

14-142i
 UWUCC: AP-3/24/15
 Senate App-4128115

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; 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.

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):*

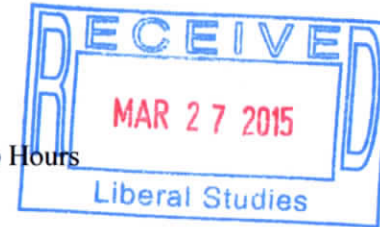
Category A: Course Prefix/Number Change Course Title Change Course Deletion

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	
Category A <i>(if not changed leave blank)</i>			
Current Prefix	HPED	Proposed Prefix	Click here to enter text.
Current Number	426	Proposed Number	Click here to enter text.
Current Course Title	Health Science Instruction	Proposed Course Title	Click here to enter text.
Prerequisite(s)	HPED 316 and Admission to Step One Teacher Education	Proposed Prerequisite(s)	HPED 316, 318
Category B <i>(if not changed leave blank)</i>			
Current Catalog		Proposed Catalog	

Template B

Description	An overview of health curriculum with a focus on middle school and high school 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 within a diverse population.	Description	An overview of health curriculum with a focus on teaching methods and media of instruction. Includes unit development, opportunities for instruction, and guidelines for maintaining professional growth. Explores current research in teaching techniques, motivational strategies, and assessment of learning within a diverse population.
Category C <i>(if not changed leave blank)</i>			
Current Course (Student Learning) Outcomes	<ol style="list-style-type: none"> 1. 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. Analyze various factors that influence health values and ultimately health behaviors. 3. Distinguish between self-concept and self-esteem, as defined in class, and describe the potential influence upon health related behaviors. 4. Analyze current Pennsylvania state regulations regarding school health education and discuss recent state and national efforts to promote quality comprehensive school health education. 5. Access valid and reliable sources of current health-related information. 6. Demonstrate a functional knowledge base in multiple health content areas within the context of lesson and unit planning activities. 7. Demonstrate the ability to write age/developmental level appropriate behavioral objectives in multiple content areas for health science instruction. 8. Prepare a unit of instruction designed for secondary school health education that includes modifications and adaptations for learners with diverse learning abilities/ special needs. 9. Discuss the importance of matching teaching strategies with instructional objectives as well as addressing diverse learning abilities/ special needs. 	Proposed Course (Student Learning) Outcomes	<ol style="list-style-type: none"> 1. Explain a multi-dimensional definition of health, including physical, mental, social, emotional and spiritual aspects, and discuss implications of this complex model multiple applications. 2. Analyze various factors that influence health values and ultimately health behaviors. 3. Distinguish between self-concept and self-esteem, as defined in class, and describe the potential influence upon health related behaviors. 4. Analyze current Pennsylvania state regulations regarding health education and discuss recent state and national efforts to promote quality health education programming. 5. Access valid and reliable sources of current health-related information. 6. Demonstrate a functional knowledge base in multiple health content areas within the context of lesson and unit planning activities. 7. Demonstrate the ability to write age/developmental level appropriate behavioral objectives in multiple content areas for health science instruction. 8. Prepare a unit of instruction designed for an assigned health education program that includes modifications and adaptations for learners with diverse learning abilities/ special needs. 9. Discuss the importance of matching teaching strategies with instructional objectives as well as addressing diverse learning abilities/ special needs. <p>Give examples of teaching strategies that are</p>

Template B

	<p>Give examples of teaching strategies that are appropriate for addressing objectives of health education.</p> <p>10. Design rubrics for performance-based assessment.</p> <p>11. Demonstrate the ability to modify instructional material to provide effective instruction for students of diverse learning abilities/special needs.</p> <p>12. Teach health lessons in a peer teaching laboratory setting and provide a written self-analysis of each lesson.</p> <p>13. Teach lessons to secondary students in various settings including local middle and secondary schools, inner city schools, and/or an inpatient adolescent treatment center and provide written self-analysis of each lesson.</p> <p>14. Demonstrate a prepared simulation of a professional presentation to parents, colleagues, and community members.</p>		<p>appropriate for addressing objectives of health education.</p> <p>10. Design rubrics for performance-based assessment.</p> <p>11. Demonstrate the ability to modify instructional material to provide effective instruction for students of diverse learning abilities/special needs.</p> <p>12. Teach health lessons in a peer teaching laboratory setting and provide a written self-analysis of each lesson.</p> <p>13. Teach lessons to diverse groups in various settings and provide written self-analysis of each lesson.</p> <p>14. Demonstrate a prepared simulation of a professional presentation to parents, colleagues, and community members.</p>
<p>Brief Course Outline <i>(it is acceptable to copy this from the old syllabus)</i></p>	<ol style="list-style-type: none"> 1. A Nation at Risk/ School Health Services for All <ol style="list-style-type: none"> a. The Comprehensive School Health Education Program 2. Instructional Strategies, Technologies, <ol style="list-style-type: none"> a. Modifications and Adaptations b. Unit Development 3. Adolescent Health Issues: Addressing Special Needs 4. Classroom/Behavior Management Styles 5. Handling Controversy in Health Education 6. Intentional Injuries: Self-abusive behavior <ol style="list-style-type: none"> a. Unintentional injuries b. Alcohol, Tobacco, & Other Drugs c. Sexuality Education for All Students 7. Nutrition and Physical Activity 	<p>Brief Course Outline <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"> 1. Health Services for All <ol style="list-style-type: none"> a. The Comprehensive School Health Education Program b. The World Health Organizations (WHO) c. Centers for Disease Control, and Prevention (CDC) 2. Instructional Strategies, Technologies <ol style="list-style-type: none"> a. Modifications and Adaptations b. Curriculum Development 3. Health Issues: Addressing Special Needs <ol style="list-style-type: none"> a. Adolescents b. Diverse groups c. Handling Controversy 4. Instructional Strategies for Special Topics <ol style="list-style-type: none"> a. Intentional Injuries: Self-abusive behavior b. Unintentional injuries c. Alcohol, Tobacco, & Other Drugs

Template B

	<p>8. Strategies for Providing Remediation</p> <p>9. Development of Enrichment Activities</p> <p> a. Creating a Community Health Fair</p>		<p>d. Sexuality Education</p> <p>e. Nutrition and Physical Activity</p> <p>5. Strategies for Providing Remediation</p> <p>6. Development of Enrichment Activities</p> <p> a. Creating a Community Health Fair</p>
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Rationale for Proposed Changes (All Categories)

<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 secondary 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 in multiple health education settings.</p>
<p>Implication of the Change on:</p> <ul style="list-style-type: none"> - Program - Other programs - Students 	<p>Program: -no change</p> <p>Other programs: -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></p> <p>15. Create appropriate instruments that assess students' baseline knowledge, attitude, perceptions, and skills.</p> <p>16. Organize data obtained from the Youth Risk Behavior Surveillance System Results to facilitate an analysis.</p> <p>17. Utilize a variety of authentic assessment strategies to determine student mastering of learning objectives.</p> <p>18. Demonstrate use of both quantitative and qualitative measurement instruments to assess unit goals and objectives.</p> <p>19. Design methods of utilizing multiples strategies within the Comprehensive School Health Program components that support health instruction.</p> <p>20. Effectively justify need to create or maintain a strong Comprehensive School Health Program within a given school district and community.</p>

For Dean's Review

<ul style="list-style-type: none"> • Are resources available/sufficient for this course? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA			
<ul style="list-style-type: none"> • Is the proposal congruent with college mission? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA			
<ul style="list-style-type: none"> • Has the proposer attempted to resolve potential conflicts with other academic units? 	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA		
<p>Comments: Click here to enter text.</p>				