hours for all-college health  
and physical education requirement)

c. Sponsors:

Department of Health and Physical Education  
Mary L. Putman, Chairperson  
Edith Thompson, Curriculum Chairperson

II. RATIONALE

*Implementation Begins - F '94*

a. Need for Change

The Strategic Planning Committee in The Glassboro State College Strategic Plan has recognized "the need for education to promote habits for lifetime wellness, avoidance of major health risks, and a personal regimen that recognizes the relationship of nutrition and exercise to wellness and fitness." (p. 105) This is consistent with the philosophy of Department of Health and Physical Education. Requiring students to complete a course which assists them with identifying wellness and risk behaviors and helps them make positive decisions related to personal health has never been more important than in today's society. Health promotion must continue to be one of the primary goals of higher education at Glassboro State College.

The World Health Organization defines health as the blending of physical, emotional, social, intellectual and spiritual resources as they assist in mastering the development tasks necessary to enjoy a satisfying and productive life. (Hahn & Payne) This definition combines the dimensions of health with the role of health, and demonstrates how health has evolved as an eclectic discipline from hygiene, to health, to holistic health, and now Health and Wellness.

The Public Health Service (PHS) in Promoting Health/Preventing Disease - Year 2000 Objectives for the Nation reconfirms the importance of health promotion, preventive health, and health protection objectives for the citizenry of this country. The amount of current and professional literature in the areas of health, wellness, and fitness further supports the need to present accurate information through a comprehensive college-level course. Glassboro State College needs to continue to provide students with the knowledge and skills necessary to make informed decisions about personal health.

A comprehensive course in Health and Wellness affords all students the opportunity to assess their personal behavior patterns, realize the available wellness choices, and guides them toward a healthy lifestyle. The programs goals would prepare the student to:

- understand the concepts related to health choices, from knowledge to attitudes, to shape patterns of lifetime behaviors.
- assess current health behaviors by identifying strength and problem wellness areas.
- plan a lifetime of wellness related to current health topics
- implement an immediate program of moderation based on individual needs.
- prepare future leaders to discuss health issues with family and community members.

b. Statement of Curricular Effect

The Department of Health and Physical Education is aware of the increased importance of health promotion for students at Glassboro State College. These minor curricular changes will retain a three-credit all-college requirement in Health and Physical Education which can be fulfilled with one course entitled Health and Wellness. This change will not affect faculty resources since we are currently staffing an equivalency of a three credit course. The majority of faculty members within the department are qualified to teach an introductory course in health and wellness.

The increase from two to three credit hours will allow the department to expand on the information included in the units on substance awareness education and sexually transmitted diseases. The increased importance of these topics for traditional and nontraditional students at Glassboro State College has been documented by various college groups. This curricular change will also facilitate advisement and scheduling procedures for all departments.

### III. Results of Consultation

The proposed change has evolved out of the current strategic planning process. A memorandum has been sent to the School Deans and department chairpersons. Copies of the response to this change will be provided to the College Curriculum Committee.

HEALTH AND WELLNESS

3 s.h.

Catalogue Description (0835.106)

This course stresses the concepts of lifetime health and physical fitness. It examines the positive effects of exercise upon the heart and blood vessels, obesity and proper diet, body mechanics, and how the body handles stress. The course also examines the negative effects of disease, including socially transmitted diseases, substance abuse including narcotics, alcohol and tobacco, and other contemporary health-related problems. Students learn to analyze their strengths and limitations while planning a personal wellness profile which best fits their needs and interest.

GLASSBORO STATE COLLEGE

Department of Health and Physical Education  
Syllabus

HEALTH AND WELLNESS  
Revised Spring 1992  
3 s.h.

Catalogue Description (0835.106)

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Philosophy

Health and Wellness is more than simply "not being ill" or merely, "being well". It is a positive quality, extending on a continuum from failing health and death, to an abundant life of satisfaction and personal well-being. Individuals have some degree of physical fitness, which varies considerably in different people and in the same person from time to time. It may be considered minimal in the severely ill and maximal in the highly trained athlete.

Health and Wellness is designed for college students to understand the need and assume the responsibility for maintaining a healthful lifestyle. Physical fitness, the ability to carry out daily tasks with vigor and alertness, is one component of positive lifestyle management. The other aspects are health and wellness. Wellness includes activities, behaviors, and attitudes which improve the quality of life and contributes to longevity. Health is physical, mental and social well-being and not merely the absence of disease or infirmity. The course content includes physical activity, stress management, a balanced nutritional program, avoidance of chemical influences such as drugs and smoking, and a positive self-image. The course also addresses other health problems to include the negative influence of socially transmitted diseases and substance abuse on health and wellness.

## Objectives

The student will:

1. ...define the five health-related components of fitness and identify their relationship to health and wellness.
2. ...identify and define the concepts of skill-related fitness, posture, care of the back, stress and relaxation, and nutrition as they related to positive lifestyle behaviors.
3. ...describe the structure and function of the human body as it relates to the component of health, fitness, and wellness.
4. ...assess one's current level of fitness and wellness.
5. ...identify and refine one's attitude toward physical activity and wellness behaviors.
6. ...experience several different exercise techniques and programs.
7. ...select, plan and perform an individual exercise and wellness program.
8. ...understand the social, physical, and cognitive factors related to socially transmitted diseases with specific emphasis on AIDS education.
9. ...understand the negative effects of substance abuse on the human body.
10. ...become an informed consumer of health, fitness, and wellness information.
11. ...apply health, wellness, and fitness concepts in healthful lifestyle management.

## Topical Outline

1. Health-related components of fitness
  - a. Cardiovascular endurance
  - b. Muscular endurance
  - c. Strength
  - d. Flexibility
  - e. Body Composition/nutrition
2. Performance-related fitness
  - a. agility
  - b. coordination
  - c. balance
  - d. reaction time
  - e. power
  - f. speed
  - g. application and implication for sport participation
3. Social and emotional wellness topics
  - a. posture.
  - b. care of the back
  - c. stress and relaxation
  - d. chemical influences on exercise and fitness

4. Nutrition
  - a. body composition
  - b. fundamentals of weight control
  - c. eating disorders
  - d. basic nutrition requirements
  - e. role of exercise in weight control
5. cursory review of the structure and function of the human body as topics apply to health, wellness, and fitness
  - a. cardiovascular system
  - b. respiratory system
  - c. muscular system
  - d. skeletal system
  - e. digestive system
6. Self-assessment topics
  - a. health-related components of fitness
  - b. performance-related components of fitness
  - c. social and emotional wellness
  - d. nutrition, body composition, and weight control
7. Developing positive attitudes
  - a. developing positive self-image
  - b. identifying the relationship between healthful living and the aging process
  - c. associating personal health status with maintenance and implementation techniques
8. Exercise techniques and programs
  - a. care of the back
  - b. functional posture problems
  - c. health-related components of fitness
  - d. selecting exercises and developing programs to meet fitness and wellness goals
  - e. implementing programs
9. AIDS education
  - a. what is AIDS
  - b. symptoms and diagnosis of AIDS
  - c. who is at risk
  - d. social, emotional, and psychological effects
  - e. prevention strategies
10. Health effects of substance abuse to include psychoactive drugs, alcohol, and tobacco
  - a. nature and types of drugs, alcohol, and tobacco
  - b. motivation for substance use and abuse
  - c. psychological, physiological, emotional, and social aspects of substance abuse
  - d. legal restriction the use of drugs, alcohol, and tobacco
  - e. substance use and abuse among college students

11. Consumer education
  - a. product selection
  - b. facility selection
  - c. equipment and uniform selection
  - d. healthful lifestyle habits and decisions

Course Evaluation

- a. written examinations
- b. personal assessment of wellness/fitness status
- c. outside readings
- d. written projects
- e. oral reports
- f. final wellness project

## Bibliography

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- Zacharkow, D. Posture: Sitting, Standing, Chair Design and Exercise. Springfield, IL: Charles C. Thomas, Pub., 1988.



GLASSBORO STATE COLLEGE

Dean of Liberal Arts & Sciences

Glassboro, New Jersey 08028-1772 (609) 863-5342

MEMORANDUM

**TO:** Mary L. Putman, Chairperson  
Health & Physical Education Department

**FROM:** Pearl W. Bartelt, <sup>if</sup> Acting Dean

**DATE:** March 2, 1992

**SUBJECT:** Minor Curricular Change  
All College Health & Physical Education Requirement

We discussed the request for changing the number of credit hours in the *Health & Wellness - Physical Education I* course at the February 26, 1992 Liberal Arts & Sciences Chairpersons Meeting.

There was total concurrence that this is not a minor change and should be discussed more fully on the campus.

Some chairs felt that it was important to include drug/alcohol abuse and date rape as topics in any health and wellness class, but questioned the need for an additional credit hour to do this. There was concern raised about the negative impact on transfer students who enter Glassboro with activity credits. There was a large range of opinions on the subject.

Therefore, I cannot support the change of *Health & Wellness - Physical Education I* (2 credits) to *Health and Wellness* (3 credits) at this time. I think there needs to be more extensive discussion on the campus.

PWB/jmw

c. David Kapel  
Donna Hathaway, Curriculum Committee Chair



GLASSBORO STATE COLLEGE

School of Fine and Performing Arts

Glassboro, New Jersey 08028-1777 (609)863-7363

Office of the Dean

March 3, 1992

TO: Dr. Mary Putnam, Chair, Health & Physical Education  
FROM: Donald L. Gephardt, Dean of Fine and Performing Arts  
RE: Memo of 2/6/92

Regarding your memorandum of 2/6/92 outlining the proposed change in the All-College Health and Physical Education requirement:

1. When will this begin--for what freshman class will it take effect?
2. How will transfer students be affected? Will course equivalents from the county colleges be accepted?

Please advise.

DLG

jmm  
cc FPA Chairs



**GLASSBORO STATE COLLEGE**

School of Education  
and Related Professional Studies

Glassboro, New Jersey 08028-1760 (609) 863-5241

Office of the Dean

February 28, 1992

Dr. Mary Putman, Chair  
Department of Health & Physical Education  
Glassboro State College  
Glassboro, NJ 08028

Dear Mary:

Thank you for sharing your minor curriculum change proposal with me. I have reviewed the proposed all-college required course, *Health and Wellness*, with respect to New Jersey teacher certification and NASDTEC accreditation standards.

The course in question appears to meet the specific conditions set forth by New Jersey Administrative Code and the NJ/NASDTEC (National Association of State Directors of Teacher Education and Certification) with respect to "physiology and hygiene including the study of effect of narcotics and alcohol." It also addresses mandates for the study of sexually transmitted diseases and other societal health issues.

Please accept my support for your proposal as one that should strengthen the teacher preparation program at Glassboro State College.

Sincerely,

Thomas J. Gallia, Ed.D.  
Executive Associate to the Dean  
Glassboro State College Certification Officer

TJG:kaa

cc: Dean Kapel  
Donna Hathaway  
Senate Curriculum Committee



GLASSBORO STATE COLLEGE  
Law/Justice Studies Department

Glassboro, New Jersey 08028-1754  
(609) 863-7176

February 26, 1992

TO: Dr. Mary L. Putman, Chairperson  
Health & Physical Education Department

FROM: Joe Sanborn, Chair  
Law & Justice Studies *JS*

RE: Minor Curricular Change  
All-College Health and Physical Education Requirement

Overall, I support your effort to develop a more comprehensive Health and Wellness course. I do so with mixed feelings, however. I agree there is a need to explore the numerous topics you mention in your rationale. However, I believe the proposal needs a comparative topical outline of the old 2sh versus the new 3sh course in Health and Wellness. Second, some of my transfers will be adversely affected by this change. Many of our transfers have already filled their free electives but will enter Glassboro with one or two 1sh activity credits and it appears that these will now be lost in transfer since they will have to take a 3sh Health and Wellness course here. If some type of arrangement can be made with the county colleges so that transfers will not lose credits, I would be much more enthusiastic about my support for your proposal.

By the way, for students who do all their studies at Glassboro, I expect this change will be very positive. I hope these comments assist you in your initiative.

## TOPIC AREAS TO BE ADDED TO THE CURRENT HEALTH AND WELLNESS COURSE

### SUBSTANCE USE, ABUSE AND MISUSE

#### Drugs in Perspective

- Drugs and society
- The drug credibility gap
- The future of drug use

#### Chemical Alteration of Behavior

- The role of drugs in the Good life
  - The historical perspective
  - Hazards and costs of drug use
  - Causes of drug use and abuse
- Common drugs of misuse and abuse
  - Depressants, Stimulants, Psychedelic-Hallucinogens
- Drinking in American Society
  - Alcohol and its impact
- Controlling Drug Use and Abuse
  - Patterns of drug use and abuse
- Drugs and the Law
  - Treatment
- Alternatives to drug use
  - Looking at lifestyle changes

### HIV AND SEXUALLY TRANSMITTED DISEASES

The unknown, unseen, undreamed of component of our sexual activity

#### -STD's

- The identification of the most prevalent STD's
- The cause, spread and impact of STD's
- The treatment of STD's
- The prevention of the spread of STD's

#### -HIV

- AIDS and what we are up against
- What it is, how it is spread
- How to reduce the risks of HIV
- HIV treatment
- The cost and impact of AIDS
  - Society's role in the care of HIV infected individuals and their families

- Assessing our own sexual behaviors
  - Reducing at risk behavior