

14-142g.  
 UWUCC App 3/24/15  
 Senate App- 4/28/15

## Course Revision/Deletion Template

Steps to the approval process:

1. Complete the applicable template(s) and email them to the departmental or program curriculum committee chair.
2. The curriculum chair emails the proposal to the curriculum committee, then to the department/program faculty for a vote and finally to the department/program chair.
3. The department/program chair emails the proposal to [curriculum-approval@iup.edu](mailto:curriculum-approval@iup.edu); this email will also serve as an electronic signature.
4. Curriculum committee staff will log the proposal, forward it to the appropriate dean's office(s) for review within 14 days and post it on the X Drive for review by all IUP faculty and administrators. Following the dean's review the proposal goes to the UWUCC/UWGC and the Senate.
5. Questions? Email [curriculum-approval@iup.edu](mailto:curriculum-approval@iup.edu).

|                        |              |                |                  |
|------------------------|--------------|----------------|------------------|
| Contact Person:        | David Wachob | Email Address: | d.wachob@iup.edu |
| Proposing Depart/Unit: | KHSS         | Phone:         | 7-3194           |

Course Revisions *(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only need to complete Category A information; if Category B need information in both A and B; For Category C, complete entire form):*

- Category A:  Course Prefix/Number Change     Course Title Change     Course Deletion
- Category B:  Catalog Description Change     Modify Prerequisite(s)
- Category C:  Add Dual Level     Add Liberal Studies *(Complete Template C)*     Change in Class/Lab Hours
- Add Distance Education *(Complete Template E)*     Add/Revise TECC *(Complete Template D)*
- Other - Click here to enter text.

| Current Course Information                            |                                      | Proposed Changes         |                                      |
|---|--------------------------------------|--------------------------|--------------------------------------|
| <b>Category A</b> <i>(if not changed leave blank)</i> |                                      |                          |                                      |
| Current Prefix  | HPED                                 | Proposed Prefix          | Click here to enter text.            |
| Current Number  | 316                                  | Proposed Number          | Click here to enter text.            |
| Current Course Title                                  | Teaching Elementary Health Education | Proposed Course Title    | Instruction of Child Health Concepts |
| Prerequisite(s)                                       | EDSP 102, HPED 142                   | Proposed Prerequisite(s) | EDSP 102, HPED135                    |
| <b>Category B</b> <i>(if not changed leave blank)</i> |                                      |                          |                                      |

Template B

|  |  |  |   |
|--|--|--|---|
| <p>Current Catalog Description</p>                           | <p>Introduces the 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.</p>   | <p>Proposed Catalog Description</p>                | <p>Introduces the theories of instruction and methods for teaching health education to elementary school-aged children. Identifies developmentally appropriate teaching methods and activities, reviews and assesses current health curriculum, and demonstrates the use of technology in the instructional setting. Provides opportunities for observation, lesson planning, and teaching of health education to children.</p>   |
| <p><b>Category C</b> <i>(if not changed leave blank)</i></p> |  |  |   |
| <p>Current Course (Student Learning) Outcomes</p>            | <p>At the completion of this course, the student will:</p> <ol style="list-style-type: none"> <li>1. Describe the need for elementary health education.</li> <li>2. Identify the teacher’s role in health education.</li> <li>3. Describe the health needs of the elementary school aged child.</li> <li>4. Develop the ability to plan, write, and instruct age appropriate lessons for effective health education.</li> <li>5. Identify strategies and techniques for implementing health education.</li> <li>6. Describe the content areas in the health curriculum.</li> <li>7. Name the components of a healthful school environment.</li> <li>8. Identify school and community health services.</li> <li>9. Describe techniques for teaching personal health, mental health, body systems, nutrition, and others.</li> <li>10. Demonstrate the ability to effectively interact with school and community professionals.</li> <li>11. Identify strategies to effectively include parents in their child’s learning experience.</li> </ol> | <p>Proposed Course (Student Learning) Outcomes</p> | <p>At the completion of this course, the student will:</p> <ol style="list-style-type: none"> <li>1. Describe the need for health education during childhood.</li> <li>2. Identify the instructor’s role in health education.</li> <li>3. Describe the health needs of the elementary school aged child.</li> <li>4. Develop the ability to plan, write, and instruct age appropriate lessons for effective health education.</li> <li>5. Identify strategies and techniques for implementing health education.</li> <li>6. Describe the content areas in the health curriculum.</li> <li>7. Name the components of a healthful school and community environment.</li> <li>8. Identify school and community health services.</li> <li>9. Describe techniques for teaching personal health, mental health, body systems, nutrition, and others.</li> <li>10. Demonstrate the ability to effectively interact with school and community professionals.</li> </ol> |

Template B

|  |  |  |  |
|--|--|--|--|
|  | <p>12. Design evaluation methods that are effective in health education.</p>   |  | <p>11. Identify strategies to effectively include parents in their child’s learning experience.<br/>12. Design evaluation methods that are effective in health education.</p>  |
| <p>Brief Course Outline<br/><i>(it is acceptable to copy this from the old syllabus)</i></p> | <ol style="list-style-type: none"> <li>1. Coordinated School Health Program             <ol style="list-style-type: none"> <li>a. Comprehensive School Health Education</li> </ol> </li> <li>2. Standards-Based Planning, Teaching, &amp; Assessment             <ol style="list-style-type: none"> <li>a. Motivational Techniques</li> <li>b. Instructional Strategies &amp; Technologies</li> <li>c. Lesson Plan Development</li> </ol> </li> <li>3. Health Literacy             <ol style="list-style-type: none"> <li>a. Childhood Growth and Development</li> <li>b. Pediatric Nutrition</li> <li>c. Communicable and Chronic Diseases</li> <li>d. Mental Health and Childhood Stress</li> <li>e. Family and Social Health</li> <li>f. Bullying and Violence Prevention</li> <li>g. Alcohol, Tobacco, and Other Drugs</li> <li>h. Environmental Health, Safety, and Injury Prevention</li> <li>i. Consumer and Community Health</li> </ol> </li> <li>4. Teaching Death/Dying/Grief in the Elementary School.</li> </ol> | <p>Brief Course Outline<br/><i>(Give sufficient detail to communicate the content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments.)</i></p> | <ol style="list-style-type: none"> <li>1. Planning for Instruction             <ol style="list-style-type: none"> <li>a. Motivational Techniques</li> <li>b. Instructional Strategies &amp; Technologies</li> <li>c. Building &amp; Managing a Safe &amp; Positive Learning Environment</li> </ol> </li> <li>2. Health Literacy             <ol style="list-style-type: none"> <li>a. Childhood Growth and Development</li> <li>b. Pediatric Nutrition</li> <li>c. Communicable and Chronic Diseases</li> <li>d. Mental Health and Childhood Stress</li> <li>e. Family and Social Health</li> <li>f. Bullying and Violence Prevention</li> <li>g. Alcohol, Tobacco, and Other Drugs</li> <li>h. Death/Dying/Grief for Children</li> <li>i. Environmental Health, Safety, and Injury Prevention</li> <li>j. Consumer and Community Health</li> </ol> </li> <li>3. Emergency Health Care             <ol style="list-style-type: none"> <li>a. American Red Cross certification in CPR/AED/First Aid Trainer</li> </ol> </li> <li>4. The Instructional Process/Program Implementation             <ol style="list-style-type: none"> <li>a. Improving Instructional Effectiveness</li> <li>b. Preparing Quality Programming</li> <li>c. Improving Instructional Effectiveness</li> </ol> </li> </ol> |
| <p>Rationale for Proposed Changes (All Categories)</p>                                       |  |  |  |

Template B

|  |   |
|--|---|
| <p>Why is the course being revised/deleted:</p>  | <p>This revision is being made to broaden the scope of content addressed in this course. Currently, this course focuses solely on the elementary public school setting; limiting the application of the content. By restructuring this course from a setting focus (school) to a concept-based focus allows the content to be more applicable to students interested in working with children in multiple health education settings.</p> <p>Furthermore, since the proposed changes have a broader appeal, a similar course, HPED 242 Emergency Health Care, that students currently take is no longer necessary. Therefore, this proposal includes increasing the HPED 316 credits from 2 up to 3 credits to now include the content from HPED242.</p> |
| <p>Implication of the Change on:</p> <ul style="list-style-type: none"> <li>- Program</li> <li>- Other programs</li> <li>- Students</li> </ul>   | <p>Program:<br/>-no change</p> <p>Other programs:<br/>-by broadening the scope of this course, it is more applicable to students who are interested in the newly proposed Community Health Education track. Making this a required course for two programs will potentially increase enrollments and provide a more diverse learning environment.</p>   |
| <p>For Dual Listed Courses</p>   | <p><i>List additional learning objectives for the higher-level course</i><br/>Click here to enter text.</p>   |
| <p><b>For Dean's Review</b></p>  |   |
| <ul style="list-style-type: none"> <li>• Are resources available/sufficient for this course?    <input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> NA</li> <li>• Is the proposal congruent with college mission?    <input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> NA</li> <li>• Has the proposer attempted to resolve potential conflicts with other academic units?    <input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> NA</li> </ul> |   |
| <p>Comments: Click here to enter text.</p>   |   |