

Curriculum Committee Board Agenda
Tuesday, September 22, 2026
4:30 pm
Central Office Conference Room

1. Call to Order
2. Review and Approval of the Minutes:
May 19, 2026, Curriculum Committee meeting ([Enclosure 1](#))
3. New course proposal:
UConn ECE-KINS 1100 – Exercise & Wellness for Everyone
Chris Rau, LSM Principal & Erik McKay, K-12 Wellness Coordinator ([Enclosure 2](#))
4. Back to School Updates:
 - a. Start of the new school year - general overview
 - b. New faculty orientation
 - c. School-based professional learning
 - d. Wit & Wisdom professional learning series for 26 - 27 SY
5. Adjourn

Region 10 Board of Education
Curriculum Committee Minutes
May 19, 2026
4:30 pm
Central Office Conference Room

Present: Scott Ragaglia (Co-Chair), Rachel McFadden (Co-Chair), Scott Savelle, Matt Syzdlo, Cassandra DuBois, Vonetta Romeo-Rivers (Director of Teaching and Learning), Joe Sousa (Director of Technology)

1. The meeting was called to order at 4:35 pm.
2. A motion was made to approve the minutes of our meeting held on March 17, 2026, as written, by Matt Syzdlo and seconded by Scott Regalia. The motion passed with 1 abstention.
3. Status update of Region 10 AI in Education Plan: Vonetta Romeo-Rivers and Joe Sousa provided an in-depth update to Region 10's plan and roll-out with AI. They provided a timeline of 7 steps that were taken throughout the year: districtwide communication, professional learning, K-4 communication, guardrails and guidance, 5-12 communication, additional professional learning, and pilot with students at LSM. These steps aligned with state guidelines and the attorney general's office. Region 10 continues to build capacity for digital literacy. 4 levels of AI use exist in Region 10: No AI, Brainstorm with AI, Draft/Outline ideas using AI, and Use AI as a learning partner. All AI use must be labeled and cited. They also reviewed the 5 pillars of an AI-Ready district and how Region 10 is aligning with them.
4. A motion to adjourn was made by Scott Savelle and seconded by Matt Syzdlo at 5:51.

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**REGIONAL SCHOOL DISTRICT 10
NEW COURSE PROPOSAL – K-12**

Deadline to Director of Teaching & Learning November 1st for inclusion in the following budget year

Priority will be given to new course proposals, which emphasize district goals, challenge students with diverse needs, target multicultural and gender equity and are innovative.

Date: 8/26/26

Title of Proposed Course: **UConn ECE- KINS 1100- Exercise & Wellness for Everyone**

Department(s): Wellness					
Grade(s): Juniors/Seniors		Level(s) UConn ECE		Credits: .5 @ LSM & 3 UConn credits	
☐ Elementary	☐ Middle	☒ High School			
Required for graduation	☐ Yes	☒ No			
Prerequisite(s):	☒ Yes	☐ No			
Pilot Course	☐ Yes	☒ No			
Replaces an Existing Course	☒ Yes*	☐ No			
Expansion of an Existing Course	☐ Yes	☒ No			
Estimated enrollment:		25 per semester			

Course Description: Overview of the five pillars of health (exercise, nutrition, sleep, stress and relationships); role of exercise in health promotion and disease prevention across the lifespan; impacts of exercise in leisure time, culture, community, careers and the workplace.
*Will replace the current Personal Safety course offered at LSM for .5 credits

Initial Course Launch Expenditures:					
Curriculum writing proposal	☒ Yes	☐ No	Estimated Cost	\$	(20hrs x 45) \$900
Professional Development needed	☒ Yes	☐ No	Estimated Cost	\$	
Web-based licenses / software	☐ Yes	☐ No	Estimated Cost	\$	\$34.95 x 40- \$1,398
Additional cost:	☐ Yes	☒ No	Estimated Cost	\$	
New workbook(s):	☐ Yes	☒ No	Estimated Cost	\$	
New textbook(s):	☒ Yes	☐ No	Estimated Cost	\$	\$61.95 text x 25- \$1,548.75
Estimated ongoing costs requested in annual budget:	☐ Yes	☒ No	Estimated Cost	\$	
			Total Cost:	\$	3, 846.75 (excludes shipping)

ADDITIONAL COURSE DETAILS:

1. Major goals of the course:

By the end of the semester, students should be able to:

1. Summarize the **five pillars of health** (exercise, stress, sleep, nutrition, and relationships), using relevant statistics on trends, incidence and prevalence to understand the role that each play in health and disease in the United States and world.
2. Identify common tools for **assessing and measuring health** in each domain, using validated surveys, phone apps, online assessments, and accepted measurement techniques for themselves and others.
3. Present student **self-evaluations** of individual performance in the five pillars of health, identifying potential areas of improvement and strategies for optimizing health in each domain
4. Describe the current American College of Sports Medicine and United States Department of Agriculture recommended **exercise and dietary guidelines**, considering the risks, benefits and adequacy of these guidelines for the general population as well as athletes
5. Translate the phrase “**Exercise is Medicine**” into clinical knowledge, understanding the comprehensive role of exercise in treating and preventing disease as well as optimizing health
6. Explain the barriers to using **exercise as preventive medicine**, focusing on factors such as environment, behavior, government policy, social support, culture and socioeconomic status
7. Discuss a variety of strategies and considerations for using **exercise as a prescription for health** and disease, focusing specifically on the role of exercise in the U.S. Healthcare System, as an antiaging strategy, in work-life balance, in careers of health and wellness, and in the workplace.

2. State or National Standards Alignment

SEL Competencies	Health & PE Education Academic Learning Standards
Self-awareness: The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”	Standard 2 Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. - INF 2.1.12 Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors. - INF 2.2.12 Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors. - INF 2.5.12 Analyze the effect of media and technology on personal, family, and community health. - INF 2.6.12 Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support health practices and behaviors for oneself and others. Standard 3 Accessing Information: - AI 3.1.12 Evaluate the validity and reliability of health information, products, and services. - AI 3.2.12 Determine the accessibility of valid and reliable health products and services. - AI 3.3.12 Determine when professional health services may be required. - AI 3.4.12 Use resources that provide valid and reliable health information, products, and services. - IC 4.1.12 Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, email, texting, websites,

	phone and tablet applications) to protect the personal health and safety of oneself and others. - IC 4.2.12 Demonstrate effective peer resistance (refusal skills), negotiation, and collaboration skills to avoid engaging in unhealthy behaviors. - IC 4.3.12 Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict. - IC 4.4.12 Demonstrate how to effectively ask for assistance to improve personal health. - IC 4.5.12 Demonstrate how to effectively offer assistance to improve the health of others. Standard 8 Advocacy: Students will demonstrate the ability to advocate for personal, family, and community health. - AV 8.1.12 Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages. - AV 8.2.12 Persuade and support others to make positive health choices.
Social awareness: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school and community resources and supports.	Standard 2 Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. - INF 2.1.12 Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors. - INF 2.2.12 Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors. - INF 2.3.12 Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors. - INF 2.4.12 Analyze how laws, rules, and regulations influence health promotion and disease prevention. - INF 2.5.12 Analyze the effect of media and technology on personal, family, and community health. - INF 2.6.12 Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support health practices and behaviors for oneself and others.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively and seek and offer help when needed.	Standard 4 Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. - IC 4.1.12 Demonstrate how to manage personal information in electronic communications and when using social media

	(e.g., chat groups, email, texting, websites, phone and tablet applications) to protect the personal health and safety of oneself and others. - IC 4.2.12 Demonstrate effective peer resistance (refusal skills), negotiation, and collaboration skills to avoid engaging in unhealthy behaviors. - IC 4.3.12 Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict. - IC 4.4.12 Demonstrate how to effectively ask for assistance to improve personal health. - IC 4.5.12 Demonstrate how to effectively offer assistance to improve the health of others.
Self- Management: Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.	Standard 7: Self-Management: Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks. - SM 7.1.12 Analyze the role of individual responsibility in enhancing personal health. - SM 7.2.12 Evaluate and assess personal practices and behaviors that reduce or prevent health risks. - SM 7.3.12 Demonstrate healthy practices and behaviors to improve the health of oneself and others. - SM 7.4.12 Make a commitment to practice healthy behaviors. Standard 6 Goal Setting: - GS 6.1.12 Assess personal health practices and behaviors. - GS 6.2.12 Set a realistic personal health goal. - GS 6.3.12 Assess the barriers to achieving a personal health goal. - GS 6.4.12 Develop a plan to attain a personal health goal. - GS 6.5.12 Implement strategies, including self-monitoring, to achieve a personal health goal. - GS 6.6.12 Use strategies to overcome barriers to achieving a personal health goal. - GS 6.7.12 Formulate an effective long-term plan to achieve a health goal.
Responsible Decision Making: Students will demonstrate the ability to use decision-making skills to enhance health.	Standard 5: Decision Making: Students will demonstrate the ability to use decision making skills to enhance health. - DM 5.1.12 Examine barriers to healthy decision making. - DM 5.2.12 Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision.

	- DM 5.3.12 Generate alternatives when making a health-related decision. - DM 5.4.12 Predict potential short and long-term consequences of alternatives to health-related decisions. - DM 5.5.12 Choose a healthy alternative when making a health-related decision. - DM 5.6.12 Evaluate the effectiveness of health-related decisions.
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3. Alignment to current district goals/areas of focus:

By adding the UConn ECE (KINS 1100) “Exercise & Wellness for Everyone” the addition of this course will add a second dual-enrollment class within the LSM Wellness department. The course content supports possible career exploration that is not limited to playing a sport. This course provides an overview of the five pillars of health (exercise, nutrition, sleep, stress and relationships), specifically emphasizing the role that exercise plays in health promotion and disease prevention across the lifespan by presenting the impacts of exercise in multiple domains including leisure time, culture, community, careers, and the workplace. In addition to this, by adding the ECE class to the Wellness department at LSM, this will support our CIP goal for guaranteeing post-graduate exposure/experiences.

4. List the major topics of study covered in the course:

There is a total of 4 modules that are a part of this course, which include the following:

Module	Objectives
Module 1: The Five Pillars of Health in our Society	1. Define the 5 pillars of health. 2. Describe the relative contributions of medical care, genetics, personal behaviors, and environmental factors and how they impact health and wellness. 3. Describe the health and wellness of the US population. 4. Analyze the objectives of how the American College of Sports Medicine, Exercise is Medicine and Healthy People work to improve the health and wellness of the US population.
Module 2: Stress, Sleep & Relationships as Pillars of Health	1. Identify the prevalence of stress overload among Americans. 2. Describe the physiological effects of acute stress and chronic stress on human health. 3. Identify your unique stress patterns and behaviors. 4. Examine the effects of lifestyle and habits of thought and behavior on psychological function. 5. Identify risk factors for mental ill health. 6. Discuss the prevalence of disordered sleep in America and how it is related to poor health. 7. Discuss the impact of sleep deprivation on mental and physical function. 8. Analyze your sleep habits to promote better health strategies. 9. Examine determinants of social health for individuals and groups and how it applies to exercise adherence and sports. 10. Discuss the impact of social wellness on overall health. 11. Analyze your social wellness to promote improved overall wellness.
Module 3: Nutrition as a Pillar of Health	1. Discuss the prevalence of poor nutrition and how it relates to overweight and obesity in the US. 2. Identify food patterns that promote health and barriers that present in our society to access healthy food patterns. 3. Describe the health consequences of overweight and obesity.

	4. Analyze your nutritional needs to promote a healthy diet. 5. Describe the nutritional needs for improved fitness and sports performance.
Module 4: Exercise as a Pillar of Health	1. Define physical activity, exercise, and physical fitness. 2. Describe the guidelines for physical activity. 3. Discuss the health benefits of regular physical activity and the risks of inactivity. 4. Analyze your fitness and personal risk for disease to create an exercise plan that meets recommended guidelines to improve health and reduce risk of type 2 diabetes, cardiovascular disease and cancer. 5. Explore how careers in exercise science serve to help individuals meet physical activity guidelines and improve health, fitness and sports performance. 6. Summarize the incidence, prevalence and trends seen specifically in diabetes, cardiovascular disease and cancer in the United States and world. 7. Define risk factors for developing type 2 diabetes, cardiovascular disease and cancer. 8. Discuss the role of exercise in treatment and prevention of disease.

5. Special considerations: (targeted population, scheduling, off-campus, additional teacher training/certification)

This class is a dual-enrollment class through UConn, it is part of their ECE offerings, specially targeting Juniors/Seniors as a selective credit. Teacher instructing the class must be a certified UConn ECE instructor and will receive free professional development/trainings by UConn. There are 2-3 teachers in the department who are interested and would like to teach the course. Per UConn, they must go through the UConn ECE certification process, apply, and be granted approval before their ability to teach the course. Lastly, students who are enrolled in the class register for the course through UCONN and pay them directly for the ECE credits. When students successfully meet the requirements of the course, by earning a C or higher, they earn 3 credits that will be identified on a separate UCONN transcript.

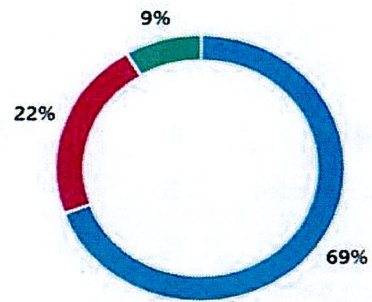
6. Special features of this course: (interdisciplinary collaboration, student certification upon completion etc.)

Behavior Change Project: We all can identify negative behaviors in our life, but the tough part is changing them. The purpose of this assignment is to assess your overall wellness; identify areas of strengths and weakness and determine a behavior you would like to change. Once determined, you will create a plan to improve your overall health and wellness by creating a behavior change plan. A presentation will be submitted that includes analysis of your health and wellness and a plan to improve it. Throughout the semester, you will work on your behavior change, setting short term goals and reflecting on your progress in four journals. A final reflection of your change will be submitted at the end of the semester.

7. Data to support student interest (if an elective):

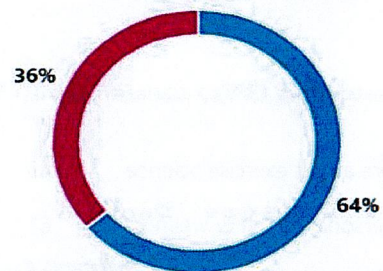
2. What is your current grade level?

10	98
11	31
12	12



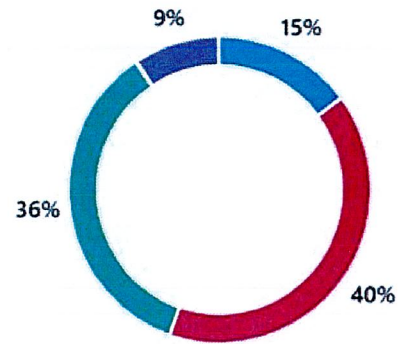
3. Have you heard of OR taken UConn ECE courses before?

Yes	90
No	51



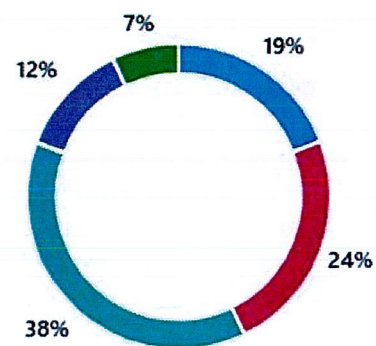
4. How interested are you taking KINS 1100: Exercise & Wellness for Everyone?

● Very interested	21
● Somewhat interested	57
● Not sure yet	50
● Not interested	13



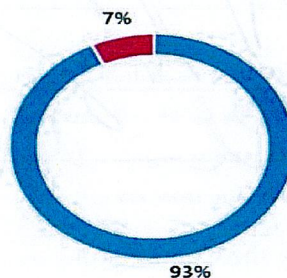
5. What interests you most about this course?

● Learning more about exercise science	49
● Improving personal health & wellness	61
● Earning 3 UConn credits	97
● Exploring a potential career path	31
● Other	18



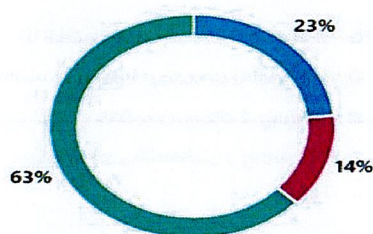
6. Do you currently participate in sports, fitness or wellness activities?

● Yes 131
● No 10



7. If this course was offered in the 2027-28 school year at Lewis Mills, would you enroll in this class?

● Yes 33
● No 19
● Maybe 89



8. Course evaluation process:

When evaluating the implementation of this course, the following indicators will be considered:

- Total Enrollment #'s/semester or year
- Total % of students earning college credit

9. Explanation of any additional cost if applicable:

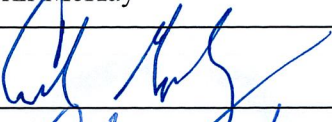
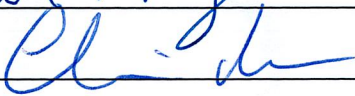
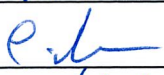
The only additional cost would be the textbooks overtime when a new edition becomes available. The textbook for this class is new/relevant with the topics that are ongoing in exercise, nutrition, sleep, stress, and relationships.

INDIVIDUALS INVOLVED IN CREATING AND DEVELOPING THIS COURSE:

Erik McKay

Chris Rau

Vonetta Romeo-Rivers

Submitted by:	Erik McKay				
Coordinator's Signature			Endorsed		Not Endorsed
Principal's Signature		Date	9/17/26		
<u>Initials</u> EM Reviewed by the Coordinator Date: 9/17/26  Reviewed by the Principal Date: 9/17/26  Reviewed by the Director of Teaching & Learning Date: 9.17.26 Acted on by the BOE Curriculum Subcommittee Date: Approved by the Board of Education Date:					

KINS 1100: Exercise and Wellness for Everyone

Department of Kinesiology

Syllabus – Fall 2023

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

Course Title: Exercise and Wellness for Everyone

Class time: Tuesday & Thursday 9:30-10:45

Class location: Gant North 020

Credits: 3

Format: In Person

Prerequisites: None

Professor: Allison MacKenzie, MS

Email: allison.mackenzie@uconn.edu (preferred method of communication)

Telephone: 860-486-2569

Office Hours: Monday 10:30-12:00, Thursday 12:00-1:30 (book in Nexus, additional hours may be available)

Graduate Teaching Assistant: Alex Cairns, alexandrya.cairns@uconn.edu

Undergraduate Teaching Assistant: Pranav Sheshadri, Eddie Scott

Course Materials

Required course materials should be obtained before the first day of class. Required textbooks are available for purchase through the [UConn Bookstore](#) (or use the Purchase Textbooks tool in HuskyCT). Textbooks can be shipped ([fees apply](#)).

Required Materials:

Health Now, An Integrative Approach to Personal Health, Version 3.2, Flat World Publishing, 2021.

The University has set minimum [device requirements for all students](#).

Additional instructional materials and links to resources are available from within the HuskyCT course.

Course Description

This course provides an overview of the five pillars of health (exercise, nutrition, sleep, stress and relationships), specifically emphasizing the role that exercise plays in health promotion and disease prevention across the lifespan by presenting the impacts of exercise in multiple domains including leisure time, culture, community, careers, and the workplace.

Course Objectives

By the end of the semester, students should be able to:

1. Summarize the five pillars of health (exercise, stress, sleep, nutrition, and relationships), using relevant statistics on trends, incidence and prevalence to understand the role that each plays in health and disease in the United States and world.
2. Identify common tools for assessing and measuring health in each domain, using validated surveys, phone apps, online assessments, and accepted measurement techniques
3. Present student self-evaluations of individual performance in the five pillars of health, identifying potential areas of improvement and strategies for optimizing health in each domain
4. Describe the current American College of Sports Medicine and United States Department of Agriculture recommended exercise and dietary guidelines, considering the risks, benefits and adequacy of these guidelines for the general population as well as athletes
5. Translate the phrase "Exercise is Medicine" into clinical knowledge, understanding the comprehensive role of exercise in treating and preventing disease as well as optimizing health
6. Explain the barriers to using exercise as preventive medicine, focusing on factors such as environment, behavior, government policy, social support, culture and socioeconomic status
7. Discuss a variety of strategies and considerations for using exercise as a prescription for health and disease, focusing specifically on the role of exercise in the U.S. Healthcare System, as an antiaging strategy, in work-life balance, in careers of health and wellness, and in the workplace

Learning Modules and Objectives

Module 1: The Five Pillars of Health in our Society

1. Define the 5 pillars of health.
2. Describe the relative contributions of medical care, genetics, personal behaviors, and environmental factors and how they impact health and wellness.
3. Describe the health and wellness of the US population.
4. Analyze the objectives of how the American College of Sports Medicine, Exercise is Medicine and Healthy People work to improve the health and wellness of the US population.

Module 2: Stress, Sleep & Relationships as Pillars of Health

1. Identify the prevalence of stress overload among Americans.
2. Describe the physiological effects of acute stress and chronic stress on human health.
3. Identify your unique stress patterns and behaviors.
4. Examine the effects of lifestyle and habits of thought and behavior on psychological function.
5. Identify risk factors for mental ill health.
6. Discuss the prevalence of disordered sleep in America and how it is related to poor health.
7. Discuss the impact of sleep deprivation on mental and physical function.
8. Analyze your sleep habits to promote better health strategies.
9. Examine determinants of social health for individuals and groups and how it applies to exercise adherence and sports.
10. Discuss the impact of social wellness on overall health.
11. Analyze your social wellness to promote improved overall wellness.

Module 3: Nutrition as a Pillar of Health

1. Discuss the prevalence of poor nutrition and how it relates to overweight and obesity in the US.
2. Identify food patterns that promote health and barriers that present in our society to accessing healthy food patterns.
3. Describe the health consequences of overweight and obesity.
4. Analyze your nutritional needs to promote a healthy diet.
5. Describe the nutritional needs for improved fitness and sports performance.

Module 4: Exercise as a Pillar of Health

1. Define physical activity, exercise, and physical fitness.
2. Describe the guidelines for physical activity.
3. Discuss the health benefits of regular physical activity and the risks of inactivity.
4. Analyze your fitness and personal risk for disease to create an exercise plan that meets recommended guidelines to improve health and reduce risk of type 2 diabetes, cardiovascular disease and cancer.
5. Explore how careers in exercise science serve to help individuals meet physical activity guidelines and improve health, fitness and sports performance.
6. Summarize the incidence, prevalence and trends seen specifically in diabetes, cardiovascular disease and cancer in the United States and world.
7. Define risk factors for developing type 2 diabetes, cardiovascular disease and cancer.
8. Discuss the role of exercise in treatment and prevention of disease.

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
Homework	25%
Assignments	25%
Behavior Change Project	40%
Participation	10%

Homework

Each module will have integrative online assignments through the online textbook. These assignments are meant to help you better understand and apply the concepts presented in the chapter to your overall health and wellness. All assignment due dates are outlined in the course schedule. Late assignments will result in grade deductions.

Assignments

The course includes four assignments. These integrate the materials presented in class in open ended questions for students to reflect. All assignment due dates are outlined in the course schedule. Late assignments will result in grade deductions.



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Behavior Change Project

We all can identify negative behaviors in our life, but the tough part is changing them. The purpose of this assignment is to assess your overall wellness, identify areas of strengths and weakness and determine a behavior you would like to change. Once determined, you will create a plan to improve your overall health and wellness by creating a behavior change plan. A recorded presentation will be submitted that includes analysis of your health and wellness and a plan to improve upon it. Throughout the semester, you will work on your behavior change, setting short term goals and reflecting on your progress in four journals. A final reflection of your change will be submitted at the end of the semester.

Participation

Students will learn more by being present and engaged in the class. Classroom discussions and engagement will be assessed using slido and other methods of participation.

Extra Credit

There will be opportunities to get involved with a variety of wellness events and activities on campus. These will be announced through HuskyCT and in class. A brief reflection post will be submitted on your experience. Extra credit points will be determined by the extent and time of participation. For example, if you volunteer for 4 hours for the Wellness Fair you may earn more than simply attending the Wellness Fair, but both will count! Details on HuskyCT.

Grading Scale:

Information on grades and grading can be found on the Registrar's site and in the catalog:

- [Registrar's Information on Grading Scales](#)
- [Undergraduate Catalog Grade Information](#)

Grade Quality	Letter Grade	Percentage
Excellent	A	93.0 – 100.0
	A-	90.0 – 92.9
Very Good	B+	87.0 – 89.9
	B	83.0 – 86.9
Good	B-	79.9 - 82.9
	C+	77.0 - 79.9
Average	C	73.0 – 76.9
	C-	70.0 – 72.9
Poor	D+	67.0 – 69.9
	D	63.0 – 66.9
Merely Passing	D-	60.0 – 62.9
Failure	F	≤59.9

Due Dates and Late Policy

All course due dates are identified in the course schedule. Deadlines are based on Eastern Time; if you are in a different time zone, please adjust your submission times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

Late work that is not submitted via Husky CT before the deadline will receive a 10% grade reduction for every day that it is late. After 10 days the student will receive no credit for the assignment.

Feedback and Grades

I will make every effort to provide feedback and grades within a week of submission. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Weekly Time Commitment

You should expect to dedicate 9 hours a week to this course. This expectation is based on the various course activities, assignments, and assessments and the University of Connecticut's policy regarding credit hours. More information related to hours per week per credit can be accessed at the [Online Student website](#).

Student Authentication and Verification

The University of Connecticut is required to verify the identity of students who participate in online courses and to establish that students who register in an online course are the same students who participate in, complete the course activities and assessments, and receive academic credit. Verification and authentication of student identity in this course will include:

1. Secure access to the learning management system using your unique UConn NetID and password.

Copyright

My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression and I've recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use. I will inform you as to whether you are authorized to record my lectures at the beginning of each semester. If you are so authorized to record my lectures, you may not copy this recording or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your



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academic work. Review these important [standards, policies and resources](#), which include:

- The Student Code
 - Academic Integrity
 - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Credit Hours and Workload
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

Student Health and Wellness

The University of Connecticut strives to support the optimal well-being of all students. [Student Health and Wellness](#) (SHaW) offers a comprehensive set of services including medical care, mental health, and health promotion.

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from [Blackboard's website](#))

Software/Technical Requirements (with Accessibility and Privacy Information)

The University has set minimum [device requirements for all students](#). **NOTE:** Chromebooks do not meet the minimum requirements.

The software/technical requirements for this course include:

- HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](#), [HuskyCT/ Blackboard Privacy Policy](#))
- [Adobe Acrobat Reader](#) ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))
- Google Apps ([Google Apps Accessibility](#), [Google for Education Privacy Policy](#))
- Microsoft Office ([free to UConn students](#)) ([Microsoft Accessibility Statement](#), [Microsoft Privacy Statement](#))
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
- WebCam

For information on managing your privacy at the University of Connecticut, visit the [University's Privacy page](#).

NOTE: This course has NOT been designed for use with mobile devices.

Help

This course is facilitated online using the learning management platform, [HuskyCT](#). The [IT Knowledge Base](#) provides students with support, troubleshooting, and how-to information about HuskyCT. The [IT Knowledge Base](#) includes a video tour of HuskyCT.

For technical help with HuskyCT, you have access to the in-person/live person support options available during regular business hours through the [Technology Support Center](#). You also have [24x7 Course Support](#) outside of business hours, including access to live chat, phone, and support documents.

[Technical and Academic Help](#) provides a guide to frequently asked questions for online students.

Study Groups

Are you interested in forming a study group with other students in the class? There is a [study group application](#) in Nexus that can help you get started. View this [video](#) for more information.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.
- Play videos by Kaltura.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's [Student Evaluation of Teaching \(SET\)](#), which is administered by the [Office of Budget, Planning and Institutional Research](#) (BPIR).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

Trigger Warning

I acknowledge that each of you comes to UConn with your own unique life experiences. This contributes to the way you perceive several types of information. In Exercise and Wellness for Everyone, we will cover a variety of topics, some of which you may find triggering. These topics include a variety of topics



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that relate to mental and physical health that some may be sensitive to. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at [SHaW Mental Health](#). Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of wellness, and I will support you throughout your learning in this course.

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