COURSE REVIEW REPORT

**Course:** \_HPF 283 Managing Stress and Holistic Health

**Faculty Member Completing Review:**  \_Payge Hodapp **Date: \_**1/15/2014

***Please submit two complete printed copies, and an electronic copy, of the course review packet***

***(this form and all attachments) to the Curriculum Committee for approval. Detailed instructions***

***can be found at http://www.jccmi.edu/administration/deans/CourseProgramForms.htm.***

**Submit written responses to all of the following items:**

**General Information**

1. Has the course been taught in the last two years? Yes Semester last taught 14WN If it has not been taught in the past 2 years, explain why. N/A

2. Describe the target students for this course. Students in all programs of study can take this course to meet their ADO8 General Education Requirement.

Is the course being scheduled at times/locations that best serve the target students? Explain. HPF 283 is offered in the online format only and is thus available to all students with a computer and internet access.

3**.** Is at least one full-time faculty member involved in teaching this course? Yes, Jan Bradford and Heather Ruttkofsky are involved in teaching this course. See highlights in document 1. If not, please explain. N/A

**Documentation**

1. Is the course description the same in the catalog, taxonomy summary, official course outline and syllabi? Yes (If necessary, attach a taxonomy change form to update the catalog description.)

Catalog: <http://www.jccmi.edu/studentservices/Catalog/2013-2014/catalog/coursedescriptions.pdf>

This course provides students with a holistic approach to health focusing on competencies to manage stress. Students learn the relationship of lifestyle to their health. Through the reflective use of specific skills, tools and new knowledge students have an increased opportunity to enhance their lives and the lives of those around them. *Prerequisites: ENG 085\* and ENG 090\**

Taxonomy: This course provides students with a holistic approach to health focusing on competencies to manage stress. Students learn the relationship of lifestyle to their health. Through the reflective use of specific skills, tools and new knowledge students have an increased opportunity to enhance their lives and the lives of those around them. *Prerequisites: ENG 085\* and ENG 090\**

Official Course Outline: This course provides students with a holistic approach to health focusing on competencies to manage stress. Students learn the relationship of lifestyle to their health. Through the reflective use of specific skills, tools and new knowledge students have an increased opportunity to enhance their lives and the lives of those around them. *Prerequisites: ENG 085\* and ENG 090\**

Syllabus: 14WN - This course provides students with a holistic approach to health focusing on competencies to manage stress. Students learn the relationship of lifestyle to their health. Through the reflective use of specific skills, tools, and new knowledge, students have an increased opportunity to enhance their lives and the lives of those around them. Prerequisites: ENG 085\* and ENG 090\*

**The same description is found in the Catalog, Taxonomy Summary, Official Course Outline and Course Syllabi.**

2**.** Is the Official Course Outline current? Yes. Update as needed and attach a copy. Updated 11/13 see document 4

Attach an updated copy of the Taxonomy Summary form (incorporating any recent taxonomy changes). Attached as document 3.

3. Are the official course description and objectives consistent with what is taught by all faculty/all methods (full-time, part-time, face-to-face, online)? Yes If not, please explain. Discuss how that consistency was developed/is maintained.   
The syllabus topics and assignments are standard for all classes.  
A Course Sandbox is created in Jetnet and imported into each section so that all sections have the same content for weekly instruction.  
As instructors identify improvements to the course, they are shared among the instructors and integrated into the Sandbox so that they can be utilized by all classes in the following semester.

4. Are prerequisites appropriate to the content and correctly listed in the catalog and syllabi? Yes.

List the prerequisites: ENG 085 and ENG 090

5. If this course is a prereq for another class, have the two departments/lead faculty coordinated? Not a prereq for another course. List the course(s) for which this is a prereq: N/A

6. When was the syllabus last updated? 14WN Attach copies of the most recent syllabi, including copies of both face-to-face and online section syllabi. The course is taught online only. Syllabus is attached as document 5

**Discipline and Quality**

1. What instructional methods are used (e.g. PowerPoint, group work, service learning, laboratory, etc.)? Discuss the effectiveness of these methods. Are there methods you would like to use but cannot for any reason? Explain As an online course, the methods used are informed by this format. Each week is jump started with an image, a one or more online video links and an inspirational quote, all related to the topic. The weekly assignments are enhanced by internet resources: for example, for a given relaxation technique, a number of web links may be cited to provide choices for different learning styles. The weekly self-assessments more often than not offer choices from several internet resources and/or the text. The discussions, related to the weekly topic, draw from students’ experiences.

Additional resources vary from week to week and can include PowerPoint presentations and links to related websites.

The recent Moodle upgrade may offer new options to enhance this course as time permits us to explore them.

2. Are Associate Degree Outcomes explicitly stated in the syllabus and linked to course objectives? Yes ADO(s) assessed for:   
ADO 7 Understanding and using emotion: Manages and used emotions effectively   
Students will participate in activities utilizing skills of empathy and assertion.   
ADO 8 Personal Responsibilities: Sets goals and establishes a plan for personal improvement. Students will design personalized health risk reduction and stress management plans.   
ADO 8 Personal Responsibilities: Understands that human behavior has consequences for the welfare of others.   
Students will complete self-assessments related to lifestyle and risk.  
Students will complete reflective assignments related to stress and health.   
ADO 8 Community Responsibilities: Participates in activities that benefit others.   
Students will complete an assignment benefiting community.  
ADO 9 Supporting Team Members: Every team member is treated with respect. All members listen to all ideas. The work of each person is acknowledged. Members seek assistance from each other and ask questions.   
Students will participate in group activities, supporting each other’s learning, using a cooperative learning model.  
ADO 9 Evaluating: Group members assess and evaluate self, individual, and group contributions.   
Students will participate in group activities involving assessment and evaluation, in the context of a cooperative learning model.

3. Attach a copy of the most recent assessment success data. Attached as document 6

| **Skills & Behaviors** | **Proficient** | **Assignment/Measures** | **Success**  **Criteria** | **Student**  **Outcomes** |
| --- | --- | --- | --- | --- |
| ADO 7P: Rubric for Critical Thinking – [HPF 283 13WN] | | | | |
| **ADO 7 Understanding & Using Emotion** | Manages and uses emotion effectively. | Students will participate in activities utilizing skills of empathy and assertion. | 80% participation | 96.4% |
| ADO 8P: Rubric for Personal and Ethical Responsibility – [HPF 283 13WN] | | | | |
| **ADO 8**  **Personal Responsibilities** | 2. Sets goals and establishes a plan for personal improvement.  3. Understands that human behavior has consequences for the welfare of others. | 2. Students will design personalized health risk reduction and stress management plans.  3. Students will complete self assessments related to lifestyle and risk.  3. Students will complete reflective assignments related to stress and health. | 80% will complete a plan  80% will complete at least 2 stress assessments  80% will complete at least 2 reflective assignments | 97%  85.7%  95.5% |
| **ADO 8**  **Community Responsibilities** | Participates in activities that benefit others. | Students will complete at least one assignment benefitting community. | 80% will complete this type of assignment. | 98.5% |
| ADO 9P: Rubric for Working in Small Groups – [HPF 283 13WN] | | | | |
| **ADO 9**  **Supporting Team Members** | Every team member is treated with respect. All members listen to all ideas. The work of each person is acknowledged. Members seek assistance from each other and ask questions. | Students will participate in small group activities, supporting each others’ learning, using a cooperative learning model | 80% participation | 85.5% |
| **ADO 9**  **Evaluating** | Group members assess and evaluate self, individual, and group contributions. | Students will participate in assessment and evaluation using a cooperative learning model. | 80% participation | 88.1% |

How have you revised the course based on the assessment data? No revisions were needed.

How have assessment data compared between face-to-face and online sections? The course is offered in an online format only.

If disparate, what measures are being undertaken to address this? N/A

**Currency**

1. Describe process(es) used to monitor/maintain currency/changes for this course. Attach supporting documentation as needed/appropriate. See Student Course Evaluation results (document 7) and HPF Dept. Meeting Agenda (document 8).

The course is reviewed annually on a number of levels:  
1) Format and delivery: Feedback is gained primarily from student evaluations. There is an anonymous, computerized evaluation done toward the end of each course (example attached as document 7).  
2) Content is reviewed annually when the syllabus is reviewed, usually during Spring Semester. Input from instructors over the previous year is considered for incorporation, if this has not already been done.   
3) At least once a year, there is a meeting of all instructors during which course needs are discussed. (Agenda attached as document 8)  
4) Individual instructors bring their personal expertise and training to the classroom and their colleagues, including continuing education within their field of expertise, reading of professional journals, articles and books, conference attendance, etc.

2. What is the copyright date of the textbook? 2012 (See document 9)

**Managing Stress: Principles and Strategies for Health and Wellness** 7th edition; by Brian Luke Seaward Published by: Jones and Bartlett 2012 AND

**The Art of Peace and Relaxation Workbook**, 7th edition; by Brian Luke Seaward

Published by: Jones and Bartlett 2012

If the book is more than 4 years old, include the rationale for its continued use. An 8th edition of this text will be available as of January 2014 and will be incorporated into the course for 14FL.

3. Is the course a component of a recent program review action plan? No. The Program Review will take place in April, 2014. If yes, describe actions taken. N/A

4. Is current technology appropriate/necessary to the course or field included in the content and/or methods? The course is online format only and makes use of many internet resources: videos, self assessment tools and relevant websites, Are necessary equipment and aids current? Describe the technology used. JC recently upgraded to Moodle 2.4 which offers additional possibilities for the development of this course.

**Transferability**

1. Are the course requirements and prerequisites consistent with requirements for comparable courses at other colleges? Yes Explain Where the course is transferable, the requirements are comparable.

2. How does the course transfer? (Provide course number when equivalent)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Institution | Equivalent Course | General Credit | No Credit | Unknown |
| SAU |  |  |  | X |
| SHU |  | Elective - 3 cr. |  |  |
| CMU | HSC – 3 cr. |  |  |  |
| EMU |  | HLED general credit – 3 cr. |  |  |
| GVSU | TCR 100.0 – no credit |  |  |  |
| MSU |  |  | X |  |
| WMU | HOL 1000 – 3 cr. |  |  |  |
| UM |  |  | X |  |

**Explain any transfer problems.**

As of December 2013, I am in contact with SAU to clarify the transferability of this course.

**For Occupational Courses Only**

1. Is this a required course in an occupational program? Y/N Which program(s)? text

2. When was this course last discussed at an Advisory Committee meeting? \_date

How do external partners have input into this course? text

3. Have recent course/taxonomy changes been communicated to all programs that require this course? Y/N Explain text

**Attachments to include (print and electronic):**

\_\_ Current syllabus (at least 1 from each delivery method) Online is the only delivery method – document 5.

\_\_ Catalog course description – found herein and document 2.

\_\_ Taxonomy Summary form, including any recent changes – document 3.

\_\_ Official course outline - document 4.

\_\_ Assessment Plan (electronic copy to Assessment committee if it has been updated or not submitted previously) herein and document 6

\_\_ Most recent assessment success data tables – document 6

\_\_ This completed form

\_\_ Other supporting documentation/answers to questions/explanations – documents 1, 7-10.

For Committee Use: COMMENTS \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

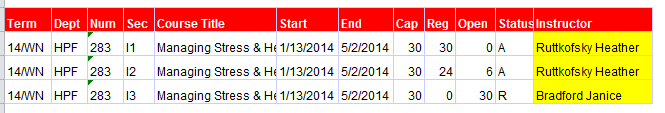
Date reviewed \_\_\_\_\_\_\_\_\_\_\_\_ Satisfactory/Needs more information Date approved \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tally Reports showing course offerings

Document 1



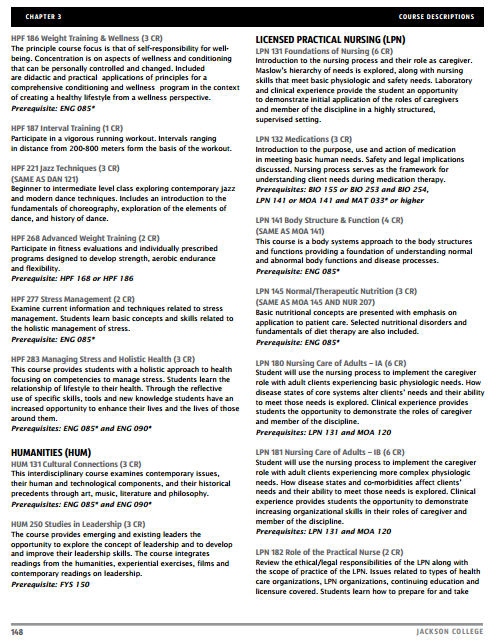




Document 2

Catalog Entry

<http://www.jccmi.edu/studentservices/Catalog/2013-2014/catalog/coursedescriptions.pdf>



Taxonomy

Document 3

Summary Form

TAXONOMY

**(Master Course File)\***

*\*All fields must be completed*

Effective Date: 11/01/13

|  |  |  |  |
| --- | --- | --- | --- |
| HPF | **DISCIPLINE** | 283 | **NUMBER** |

|  |  |
| --- | --- |
| **TITLE:** | Managing Stress & Holistic Health |

|  |  |
| --- | --- |
| **TITLE ABBREVIATION:** | Mnging Stress & Hol Hlth |
| **(20 characters)** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 3 | **Credit Hours**  **(15 contact hrs = 1 cr hr)** | I | **Credit Type**  **I=Institutional C=Cont Ed** |
| 3 | **Billing Credits (BCH)**  **(15 contact hrs = 1 BCH)** | N | **Continuing Ed Units** |
| None (online only) | **Course Fee** | 3 | **Instructor Load (1 BCH = 15 contact hrs)** |
| N | **Pass or Fail Course (Y or N)** | 30 | **Maximum Seating Capacity** |
|  |  | N | **Instructor Permission Required (Y or N)** |

|  |
| --- |
| **Number of times course can be taken for credit (most courses are one time – see Registrar for options): 1** |

|  |  |
| --- | --- |
| **Pre-Requisites Required:** | ENG 085 and ENG 090 |

|  |  |
| --- | --- |
| **Co-Requisites Required:** | None |
|  |  |
| **Special Program Requisites:** | None |

**COURSE DESCRIPTION:**

|  |
| --- |
| This course provides students with a holistic approach to health focusing on competencies to manage stress. Students learn the relationship of lifestyle to their health. Through the reflective use of specific skills, tools and new knowledge students have an increased opportunity to enhance their lives and the lives of those around them. *Prerequisites: ENG 085\* and ENG 090\** |

|  |  |
| --- | --- |
|  | |
| **Signature of Department Chair / Date** **Signature of Academic Dean/ Date Curriculum Committee Chair / Date** | |
|  |  |
|  |  |
| **Registrar / Date** | **ACS Code** |

Official Course Outline

Document 4

**JACKSON COLLEGE OFFICIAL COURSE OUTLINE**

**Course number, title and credits; total time allocation**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Course Letter/Number | | **HPF 283** | | Credits | | | **1** | | Title | **Managing Stress Holistic Health** | | | | |
|  |  | | |  | | |  | |  |  | | | | |
| Lecture/Discussion | **3** | | hrs/semester | |  | Lab | | **0** | | hrs/semester |  | Clinical | **0** | hrs/semester |

**Catalog Description and Pre- and Co-requisites (Same as taxonomy and catalog)**

This course provides students with a holistic approach to health focusing on competencies to manage stress. Students learn the relationship of lifestyle to their health. Through the reflective use of specific skills, tools and new knowledge students have an increased opportunity to enhance their lives and the lives of those around them. *Prerequisites: ENG 085\* and ENG 090\**

**Knowledge, Skills and Abilities Students Acquire from this Course (Educational Objectives)**

* To improve one's life through exploration of lifestyle and the examination of personal behavioral tendencies related to lifestyle and risk.
* To improve one's personal knowledge of the holistic management of health and stress.
* To become motivated to assume a greater sense of personal responsibility.
* To work in groups and understand basic human relationships.
* To complete all work-related assessments, both written and oral, in a timely fashion.
* To promote problem-solving skills.

**Associate Degree Outcomes Addressed in this Course (These must appear in course syllabus.)**

**ADO 7** Understanding and using emotion: Manages and used emotions effectively   
*Students will participate in activities utilizing skills of empathy and assertion.*

**ADO 8** Personal Responsibilities: Sets goals and establishes a plan for personal improvement. *Students will design personalized health risk reduction and stress management plans.*

**ADO 8** Personal Responsibilities: Understands that human behavior has consequences for the welfare of others.   
*Students will complete self-assessments related to lifestyle and risk.  
Students will complete reflective assignments related to stress and health.*

**ADO 8** Community Responsibilities: Participates in activities that benefit others.   
*Students will complete an assignment benefiting community.*

**ADO 9** Supporting Team Members: Every team member is treated with respect. All members listen to all ideas. The work of each person is acknowledged. Members seek assistance from each other and ask questions.   
*Students will participate in small group activities, supporting each other’s learning, using a cooperative learning model.*

**ADO 9** Evaluating: Group members assess and evaluate self, individual, and group contributions.   
*Students will participate in small group activities involving assessment and evaluation, in the context of a cooperative learning model.*

**Units/topics of Instruction**

Understanding Stress and Holistic Health  
Managing Stress: Symptoms and Sources

Models of Health and Disease   
Healing From With-in  
Self Esteem

Relationships  
Assertive Communication  
Risky Behaviors  
Physical Well Being (Fitness, Nutrition & Body Work)  
Self Expression (Humor, Music, Art)   
Spirituality

Resource Management

Understanding Health Care Option

**Instructional Techniques and Procedures**

A variety of methods are used: written lecture, weekly discussion, video and powerpoint presentations, practice in a variety of relaxation and stress reduction techniques as well as problem solving techniques, weekly opportunities for personal assessment to develop self awareness in relationship to responses in the various topics.

**Instructional Use of Computer or Other Technology**

Powerpoint presentations, research in online web resources, utilisation of various audio and video materials to elaborate on topics and to demonstrate and support techniques of stress management.

**Instructional Materials and Costs to Students**

### Managing Stress (Set:Txt/Art of Peace Wkbk & CD) Edition: 7th

Copyright 2012

ISBN 9781449698027

Publisher: Jones & Bartlett

New: $129.95 Used: $97.50

**Course fee:** $124

**Skills and abilities students should bring to the course:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | a limited amount of material | |  |  | basic, pre-algebraic problems |
| Able to read | **X** | an average amount of material | | Able to compute |  | simple algebraic problems |
|  |  | an above average amount of material | |  |  | higher order mathematical problems |
|  |  |  | |  |  |  |
|  |  | relatively easy material | |  |  | short compositions |
| Able to read | **X** | moderately difficult material | | Able to write | **X** | medium length compositions |
|  |  | technical or sophisticated material | |  |  | lengthy compositions |
|  | | | | | | |  |  |  |  |  |
|  | **X** | | keyboard skills/familiar with computer |  |  |  |
| Able to use | **X** | | computer application (Use of JetNet) | Other necessary |  |  |
| technology | **X** | | web navigation | Abilities |  |  |
|  |  | |  |  |  |  |

**The course is usually scheduled:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ~~Day:~~ **Online** | X | Fall | X | Winter | X | Spring | Evening: |  | Fall |  | Winter |  | Spring |

|  |  |  |
| --- | --- | --- |
| **Prepared by \_\_\_\_\_\_\_\_\_\_\_Payge Hodapp\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  | **Date \_\_12/23/13\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Approved by Dept. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  | **Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Approved by Dean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  | **Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Approved by Curr. Comm. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  | **Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**(Last names, please) Form Revised 12/4/00**

SYLLABUS

Document 5

HPF 283 MANAGING STRESS AND HOLISTIC HEALTH (3 cr.)

14WN SYLLABUS

* **Instructor**:
* **Office**:
* **Email:**
* **Phone**:
* Feel free to contact me with questions or concerns. The best way to contact is via email. I will make every effort to respond to e-mails within two business days.

**Required Texts**: *You can purchase these bundled for the same price as the Managing Stress text alone.*

**Managing Stress: Principles and Strategies for Health and Wellness** 7th edition; by Brian Luke Seaward Published by: Jones and Bartlett 2012 AND

**The Art of Peace and Relaxation Workbook**, 7th edition; by Brian Luke Seaward

Published by: Jones and Bartlett 2012

**Course Description:** This course provides students with a holistic approach to health focusing on competencies to manage stress. Students learn the relationship of lifestyle to their health. Through the reflective use of specific skills, tools, and new knowledge, students have an increased opportunity to enhance their lives and the lives of those around them. Prerequisites: ENG 085\* and ENG 090\*

**Specific Associate Degree Outcomes**

The Board of Trustees has determined that all Jackson Community College graduates should develop or enhance certain essential skills while enrolled in the college. The Associate Degree Outcomes addressed in this class include:

**ADO 7** Understanding and using emotion: Manages and used emotions effectively   
*Students will participate in activities utilizing skills of empathy and assertion.*

**ADO 8** Personal Responsibilities: Sets goals and establishes a plan for personal improvement. *Students will design personalized health risk reduction and stress management plans.*

**ADO 8** Personal Responsibilities: Understands that human behavior has consequences for the welfare of others.   
*Students will complete self-assessments related to lifestyle and risk.  
Students will complete reflective assignments related to stress and health.*

**ADO 8** Community Responsibilities: Participates in activities that benefit others.   
*Students will complete an assignment benefiting community.*

**ADO 9** Supporting Team Members: Every team member is treated with respect. All members listen to all ideas. The work of each person is acknowledged. Members seek assistance from each other and ask questions.   
*Students will participate in group activities, supporting each other’s learning, using a cooperative learning model.*

**ADO 9** Evaluating: Group members assess and evaluate self, individual, and group contributions.   
*Students will participate in group activities involving assessment and evaluation, in the context of a cooperative learning model.*

**Course Objectives:**

* To improve one's life through exploration of lifestyle and the examination of personal behavioral tendencies related to lifestyle and risk.
* To improve one's personal knowledge of the holistic management of health and stress.
* To become motivated to assume a greater sense of personal responsibility.
* To work in groups and understand basic human relationships.
* To complete all work-related assessments, both written and oral, in a timely fashion.
* To promote problem-solving skills.

**Course Design and Overview:**

Students are responsible for all content and assignments in each lesson. Each lesson will include:

* Lecture: Textbook readings and/or Lectures by Jim Scott Ph.D
* Quizzes on lesson content or Reading Review quizzes based on the textbook content
* Self-assessments related to lifestyle and behavior patterns from the Art of Peace and Relaxation Workbook and/or online resources
* A Relaxation Practice of relaxation, meditation or visualization
* A choice of Positive Practices
* On-line Discussion
* Writing a Journal

Please note that there are a number of web links on the navigation bar that are available to you and will be used as needed throughout the course.

**Course Requirements Include:**

* **ALL WORK IS DUE ON Friday at 11.55PM (except where noted, for example: in week 15, it is due on Friday evening, 5:00pm). IT IS YOUR RESPONSIBILITY TO CHECK DUE DATES.**
* **All deadlines are final for Quizzes and Discussions.** 
  + Journals (only) will be accepted up to 24 hours late with the deduction of 15 points. In the Final Week, no late work is accepted.
* Only if there are system-wide JetNet problems will the due date be extended.

**KEYS TO YOUR SUCCESS (IN WEEKS 1 – 14, WORK IS DUE ON FRIDAY[[1]](#footnote-1) AT 11:55 p.m. E.S.T. IN THE FINAL WEEK, ALL WORK IS DUE ON FRIDAY BY 5 p.m. E.S.T.)**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Pts./assign.** | **Total** |
| **Course Contract Quiz** (Week 1) |  | **20 pts.** |
| **Reading Review Quizzes** (Week 2-14) 10 pts. per chapter | **28 @ 10 pts.** | **280 pts.** |
| **Weekly Journal** (Week 1-14) | **14 @ 35 pts.** | **490 pts.** |
| **Weekly discussion: Participation is expected in the form of 3 to 5 comments per week.** (Week 1-14) | **14 @ 10 pts.** | **140 pts.** |
| **Final Discussion – Combined Discussion and Quiz** (Week 15) |  | **50** **pts.** |
| **Final Journal**    (Week 15) |  | **50 pts.** |
| **Final Course Survey and Closing Responsibilities Inventory**(Week 15) - both of these must be completed to obtain these points.  **Students complete the anonymous Final Course Survey. When all work is done, the Closing Responsibilities Inventory is submitted.** This is an acknowledgement that they have completed the Final Journal, the Final Discussion and the Final Course Survey. |  | **10 pts.** |
| **Total points available:** |  | **1040 pts.** |

**Grading:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **4.0** | **977-1040** | **94-100%** |  | **2.0** | **728-789** | **70-75%** |
| **3.5** | **915-976** | **88-93%** |  | **1.5** | **676-727** | **65-69%** |
| **3.0** | **853-914** | **82-87%** |  | **1.0** | **624-675** | **60-64%** |
| **2.5** | **790-852** | **76-81%** |  | **0.5** | **572-623** | **55-59%** |

Any disputes over the final grade need to be addressed within four weeks of the end of class.

**I - Incomplete:**

The JC Incomplete Grade Policy can be found at the following address on the JC website: <http://www.jccmi.edu/policies/Academics/Policies/1003.pdf>

**HELP**

Tutors (plus additional services for academic success) can be accessed by calling 517-796-8415 or by stopping by the Center for Student Success, Bert Walker Hall Room 123 on the Jackson Campus or the office at either JC @ LISD TECH, Adrian or the LeTarte Center, Hillsdale.

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Center for Student Success at 517-796-8415 as soon as possible to set up a meeting to ensure that such accommodations are implemented in a timely fashion. It is the responsibility of the student to self-report needed accommodations to the CSS.

**PLEASE NOTE:**

1. The instructor will make every effort to work with students who have personal verifiable problems related to the completion of work and deadlines. (“Verifiable” meaning some form of official medical or legal documentation that validates the situation.)
2. Each lesson, after week 1, will be available the week before it is scheduled. This should give students ample time to complete all work. Students can work ahead as needed.
3. All due dates are final unless otherwise agreed upon with the instructor in a timely manner. Exceptions are as follows:
4. **Late Journals** will be accepted up to 24 hours late in a given week for a 15 pts. deduction.
5. Discussions and Quizzes cannot be made-up.
6. Students who miss the first two weeks should drop the course.
7. Students who have missed more than 30% of the course by Midterm cannot pass the course.
8. It is the student’s responsibility to inform the school and the instructor about changes in his or her life that may affect his or her success at JC in a timely manner.

**Academic Honesty Policy**

Be sure that all homework and assignments are your own work. Evidence of plagiarism or cheating on any exam or assignment will result in a "0" score for that assignment and notification of the Academic Dean. The JC **Academic Honesty Policy** can be found in your student handbook or on the JC website at this web address: http://www.jccmi.edu/policies/Academics/Policies/1004.pdf

**CAVEAT:** Revisions to the syllabus are unlikely but possible, should circumstances require them.

**Quiz / Reading Review**

Each lesson includes online quizzes that review the reading assignment for the lesson**.** In week 1, the quiz covers the course documents. In week 15, the quiz (Closing Responsibilities Inventory) ensures that all course responsibilities have been completed.

**During weeks 2-14, the quizzes consist of Reading Reviews based on the textbook chapters. These are open book and can be accessed as many times as needed until you submit your answers OR it closes.** You may take each Reading Review up to 2 times, if you wish. They are made up of random questions so if you chose to repeat a Reading Review quiz, you may get some of the same questions. Your grade will be either the grade on the one Reading Review quiz you took or if you take it twice, the average of the two.

**Quizzes/Reading Reviews can not be made up or submitted late. Feedback will occur only after the due date.**

**Weekly Discussion (Forum)**

***Read “Discussion Basics” in the Course Resources for more details.***

A weekly discussion question will be posted in the **Forum**. The purpose of the discussion or "Forum" is to discuss issues and confront some of the problems that arise in the course of life. Your role is not to counsel but to be a sounding board and share perspectives from the readings, the stories of your life or past experiences. Remember you are not here to **"fix"** anyone else.

**Points are cumulative, so to earn all 10 points, between 3 and 5 posts generally will be needed.** Guidelines for points:

* The initial post, responding to all the points asked, will earn 2-5 points.
  + First post submitted by Wednesday by 12 noon: 5 points maximum.
  + First post submitted after Wednesday noon: 3 points maximum.
* Responses to classmates’ posts will earn 0-3 points.
* Points are awarded according to length and depth of responses.

|  |  |
| --- | --- |
| **Points** | **Length** |
| 1 pt. | one or two sentences/1 line |
| 2 pts. | three or four sentences/2 full lines |
| 3 pts. | short paragraph/3 full lines |
| 5 pts. | an exceptionally insightful reply |

Students will be expected to comment on questions using one of four models:

* Identifying insights from the readings.
* Sharing what has worked for them.
* Sharing stories or personal situations that may relate to the discussion.
* Lending support.

**Weekly Journal**

***Read “Journal Basics,” found in the Course Resources. It provides further details and an example.***

**Students will be expected to submit a formal journal once a week online**.

* Each journal will have **five parts.**
* Each part must include a minimum of two to three complete sentences.
* A maximum of 7 points are available for each part (35 points total per journal).

**A journal submitted up to 24 hours late will be deducted 15 points. No journals will be accepted beyond the 24 hour late deadline. The journal for week 15 is due on the Friday night at 5pm and no late submissions are accepted.**

Spelling and punctuation are important.

***Part one*:** Do all assigned assessments for a particular lesson.

* Name each of the **ASSESSMENTS** completed.
* What did you learn from **each** **self-assessment** this week that was significant to you? (If scoring was part of the assessment, include the score/scores.)

***Part two***:

* Identify the **WEEKLY RELAXATION/MENTAL PRACTICE** with which you worked.
* State how often, for how long and when you practiced it.
* Address how effective the relaxation/mental practices were for you. Share changes in thoughts, feelings, sensations, perceptions or attitudes.

***Part three****:*

* Identify which specific **POSITIVE PRACTICE** you used.
* Share what you experienced and any helpful personal changes that occurred.

***Part four*:**

Reflect on the **Textbook or Lecture Reading or any Online Resources or Videos** for the week. List and discuss **four concepts** that were helpful or interesting for you. For each one, give at least 2 sentences: explain the concept (1 sentence minimum) and then share what was interesting or helpful about it for you in another sentence (minimum).

***Part five*:**

* Report on each of your three goals (1…, 2…, 3…) from the previous week (3 pts.).
* Identify three goals for the coming week (1…, 2…., 3….) (3 pts.).
* Reflect on your week in general, what specifically was good and what specific obstacles you may have encountered (1 pts.). If you have any **specific questions or concerns please identify them.**

Some weeks, this format will change, so make sure to read the template for the week and respond accordingly.

**Your Profile**

You can update your profile on JetNet by clicking on your name in the upper right hand corner of this page. Once you are in your profile, click on the "Edit Profile" tab to enter your information. Click on the "Show Advance" button to add your photo. Please note your profile is available to all JetNet users. Be advised that it is recommended that you change your password at the beginning of the course. This will prevent your password from lapsing for the duration of the class, which could prevent from submitting assignments on time.

**Communication**

Communications is critical. You should have a response to e-mails with in two business days. In addition to the weekly responses to your journals, timely messages on course progress are sent via your JC email account. Any group announcements will be posted in Announcements (in the Resources) at the beginning of the HPF 283 JetNet page.

The JC Student Email system “My Student Email” is available and should be checked on a regular basis. Students are responsible for any communication that comes via JC email. Access to this is from the JC Home Page by clicking on E-mail. This will go to a new page, with a login prompt. The account user name is the JC 7-7-1 format ([7-7-1@my.jccmi.edu](mailto:7-7-1@my.jccmi.edu)) and the password is the [JC default format](http://www.jccmi.edu/infotech/pdfs/default_password.pdf) (until it is changed by the student).

For password concerns. <http://www.jccmi.edu/infotech/passwords.htm>

How to FAQs about My Student Email are available at: <http://www.jccmi.edu/faqs/cat04/index.htm>.

Please Note: My Student Email accounts and JC Network Services accounts (local login, e-Services, JetNet) are not the same. Once the password is changed on one account it will no longer match the other account.

For questions or concerns, please contact the [**JC Solution Center**](https://jetnet.jccmi.edu/course/mail%20to:jccsolutioncenter@jccmi.edu) by phone 517-796-8639.

**Overview of Lesson Format**

**A new lesson will be posted each week and lessons will be available for 10-12 days.**

**There is an introduction at the beginning of each lesson. It includes: due dates, introductory u-tube and video clips and a "Thought for the Day."** The lesson introduction will look something like this:

|  |  |
| --- | --- |
| **Lesson number** (1) | **Due Dates** (Work is due every Friday. Specific dates are located here) |
| **Related Image** (Related to the content)  Introductory you-tube and video clips (Related to the content) Welcome back: <http://in.youtube.com/watch?v=W8Qyv3XCLI4> | **Thought for the day:** (Related to the lecture content) "Life is Short" |

Below the introduction is a sequenced listing of your responsibilities for the Lesson. Each of these elements is more completely explained elsewhere in the syllabus and supporting materials.

**These include:**

* **Lesson Overview** gives an summary of your work for the week. It will give the specific chapters from the text and self assessments that are assigned each week. Some weeks, this will include the required online Lecture by Jim Scott, PhD.
* **Self Assessments** are meant to relate the content for each lesson to your own behaviors. They are for your personal reflection. Some of these are online links, and others come from the Art of Peace and Relaxation Workbook.
* **Weekly Relaxation** - There will be a weekly relaxation that you are being asked to practice based on the CD from the textbook, instructions given in the lesson or web links found on the navigation bar.   
  You are expected to practice daily for 10 to 20 minutes. Do this for three consecutive days. If, after three days, you do not find them helpful you are welcome to stop and report on your experience. *Ideal* *practice* *would be daily for 15-20 minutes.*
* **Weekly Positive Practice** - The weekly positive practices are activities and behaviors that have shown to positively improve one's ability to manage or cope with stress.
* **Weekly Journal** is a reporting tool that asks questions related to your learning and experience of the core components of the course for the week.
* **Weekly Discussion** is an opportunity to interact with your fellow students and respond to questions or concerns the instructor has presented.
* **Weekly Quizzes** are based on the textbook chapters.
* **Additional optional information**
  1. **Power-Points** - some lessons will have a power point that provides an overview some of the basic concepts in the lesson. **Video** - These videos are elaborate on of some of the major concepts for each lesson and are designed to help further expand your understanding of the content.
  2. **Optional resources** are located on the right hand side of the course home pages and related individual areas of interest.

***This course is about experimentation, risk and practice. For you to truly experience this course and grow from its design, it will be essential to try out the various techniques and practice as often as you can.*** Your efforts are appreciated.

Document 6A

ADO SUCCESS TABLES

HPF 283 Stress Management ADO Assessment Completed: 13WN

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Course | Instructor | ADO 7P (Und & Using Emotion)  Manages and uses emotion effectively. → Students will participate in activities utilizing skills of empathy and assertion. | ADO 8P (Pers Resp)  Sets goals and established a plan for personal improvement. → Students will design personalized health risk reduction and stress management plans. | ADO 8P (Pers Resp)  Understands that human behavior has consequences for the welfare of others. →  Students will complete self-assessments related to lifestyle and risk. | ADO 8P (Pers Resp)  Understands that human behavior has consequences for the welfare of others. →  Students will complete reflective assignments related to stress and health. | ADO 8P (Com Resp)  Participates in activities that benefit others. → Students will complete at least one assignment benefitting community | ADO 9P (Support)  Every team member is treated with respect, etc. → Students will participate in small group activities, supporting each others’ learning, using a cooperative learning model | ADO 9P (Eval) Grp members assess and eval. self, ind. & group contribs. → Students will be participate in assessment and evalutaion using a cooperative learning model. |
| HPF 283 I1 | J Bradford | 24 of 26 | 24 of 26 | 23 of 26 | 24 of 26 | 25 of 26 | 23 of 26 | 21 of 26 |
| HPF 283 I2, I50 | P Hodapp | 29 of 29 | 40 of 40 | 25 of 30 | 40 of 41 | 39 of 39 | 30 of 36 | 31 of 33 |
| **TOTALS** | **3 sections** | **53 of 55** | **64 of 66** | **48 of 56** | **64 of 67** | **64 of 65** | **53 of 62** | **52 of 59** |
|  | **3 reported** | **96.4** | **97.0** | **85.7** | **95.5** | **98.5** | **85.5** | **88.1** |

Changes to course: Explore small group discussion possibilities related to SMART goal development and goal progress.

The ADO data is used at this point as a positive reinforcement in that, as it stands, the course is meeting the Outcome Criteria. This gives some creative leeway to consider how to even better convey the material, though improving discussion topics or positive practices.

Submitted 5/22/13 4pm –ish

**Student Evaluations Example**

Document 7

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **HPF 283 Final Course Evaluation by Students (anonymous)** | | | |  |  |
| **Feedback: 19** | | | |  |  |
| **Questions: 28** | | | |  |  |
| **Question** | **Responses** | | | | |
| **Did you read the syllabus carefully and all the related materials?** | **I read the syllabus carefully and understood the course expectations for grading (0)** | **I read the syllabus and understood most of the course expectation for grading (0)** | **I read the syllabus and was unclear about what it would take for me to pass the course. (0)** | **I skipped the syllabu and did not read the supporting materials. (0)** |  |
| 16 | 3 | 0 | 0 |  |
| **Do you feel the course accomplished the goals published in the syllabus?** | **Exceeded my learning expectations (0)** | **Met some of my learning expectations (0)** | **Did not meet my learning expectations (0)** | **Did not have any expectation (0)** |  |
| 12 | 7 | 0 | 0 |  |
| **Was the syllabus organized in such a way as to promote your success as a student?** | **Extremely organized I knew exactly what needed to be done. (0)** | **Very organized I knew what needed to be done with almost no confusion (0)** | **Organized I knew what to do but I had a few questions. (0)** | **Some what organized I struggled a little bit (0)** | **Not organized I had no clue on what to do. (0)** |
| 13 | 6 | 0 | 0 | 0 |
| **Do you have any comments or recommendations related to the syllabus and its design?\*** | No or none X 4 | | | | |
| I thought the syllabus was detailed and easy to understand. | | | | |
| No, it was very well put together. | | | | |
| I believe it to be very helpful. | | | | |
| very organized | | | | |
| The syllabus was laid our pretty good. No recommendations at this time. | | | | |
| I really enjoyed taking this class! | | | | |
| No I do not. I thought it was laid out very nicely. | | | | |
| The syllabus was very detailed and I knew what was to be expected of me. | | | | |
| **Do you feel the self assessments were helpful in getting you to think about your behaviors as they related to the content of each lesson?** | **Exceptionally Helpful (0)** | **Very Helpful (0)** | **Somewhat helpful (0)** | **Not helpful (0)** |  |
| 7 | 7 | 5 | 0 |  |
| **Do you have any comments or recommendations related to the self assessments at the beginning of each lesson and its design?\*** | No, none, no comments or none at this time X 11 | | | | |
| insightful and helpful | | | | |
| I enjoyed the self assessments as I thought it got me thinking about the upcoming topics. | | | | |
| I do not have any recommendations at this time, but I did enjoy doing the self assessments. It has helped me understand some of my problems and stressors and what I can do to work on them. | | | | |
| Some of the directed internet links that were for assessments didn\'t help. The assessments in the book were definitely more efficient. | | | | |
| The self assessments really got me thinking in a manor that I've never thought before, especially the assessments on personal health. | | | | |
| No, they were all great. | | | | |
| I do not have any recommendations. i learned a lot about myself when it came to doing these self assessments. | | | | |
| The self-assessments were beneficial to me. Not only were many of them enjoyable but they opened my eyes up to things I hadn't really thought about before. | | | | |
| **Were the positive weekly practices helpful?** | **Very Helpful (0)** | **Somewhat helpful (0)** | **Helpful (0)** | **Not helpful (0)** | **Did not do (0)** |
| 17 | 0 | 2 | 0 | 0 |
| **Do you have any comments or suggestions on how to improve the weekly positive practices?** | No, No : ), None, Not at this time X 7. | | | | |
| I do not have any suggestions, but I did like the positive practices and hope to continue them. | | | | |
| NO, I like that there were always several to choose from | | | | |
| No suggestions. They were just fine. | | | | |
| The WPP were great, always kept me on my toes and gave me something to do each week. I think it would be beneficial to eliminates so many choices to pick from. | | | | |
| Positive practices were nice. It was nice to experience something new and different. | | | | |
| **Did the weekly relaxation practices help you understand the variety and types of relaxation available to you?** | **Very Helpful (0)** | **Somewhat helpful (0)** | **Helpful (0)** | **Not helpful (0)** | **Did not do (0)** |
| 14 | 1 | 2 | 2 | 0 |
| **Which would you prefer for the weekly relaxation resources?** | **CD accompanying the textbook. (0)** | **On line resources only. (0)** | **textbook CD plus On line resources. (0)** |  |  |
| 2 | 7 | 10 |  |  |
| **Do you have any other suggestions or ideas about the weekly relaxations?** | No, None or Not at this time x 6 | | | | |
| I didn't like the cd at all it didn't really stimulate anything. The online videos definitely did the job. | | | | |
| No. They all were very helpful. | | | | |
| Guide the student towards what you are looking for as a response to these in their journals. Some of the time I was not that affected by the relaxation but I felt that I had to list some kind of change in behavior or mood. | | | | |
| I did not like some of the relaxation techniques, but most of them were helpful. I do not have any suggestions at this time. | | | | |
| I would of been happier with less meditation. I know that it helps but there was too much. | | | | |
| I like the online resources the best. | | | | |
| **How do you rate your involvement with the discussion section of the course?** | **Very Positive (0)** | **Positive (0)** | **Somewhat Negative (0)** | **Negative (0)** | **Did not participate (0)** |
| 10 | 9 | 0 | 0 | 0 |
| **Do you have any recommendations for any additional discussion questions or ideas?** | No; none; not at this time and similar responses: x 9 | | | | |
| I believe a section on Love and Logic concepts would be most helpful. | | | | |
| I have not recommendations at this time. | | | | |
| No, things went well. | | | | |
| **Did you find the feedback from the instructor on your weekly journal to be helpful?** | **I looked forward to reading the instructor's weekly journal feedback and found it very helpful. (0)** | **I read the journal feedback from the instructor each week but did not find it helpful. (0)** | **I did not read the weekly journal feedback from the instructor. (0)** | **I did not know the instructor sent weekly feedback on my journals. (0)** |  |
| 18 | 0 | 1 | 0 |  |
| **Do you have any suggestions related to the quizzes? You can include issues about length of the quizzes, content, style of testing and etc.\*** | No or none or similar responses: x 6 | | | | |
| No. Quizzes were fine. I liked the fact that the instructor let us print out the quiz ahead of time too, so that we could mark the answers as we read along. Saved a lot of time and hassle. | | | | |
| I felt that some of the wording of the questions was confusing. | | | | |
| I liked that they were short and sweet. Spread out over the chapters so I read all the content but not 30 questions long either. | | | | |
| It would have been nice to the tests more evenly dispersed. I'm sure it had something to do with the chapters covered each week though. | | | | |
| They were all a good length. Sometimes a little tricky but that is what testing is for. | | | | |
| I thought that the length of the quizzes were great. I did find the wording on some of the questions to be confusing in context. I did mention a couple to the professor, however, I had some that I did not discuss with her. | | | | |
| **Please rate the Holistic Health portion of the text (the material by Jim Scott PhD) .** | **Very engaging I really enjoyed them I read every one (0)** | **Fairly engaging I read and felt good about most of them. (0)** | **Engaging I read most of the content. (0)** | **Not engaging I skimmed some of them but did not really pay much attention to them. (0)** | **I did not use them (0)** |
| 6 | 10 | 3 | 0 | 0 |
| **Do you have any recommendations for the instructor related to style and design?** | No, on None or similar response: x 7 | | | | |
| No, she is great. | | | | |
| No. This course is set up perfectly, in my opinion. I honestly wouldn't make any changes. | | | | |
| I have no suggestions at this time. | | | | |
| I feel that this class is tailored to student success and it's design is self explanatory. | | | | |
| **How much did you use of the Art of Peace and Relaxation Workbook?** | **I used it for more than what was required.** | **I used it for the required self assessments only.** | **I did not buy it.** |  |  |
| 3 | 16 | 0 |  |  |
| **15.79%** | **84.21%** | **0.00%** |  |  |
| **Which class resources would you prefer?** | **Current resources: Text with CD and Art of Peace and Relaxation Workbook plus online Lecture content. (0)** | **Text with CD only along with online Lecture content. No Art of Peace and Relaxation Workbook. (Note: When bundled, the text with CD and workbook are the same cost as Text with CD alone.) (0)** | **No traditional text and no CD. More online lecture materials and only online resources for relaxation, etc. (0)** |  |  |
| 13 | 4 | 2 |  |  |
| **Please rate your instructor\'s communication as it relates to questions, e-mail and feedback.** | **Excellent -responded with in two business days. (0)** | **Good -responded with in three business days. (0)** | **Fair - Responded with in four days. (0)** | **Poor -Responded weekly or less. (0)** | **Did not contact the instructor (0)** |
| 15 | 3 | 0 | 0 | 1 |
| **Please rate your access to the instructor for questions or concerns via Phone or Email?** | **Did not have need to contact the instructor (0)** | **Excellent (0)** | **Good (0)** | **Fair (0)** | **Poor (0)** |
| 8 | 9 | 2 | 0 | 0 |
| **Were the web links on the right side of the front page helpful. Content areas included: inspiration, joke of the day, parenting, meditation and etc. .** | **Very Helpful (0)** | **Somewhat helpfu (0)** | **Helpful (0)** | **Not helpful (0)** | **Did not use (0)** |
| 14 | 1 | 2 | 0 | 2 |
| **Do you have any comments or concerns related to the web links and their use in this course?** | No or None: X 6 | | | | |
| I think the links presented on the side of the course were relevant to the material being taught. As a mother I enjoyed going to the parenting link. I am an individual who wants to include more humor into her day, so the joke of the day was great as well. I even sent a couple to my friends and family. | | | | |
| I enjoyed the web links and found them educational. | | | | |
| I just really like the relaxation videos that were posted, better than the cd. | | | | |
| Found all the videos engaging. | | | | |
| **How was the lesson structure and layout for you?** | **Very easy to follow (0)** | **Easy to follow (0)** | **Organized (0)** | **Somewhat organized (0)** | **Not organized at all (0)** |
| 13 | 5 | 1 | 0 | 0 |
| **Did you like the beginning of lessons with picture, a thought for the day and video and music options?** | **I liked it very much.It helped me get into the lesson. (0)** | **I liked it somewhat (0)** | **It was ok I could take it or leave it (0)** | **I did not like it. (0)** | **I have no opinion (0)** |
| 14 | 3 | 0 | 0 | 2 |
| **What is your average amount of time spent on this course each week?** | **0-3 hours** | **3-6 hours** | **6-9 hours** | **9+ hours** |  |
| 2 | 9 | 3 | 4 |
| 11.11% | 50.00% | 16.67% | 22.22% |
| **Do you have any suggestions on how to improve the structure/layout of the lessons?** | No or None x 6 | | | | |
| No I do not. I thought it was designed very nicely. | | | | |
| I do not have any suggestions at this time. | | | | |
| I would have liked to be able to have the full week to complete my work. Some weeks I felt that 5 days was barely enough. | | | | |
| I thought the layout and structure was pretty straightforward. If anything changed with journals, the professor made sure that a step by step detail of these changes was posted for us to see. Most of the other items within the course we consistent and needed to be performed weekly. | | | | |
| **Do you have any closing thoughts about the course?** | Less work, more relaxing | | | | |
| It was a great course and I really enjoyed it! | | | | |
| none | | | | |
| I truly enjoyed this course. Thanks for everything I learned in this class due to the great teaching. | | | | |
| This class helped me learn a lot about myself. It helped me balance out a lot of things in my life and I appreciate how available the instructor was. | | | | |
| This course has helped me in ways I can't express verbally, I just feel like I am a better person physically as well as spiritually. I believe that this course should be a requirement for all students. It is honestly life-changing. | | | | |
| No X 2 | | | | |
| I really enojoyed this course! | | | | |
| i enjoyed this class. | | | | |
| Thank You Mrs. Hodapp for all of your positive feedback on my weekly Journals. I really appreciate it. | | | | |
| I found this class to be very helpful | | | | |
| This course was so helpful for me. I bought all the required materials for this course and plan to continue to use them for my own enjoyment related to stress management and self discovery. | | | | |
| I enjoyed this course. Thank you so much. | | | | |
| It was enjoyable and I am happy to have had the experience. | | | | |
| great instructor. would recommend this course to other students. | | | | |
| I liked this course because it gave me many resourceful ways to manage stress and overall the opportunity to use an open mind to many different things. It\'s a very beneficial class. | | | | |
| I really enjoyed this course and the things I learned about myself. I do not want to loose focus of the lessons taught within this course. What are some resources locally that students can take advantage of to help continue their growth in holistic health? Are there regular yoga sessions being taught or classes on meditation? Where can they go to get support or take what they have learned a step further? I guess "after care" so to speak for those who want to continue to benefit from what they have learned. | | | | |
| There was way too much reading for most weeks. With the lecture, online content and multiple chapters assigned there wasn't enough time in the week to absorb it all even when I found it really interesting. There could be more activities and less reading. | | | | |

Document 8

MEETING AGENDA

HPF Departmental Meeting **AGENDA**

Activity Instructors *FH 101,* *August 20, 2013 from 5.30pm to 6.30pm, CPR follows in*

GenEd Instructors *FH 101,* *August 21, 2013 from 5.30pm to 7.30pm*

SUBJECT TO CHANGE AS NEEDED

Sandwiches and drinks: please eat while we chat.

* INTRODUCTIONS
* SPECIFIC REQUESTS FOR THE MEETING?
* ADMIN AND RESOURCES
* INSTRUCTOR CONCERNS
* MEMORABLE EXPERIENCES FROM LAST YEAR’S TEACHING TO SHARE

**COMMUNICATION**

* Please check your contact details on the Adjunct Faculty list and update as needed
* Check your mail box in the Staff Room each time you teach.
* Check email on a regular basis
* FERPA means we cannot give details about the student’s work to anyone but the student. If there is a Message Phone (MP) number on file, then you can leave any message needed. They can update their phone number using the link on the Main Page of the JCC website, or by filling in the Message Phone form.

**NEWS**

* I will let you know anything I learn from the FLD meeting with the Deans.
* Affordable Health Care Act and Adjunct hours

**SYLLABI - the Contract**

* Individualize with instructor details and should include **due dates for any assignments, blanks to fill in are ok.**
* Continuity between sections for work required is a goal
* Change all JCC to JC
* Submit to print shop yourself: [CopyCenter@jccmi.edu](mailto:CopyCenter@jccmi.edu)
  + Include name of document, number of pages in document, color of paper, and whether you want it collated, stapled and or drilled. Tell them to charge to HPF if on Main Campus or the Satellite if in Hillsdale or Lenawee. Include when/where to deliver it or that you will pick up.
* Submit syllabus by uploading onto JetNet (no longer sent to Karen Marler)

**E-SERVICES AND JETNET**

* Eservices
  + Please check your stipends after the first paycheck
  + Find class rosters (with tel. nos. and MPs)
  + For Pay Advices and Stipends: E-Services > Employee > Employee Profile, Pay Advices
* JetNet – if you need help let me know.
  + All grades for assignments are to go on JetNet for access by Admin for future grade issues

**PROBLEMS OVER THE PAST YEAR**

* Children in classes
* Cheating
* Student Violence

**Benefit Policy** (This should be in the syllabus, if not, I will update later…)

Please remind students of the HPF benefit policy. If your class is on Main Campus, you can include a walk over to the Weight Room to encourage working out. Offer a schedule of hours and classes (you can get from Sandy) and have the health Release and Waiver Form for signing (return this, signed, to me).

Students enrolled in any HPF class can make use of the Weight Room during its public hours and can also attend LTL classes where space permits (though not Golf).

**ADMINISTRATION CHECKLIST**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ITEM | | Fall | Winter | Spring |
| Syllabus to   * Uploaded on special site on JetNet * Cc to Payge Hodapp, | |  |  |  |
| Grading | HVQ Grade 1  HVQ Grade 2  HVQ Grade 3 & MidTerm  Final Grade |  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| Assignment Grades on JetNet | |  |  |  |
| ADO Data to Payge, WN only  HPF 160, 186, 277, 283 | |  |  |  |

Notes:

Medical withdrawals, Incompletes.

**ACTIVITY CLASSES**: which documents Instructor’s copy and which are Sandy’s responsibility

**GEN ED:**

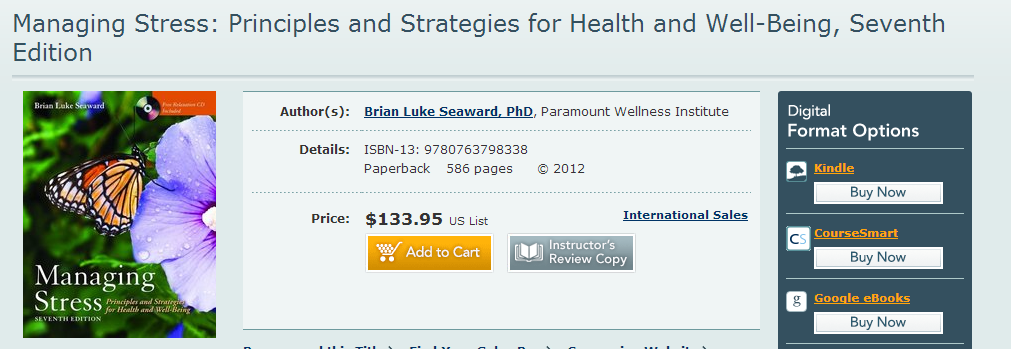
* Stages of Change class activity
* HPF 160 –
  + Updated packet for Personal Challenge.
  + New Community Challenge
  + New edition of text so new test banks
* HPF 277 New text and test banks

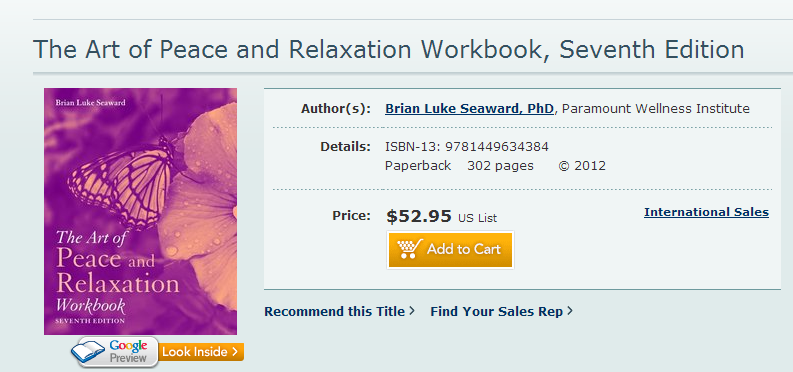
Document 9

TEXTBOOKS

Please note: these two books come bundled together for the price of the Managing Stress text alone.

A new edition (eighth edition) of the set will be used starting in Fall 2014.





Document 10

http://michigantransfernetwork.org/TranInst.asphttp://michigantransfernetwork.org/TranInst.asp

http://michigantransfernetwork.org/TranInst.asp

**Transferring Institution: Jackson Community College   
Subject: HPF   
Course: 283   
Receiving Institution: All Institutions**

| **Credit from...    Jackson Community College** | | | **that will transfer to...    Central Michigan University** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | **Credit from...** | | [**Jackson Community College**](http://michigantransfernetwork.org/Institution.asp?InstCode=170444) | | | | |  |  |  | | --- | --- | --- | | **that will transfer to...** | [**Central Michigan University**](http://michigantransfernetwork.org/Institution.asp?InstCode=169248) | [Central Michigan University](http://michigantransfernetwork.org/Institution.asp?InstCode=169248) | | | | | | |
| **Subject** | **Course** | **Credits** | **Subject** | **Course** | **Course Title** | **Credits** | **General Credit** | **Waived Credits** |
|  | | | | | | | | |
| HPF | 283 | 3 | HSC | CRED | Health Sciences Credit | 3 |  |  |
|  | | | | | | | | |

| **Credit from...    Jackson Community College** | | | **that will transfer to...    Eastern Michigan University** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | **Credit from...** | | [**Jackson Community College**](http://michigantransfernetwork.org/Institution.asp?InstCode=170444) | | | | |  |  |  | | --- | --- | --- | | **that will transfer to...** | [**Eastern Michigan University**](http://michigantransfernetwork.org/Institution.asp?InstCode=169798) |  | | | | | | |
| **Subject** | **Course** | **Credits** | **Subject** | **Course** | **Course Title** | **Credits** | **General Credit** | **Waived Credits** |
|  | | | | | | | | |
| HPF | 283 | 3 | HLED | 000 | General Transfer Credit | 3 |  |  |
|  | | | | | | | | |

| **Credit from...    Jackson Community College** | | | **that will transfer to...    Grand Valley State University** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | **Credit from...** | | [**Jackson Community College**](http://michigantransfernetwork.org/Institution.asp?InstCode=170444) | | | | |  |  |  | | --- | --- | --- | | **that will transfer to...** | [**Grand Valley State University**](http://michigantransfernetwork.org/Institution.asp?InstCode=170082) | [Grand Valley State University](http://michigantransfernetwork.org/Institution.asp?InstCode=170082) | | | | | | |
| **Subject** | **Course** | **Credits** | **Subject** | **Course** | **Course Title** | **Credits** | **General Credit** | **Waived Credits** |
|  | | | | | | | | |
| HPF | 283 |  | TCR | 100.0 | No Transfer Credit Awarded |  |  |  |
|  | | | | | | | | |

| **Credit from...    Jackson Community College** | | | **that will transfer to...    University of Michigan-Dearborn** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | **Credit from...** | | [**Jackson Community College**](http://michigantransfernetwork.org/Institution.asp?InstCode=170444) | | | | |  |  |  | | --- | --- | --- | | **that will transfer to...** | [**University of Michigan-Dearborn**](http://michigantransfernetwork.org/Institution.asp?InstCode=171137) | [University of Michigan-Dearborn](http://michigantransfernetwork.org/Institution.asp?InstCode=171137) | | | | | | |
| **Subject** | **Course** | **Credits** | **Subject** | **Course** | **Course Title** | **Credits** | **General Credit** | **Waived Credits** |
|  | | | | | | | | |
| HPF | 283 | 0 | No | Credit | No Credit | 0 | 0 | 0 |
|  | | | | | | | | |

| **Credit from...    Jackson Community College** | | | **that will transfer to...    Western Michigan University** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | **Credit from...** | | [**Jackson Community College**](http://michigantransfernetwork.org/Institution.asp?InstCode=170444) | | | | |  |  |  | | --- | --- | --- | | **that will transfer to...** | [**Western Michigan University**](http://michigantransfernetwork.org/Institution.asp?InstCode=172699) | [Western Michigan University](http://michigantransfernetwork.org/Institution.asp?InstCode=172699) | | | | | | |
| **Subject** | **Course** | **Credits** | **Subject** | **Course** | **Course Title** | **Credits** | **General Credit** | **Waived Credits** |
|  | | | | | | | | |
| HPF | 283 | 3 | HOL | 1000 | Choices In Living | 3 |  |  |

Also:

| **Jackson Community College  (2 yr)** | | | | **Michigan State University** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject** | **Course** | **Course Credits** | **Total Incoming Credits** | **Subject** | **Course** | **Waived Credits** | **Course Credits** | **General Credits** | **Total Transfer Credits** |
|  | | | | | | | | | |
| HPF | 283 | 3.00 | 3.00 | Does not transfer to MSU | | | | | |

http://www.transfer.msu.edu/Institution.asp

**UNIVERSITY OF MICHIGAN**

<http://www.michigantransfernetwork.org/TranInst.asp>

Top of Form

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Host Institution** | **Host City** | **Host State** | **Type** | **Subject / Crs Nbr** | **Course Title** | **UM Subject** | **UM Cat Nbr** | **Comments** | **Applicable To** |
| JACKSON CMTY COLLEGE | JACKSON | MI | CC | HPF 110 | GOLF | OTHER | NOT TRANSFERABLE |  | LSA, Nurs, Kin, Mus, Art, Ed |
| JACKSON CMTY COLLEGE | JACKSON | MI | CC | HPF 119 | INTRO TO YOGA | OTHER | NOT TRANSFERABLE | KINESIOLOGY WILL EVALUATE | LSA, Nurs, , Mus, Art, Ed |
| JACKSON CMTY COLLEGE | JACKSON | MI | CC | HPF 160 | WELLNESS | OTHER | NOT TRANSFERABLE |  | LSA, Nurs, Kin, Mus, Art, Ed |
| JACKSON CMTY COLLEGE | JACKSON | MI | CC | HPF 277 | STRESS MANAGEMENT | OTHER | NOT TRANSFERABLE |  | LSA, Nurs, Kin, Mus, Art, Ed |
| JACKSON CMTY COLLEGE | JACKSON | MI | CC | HPF 283 | MANAGING STRESS AND HOLISTIC HEALTH | OTHER | NOT TRANSFERABLE |  | LSA, Nurs, Kin, Mus, Art, Ed |

[University of Michigan](http://www.umich.edu/)

Copyright © 2009 [The Regents of the University of Michigan](http://www.regents.umich.edu/)

http://www.ugadmiss.umich.edu/TCE/Public/CT\_TCESearch.aspx

From Dilip Das,

Payge -

It is correct that none of these courses - including the new one you describe -  will receive credit at UMAA. I'm certain that the yoga course will also not transfer to Kines.

Best regards,

Dilip

On Mon, Dec 9, 2013 at 3:37 PM, Hodapp Payge M <[HodappPaygeM@jccmi.edu](https://groupware.jccmi.edu/owa/redir.aspx?C=3Hpc4Ztx40e3LfgyYqV9AEElVt27y9AIjPGnX6sJFK3C00w9WsfCVvaA2g7rVGcoFQxkaBjjV_o.&URL=mailto%3aHodappPaygeM%40jccmi.edu)> wrote:

Hi Dilip,

Thanks for your help.

I have looked at the website to gather transfer information and found the following:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| JACKSON CMTY COLLEGE | JACKSON | MI | CC | HPF 110 | GOLF | OTHER | NOT TRANSFERABLE |  | LSA, Nurs, Kin, Mus, Art, Ed |
| JACKSON CMTY COLLEGE | JACKSON | MI | CC | HPF 119 | INTRO TO YOGA | OTHER | NOT TRANSFERABLE | KINESIOLOGY WILL EVALUATE | LSA, Nurs, , Mus, Art, Ed |
| JACKSON CMTY COLLEGE | JACKSON | MI | CC | HPF 160 | WELLNESS | OTHER | NOT TRANSFERABLE |  | LSA, Nurs, Kin, Mus, Art, Ed |
| JACKSON CMTY COLLEGE | JACKSON | MI | CC | HPF 277 | STRESS MANAGEMENT | OTHER | NOT TRANSFERABLE |  | LSA, Nurs, Kin, Mus, Art, Ed |
| JACKSON CMTY COLLEGE | JACKSON | MI | CC | HPF 283 | MANAGING STRESS AND HOLISTIC HEALTH | OTHER | NOT TRANSFERABLE |  |  |

So I do have a few questions:

         The aforementioned courses: HP 160, 277 and 283 – will these earn no credit at all – not even elective credit?

         Has Kinesiology completed the evaluation of HPF 119?

         We have a course as follows: HPF 186 Weight Training & Wellness (3 CR): “The principle course focus is that of self-responsibility for wellbeing. Concentration is on aspects of wellness and conditioning that can be personally controlled and changed. Included are didactic and practical applications of principles for a comprehensive conditioning and wellness program in the context of creating a healthy lifestyle from a wellness perspective. *Prerequisite: ENG 085\*”*(syllabus attached). Would this course transfer for any credit?

I appreciate your time and effort in answering these questions, especially at the end of the semester going into the holiday season.

With good wishes,

Payge

Payge Hodapp MSN

Lead Faculty, Health and Physical Fitness

Jackson College

2111 Emmons Road

Jackson, MI 49201

[517.990.1322](tel:517.990.1322)

[hodapppaygem@jccmi.edu](https://groupware.jccmi.edu/owa/redir.aspx?C=3Hpc4Ztx40e3LfgyYqV9AEElVt27y9AIjPGnX6sJFK3C00w9WsfCVvaA2g7rVGcoFQxkaBjjV_o.&URL=mailto%3ahodapppaygem%40jccmi.edu)

**SPRING ARBOR UNIVERSITY**

|  |  |
| --- | --- |
| **HLTH & PHY FIT (HPF)** | **SAU** |
| 160 (plus one of the following) | HPR 101 |
| 139, 161 through 268 |

http://www.arbor.edu/wp-content/blogs.dir/7/files/2012/11/Jackson\_Community\_College\_1112.pdf

**SIENA HEIGHTS UNIVERSITY**

Email from Brenda Doremus, Registrar at SHU: (Brenda Doremus [BDOREMUS@sienaheights.edu](mailto:BDOREMUS@sienaheights.edu))

Answers below in red

**From:** Hodapp Payge M [<mailto:HodappPaygeM@jccmi.edu>]   
**Sent:** Wednesday, December 04, 2013 1:31 PM  
**To:** Brenda Doremus  
**Subject:** Transfer credits from Jackson College

Dear Registrar,

Thank you for your time this afternoon.

From our phone conversation, I understand that the transfer equivalencies for the HPF classes from Jackson College to Siena Height University are as follows:

-          Up to 4 hours of HPF (Health and Physical Fitness) Activity classes will transfer to Siena as PE (Physical Education) activity classes   ok

-          The following classes would transfer as elective credits:  ok for elective

o   HPF 160 Wellness (1 credit)

o   HPF 277 Stress Management (2 credits)

o   HPF 283 Managing Stress and Holistic Health (3 credits)

-          HPF 186 Weight Training and Wellness is 3 credits of which 2 credits are activity (Weight Training) and 1 credit is Wellness.

o   So could I say that this class would transfer as 2 credits of PE activity class and 1 credit of elective? Activity

This information will be very helpful as I write my course reviews and then the HPF Program Review.

1. Except where noted, for example the final week, when all work is due Friday night at 5:00pm. [↑](#footnote-ref-1)