

OFFICE OF THE PROVOST

PROCESS A NON-GENERAL EDUCATION - CURRICULUM PROPOSAL
LIBRARY RESOURCE FORM REQUIRED

SCC #04-05- 369

Deadlines

October 4, 2004 to be implemented Fall 2005 ~ February 14, 2005 to be implemented Spring 2006

PROPOSAL TITLE: Health Program Planning

Sponsor(s): Dr. Peter Rattigan E-Mail: Rattigan@rowan.edu Ext: 3766

Dr. Richard Fopeano E-Mail: Fopeano@rowan.edu Ext: 3740

DEPARTMENT: Health and Exercise Science

COLLEGE: College of Education

If Liberal Arts & Sciences CHECK: History/Humanities Math/Sciences Social/Behavioral Sciences

UNDERGRADUATE GRADUATE

THE ATTACHED NON-GEN-ED PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED

- New non gen-ed course
- Short-term non gen-ed course
- Minor curricular changes (fewer than three) to:
 - Existing non gen-ed course
 - Non gen-ed degree requirements
 - Major
 - Minor, specialization, concentration, track, certificate program

THE FOLLOWING SIGNATURES REPRESENT APPROVAL

Department Chair: R. Fopeano Date: 9-30-04
 Department Curriculum Chair: Sharon Stullis Date: 9-30-04
 Academic Dean: Carol Swartz Date: _____

COLLEGE CURRICULUM COMMITTEE

OPEN HEARING Date: 12/2/04 Approved: Not Approved:

COLLEGE CURRICULUM CHAIR: Just Allbright

Senate Curriculum Chair Signature: [Signature] Date: Senate Announcement 12/20/04

Comments: _____

EXECUTIVE VICE PRESIDENT/PROVOST Signature: [Signature] Date: 10/13/04

Approved Not Approved

REGISTRAR

Date: 1/7/05 Course Description Received & Approved - Regis Taxonomy & Course #: _____

Registrar Signature: [Signature]

NOTIFICATION FORWARD

- SCC Chair
- Academic Dean
- Department Chair
- Registrar
- IR
- OAP
- VP Student Affairs
- Others

TM 2/1/05

Minor Curriculum Change Proposal

1. Details

- 0137
a. Change Requested: Change to catalogue description, Relationship to Conceptual Framework, and add an objective for 0835.453 – Health Program Planning:

Catalogue description

From: This course develops an understanding of the competencies essential for the planning of health programs. Though community and work-site program are discussed, compared and contrasted, school health education programs are the major focus of this course. Students are given learning opportunities to develop sensitivity for the importance of integrating health education in various settings. Actual lesson planning and teaching experiences are required. Students are encouraged to take the junior field experience course simultaneously in order to correlate experiences, observe well, and apply concepts learned.

To: This course develops an understanding of the competencies essential for the planning of health programs. Though community and work-site program are discussed, compared and contrasted, school health education programs are the major focus of this course. Students are given learning opportunities to develop sensitivity for the importance of integrating health education in various settings **and to address the NJ Core Curriculum Content Standards for Comprehensive Health and Physical Education (Standards 2.1 through 2.4)**. Actual lesson planning and teaching experiences are required. Students are encouraged to take the junior field experience course simultaneously in order to correlate experiences, observe well, and apply concepts learned.

Relationship to Mission and Conceptual Framework

From: Built upon a general education in the biological, psychological and social sciences, this course focuses on effective instruction in health education. All of the goals of the conceptual framework are cognitive components of the course. To a lesser degree students practice being a classroom manager, effective educational communicator, decision maker/problem solver. In writing, they advocate for cultural and/or learning diversity and are given opportunities to display scholarship in the areas of curriculum development and professionalism. All three aspects of the Rowan ambition is promoted in this course.

To: Built upon a general education in the biological, psychological and social sciences, this course focuses on effective instruction in health education. All of the goals of the conceptual framework are cognitive components of the course. **The theme of the Conceptual Framework, Teachers as Creators, Facilitators and Members of Learning Communities, is an important strand of this course.** To a lesser degree students practice being a classroom manager, effective educational communicator, decision maker/problem solver. In writing, they advocate for cultural and/or learning diversity and are given opportunities to display scholarship in the areas of curriculum development and professionalism. All three aspects of the Rowan mission are promoted in this course.

Objective

Add: "1. apply instructional planning skills and knowledge of learning community by discussing how curriculum mandates can be addressed in a learning community; and by writing performance objectives, unit and lesson plans which reflect a variety of teaching, learning and assessment strategies and address the NJ Core Content Standards".

Sponsors: Peter Rattigan, Ph.D., Assistant Professor, Health & Exercise Science (HES); Richard Fopeano, Chair, HES

2. Rationale

- a. Statement of need for change: The department of Health and Exercise Science began a revision process during the 2003-2004 academic year to align professional education course with the New Jersey Administrative Code adopted in January 2004. This process has occurred alongside the evolution of the College of Education mission, revised in spring 2004, which recognizes teachers, students and pupils as members of learning communities.
- b. Statement of curricular effect: The refined focus of the course is expected to blend more effectively with courses in the core framework and with the other courses in the health and physical education teacher certification specialization.
- c. Changes in requirements of major or minor: none

3. Results of Consultations

The following departments in the College of Education were consulted:
Elementary/Early Childhood Education, Robin McBee, chair
Reading, Cindi Hasit, chair
Secondary Education/Foundations of Education, Holly Willett, chair
Special Educational Services/Instruction, Sandra McHenry, chair

See Appendix for results of consultations.

ROWAN UNIVERSITY
College of Education
Department of Health and Exercise Science
Fall, 2005

Course Title: 0837.453 Health Program Planning, 3sh, undergraduate

Required Text:

Meeks, L., Heit, P., & Page, R. (2003) Comprehensive Health Education. 4th ed. Meeks Heit Publishing Co.

Orlando, Frank and Lynne Levy. Tools for Teachers. 1996.

Packet of supplemental materials, available in the bookstore.

Catalog Description:

This course develops an understanding of the competencies essential for the planning of health programs. Though community and work-site program are discussed, compared and contrasted, school health education programs are the major focus of this course. Students are given learning opportunities to develop sensitivity for the importance of integrating health education in various settings and to address the NJ Core Curriculum Content Standards for Comprehensive Health and Physical Education (Standards 2.1 through 2.4). Actual lesson planning and teaching experiences are required. Students are encouraged to take the junior field experience course simultaneously in order to correlate experiences, observe well, and apply concepts learned.

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Prerequisites: Foundations of Health and Physical Education (0835.286)

Objectives of the Course:

1. apply instructional planning skills and knowledge of learning community by discussing how curriculum mandates can be addressed in a learning community; and by writing performance objectives, unit and lesson plans which reflect a variety of teaching, learning and assessment strategies and address the NJ Core Content Standards.

2. participate in learning experiences designed around assessing, planning implementing and evaluating health programs, particularly school health instructional programs, both macro (K-12 curriculum) and micro (lesson plans).
3. participate in class projects and assessments to measure level of understanding with the six components of a Comprehensive School Health Program (CSHP), besides health and physical education instruction, including the ideal relationship with community based health programs and other health-related organizations/agencies.
4. purchase a packet of materials from the College Bookstore which contains, among other things, a listing of objectives for each of the chapters in the text to be used for self-evaluation and as a study guide. (Students refer to each objective and decide if they are able to master it. If not, they are to review the material again.)
5. Complete a unit on the use of computers and instructional media/technology at the Schaub Instructional Technology Center.

Topical Outline/Content

I. The Need for Comprehensive School Health Programs

1. Leading causes of death
2. Categories of risk behaviors which compromise health
3. History and recent national and state initiatives
4. The components of a Comprehensive School Health Program
 - a. Health Instruction (education)
 - b. School Health Services
 - c. Safe and Healthful School Environment
 - d. Physical Education
 - e. Student Support Services
 - f. Food Services
 - e. Staff Wellness
 - g. Parent and Community Involvement
5. Special concerns in today's schools
6. Examples of successful health programs
7. Common factors of successful health promotion programs

II. The Comprehensive School Health Education Curriculum

1. Educational reform
2. The philosophy of education and health education
3. Using scope and sequence charts
4. Innovative ways to teach life skills
5. Developing behavioral objectives
6. Classifying objectives
 - a. Getting from knowing to believing to changing
7. The content areas in health education
8. Health topics (within the content areas)
9. Evaluation techniques (curriculum, students, teachers)

III. Instructional Strategies

1. Lecture and discussion (designing questions)
2. Tactics for effective questioning
3. Designing, directing and processing the role play
4. Brainstorming (ranking and summing up)
5. Other methodologies

IV. Instructional Technology and the Teacher

1. (One class period by Schaub Instructional Technology Center)

V. Instructional Media

1. (One class period by Schaub Instructional Technology Center)

VI. Designing a Detailed Lesson Plan

1. Building lessons around the Core Course Content Standards
2. Designing lessons to meet a specific progress indicator
3. Developing a life Skill and providing for health literacy
4. Teaching strategies for various grade levels
5. Designing worksheets and other kinds of student masters
6. Transparencies and other kinds of teacher masters

VII. Locating and Utilizing Health Resources

1. The Rutgers University Health Resource Center
2. Educational Information and Resource Centers
3. State Bureau of Student Support Services
4. Campus resource rooms
5. The Health Resource Guide in the text
6. Variety in types of valid resources
 - a. voluntary health organizations
 - b. official health agencies
 - c. health educators or other teachers who teach health
 - d. text book companies and for profit organizations
 - e. professional health organizations
 - (1) journals
 - (2) conferences
7. Curriculum Guides (locating and evaluating them)
8. Courses of Study and Unit Plans

VIII. Lesson Presentation Considerations

1. Parts from the set to the closure
2. Criteria for the teacher and the teaching
4. Planning for inclusion and multicultural infusion
5. Smooth transitions
6. Providing for student manipulation/application
7. Student and teacher evaluation

IX. Miscellaneous

1. Teaching do's and don't
2. Characteristics of an A+ teacher
3. Classroom Management
4. Dealing with controversy

Major Course Activities/Assignments which relate to objectives:

1. Motivational speech to promote CSHE or a CSHP
2. Inspirational writing to communicate commitment to CSHE
3. Development of an imaginary job description
4. Large and small group activities
5. Teaching strategy presentation
6. Lesson plan development
7. Development of teaching and student masters
8. In class activities or homework assignments
9. Development of a file box for health education materials
10. Video-taped mini lesson presentation with self-evaluation
11. Respond to video tapes in writing or by class discussion
12. Quizzes and/or tests and exams

Student Evaluation:

- Evaluation/Application Activities
- "Awesome Strategy" Presentations
- Midterm Examination
- Lesson Plans (personally developed)
(with teacher and student masters appended)
- Teaching Presentation (own lesson plan)
- Final Examination

Bibliography

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- Weinstein, E., & Rosen, E.(2002), *Teaching children about health: A Multidisciplinary Approach (Second ed.)* Belmont, CA: Wadsworth/Thomson Learning.

Journals

Adolescent Behavior
 American Journal of Health Education
 American Journal of Preventive Medicine
 American Journal of Public Health
 Family Planning Perspectives
 Journal of the American Medical Association
 Journal of Drug Education
 Journal of School Health
 Journal of Teacher Education
 Phi Delta Kappan
 Teacher Education Quarterly