

TITLE Teaching Concepts of Health Education II

Sponsor(s) Dr. Peter Rattigan rattigan@rowan.edu
Dr. Richard Fopeano fopeano@rowan.edu
Dr. Leslie Spencer spencdr@rowan.edu

DEPARTMENT Health and Exercise Science
College College of Education

If LAS-check: History/Humanities Social/Behavioral Sciences
 Math/Science

DESCRIBE: **XX UNDERGRADUATE** **GRADUATE**
 New Course Proposal
 New Degree Program New concentration, specialization, track
 New Major New Minor
 New Certificate of Graduate Study Program (COGS & COGA)
 Major changes of degree requirements/major/minor or certificate program
 Changes to College name, School, Department, or Degree
 Quasi curricular change

Signatures Required: representing approval before submission to Office of the Senate

Department Chair: R Fopeano Date: 10/5/05
Department CURRICULUM Chair: Leslie Spencer Date: 10/5/05
Academic DEAN: Carol Sharp Date: 10-11-05

COLLEGE CURRICULUM COMMITTEE: Open Hearing Date: 12/6/05
Approved _____
Not Approved _____

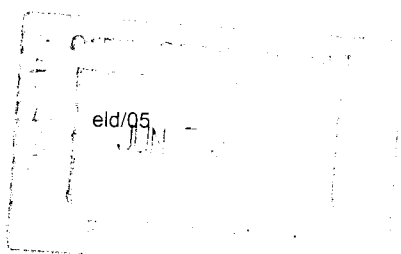
Signature: College Curriculum Chair [Signature]
Signature: SENATE CURRICULUM CHAIR [Signature]
Date: 4/17/06

Comments: _____

Signature: Executive Vice President/Provost: [Signature]
Date: 5/12/06
Approved:
Not Approved: _____

Signature: REGISTRAR [Signature]
Date: 5/24/06
Course Description Received & Approved
Hegis Taxonomy & Course # HLTH 37.326

Notification Forward:
 SCC CHAIR Academic Dean
 IR Department Chair
 CAP VP/Student Affairs
 Registrar Other-



10
yours
Amy

Process A: New Course Proposal

Course Title: Teaching Concepts of Health Education II

Sponsors: Drs. Peter Rattigan, Shari Willis, Richard Fopeano, Leslie St

Credit Hours: 3 credits

Course Level: Undergraduate

Prerequisites: Admission to the BA in Education: Health and Physical Education Teacher Specialization, Praxis I, TLC-II-HPE

Hegis # 0837.326

Suggested Time and Scale of Implementation: Fall 2006

Curricular Effect: This course will be replacing Contemporary Health I and part of Health Program Planning which are currently required courses for all Health and Physical Education Teacher candidates. The results of this addition will actually help to reduce the required course offering for this specialization.

Adequacy of Resources: No additional resources are required.

Recommended Library Resources: There are no additional library resources needed for this course. The present texts, journal subscriptions and online resources are adequate.

Short-term Evaluation: This course will be evaluated using the departmentally approved student evaluation instruments and student exit interviews.

Rationale: Recent changes in the College of Education have lead to the creation of a new Bachelor of Arts degree for all its teacher preparation specializations. This degree program has added a number of general education and specialization courses which are now required for all teacher candidates. In addition, the departments have been instructed to reduce their credit load for each specialization. Previously, the Teacher of Health and Physical Education specialization offered through the Department of Health and Exercise Science required students to complete 135 credits for the degree completion. In an effort to lower this number, the department faculty agreed to study its program requirements and propose changes. The development of this course is a result of the department's efforts to merge existing courses while still addressing the required content necessary for teacher certification by the State of New Jersey. In effect, this course address some of the required content for teaching health education at the K-12 public school levels along with some of the required pedagogy necessary for preparing health teachers.

Essence of the Course:

Objectives of the Course:

1. Identify the holistic nature of health as it relates to the human lifecycle.
2. Develop an understanding of the physical, emotional, social, intellectual, spiritual and environmental factors which influence one's health.
3. Distinguish between behaviors which foster and those that hinder well-being.
4. Recognize the role of learning and effective experiences in shaping patterns of health behavior.
5. Identify factors that influence personal health.
6. Discuss the skills and resources necessary for establishing positive health maintenance lifestyles.
7. Define the etiology and treatment options for common Chronic and Communicable Diseases.
8. Identify the leading personal, social and economic factors which influence the health of our environment.
9. Recognize the individual as a consumer of various products and the health related impact of the economic choices individuals make
10. Select valid sources of information about health needs and interests using computerized data gathering methods.
11. Identify the various components of family life and how they affect one's overall health status
12. Discuss the developmental nature of human sexuality, including the physiological, psychological and social changes which occur throughout a lifecycle
13. Identify problems which commonly occur related to sexuality as well as behavioral and medical solutions
14. Identify the relationship between disease and sex, ethnicity, income, education, disability, geographic location, and sexual orientation.
15. Identify the differences in environmental exposures and resulting diseases in poor and minority communities in the United States as well as other parts of the world as compared to affluent communities in the same country.
- 16.** Describe the importance and the process of self examinations including breast, testicle, and skin in order to detect early abnormalities that may indicate disease.
17. 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.
18. Participate in learning experiences designed around assessing, planning, implementing and evaluation health programs, particularly school health instructional programs, both macro (K-12 curriculum and micro (lesson plans).
19. Participate in class projects and assessments to measure level of understanding within the 10 components of a Comprehensive School Health Program (CSHP).

Topical Outline:

- A. The nature of health and the factors which influence its effective maintenance in today's society.
- B. Reliable sources of general health and medical information.
- C. Personal Health
 - Factors which influence personal health maintenance
- D. Human Sexuality
 - The origins and nature of sexuality
 - Sexuality throughout the lifecycle
 - Biological components of Sexuality
 - Psychological and social factors associated with sexuality
 - Contraception, Pregnancy and Childbirth
 - Maintaining healthy sexual relationships
 - Sexual Orientation and behavioral choices
 - Sexual disorders and diseases
- D. Diseases and Disorders
 - Factors which contribute to the disease chain
 - Epidemiology
 - Major Chronic Disease
 - Common Communicable Diseases
 - Lifestyle and Prevention of Diseases
- E. Environmental Health
 - Postindustrial Society Problems
 - Air, water, land and noise pollution
 - Personal and Social Options and Solutions
- F. Consumer Health
 - The individual as a consumer of products
 - Advertising and the consumer
 - Making health related choices
 - Health care related choices
 - Health care and maintenance options
- G. The Need for Comprehensive School Health Programs
- H. Leading causes of death
 - Categories of risk behaviors which compromise health
 - History and recent national and state initiatives
 - Special concerns in today's schools
- I. The Comprehensive School Health Education Curriculum
 - The philosophy of education and health education
 - The content areas in health education
 - Health topics (within the content areas)
 - Innovative ways to teach life skills
 - Evaluation techniques (curriculum, students, teachers)

- J. Instructional Strategies
 - Lecture and discussion (designing questions)
 - Tactics for effective questioning
 - Designing, directing and processing the role play and brainstorming
 - Using Experiential Learning, Brain Compatible Learning and Multiple Intelligence Models
- K. Designing a Detailed Lesson Plan
 - Building lessons around the Core Course Content Standards
 - Teaching strategies for various grade levels
- L. Miscellaneous
 - Teaching do's and don't
 - Characteristics of an A+ teacher
 - Classroom Management
 - Dealing with controversy
 - Demonstrating Professional Dispositions

Major Course Activities:

The textbook will provide the practical theoretical information on which the course's concepts are developed. However, much of the work in this course will be derived from the up-to-date professional journals in behavioral sciences, health, medical, physical and biological sciences. Each student will be assigned outside readings in a variety of journals on specified topics. In addition, each student will be responsible for an in-depth study, in one of the content areas. All students will be required to develop lesson plans, teach lessons to the class and to critique themselves on video.

Student Evaluations:

1. Individual and class participation
2. Assignments and projects
3. Reading and discussion selected journal articles
4. Written examinations
5. Final written project
6. Lesson Plans
7. Classroom teaching

Grading Scale:

- 94% - 100% - A
- 90% - 93% - A-
- 87% - 89% - B+
- 84% - 86% - B
- 80% - 83% - B-
- 77% - 79% - C+
- 74% - 76% - C
- 70% - 73% - C-
- 67% - 69% - D+
- 64% - 66% - D
- 60% - 63% - D-



Department of Secondary Education/Foundations of Education

February 14, 2006

Dr. Richard Fopeano, Chair
Department of Health and Exercise Science
College of Education

Dear Dr. Fopeano:

This letter is in support of the proposal for a BA in Education with the specialization: Health and Physical Education Teacher.

I have reviewed the proposal and I believe that this proposal incorporates the recent changes and recommendations endorsed by the College of Education as well as the mandates of our professional accreditation organizations. The proposed changes are also more reflective of other contemporary programs and trends in this area. Further review shows that this proposal does not duplicate any of your other programs in this area.

I believe this proposal will strengthen our offerings in the College of Education.

Sincerely,

Frank J. Orlando, Ed.D.
Chair, Secondary Education/Foundations of Education



February 13, 2006

To: Dr. Richard Fopeano, Chairperson
Department of Health and Exercise Science

Fr: Dr. Susan Taber, Chairperson
Department of Elementary/Early Childhood Education

Re: Letter of support

On behalf of the Department of Elementary/Early Childhood Education, I am writing this letter of support of the Department of Health and Exercise Science proposal for a BA in Education: Health and Physical Education Specialization. I have reviewed the program requirements and can support it as it is being proposed.

If there are any questions, please feel free to contact me at Taber@rowan.edu or by phone at extension 3812.

Thank you.

Department of Elementary/
Early Childhood Education
College of Education
201 Mullica Hill Road
Glassboro, NJ 08028-1701

856-256-4735
856-256-4918 fax



February 23, 2006

Dr. Richard Fopeano
Chair, Health & Exercise Science
Rowan University
Glassboro, NJ 08028

Dear Dick,

I am writing a letter of support for the Department of Health and Exercise Science's undergraduate B.A. in Education: Health and Physical Education Teacher Certification. I was delighted to see that the College of Education's core of courses is now included in your new program. I believe that content of the "core" will enable all of our teacher candidates to be better prepared for working with K-12 learners.

We want to thank you and Dr. Rattigan for working with us on our Human Exceptionalities course. Your input was helpful to us.

Best wishes as you implement your new program.

Sincerely yours,

Donna Cook, Ed.D.

Chair, Special Educational Services/Instruction

DC:jg

Special Educational Services/Instruction

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