

# Course or Program Addition, Deletion or Modification Request

**Department:** \_\_\_\_\_ **College:** \_\_\_\_\_

**Current course catalog listing: (for modifications or deletions)**

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Prefix	Course	Title	Hours: Lecture/Lab/Total
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Action		
<input type="checkbox"/> Course	<input type="checkbox"/> Program	
<input type="checkbox"/> Modify	<input type="checkbox"/> Add	<input type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input type="checkbox"/> Other		

**Credit**

Undergraduate

Graduate

Other\*

\*Variable credit must be explained

**Frequency**

Every Term

Yearly

Other

**Rationale:** To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate       Library resources need enhancement

**Proposed Course Catalog Listing:** (For new courses or for modification)

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Prefix	Course	Title	Hours: Lecture/Lab/Total
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**Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):**

Prerequisite(s) PHED 6660, 6665 and Admission to Teacher Education

**Present or Projected Enrollment:** (Students per year) \_\_\_\_\_ Effective Date\*: \_\_\_\_\_ / \_\_\_\_\_  
\*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System:       Letter Grade       Pass/Fail       Other

Approval:

Department Chair	Date	Department Chair (if cross listed)	Date
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Dean of College	Date	Dean of College (if cross listed)	Date
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Chair of TEAC (if teacher prep. program) \_\_\_\_\_ Date

**Final Approval:** Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date
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Vice President for Academic Affairs	Date
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## **Rationale for Second Summer (12 hours)**

Certification in the state of Georgia is for both health and physical education in grades K-12. Thus, the second summer of the Certification Concentration in the PROPOSED curriculum focuses on the content and methods for teaching health in grades K-12. Health content is provided in the REVISED PHED 6628 Health Concerns for the School-Aged Child course. The description and objectives for this class have been revised to reflect more recent trends in health concerns, to ensure that the entire scope of health content appropriate for K-12 is reflected, and to mesh with other courses in this summer block of classes. A NEW methods course (PHED 6668 – Concepts and Methods in Health Education) will be taught concurrently to the content course, thus enabling teachers to immediately bridge the content and methods with their own teaching needs and applications. Similarly, students will explore the legal issues related to teaching health and physical education in the MODIFIED PHED 7630 Legal Issues in Physical Education and Sport. The course number and description have been slightly modified. By taking the EXISTING state-required technology course (PHED 3401 - Technology in Health and Physical Education) during the second summer, we ensure that technology will be integrated into lesson and unit planning and development.

### PROPOSED (NEW)

#### **PHED 6668 Concepts and Methods in Health Education**

Prerequisite: PHED 6660, PHED 6665, and Admission to Teacher Education

The focus of this course is on health education curriculum and knowledge related to teaching health in K-12 settings. The topics include the school health index, comprehensive school health program, national health education curricula, national health education standards, and teaching resources in health.

**PHED 6668****CONCEPTS AND METHODS IN HEALTH EDUCATION**

Semester Hours: 3

Semester/Year

Instructor

Office Location

Office Hours

Telephone

E-mail

Fax

**COURSE DESCRIPTION**

Prerequisites: PHED 6660, PHED 6665, Admission to Teacher Education

The focus of this course is on health education curriculum and knowledge related to teaching health in K-12 settings. The topics include the school health index, comprehensive school health program, national health education curricula, national health education standards, and teaching resources in health.

**CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement”, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course’s objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned

Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

## **COURSE OBJECTIVES**

Students will:

1. distinguish between behaviors that promote and those that hinder well-being by investigating factors influencing health behavior, identifying behaviors that promote or compromise health, and recognizing the role of learning and affective experiences in shaping patterns of health behavior  
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)  
(Anspaugh & Ezell, 2007; Gilbert & Sawyer, 2000; Telljohann, Symons, & Pateman, 2007; AAHE I);
2. formulate a philosophy of health, school health programs, and healthful living  
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)  
(Anspaugh & Ezell, 2007; Gilbert & Sawyer, 2000; Telljohann, Symons, & Pateman, 2007; AAHE VII);
3. develop a rationale and logical scope and sequence for planning a health curriculum  
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)  
(Anspaugh & Ezell, 2007; Telljohann, Symons, & Pateman, 2007; AAHE I, II);
4. evaluate a variety of health education activities, lessons, and methods of health instruction in diverse classrooms  
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Culturally Sensitive; Knowledgeable; Proactive; Reflective*)  
(Anspaugh & Ezell, 2007; Gilbert & Sawyer, 2000; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007; AAHE IV); and
5. analyze and summarize the results of a school health program evaluation  
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Culturally Sensitive; Knowledgeable; Proactive; Reflective*)  
(Anspaugh & Ezell, 2007; Page & Page, 2007; Telljohann, Symons, & Pateman, 2007; AAHE IV).

## **TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES**

### **Required**

*National Health Education Standards PreK-12.* (2007). Retrieved September 22, 2008, from [http://www.aahperd.org/aahe/pdf\\_files/standards.pdf](http://www.aahperd.org/aahe/pdf_files/standards.pdf)

[www.healthteacher.com](http://www.healthteacher.com) Subscription. Students who enroll in this course will be required to purchase a one year subscription (\$15.00) to an on-line health education curriculum at [www.healthteacher.com](http://www.healthteacher.com). All students must first register using a contract code provided by your instructor. When you register, you will setup your own login using an e-mail address (any that you may have) and create a password. Please make a note of this login - you will need it to access the lessons.

Welle, H., Russell, R., & Kittleson, M. (1995). Philosophical trends in health education: Implications for the 21st century. *Journal of Health Education*, 326-332.

## References

Ansbaugh, D. J., & Ezell, G. (2007). *Teaching today's health*. San Francisco: Pearson/Benjamin Cummings.

Gilbert, G. G. & Sawyer, R. G. (2000). *Health education: Creating strategies for school and community health* (2nd ed.). Sudbury, MA: Jones and Bartlett.

Page, R. M., & Page, T. S. (2007). *Promoting health and emotional well-being in your classroom*. Sudbury, MA: Jones Bartlett.

Telljohann, S. K., Symons, C. W., & Pateman, B. (2007). *Health education: Elementary and middle school applications*. New York: McGraw-Hill.

## ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY

### Link to Conceptual Framework

The focus of this course is on examining health issues of school aged children. The primary goals are as follows: 1) Develop an individual philosophy of the field of school health education; 2) Develop a current knowledge base of school health education resources; and 3) Investigate and critique school health education curricula. At the completion of this course, students will have demonstrated achievement in the areas of *lifelong learning*: studying the effectiveness of health education methods and acquiring knowledge, ideas, and philosophies from professionals (**All Assignments**), *knowledge*: drawing on content and professional knowledge (**All Assignments**), being *proactive*: implementing new ideas (**All Assignments**) and *reflection*: engaging in ongoing, continuous reflection of the primary principles and philosophies of school health education (**All Assignments**).

### Assignments

#### 1. Philosophy of Health Education Essay (20 points)

The student will select the health education philosophy that he or she believes would best reflect his/her personal philosophy of teaching. Once a philosophy is selected from the health education professional literature the student will write a research-based essay (using the latest edition of the APA referencing style) on the philosophy to include the following:

- a. The title of the philosophy selected and an overview of that philosophy from the professional literature. The overview should include a clear description of the philosophy and any relevant historical perspective of that philosophy in regards to teaching health.
- b. The anticipated program goals and intended program outcomes associated with the selected philosophy.
- c. A description of any possible strengths and weaknesses that might occur in a program guided by the selected philosophy.
- d. A selection of teaching methods for a school-based program that would be used in a program founded on the selected philosophy (be specific regarding the grade levels in which the recommended methods would be used).

Course Objectives: 2

## 2. **Health Education Curriculum Review (20 points)**

The student will select one health education curriculum website from the websites of the national curricula provided by the course instructor. An assessment tool for critiquing the selected health education curriculum website is provided below. The student will go to the selected website and conduct a thorough review of the curriculum by reviewing the materials posted on the website; examining the curriculum scope and sequence chart (if provided); reviewing sample lesson plans; and by reviewing any evaluation studies on the curriculum linked to the website. In response to each of the following items the student will answer each question or item and provide an example to clarify the points being made.

- a. Provide the title of the curriculum, the website URL, and a brief overview of the curriculum then address the following items:
- b. Is the curriculum established on a sequential K- 3, K-6 or K-12?
- c. Are topics presented in such a way that they could be taught or integrated into other subject areas (e.g., science, reading)?
- d. Does the curriculum have clearly stated goals and objectives?
- e. Are the curriculum goals consistent with current health theories and state and national-level recommendations?
- f. Can the curriculum meet the needs of a diverse student population?
- g. Does the curriculum reflect the best practices of health education by including teaching methods and strategies that have been proven to be successful?
- h. Does the curriculum build basic skills and foundations with younger students and provide for discussion and skill practice with older students?
- i. Does the curriculum contain relevant terminology with words the students will understand?
- j. Do avenues for parental involvement exist?

Course Objectives: 1, 2, 3

## 3. **Critique of skill-based health education lesson plans from healthteacher.com (25 points, 5 points each)**

From the healthteacher.com on-line curriculum the student will select five skill-based lesson plans for review. Each critical review should address the following items:

- a. Provide the title of the lesson plan and the targeted age group. Attach a complete copy of the lesson being described.

- b. Identify one skill that you believe the lesson clearly develops throughout the lesson. Identify the specific National Health Education Standard linked to the selected skill.
- c. Describe how the lesson develops the one skill that you have identified. Give a step by step description of how that one skill is developed in the lesson. The lesson may reflect multiple skills but you need to address the development of that one skill and the steps that are going into its development.
- d. For the selected skill, describe the assessment strategy provided in the lesson plan for assessing the development of that skill.
- e. Provide a final rating of the lesson as to how successful you feel the lesson would be in regards to the development and assessment of the selected skill. Rate the lesson on a scale from one to five (one being very poor, five being exceptional).

Course Objectives: 4

#### 4. **School Health Index Evaluation Project (20 points)**

The *School Health Index (SHI): Self-Assessment & Planning Guide* was developed by the CDC for the purpose of identifying strengths and weaknesses of health and safety policies and programs, enabling schools to develop an action plan to improve school health, and engage teachers, parents, students, and the community in promoting health-enhancing behaviors and better health.

Students will work through the eight modules of the School Health Index with an assigned school. The index is an assessment and planning tool that can help assess and promote physical activity, healthy eating, tobacco-use prevention, safety, and asthma policies and programs. Upon completion of the self assessment process, students will develop and identify an action plan/steps for the school to improve its performance in areas that received low scores.

Course Objectives: 5

#### 5. **Final Exam (50 points)**

One cumulative final exam will be given at the end of the class session. The exam will consist of multiple choice, matching, fill-in-the-blank, short answer, and essay questions.

Course Objectives: 1-5

### **Grading Policy**

A = 90% - 100%;	122-135 points
B = 80% - 89%;	108-121 points
C = 70% - 79%;	95-107 points
F = 69% or less;	95 or fewer points

### **CLASS POLICIES**

#### **E-mail**

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important University related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

### **Electronic Portfolio**

This course will require students to save course assignments. The course assignments will be uploaded to the student's electronic portfolio. This is a requirement for teaching certification/graduation.

### **Work Credit**

No material prepared to meet requirements in one course may be used to fulfill the requirements in another course without prior permission of the instructor.

### **Americans with Disabilities Statement (ADA)**

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of his/her disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office in Room 272 of the Student Development Center located in Parker Hall. The phone number is (678) 839-6428, and the fax number is (678) 839-6429.

### **Academic Integrity and Honor Code Pledge**

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery, or threats, and stealing.

#### Pledge:

Having read the Honor Code for UWG, I understand and accept my responsibility to uphold the values and beliefs described and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community if I feel there has been a violation of the Honor Code.

\*\*If plagiarism or another act of academic dishonesty occurs, a grade of zero will be given for the course assignment and, if further actions are warranted, the misconduct will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook*, the *Undergraduate Catalog* and *Graduate Catalog*.

### **CLASS OUTLINE**

Week 1	Syllabus Introduction Historical Aspects of Health Education and Approaches to School Health
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	Focus for Health Education, Health Literacy Focus for Health Instruction, HP 2010
Week 2	National Evaluations in School Health Coordinated School Health Program School Health Index
Week 3	Health Education Curriculum Health Education Theory
Week 4	Teaching Methods, Strategies, and Activities in Health Education Delivering Health Instruction, Skill-based Instruction
Week 5	Communication Skills Decision Making Skills Goal Setting Skills
Week 6	Stress Management Emotional and Mental Health
Week 7	Media Literacy and Health Education Consumer Health
Week 8	Final Exam