



SYLLABUS

HLTH 3003
Health Education for the Elementary School
Teacher
Summer 2019
Department of Health and Kinesiology
Whitlowe R. Green College of Education

Instructor: Stephen V. David
Section # and CRN: P01-32359
Office Location: Leroy Moore Bldg.
Office Phone: 936-261-3900
Email Address: stdavid@pvamu.edu
Office Hours: 10:20 am-10:50 am MTWR
Mode of Instruction: Face to Face

Course Location: Wilhelmina F. Delco 243
Class Days & Times: 11:00 am - 1:20 pm MTWR
Catalog Description:

This course addresses the fundamentals of health including health problems, interests, school health appraisal, and promotion of a healthful environment. Emphasis on health agencies and organizations on the local, state, and national levels.

Prerequisites: N/A
Co-requisites: N/A

Required Texts: Health and Physical Education for Elementary Classroom Teacher with Web Resource: An Integrated Approach ISBN-10: 1450459919
ISBN-13: 9781450459914

Recommended Texts: Published Manual of the American Psychological Association (APA), 6th edition

Program Student Learning Outcomes (SLOs): Health

1. Graduates can communicate effectively in written, oral and verbal forms of expression.
2. Graduates can plan and implement effective health education programs.
3. Graduate can evaluate health programs and coordinate health program services.
4. Graduates can evaluate the scientific literature in the discipline, understand and synthesize relevant information.
5. Graduates can demonstrate the ability of technologies to support inquiry and professional practice.

	Upon successful completion of this course, student will be able to:	Program Learning Outcome # Alignment (SLOs)*	Core Curriculum Outcome Alignment	InTASC Standards
1	Demonstrate the knowledge and skills of a health literate educator.	3	Communication, Soc. & Behav. Sciences	4,5
2	Assess needs to determine priorities for school health education and implement health education instruction	3,4	Communication, Soc. & Behav. Sciences	2,5
3	Identify and plan effective comprehensive school health education curricula and programs.	3	Communication, Soc. & Behav. Sciences	4
5	Plan and coordinate a school health education and can serve as resource person in health education	4	Communication, Soc. & Behav. Sciences	7,8
6	Serve as resource person in health education and use ethical reasoning to make informed and principled choices.	4	Communication, Soc. & Behav. Sciences	8
7	Use information technology to enhance learning and to enhance learning	5	Communication, Soc. & Behav. Sciences	9

*The program learning outcomes identified in this table pertain to the objectives for this course. Other courses within the program cover additional learning outcomes (SLOs). Collectively, all courses within the program curriculum will ensure that candidates have achieved all 5 learning outcomes (SLOs).

<i>Governing Organizations</i>	<i>Alignment with Standards/Domains</i>
CAEP	Standard 1: Content & Pedagogical Knowledge (1.1) Standard 4: Program Impact (4.1)
InTASC	Standard 2: Learning Differences Standard 4: Content Knowledge Standard 5: Application of Content Standard 7: Planning for Instruction Standard 8: Instructional Strategies Standard 9: Professional Learning and Ethical Practice
TEGES	Domain I- Personal Health Domain II- Healthy Interpersonal Relationships Domain III- Community and Environmental Health and Safety Domain IV- Health-Related Skills and Resources Domain V- The School Health Education Program
SHAPE America	Health Standards 1- 8

Major Course Requirements

Method of Determining Final Course Grade

Course Grade Requirement	Value	Total
1) Quiz 1	10	10
2) Midterm Exam	20	20
3) Journal Article Critique	5	5
4) Health Education Lesson	15	15
5) Lesson Plan	10	10
5) Quiz 2	10	10
6) Final Exam	20	20
7) Participation	10	10
Total:		100 points

Grading Criteria and Conversion:

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

I = Incomplete (*Only issued under extraordinary circumstances that are beyond a student's control.*)
 W = Withdrawal from a course
 WV = Withdrawal from the University voluntarily
 MW = Military withdrawal

Detailed Description of Assignments:

Assignment Title or Grade Requirement Description

Exams (2) & Quizzes (2) (60%)	Exams may consist of essay, fill-in-the blank, short answer, true/false, and/or multiple-choice questions. These will be limited to the information from the associated section of the course. Exams will cover any and all material provided in the assigned reading, lecture, and/or activity.
Journal Article Critique (5%)	Candidates will research published articles related to class objectives. Candidates will submit one article critiques for this course. The article selected could be on any topic related to “ friendship and bullying in schools ” from a scholarly journal (approval must be granted from instructor before critique is developed). The article’s critique should not exceed two pages and must be presented in APA format. The articles will be submitted in a word document to eCourses for grading. A copy of the article must be attached for full credit.
Health Education Lesson (15%)	Candidates will work in groups to develop effective, evidence-based health education lessons to incorporate within a comprehensive school health program. The lesson can relate to any of the components of a comprehensive school health program and will be delivered in class.
Lesson Plan (10%)	Candidates will develop a lesson plan for their group’s health education lesson that will be delivered in class.
Participation (10%)	Although candidates are expected to attend class and be punctual, being present in class does not equate to participation. Candidates are expected to be engaged throughout the class period and across all activities, while also making substantive contributions to the conversation based on what the candidate has learned in the class or researched.

Course Procedures or Additional Instructor Policies

Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is **REQUIRED** to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

***Incomplete grades are only issued in extraordinary circumstances that are beyond a student’s control.**

Submission of Assignments

When applicable, work should be submitted utilizing APA (American Psychological Association) style. All

assignments must be typed, black ink, 12 font size, double –spaced, multiple pages stapled, and must include a title page. Assignments are not to be hole-punched until after they have been graded. Do not submit work in folders, sheet protectors or report covers. Points will be deducted for not following directions. In addition, points will be deducted for typographical, grammatical and sentence structure errors.

Retention of Assignments and Exams

After the candidate has seen his/her grade, the instructor reserves the right to retain all assignments and examinations completed by the candidate.

Penalties for Late Assignments

Assignments must be submitted during the first ten minutes of class on the scheduled due date. Ten points will be deducted on late assignments. Assignments will not be accepted after five days. In the case of an excused absence, candidates must submit documents within two days of returning to class.

Quizzes and skills tests (if applicable) must be made up within one week from the due date. Five points will be deducted per day. Candidates will not be able to make up quizzes and/or skills test after five days.

Each candidate is responsible for submitting all work on the scheduled due date whether present or not.

Formatting Documents

Microsoft Word is the standard word processing tool used at PVAMU. If you are using other word processors, be sure to use the “save as” tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

Exam Policy

Missed mid-term or final exams cannot be made up unless permission is granted by the instructor **PRIOR** to the exam and/or proper documentation is submitted

SEMESTER CALENDAR (*Tentative and may change due to course needs)	
Week One:	June 3-7
Topic Description	T Orientation, Introductions, review of Syllabus
Readings:	T Chapter1.Healthy Bodies, Health Minds T Chapter 2: Coordinates School health: A Team Approach
Assignment (s):	Article Critique on Bullying: Students will research an article on the topic of school Bullying and write a critique. The critique must be two pages double space. The copy of the article must be submitted together with the critique via ecourses.
Week Two:	June 10-13
Topic Description	
Readings:	T Chapter 3: Health Education: T Chapter 4: Physical Education for Teaching Body Systems and Personal Health: T Chapter 5: Advocating for a Healthy, Active School
Assignment (s):	Assignment Due: Quiz 1 (Chapters 1,2,3,4,5)
Week Three:	June 17-20
Topic Description	
Readings:	T Chapter 6: Creating a Healthy Classroom T Chapter 7: Creating an Active Classroom
Assignment (s):	Quiz 2 (Chapters 6 and 7)
Week Four:	June 24-27
Topic Description	
Readings:	T Chapter 8: Integrated Health Education into the Classroom: T Chapter 9: Integrating Physical Education into the Classroom

Assignment (s):	Quiz 3 (Chapters 8 and 9)
Week Five: Topic Description	July 1-5
Readings:	T Chapter 10: Best Practices in the Classroom and Beyond
Assignment (s):	
Week Six: Topic Description	
Readings:	
Assignment (s):	<i>Final Exams</i>
Week Seven: Topic Description	
Readings:	
Assignment (s):	
Week Eight: Topic Description	
Readings:	
Assignment (s):	
Week Nine: Topic Description	
Readings:	--
Assignment (s):	--
Week Ten: Topic Description	
Readings:	
Assignment (s):	
Week Eleven: Topic Description	
Readings:	
Assignment (s):	
Week Twelve: Topic Description	
Readings:	
Assignment (s):	
Week Thirteen: Topic Description	
Readings:	
Assignment (s):	
Week Fourteen: Topic Description	
Readings:	
Assignment (s):	
Week Fifteen: Topic Description	
Readings:	
Assignment (s):	

Week Sixteen: Topic Description	

Note: Each candidate is responsible for all work that is covered in class, whether the candidate is present or not. Also, course outline schedule is tentative and may change due to class needs.

Student Support and Success

John B. Coleman Library

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of student and faculty. <https://www.pvamu.edu/library/> Phone: 936-261-1500

The Learning Curve (Center for Academic Support)

The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View student in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

Writing Center

The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist student in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Student taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

Student Counseling Services

The Student Counseling Services unit offers a range of services and programs to assist student in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to student who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing

The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law student, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school student. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and Disability Services

As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and student. For persons with a disability, the Office develops

individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

Veteran Affairs

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of student. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

Career Services

Career Services supports student through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for student at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning student are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all student with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Student who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)

The university respects the rights of instructors to teach and student to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other student to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive

behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Student under nonacademic procedures.

Sexual Misconduct (See Student Handbook):

Sexual harassment of student and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Title IX Statement

Prairie View A&M University (PVAMU) is committed to supporting student and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU's Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

Class Attendance Policy (See Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Student Academic Appeals Process

Authority and responsibility for assigning grades to student rests with the faculty. However, in those instances where student believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

TECHNICAL CONSIDERATIONS

Minimum Recommended Hardware and Software:

- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

Participants should have a basic proficiency of the following computer skills:

- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette):

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussion boards. Foul or abusive language will not be tolerated.

Technical Support:

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

Communication Expectations and Standards:

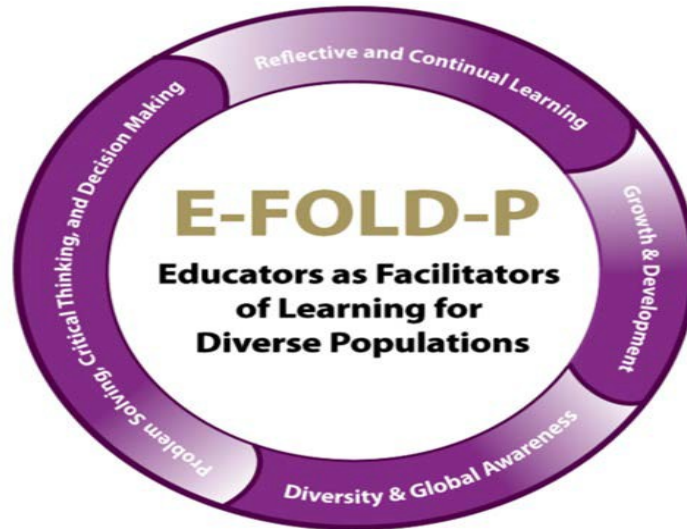
Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement:

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it/they should be copied and pasted to the discussion board.

TECHNOLOGY



ASSESSMENT

Knowledge	Skills	Dispositions
<p>K 1 – Knows and understands how to use existing and personal research to analyze and assess educational problems.</p> <p>K 2 – Knows how to apply and interpret fundamental principles of assessment.</p> <p>K 3 – Knows and understands the different methods of curriculum design, development and implementation to support students’ academic growth and personal development.</p> <p>K 4 – Knows the importance of diversity in a global educational context.</p> <p>K 5 – Knows and understands how to use new and existing technologies to continuously enhance teaching and learning among diverse populations.</p>	<p>S 1 - Demonstrates intellectual curiosity through creative and collaborative projects.</p> <p>S 2 - Uses critical reflection to improve professional practice.</p> <p>S 3 - Demonstrates subject matter expertise while concurrently measuring and adjusting strategies that impact students’ academic achievement.</p> <p>S 4 - Creates learning environments that foster respect, safety, and trust.</p> <p>S 5 - Demonstrates the effective use of current technology in teaching and learning.</p>	<p>D 1 - Demonstrates the ability to find and implement new information, best practices and educational concepts.</p> <p>D 2 - Values professional interactions.</p> <p>D 3 - Demonstrates ethical behavior in personal and professional relationships.</p> <p>D 4 - Acts in a manner that demonstrates the belief that all children can learn.</p> <p>D 5 - Values technology as an integral tool for enhancing teaching and learning across multiple disciplines for diverse populations.</p>

(Approved February 2014) Permission granted from Western Oregon University to adapt circular design of conceptual framework for Prairie View A&M University, Whitlowe R. Green College of Education