

Colorado State University-Pueblo  
School of Health Sciences and Human Movement  
**EXHP 591 – Workshop Wellness Balance and Sustainability**  
3 credit hour, online delivery, section 1

Instructor: Dr. Christine Rochester

Summer Office Hours: - Online **Monday 6-8 PM and Friday 9-11AM and by appointment- Please email to schedule an appointment** Email: [christine.rochester@csupueblo.edu](mailto:christine.rochester@csupueblo.edu)

Phone: 719-549-2660

Credit Hours: 3

Class begins June 22<sup>nd</sup> online has synchronized hours on Wednesday, July 8 and Thursday, July 9<sup>th</sup>, 2020 and July 10<sup>th</sup> AM only. Course continues work at your own pace through Thursday July 16<sup>th</sup>.

Class synchronized work time: 8AM-4PM Wednesday, Thursday July 8<sup>th</sup> and Friday AM -ZOOM times are approximately 8-9:15 AM 1-2 PM Wednesday, 8:30- 9 AM, 1-1:30 PM Thursday and Friday 9-9:45 AM.

### CATALOG COURSE DESCRIPTION:

**Credit Hours:** This three-credit course uses a hybrid format and will meet for 840 minutes in person with the remainder of the work being done outside class.

Coursework, including homework, is expected to require 6720 minutes of student effort.

### COURSE OBJECTIVES AND CONTENT:

#### Student Learning Outcomes (SLOs):

This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale: I= Introduce, P=Practice, A=Apply in Field

Student Learning Outcome	Degree Addressed
1. Possess content knowledge and skills necessary for their perspective fields of study.	A
2. Exhibit the ability to read and interpret scientific research with application of the scientific methods, statistics, study design, and reporting;	P
3. Evaluate and integrate critical concepts and skills acquired in the EXHPR program to common professional problems in the fields of interest;	A
4. Exhibit effective oral and written communication regarding subjects related to EXHPR in an individual and group setting.	A
5. Apply and demonstrate knowledge, skills and critical problem solving in a field-based setting.	A

<b><u>Outcomes for K-12</u></b>			
Curriculum Map			
Standard 1 Content and Foundational knowledge	P,e, t, w, o, p		
Standard 2 Skillfulness and Health related Fitness*	D, e, w, p		
Standard 3: Planning and Implementation	D, e, o, p		
Standard 4: Instructional Delivery and Management	D, w, o, p		
Standard 5: Assessment of Student Learning	D, w, d		
Standard 6 Professional Responsibility	D, t, e, w, p, d		
<p>P- Practice, D- Demonstrate, t = test or quiz, e = experiential activity, w = written communication (report, paper)  o = oral presentation (class or experiential/community), p = project or portfolio</p>			

*At the end of this course the students will have **knowledge of and practice in applying***

The Colorado State University-Pueblo Teacher Standards and the Colorado State Professional Content Standards (Information Analysis/Synthesis, Conceptual Understanding, Development of Relevant Skills, Practical Application of ideas, Critical Thinking and Problem Solving)

1. **Standard 1: Content and Foundational Knowledge** Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.
2. **Standard 2: Skillfulness and Health-Related Fitness** Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.
3. **Standard 3: Planning and Implementation** Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.
4. **Standard 4: Instructional Delivery and Management** Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, and instructional and managerial skills to enhance student learning.
5. **Standard 5: Assessment of Student Learning** Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.
6. **Standard 6: Professional Responsibility** Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit

professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

#### EPER Departmental Goals

Information Retrieval, Conceptual Understanding, Development of Relevant Skills, Information Analysis and Synthesis, Critical Thinking and Problem Solving.

### III. TEXTS:

**We will be using a wide variety of articles and web resources.**

### IV. COURSE REQUIREMENTS:

#### 1. Goal setting and accomplishment

- a. The scholar will state a minimum of 5 learning goals and performance objectives for the course.
- b. The scholar needs to explain how he or she will evaluate his or her performance in reaching the five goals and objectives. See attachment to assignment in blackboard.
- c. Scholars will submit their goals to the instructor by July 9<sup>th</sup> please bring a copy to our online class!
- d. Your final typed self-evaluation of your accomplishments to meet your set forth goals and objectives are to be submitted to the instructor by July 16<sup>th</sup>.

#### 2. Personal Wellness Plan and implementation for teacher burnout prevention.

- a. Explore the dimensions of wellness and discover areas that need responsiveness.
- b. Plan outline and design
- c. Sustainability of plan for when school semester begins.

#### 3. Action based research planning for teaching youth sustainability.

- a. Explore importance of student self care and planet care.

### V. METHOD OF EVALUATION:

1. Goal setting and accomplishment 20% due July 16 and final course day.
2. Personal Wellness Plan Outline 10% Students will receive instruction in developing, modifying, and presenting plans.
3. Peer Presentations 10% - See blackboard for rubric
4. Participation 10% Daily participation in all sessions is integral to the success of this class; if students are not present; they are neither contributing nor learning. More than two absences can result in a lowered course grade.

5. **Long Term Self Sustainability Plan 20%:** A service-learning experience that focuses on the human experience and allows students to work with persons in the community, not in theoretical abstractions. Each practicum is directed toward a recognized need in the community. Rubric on blackboard.
6. **PERSONAL JOURNALS 10%- Minimum six journals- staggered throughout course final one by July 16th**

Personal journals will be a collection of your reflective thoughts. Not a log of what happened.

A. Your journals should answer the following questions.

- 1) Describe in detail a significant situation you were in or are in presently (or an event that occurred).
- 2) Describe your reaction and the reaction of others to the situation.
- 3) Analyze your reaction to the situation.
- 4) What can you learn from your analysis (implications)?

B. Journals on your fieldwork must also be submitted.

**7. Outline and detailed first steps for teaching your students sustainability. 20% final Due by July, 16<sup>th</sup>.**

<u>Criteria</u>	<u>%s</u>	<u>Grading Scale</u>
Goal Setting and Accomplishment	10	
Personal Wellness Plan Outline	10	A = 100-90
Peer Presentations	10	B = 89-80
Participation	10	C = 79-70
Long Term Sustainability Plan	20	D = 69-60
Journals	10	F = <60
Outline for Teaching Sustainability	<u>20</u>	
	100	

**IMPORTANT NOTES. -**

- CSUP's policies and recommendations for student rights and responsibilities will be followed.

**STUDENT EXPECTATIONS**

### **Attendance, Participation and Effort**

**Late Arrival - Early Departure:** Do your best to be on time and not be disruptive to class. I will do my best to provide you with valuable knowledge and experiences; little can be gained unless you are determined to be a responsible, self-motivated, and active learner. In an effort to guide the goals of responsibility, motivation and participation, we will discuss the following expectations in an early class session:

1. **Be here.** This class is largely interactive and participatory. These types of experiences cannot be made up. You should plan to attend every class, to be on time, and to dress appropriately for participation in physical activity.
2. **Participate with effort.** This asks that you are prepared and that you put forth a solid and consistent effort in class. This includes giving input and feedback during discussions and group activities as well as producing college level work. Do what you have to do to be ready.
3. **Take initiative for yourself.** This course is about you and for you! Most of your learning will be the result of your own initiative, not my prodding, or the rewards (or threats) of grades. You alone must be responsible for creating value for yourself in this course. How well you do will be, in a large part, the result of how well you are able to carry on without direct supervision. Taking initiative means asking questions when material, concepts, or expectations are not clear (it is OK not to know, but it is not OK to continue not knowing).
4. **Help others.** The ultimate success and reward for each of you depends on your ability to help and support your classmates in their learning and in their attempts to be responsible for their own learning. It is the only thing that really counts in the long run. It includes creating a safe learning environment; that is, one in which the confidentiality of one another's sharing is respected, where complaints are directed only to someone (and received only by someone) who can do something about the situation, and where healthy debate and differences of opinion are prized.

The US Department of Education has codified the Carnegie Unit; the traditional guideline that students should expect to spend two hours out-of-class for every hour they spend in class, into new regulations that have the force of law for any institution who wishes their students to be eligible for federal financial aid. The definition does not allow for any variation other than increases from their stated minimum.

#### **Accommodations:**

This University abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact

your work in this class and for which you may require accommodations, please see the Disability Resource Coordinator as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to: the Disability Resource Office, which is located in the Library and Academic Resources Center, Suite 169.

**Inclusive Institution Statement:** “Colorado State University – Pueblo is an inclusive institution. The Department of Exercise Science, Physical Education and Recreation promotes civility and interpersonal respect and has zero tolerance for racism, discrimination, and/or harassment of any kind. Please see the student code of conduct for further information on what behaviors will not be tolerated.

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#### **Administratively Withdrawing Students Syllabus Statement**

##### *Faculty Initiated Student Withdrawal*

*Students who are enrolled for this course but do not meet prerequisite requirements (such as being admitted to the Teacher Education Program, having a high enough GPA, submitting fingerprints to the office, etc.) will be asked to drop the course before the end of the drop period. Students will be notified of this in writing. If a student drops the course before the end of the drop period, it will be removed from his/her transcript and no grade will be issued. However, if the student does not drop the course by the end of the drop period, the instructor will initiate a withdrawal (see university catalog regarding Faculty Initiated Student Withdrawal). The instructor will notify the student of this action in class and/or by contacting them using the email or phone number on file with the Teacher Education Program. If the attempts to contact the student are unsuccessful after one week, the instructor will take the withdrawal form to the department chair for signing. The student will receive a grade of W on his/her transcript for the course.*