

Murray State University
COURSE SYLLABUS

Revised Fall 2015

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: HPE COURSE NUMBER: 450 CREDIT HOURS: 3

I. TITLE: Teaching Strategies in Health Education

II. COURSE DESCRIPTION AND PREREQUISITE(S):

This course is designed to address comprehensive school health education. Topics covered include the health status of children, adolescents, and young adults; *Healthy People 2020*; school health services; school health education; program goals and objectives; and instructional strategies. Content covered in the school health education program: mental/emotional health; life skills; family and relationship skills; human sexuality; growth and development; nutrition; personal fitness; substance use and abuse; diseases and disorders; consumer health; safety and injury prevention; and community and environmental health.

Prerequisite(s): HPE 175 permission of program coordinator

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS), the Interstate Teachers Assessment and Support Continuum Standards (InTASC), the Joint Committee on Health Education Standards (NHES), and the Society of Health and Physical Educators (SHAPE) standards. As a result of participation in this course, a student will be able to

- A. explain the health status of children and adolescents in the U.S. (KTS 1, InTASC 4; NHES 1; SHAPE 5);
- B. define comprehensive school health education (KTS 1; InTASC 4; NHES 1;);
- C. describe school health services, school health environment, and school health education (KTS 1; InTASC 4; NHES 1, 2, 8; SHAPE 5);
- D. explain the importance of *Healthy People 2020* (KTS 1; InTASC 4, NHES 1, 8 SHAPE 5);
- E. describe philosophy, behavioral objectives, scope, and sequence as they pertain to health education curriculum (KTS 1; 2; InTASC 3, 4; NHES 1, 4, 8; SHAPE 5);
- F. list and define life skills incorporated in school health education (KTS 1; InTASC 4; NHES 1,8; SHAPE 5);
- G. define health content areas (mental and emotional well-being, family and relationships, growth and development, nutrition, personal fitness, substance use and abuse, diseases and disorders, consumer health, safety and injury prevention, and community and environmental health) (KTS 1; InTASC 4; NHES 1; SHAPE 5);
- H. collaborate in instruction with area middle and high school health teachers (KTS 8; InTASC 10, NHES 2); and
- I. demonstrate teaching strategies utilizing multimedia computer technology (KTS 6; NHES 2, 3).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on classroom settings, student characteristics, and teaching effectiveness through peer observations.

IV. CONTENT OUTLINE:

- A. Health status of children and adolescents
- B. Families, communities, and schools

- C. Comprehensive school health education
- D. Healthy People 2020
- E. School health services
- F. Comprehensive school health education curriculum
 - 1. Philosophy and content
 - 2. Behavioral objectives and life skills
 - 3. Scope and sequence
 - 4. Lessons
- G. Evaluation of school health education
- H. Health content areas
 - 1. Mental and emotional well being
 - 2. Family and relationship skills
 - 3. Growth and development
 - 4. Nutrition
 - 5. Personal fitness
 - 6. Substance use and abuse
 - 7. Diseases and disorders
 - 8. Consumer health
 - 9. Safety and injury prevention
 - 10. Community and environment

V. INSTRUCTIONAL ACTIVITIES:

Demonstration, group discussion, team planning, oral presentation, role play, simulation, integration of content areas, multimedia computer technology, reflection and collaboration with area middle and high school teachers.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: none

VII. TEXT(S) AND RESOURCES:

College Live Text, available at www.livetext.com

VIII. EVALUATION AND GRADING PROCEDURES:

An example of this grading format is as follows:

Grades:	A =	90% - 100%	B=	80% - 89%
	C =	70% - 79%	D=	60% - 69%
	E =	0% - 59%		

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement. Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071/ 270-809-2018 (voice) 270-809-5889 (TDD).

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committee. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OR ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**