

Health/Wellness/Fitness Requirement

Course Number and Title: D 152 Dance Basics Submitted by: Bonnie Simoa

As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:	Course Outcome(s) related to the Health/Wellness/Fitness Outcomes
1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.	Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.	Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.
3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.
4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.	Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.
6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.	Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.
7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.	Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.
8. Understand the dimensions of successful behavior change strategies.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.
9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
10. Examine the difference between evidence based and non-evidence based research related to one's personal health.	Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

Instructor

Date

Academic Dean

Date

Health/Wellness/Fitness Requirement

Course Number and Title: D 153 Pilates Mat Work Submitted by: Bonnie Simoa

As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:	Course Outcome(s) related to the Health/Wellness/Fitness Outcomes
1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.	Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.	Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.
3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.
4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.	Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.
6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.	Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.
7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.	Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.
8. Understand the dimensions of successful behavior change strategies.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.
9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
10. Examine the difference between evidence based and non-evidence based research related to one's personal health.	Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

Instructor

Date

Academic Dean

Date

Health/Wellness/Fitness Requirement

Course Number and Title: D 154 Pilates Mat Work Submitted by: Bonnie Simoa

As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:	Course Outcome(s) related to the Health/Wellness/Fitness Outcomes
1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.	Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.	Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.
3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.
4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.	Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.
6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.	Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.
7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.	Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.
8. Understand the dimensions of successful behavior change strategies.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.
9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
10. Examine the difference between evidence based and non-evidence based research related to one's personal health.	Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

Instructor

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Health/Wellness/Fitness Requirement

Course Number and Title: D 160 Dance Composition Submitted by: Bonnie Simoa

As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:	Course Outcome(s) related to the Health/Wellness/Fitness Outcomes
1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.	Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.	Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.
3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.
4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.	Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.
6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.	Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.
7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.	Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.
8. Understand the dimensions of successful behavior change strategies.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.
9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p> <p>Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
10. Examine the difference between evidence based and non-evidence based research related to one's personal health.	Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

Instructor

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Health/Wellness/Fitness Requirement

Course Number and Title: D 161 Gyrokinesis Submitted by: Bonnie Simoa

As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:	Course Outcome(s) related to the Health/Wellness/Fitness Outcomes
1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.	Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.	Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.
3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.
4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.	Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.
6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.	Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.
7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.	Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.
8. Understand the dimensions of successful behavior change strategies.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.
9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
10. Examine the difference between evidence based and non-evidence based research related to one's personal health.	Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

Instructor

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Health/Wellness/Fitness Requirement

Course Number and Title: D 169 Musical Theatre Submitted by: Bonnie Simoa

As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:	Course Outcome(s) related to the Health/Wellness/Fitness Outcomes
1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.	Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.	Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.
3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.
4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.	Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.
6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.	Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.
7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.	Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.
8. Understand the dimensions of successful behavior change strategies.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.
9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
10. Examine the difference between evidence based and non-evidence based research related to one's personal health.	Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

Instructor

Date

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Health/Wellness/Fitness Requirement

Course Number and Title: D 171 Contact Improvisation Submitted by: Bonnie Simoa

As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:	Course Outcome(s) related to the Health/Wellness/Fitness Outcomes
1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.	Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.	Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.
3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.
4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.	Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.
6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.	Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.
7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.	Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.
8. Understand the dimensions of successful behavior change strategies.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.
9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
10. Examine the difference between evidence based and non-evidence based research related to one's personal health.	Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

Instructor

Date

Academic Dean

Date

Health/Wellness/Fitness Requirement

Course Number and Title: D 172 Dancing the Fluid Body Submitted by: Bonnie Simoa

As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:	Course Outcome(s) related to the Health/Wellness/Fitness Outcomes
1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.	Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.	Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.
3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.
4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.	Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.
6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.	Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.
7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.	Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.
8. Understand the dimensions of successful behavior change strategies.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.
9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p> <p>Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
10. Examine the difference between evidence based and non-evidence based research related to one's personal health.	Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

Instructor

Date

Academic Dean

Date

Health/Wellness/Fitness Requirement

Course Number and Title: D 173 African Dance Submitted by: Bonnie Simoa

As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:	Course Outcome(s) related to the Health/Wellness/Fitness Outcomes
1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.	Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.	Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.
3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.
4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.	Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.
6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.	Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.
7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.	Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.
8. Understand the dimensions of successful behavior change strategies.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.
9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p> <p>Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
10. Examine the difference between evidence based and non-evidence based research related to one's personal health.	Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

Instructor

Date

Academic Dean

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Health/Wellness/Fitness Requirement

Course Number and Title: D 175 Tap Dance Beginning Submitted by: Bonnie Simoa

As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:	Course Outcome(s) related to the Health/Wellness/Fitness Outcomes
1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.	Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.	Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.
3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.
4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.	Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.
6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.	Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.
7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.	Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.
8. Understand the dimensions of successful behavior change strategies.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.
9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
10. Examine the difference between evidence based and non-evidence based research related to one's personal health.	Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

Instructor

Date

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Health/Wellness/Fitness Requirement

Course Number and Title: D 176 Fluid Yoga Submitted by: Bonnie Simoa

As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:	Course Outcome(s) related to the Health/Wellness/Fitness Outcomes
1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.	Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.	Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.
3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.
4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.	Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.
6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.	Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.
7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.	Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.
8. Understand the dimensions of successful behavior change strategies.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.
9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
10. Examine the difference between evidence based and non-evidence based research related to one's personal health.	Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

Instructor

Date

Academic Dean

Date

Health/Wellness/Fitness Requirement

Course Number and Title: D 177 Modern Dance 1 Submitted by: Bonnie Simoa

As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:	Course Outcome(s) related to the Health/Wellness/Fitness Outcomes
1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.	Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.	Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.
3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.
4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.	Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.
6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.	Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.
7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.	Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.
8. Understand the dimensions of successful behavior change strategies.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.
9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
10. Examine the difference between evidence based and non-evidence based research related to one's personal health.	Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

Instructor

Date

Academic Dean

Date

Health/Wellness/Fitness Requirement

Course Number and Title: D 178 Modern Dance 2 Submitted by: Bonnie Simoa

As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:	Course Outcome(s) related to the Health/Wellness/Fitness Outcomes
1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.	Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.	Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.
3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.
4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.	Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.
6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.	Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.
7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.	Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.
8. Understand the dimensions of successful behavior change strategies.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.
9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p> <p>Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
10. Examine the difference between evidence based and non-evidence based research related to one's personal health.	Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

Instructor

Date

Academic Dean

Date

Health/Wellness/Fitness Requirement

Course Number and Title: D 179 Modern Dance 3 Submitted by: Bonnie Simoa

As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:	Course Outcome(s) related to the Health/Wellness/Fitness Outcomes
1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.	Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.	Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.
3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.
4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.	Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.
6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.	Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.
7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.	Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.
8. Understand the dimensions of successful behavior change strategies.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.
9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
10. Examine the difference between evidence based and non-evidence based research related to one's personal health.	Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

Instructor

Date

Academic Dean

Date

Health/Wellness/Fitness Requirement

Course Number and Title: D 183 Body-mind stretch and relaxation Submitted by: Bonnie Simoa

As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:	Course Outcome(s) related to the Health/Wellness/Fitness Outcomes
1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.	Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.	Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.
3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.
4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.	Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.
6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.	Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.
7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.	Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.
8. Understand the dimensions of successful behavior change strategies.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.
9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
10. Examine the difference between evidence based and non-evidence based research related to one's personal health.	Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

Instructor

Date

Academic Dean

Date

Health/Wellness/Fitness Requirement

Course Number and Title: D 184 Hip Hop 1 Submitted by: Bonnie Simoa

As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:	Course Outcome(s) related to the Health/Wellness/Fitness Outcomes
1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.	Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.	Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.
3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.
4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.	Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.
6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.	Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.
7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.	Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.
8. Understand the dimensions of successful behavior change strategies.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.
9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
10. Examine the difference between evidence based and non-evidence based research related to one's personal health.	Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

Instructor

Date

Academic Dean

Date

Health/Wellness/Fitness Requirement

Course Number and Title: D 185 Ballet 1 Submitted by: Bonnie Simoa

As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:	Course Outcome(s) related to the Health/Wellness/Fitness Outcomes
1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.	Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.	Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.
3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.
4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.	Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.
6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.	Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.
7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.	Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.
8. Understand the dimensions of successful behavior change strategies.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.
9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
10. Examine the difference between evidence based and non-evidence based research related to one's personal health.	Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

Instructor

Date

Academic Dean

Date

Health/Wellness/Fitness Requirement

Course Number and Title: D 186 Ballet 2 Submitted by: Bonnie Simoa

As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:	Course Outcome(s) related to the Health/Wellness/Fitness Outcomes
1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.	Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.	Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.
3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.
4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.	Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.
6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.	Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.
7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.	Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.
8. Understand the dimensions of successful behavior change strategies.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.
9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
10. Examine the difference between evidence based and non-evidence based research related to one's personal health.	Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

Instructor

Date

Academic Dean

Date

Health/Wellness/Fitness Requirement

Course Number and Title: D 187 Ballet 3 Submitted by: Bonnie Simoa

As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:	Course Outcome(s) related to the Health/Wellness/Fitness Outcomes
1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.	Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.	Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.
3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.
4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.	Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.
6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.	Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.
7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.	Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.
8. Understand the dimensions of successful behavior change strategies.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.
9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
10. Examine the difference between evidence based and non-evidence based research related to one's personal health.	Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

Instructor

Date

Academic Dean

Date

Health/Wellness/Fitness Requirement

Course Number and Title: D 188 Jazz Dance 1 Submitted by: Bonnie Simoa

As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:	Course Outcome(s) related to the Health/Wellness/Fitness Outcomes
1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.	Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.	Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.
3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.
4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.	Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.
6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.	Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.
7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.	Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.
8. Understand the dimensions of successful behavior change strategies.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.
9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
10. Examine the difference between evidence based and non-evidence based research related to one's personal health.	Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

Instructor

Date

Academic Dean

Date

Health/Wellness/Fitness Requirement

Course Number and Title: D 189 Jazz Dance 2 Submitted by: Bonnie Simoa

As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:	Course Outcome(s) related to the Health/Wellness/Fitness Outcomes
1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.	Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.	Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.
3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.
4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.	Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.
6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.	Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.
7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.	Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.
8. Understand the dimensions of successful behavior change strategies.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.
9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
10. Examine the difference between evidence based and non-evidence based research related to one's personal health.	Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

Instructor

Date

Academic Dean

Date

Health/Wellness/Fitness Requirement

Course Number and Title: D 194 Hip Hop 2 Submitted by: Bonnie Simoa

As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:	Course Outcome(s) related to the Health/Wellness/Fitness Outcomes
1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.	Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.	Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.
3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.
4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.	Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.
6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.	Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.
7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.	Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.
8. Understand the dimensions of successful behavior change strategies.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.
9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
10. Examine the difference between evidence based and non-evidence based research related to one's personal health.	Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

Instructor

Date

Academic Dean

Date

Health/Wellness/Fitness Requirement

Course Number and Title: D 196 Balinese Dance Submitted by: Bonnie Simoa

As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:	Course Outcome(s) related to the Health/Wellness/Fitness Outcomes
1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.	Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.	Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.
3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.
4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.	Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.
6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.	Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.
7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.	Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.
8. Understand the dimensions of successful behavior change strategies.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.
9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
10. Examine the difference between evidence based and non-evidence based research related to one's personal health.	Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

Instructor

Date

Academic Dean

Date

Health/Wellness/Fitness Requirement

Course Number and Title: D 251 Looking At Dance Submitted by: Bonnie Simoa

As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:	Course Outcome(s) related to the Health/Wellness/Fitness Outcomes
1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.	Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.	Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.
3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.
4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.	Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.
6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.	Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.
7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.	Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.
8. Understand the dimensions of successful behavior change strategies.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.
9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
10. Examine the difference between evidence based and non-evidence based research related to one's personal health.	Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

Instructor

Date

Academic Dean

Date

Health/Wellness/Fitness Requirement

Course Number and Title: D 256 Body Fundamentals/ Body As Knowledge Submitted by: Bonnie Simoa

As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:	Course Outcome(s) related to the Health/Wellness/Fitness Outcomes
1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.	Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.	Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.
3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.
4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.	Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.
6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.	Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.
7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.	Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.
8. Understand the dimensions of successful behavior change strategies.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.
9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
10. Examine the difference between evidence based and non-evidence based research related to one's personal health.	Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

Instructor

Date

Academic Dean

Date

Health/Wellness/Fitness Requirement

Course Number and Title: D 257 Dance Improvisation Submitted by: Bonnie Simoa

As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:	Course Outcome(s) related to the Health/Wellness/Fitness Outcomes
1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.	Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.	Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.
3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.
4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.	Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.
6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.	Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.
7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.	Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.
8. Understand the dimensions of successful behavior change strategies.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.
9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p> <p>Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
10. Examine the difference between evidence based and non-evidence based research related to one's personal health.	Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

Instructor

Date

Academic Dean

Date

Health/Wellness/Fitness Requirement

Course Number and Title: D 260 Group Choreography Submitted by: Bonnie Simoa

As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:	Course Outcome(s) related to the Health/Wellness/Fitness Outcomes
1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.	Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.	Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.
3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.
4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.	Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.	Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.
6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.	Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.
7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.	Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.
8. Understand the dimensions of successful behavior change strategies.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.
9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.	Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
10. Examine the difference between evidence based and non-evidence based research related to one's personal health.	Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

Instructor

Date

Academic Dean

Date