

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		02-104g	App-4/15/03	App 4/29/03

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Linda Klingaman	Email Address lrklinga
Proposing Department/Unit Health and Physical Education	Phone 724-357-4429

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) ☒ New Course ☐ Course Prefix Change ☐ Course Deletion ☐ Course Revision ☐ Course Number and/or Title Change ☐ Catalog Description Change		
HPED 316 Teaching Elementary Health Education		
<u>Current Course prefix, number and full title</u>		<u>Proposed course prefix, number and full title, if changing</u>
2. Additional Course Designations: check if appropriate ☐ This course is also proposed as a Liberal Studies Course. ☐ Other: (e.g., Women's Studies, Pan-African) ☐ This course is also proposed as an Honors College Course.		
3. Program Proposals ☐ New Degree Program ☐ Program Title Change ☐ Program Revision ☐ New Minor Program ☐ New Track ☐ Other		
<u>Current program name</u>		<u>Proposed program name, if changing</u>
4. Approvals		
Department Curriculum Committee Chair(s)	Makulyn Patygro Boyles	3/2/03
Department Chair(s)	Donna Ban	3-28-03
College Curriculum Committee Chair	Jeffrey Miller	3-24-03
College Dean	Patricia P. Zoni	3-24-03
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)	Joseph Domaracki TECC	3-28-03
UWUCC Co-Chairs	Gail Sechrist	4/15/03

* where applicable

RECEIVED
MAR 25 2003

COURSE SYLLABUS

I. Catalog Description

HPED 316 Teaching Elementary Health Education

2 class hours
 1 lab hour
 2 credit hours
 2c-11-2cr

Prerequisite: EDSP 102, HPED 142

Introduces students to theories of instruction and methods for teaching health education to elementary school students. Identifies developmentally appropriate teaching methods and activities, reviews and assesses current health curriculum, and demonstrates the use of technology in the health classroom. Provides opportunities for observation, lesson planning, and teaching in both rural and inner city health education classrooms.

II. Course Objectives:

At the completion of this course, the student will:

- A. justify the need for elementary health education.
- B. explain the teacher's role in elementary health education.
- C. describe the health needs of the elementary school aged child.
- D. plan, write, and instruct age appropriate lessons for effective health education.
- E. identify strategies and techniques for implementing elementary health education.
- F. describe the content areas in the health curriculum.
- G. name and explain the components of a healthful school environment.
- H. identify and describe school and community health services.
- I. describe and demonstrate techniques for teaching personal health, mental health, body systems, nutrition, and others.
- J. effectively interact with school and community professionals.
- K. analyze strategies to effectively include parents in their child's learning experience.
- L. design evaluation methods that are effective in elementary health education.
- M. utilize Pennsylvania State Health Education Standards when developing unit plans
- N. participate in intern teaching opportunities at local elementary schools and inner city schools.

III. Course Outline

This course consists of 2 hours of class work per week and 1 hour of lab per week. Classes will be directed by the course instructor. The labs will provide opportunities for students to participate in observation of elementary school classes, peer teaching, and instructing elementary children in a variety of settings.

Week 1	Course Overview The Coordinated School Health Program Classroom Observation	3 hours
Week 2	School Health Services Lesson Plan Development: Part I	3 hours
Week 3:	The Instructional Program Lesson Plan Development: Part II Meeting With Elementary Faculty	3 hours
Week 4:	Tools of Teaching Lesson Plan Development: Part III	3 hours

Week 5:	Managing Health Education Lesson Plan Development: Part IV	3 hours
Week 6:	Psychosocial Causes of Negative Health Parent Conference Demo Meeting With Parents	3 hours
Week 7:	EXAM ONE Group Progress Report Teacher Inservice Programs	3 hours
Week 8:	Using Technology in the Health Classroom Observation of Technology at Work	3 hours
Week 9:	Injury Prevention Groups I & II Teaching Demos	3 hours
Week 10:	Alcohol, Tobacco, & Other Drugs Groups III & IV Teaching Demos	3 hours
Week 11:	Sex Education & HIV Prevention Groups V & VI Teaching Demos	3 hours
Week 12:	Emotional Health, Death & Dying Group VII Teaching Demo	3 hours
Week 13:	Teaching at Public Schools	3 hours
Week 14:	Teaching at Fort Pitt Elementary in Pittsburgh	3 hours
Week 15:	FINAL EXAM given during final exam period	2 hour exam period

IV. Course Evaluation:

Attendance & Participation: 10 percentage points

Students are expected to contribute to the class by attending and participating in the activities of each class. Each student will be assigned to a teaching team and participate in health lessons taught by peers. Attending class but only observing the health lessons will result in points being deducted from the participation grade.

Writing Behavioral Objectives: 5 percentage points

Students will demonstrate proficiency in writing behavioral objectives. These objectives will relate to their lessons being developed for teaching to classmates, at the Public Schools, and at Fort Pitt Elementary.

Lesson Plan Development: 15 percentage points

Each student will develop 3 lesson plans that will become part of his/her group's unit plan. It will consist of proper format and be developmentally appropriate for the grade level specified.

Teaching Demonstrations: 12 percentage points

Students will be involved in teaching demonstrations including the following:

1. In class teaching demonstration to peers
2. Public School assigned grade
3. Fort Pitt Elementary assigned grade

Observations of School Teachers: 8 percentage points

Students will complete an observation of a public school teacher. Proper observation techniques will be discussed in class. Please type your final report. These observations cannot include physical education classes.

Two Course Examinations: 50 percentage points

Two examinations will be given. Students should be sure to read their textbook and not rely solely on class notes. There may not be time to cover all the material in class. PRAXIS exams require a good base of health information and knowledge.

V. Sample Grading Scale

A	=	90 – 100
B	=	80 – 89
C	=	70 – 79
D	=	60 – 69
F	=	59 or below

VI. Attendance Policy

Students are expected to attend each class. The instructor recognizes the need for some students to miss due to illness or family emergencies. Students are permitted 3 allowable absences over the course of the semester. The student is responsible for all missed work.

VII. Textbook:

Telljohann, S.K., Symons, C.W., & Miller, D.F. (2001). Health Education: Elementary & Middle School Applications. New York, NY: McGraw-Hill Publishing Company, Inc.

VIII. Special Resource Requirements: none

IX. Bibliography:

Anspaugh, D., & Ezell, G. (2001). Teaching Today's Health, Boston: Allyn and Bacon Publishing.

Meeks, L., Heit, P., & Page, R. (2003). Comprehensive School Health Education, 3rd Edition, Boston: McGraw Hill Publishing.

Page, R., & Page, T. (2000). Fostering Emotional Well-Being in the Classroom, Sudbury, MA: Bartlett and Jones Publishing.

Watson, G. (1998). Classroom Discipline Problem Solver. West Nyack, NY: The Center for Applied Research in Education.

Weinstein, E. & Rosen, E. (1999). Teaching Children About Health: A Multidisciplinary Approach. Englewood, CO: Morton Publishing Company.

Course Analysis Questionnaire

Section A: Details of the Course

- A1 How does this course fit into the programs of the department? For which students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.**

This course is intended for Health and Physical Education majors who will be certified to teach health and physical education in kindergarten through twelfth grade. The content of this course prepares them to instruct elementary health education in the elementary school. The course will focus on the Pennsylvania Health Education Standards for elementary school children.

- A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.**

This course and a new course proposal, HPED 216 Teaching Elementary Physical Education also a 2 credit course, will replace HPED 321 Methods in Elementary Health and Physical Education. This change will allow more opportunities for teaching experiences as well as provide a semester long period for both health and physical education. Currently students receive half a semester of each.

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).**

This course has not been offered at IUP on a trial basis.

- A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.**

This is not a dual-level course.

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?**

This course may not be taken for variable credit.

- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).**

Other institutions offer courses similar to this course. Often the content is covering K-12 such as at Lock Haven University (HPED 311 Teaching Health Education)

- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.**

The information presented in this course is part of the National Teachers Exam for HPE certified teachers.

Section B: Interdisciplinary Implications

- B1 Will this course be taught by instructors from more than one department or team taught within the department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.**

This course will be taught by a faculty member of the Department of Health and Physical Activity.

- B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).**

No other department on campus teaches a course that covers similar material.

- B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments?**

This course will not be cross-listed with other departments.

- B4 Will seats in this course be made available to students in the School of Continuing Education?**

This course will be available to HPE majors and those who have met the prerequisites.

Section C: Implementation

- C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.**

Faculty resources are adequate.

- C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:**

- *Space
- *Equipment
- *Laboratory Supplies and other Consumable Goods
- *Library Materials
- *Travel Funds

No additional resources will be needed to teach this course.

- C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)**

There are not plans to have resources for this course covered by grant funding.

- C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?**

This course will be offered each fall and spring semester.

- C5 How many sections of this course do you anticipate offering in any single semester?**

One section of this course will be offered each fall and spring semester.

- C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?**

The enrollment for each section will be around 25 students. This has been determined by current trends in lower level classes in HPE.

- C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.**

It is recommended class sizes stay below 30 to adequately provide teaching time for each student.

- C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.**

This course will not be taught as a distance education course.

Section D Miscellaneous

This new course is being developed as a result from feedback provided by NASPE and AAHE (professional organizations of Health and Physical Education).