

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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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 426 Health Science Instruction		HPED 426/526 Health Science Instruction
<i>Current Course prefix, number and full title</i>		<i>Proposed course prefix, number and full title, if changing</i>
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 ☐ Catalog Description Change		
<i>Current program name</i>		<i>Proposed program name, if changing</i>
4. Approvals		
Department Curriculum Committee Chair(s)	Maria Padgett	3-1-05
Department Chair(s)	Charles R. ...	3-1-05
College Curriculum Committee Chair	Elizabeth Palmer	3-16-05
College Dean	Barbara J. Zoni / John ...	3-24-05
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)	Joseph Domarache TEEL	3-28-05
UWUCC Co-Chairs	Gail Sedquist	4-12-05

* where applicable

MAR 25 2005

Prerequisite: HPED 316, EDUC 242 (undergraduates); Admission to Teacher Education Program

I. CATALOG DESCRIPTION:

An overview of health curriculum K-12, with a focus on middle school and secondary health education teaching methods and media of instruction. Includes unit development, opportunities for classroom instruction, and guidelines for maintaining professional growth. Explores current research in classroom techniques, motivational strategies, and assessment of student learning.

II. COURSE OBJECTIVES:

At the completion of this course, the student will:

1. Provide and explain a multi-dimensional definition of health, including physical, mental, social, emotional and spiritual aspects, and discuss implications of this complex model for comprehensive school health education.
2. Identify and analyze various factors that influence health values and ultimately health behaviors of school-aged youth.
3. Distinguish between risk and protective factors associated with the adolescent population and describe the potential influence upon health related behaviors.
4. Access valid and reliable sources of current health-related information.
5. Prepare a unit of instruction designed for secondary school health education that demonstrates a logical scope and sequence plan.
6. Demonstrate a functional knowledge base in multiple health content areas within the context of lesson and unit planning activities
7. Utilize current Pennsylvania state regulations in lesson planning and discuss recent state and national efforts to promote quality comprehensive school health education
8. Demonstrate the ability to write age/developmental level appropriate behavioral objectives in multiple content areas for health science instruction that are based on state/national standards.
9. Design and evaluate rubrics for performance-based assessment.
10. Access and use state-of-the-art resources, educational media, and instructional technology to enhance students' learning experiences.
11. Demonstrate the ability to modify instructional material to provide effective instruction for students of diverse learning abilities.
12. Create instructional strategies that are innovative and provide motivation for learning.
13. Demonstrate teaching skills including class management, effective use of facilities and space, and appropriate interaction with students during peer teaching labs and field experiences.
14. Prepare and demonstrate a simulation of a professional presentation to parents, colleagues, and community members.

In addition to the above objectives, the graduate student will:

1. Create appropriate instruments that assess students' baseline knowledge, attitudes, perceptions, and skills.
2. Organize data obtained from the Youth Risk Behavior Surveillance System Results to facilitate an analysis.
3. Utilize a variety of authentic assessment strategies to determine student mastering of learning objectives.
4. Demonstrate use of both quantitative and qualitative measurement instruments to assess unit goals and objectives.
5. Design methods of utilizing multiple strategies within the Comprehensive School Health Program components that support health instruction.
6. Effectively justify need to create or maintain a strong Comprehensive School Health Program within a given school district and community.

III. COURSE OUTLINE:

Week #	Hours	Content
1	3	Introduction to Secondary School Health Education • Definition of Health • The Coordinated School Health Program • CDC Risk Categories • School Health Programs and Policy Study (SHPPS) • School Health Index • Introduction to healthteacher.com
2	3	Adolescent Health Issues • Youth Risk Behavior Surveillance System Results • Stages and Characteristics of Adolescence • Review of Maslow's Hierarchy of Needs • Puberty and Gender Differences • Developing an Identity • Barriers to Healthy Development • Risk and Protective Factors • Part I Unit Development
3	3	Developing and Implementing Teaching Strategies • National Health Education Standards • Pennsylvania State Standards • Writing Learning Objectives • Matching Health Content With Activity Based Learning Activities • Using a Variety of Teaching Strategies to Meet the Needs of Diverse Learners • Using healthteacher.com
4	3	Developing Innovative and Motivational Lessons • Introduction to the Three Part Curriculum • Teaching the Content • Providing Experimental Learning • Using Health Education Websites in Lesson Development
5	3	Technology in the Classroom • Using the Computer Lab • Developing Webquest Activities • Creating the Concept Map • Interactive CD Lesson Component Smart Board Demonstration
6	3	Assessment Strategies • Authentic Assessment • Quantitative and Qualitative Assessment Health Literacy • Critical Thinkers • Responsible, Productive Citizens • Self-directed Learners Effective Communicators MIDTERM EXAM
7	3	Peer Teaching Labs • Tobacco Lesson Demonstration and Resources • Alcohol and Drug Lesson Demonstration and Resources Environmental Health Lesson Demonstration and Resources
8	3	Peer Teaching Labs • Family and Sexual Health Lesson Demonstration and Resources • Injury Prevention Lesson Demonstration and Resources • Mental and Emotional Health Lesson Demonstration and Resources

9	3	Peer Teaching Labs • Nutrition Lesson Demonstration and Resources • Personal & Community Health Lesson Demonstration and Resources • Physical Activity Lesson Demonstration and Resources
10	3	Contraception Lab Demonstration Contraception Lab Teaching Lesson for Public School Review
11	3	Presentations: • School Board Meeting • Parent Conferencing • Teacher In-service Program • PTA Meeting • Faculty Meeting
12	3	Classroom Management Styles Effective Discipline Procedures Steps for Addressing Individual Needs
13	3	Field Experiences: Public School Settings
14	3	Field Experiences: • Alternative Education Settings
15	2	FINAL EXAM

IV. EVALUATION METHODS:

Attendance & Participation:

Undergraduate Students: 10 percent
Graduate Students: 5 percent

Two Course Exams:

Undergraduate Students: 40 percent
Graduate Students: 30 percent

Observations:

Undergraduate Students: 5 percent
Graduate Students: 5 percent

Unit Plan Development:

Undergraduate Students: 20 percent
Graduate Students: 20 percent

Teaching Demonstrations:

Undergraduate Students: 15 percent
Graduate Students: 15 percent

Team Project:

Undergraduate Students: 10 percent
Graduate Students: 10 percent

Additional requirements for graduate students:

Reaction Paper: 5 percent

Collection of Assessment Instruments: 3 percent

Development of a Comprehensive School Health Program in Your Community: 7 percent

V. GRADING SCALE

Undergraduate
A = 90 to 100
B = 80 to 89
C = 70 to 79
D = 60 to 69
F = 59 and below

Graduate
A = 90 to 100
B = 80 to 89
C = 70 to 79
F = 69 and below

***Note: In order to student teach you must receive a letter grade of C or better in this course.

***Note: Students must hold CURRENT Act 34 and 151 clearances to complete assignments for this course.

VI. COURSE ATTENDANCE POLICY:

Students are expected to attend class and participate in the various activities throughout the semester. Consistent attendance is necessary to successfully meet the course objectives. The instructor should be notified in advance if a student is going to miss class, either by phone or email. Students are responsible for the content and activities of any classes missed.

VII. TEXTBOOK: No textbook is required for this class. We will be referring to various texts that may have been purchased for previous classes. Selected readings will be assigned during the semester. These will be distributed in class, placed on reserve in the HPE Resource Room or will be available on webCT. The following texts are recommended but not required.

Meeks, L., Heit, P., & Page, R. (2005). Comprehensive School Health Education, 4th Edition, Boston: McGraw Hill Publishing. ISBN: 0072985909

Telljohann, S., Symons, C., & Pateman, B. (2004). Health Education: Elementary and Middle School Applications, 4th Edition, Boston, MA: McGraw Hill Publishing. ISBN : 0072555505

VIII. SPECIAL RESOURCE REQUIREMENTS:

Students will need a VCR tape for their peer teaching demonstration.

IX. BIBLIOGRAPHY:

Anspaugh, D. & Ezell, G. (2004). *Teaching today's health*. Boston: Benjamin Cummings.

Association for Supervision and Curriculum Development. (1998). Making parental involvement meaningful. *Education Update*, 40(1), 1,3,8.

Barrett, S., Jarvis, W., Kroger, M., & London, W. (2002). *Consumer health: A guide to intelligent decisions* (7th ed.). Boston: McGraw Hill.

DeSpelder, L., & Strickland, A. (2005). *The last dance: Encountering death and dying* (7th ed.). Boston: McGraw Hill.

Gabler, I.C. & Schroeder, M. (2003). *Constructivist methods for the secondary classroom*. Boston: Allyn & Bacon.

Greenburg, J. (2004). *Health education and health promotion: Learner-centered strategies* (5th ed.). Boston: McGraw Hill.

Herod, L. (1999). *Discovering me: A guide to teaching health and building adolescents' self-esteem*. Boston: Allyn and Bacon.

Kain, Daniel, (2003). *Problem-based learning for teachers, grades 6-12*. Boston: Allyn & Bacon.

Page, R. & Page, T. (2000). *Fostering emotional well-being in the classroom*. Boston: Jones & Bartlett.

Wilén, W., Bosse, M.I., Hutchison, J., & Kindsvatter, R. (2004). *Dynamics of effective secondary teaching*. Boston: Allyn & Bacon.

Wilson, H. (2005). *Annual editions: Drugs, society and behavior* (20th ed.). Boston: McGraw Hill.

2. Summary of proposed changes:

The proposed revisions change HPED 426 Health Science Instruction to a dual level course. The new course will be HPED 426/526 and will be offered to undergraduate health and physical education majors as well as graduate students in the proposed M.Ed. in Health and Physical Education. The course objectives, content, and evaluation procedures are changed from the old syllabus of record in order to meet standards set by the National Council for Accreditation of Teacher Education (NCATE) as defined by the American Association of Health Education (AAHE). The new syllabus provides updated health education content, current theories of health behavior, recent changes in teaching methodology and assessment, and provides opportunities for field experience in the public and alternative school settings.

3. Justification:

Making the course a dual level offering allows graduate students an opportunity to study health education. Current health educators would benefit from this course by updating their knowledge and skills. This course would also allow individuals with nonteaching degrees an opportunity to work toward teaching certification. This course would become part of the required curriculum for the Masters in Education in Health and Physical Education currently being proposed by the Department of Health and Physical Education. Undergraduate students would benefit from class interaction with graduate students who would have had more experiences working with school age youth in a professional setting.

(OLD SYLLABUS OF RECORD)

HP 426

Health Science Instruction

Text: Meeks, Linda and Heit, Phillip (1992). Comprehensive School Health Education. Blacklick, OH. Meeks Heit Pub. Co.

Required Readings: In addition to the above text, selected readings will be placed on reserve in the library during the semester.

I. Course Description

The purpose of this course is to prepare health and physical education major students to plan and implement instructional programs of quality comprehensive health education. Particular emphasis will be given to development of materials, methods and strategies designed to promote teaching of concept formations and skills of problem solving and decision-making. Practice teaching experiences will be provided in small/large group peer settings.

II. Behavioral Objectives:

- A. Effectively utilize the process of writing to enhance learning of course content.
- B. Write weekly in a personal diary to integrate personal experience with course content.
- C. Provide and explain a multi-dimensional definition of health, including physical, mental, social, emotional and spiritual aspects, and discuss implications of this complex mode for quality health education.
- D. Define and defend a rationale for comprehensive (K-12) school health education.
- E. Demonstrate a functional knowledge base in multiple health content areas within the context of lesson planning activities conducted in class.
- F. Identify and analyze various factors which influence health values and ultimately health behaviors.
- G. Distinguish between self-concept and self-esteem (as defined in class) and describe the potential influence upon health related behaviors.
- H. Demonstrate the ability to write age/developmental level appropriate behavioral objectives in multiple content areas for health science instruction.
- I. Prepare a unit of instruction designed for secondary school health education. (Specific list of topics and guidelines for writing unites will be given in class.)
- J. Describe the basic assumptions of Mosston's theoretical model of the spectrum of teaching styles and explain how this model may be applied in teaching health education.
- K. Discuss the importance of matching teaching strategies with instructional objectives, and give examples of teaching strategies which are appropriate for addressing objectives of health education.
- L. Teach 3 lessons from a health unit in a peer teaching laboratory setting and using at least one audio-visual aide.
- M. Provide a written self-analysis of a videotaped health education lesson.

- N. Analyze selected curriculum materials according to specific criteria provided in class.
- O. Write a summary and critique of 2 current articles (past 2 years) from professional journals relevant to health education.
- P. Prepare a professional resource file demonstrating knowledge of professional organizations and availability of health related information/materials.
- Q. Analyze the Pennsylvania state regulations governing school health education and discuss recent state and national effects to promote quality comprehensive school health education.

III. Course Requirements

Your attendance and participation are important!

Please read assigned chapters and turn in class assignments on dates specified.

Assignments turned in after due date will not be accepted. Also, information and lecture notes will be given during class which will supplement, but are not included in the text. You will be responsible for this information. Finally, individual and small group projects will be completed during class time, as well as occasional surprise quizzes. If class is missed, these assignments and quizzes can not be made up, unless arrangements were made with the professor prior to the absence (verified medical excuses being the exception.)

Writing Assignments: A variety of writing assignments will be made throughout the semester. The types of assignments and corresponding point values are listed below. Some writing assignments will be evaluated (specific criteria will be provided at the time of assignment). Other assignments will simply be awarded credit/points for completion.

Evaluation: Course evaluation will be based upon successful completion of objectives #3, #7, #9, & #11 and percentage points earned on the following:

Midterm Exam -----	50pts.
Final Exam -----	50 pts.
Unit Plan -----	50 pts.
Class Assignments -----	50 pts.

Note: Make up work for class assignments missed during the class hour will not be considered unless arrangements were made with the instructor prior to the absence. (Verified medical excuse being the exception).

Grading: A = 186 – 200 (minimum 93%)

B = 168 – 185 (minimum 84%)

C = 140 – 167 (minimum 70%)

D = 120-139 (minimum 60%)

As future professional educators, attendance, promptness and active participation are expected!