

**TITLE Teaching Concepts of Health Education I**

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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

**XX UNDERGRADUATE**  **GRADUATE**

**DESCRIBE:**  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: [Signature] Date: 10-5-05  
 Department CURRICULUM Chair: [Signature] Date: 10/5/05  
 Academic DEAN: [Signature] 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

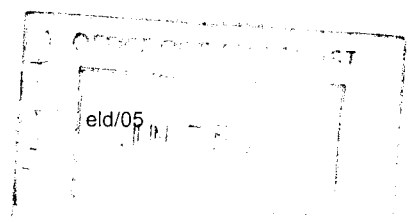
Comments: \_\_\_\_\_

Signature: Executive Vice President/Provost: [Signature]  
 Date: 5/12/06

Signature: REGISTRAR: [Signature]  
 Date: 5/24/06

Approved:   
 Not Approved:   
 Course Description Received & Approved  
 Hegis Taxonomy & Course # HLTH 37.325

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



## Process A: New Course Proposal

<b>Course Title:</b>	Teaching Concepts of Health Education I
<b>Sponsors:</b>	Drs. Peter Rattigan, Shari Willis, Richard Fopeano, Leslie Spencer
<b>Credit Hours:</b>	3 credits
<b>Course Level:</b>	Undergraduate
<b>Prerequisites:</b>	Admission to the BA in Education: Health and Physical Education Teacher Specialization, Praxis I, TLC-II-HPE
<b>Hegis #</b>	<b>0837.325</b>

**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:**

(NJPTS1,1,1,2 AAHES I, II, VII)

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 the general chemical balances of the body and the effect of drugs when introduced to the body.
6. Discuss the social impact of legal and illicit drug use in American Society and the effects this has on the family and individual.
7. Identify the treatment options available for rehabilitation of a substance abuser.
8. Discuss the normal phases of human growth and development throughout the lifecycle (from conception to death) and the associated health concerns including personal lifestyle management strategies
9. Recognize the nature of positive mental and emotional health, the necessary lifestyle management strategies, related problems and possible solutions to issues which occur
10. Demonstrate an understanding for the human aging process and the accompanying health related issues which are presented in the later states of the lifecycle
11. Identify the historical as well as present physical, psychological, social and economic issues associated with death and the dying process.
12. Select valid sources of information about health needs and interests using computerized data gathering methods
13. 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.
14. 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).
15. 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. Alcohol, Tobacco and Other Drugs
  - The basic physiology of drug interactions
  - The origins of drug use, misuse and abuse
  - Major classifications of legal and illicit drugs
  - Addictions
  - Treatment and rehabilitation of drug abusers
    - The impact of drug use on the individual, family and society
  - Laws governing drug use
- E. Growth and Development
  - Biological and Psychological changes accompanying normal growth periods
  - Development tasks required for proper maintenance of the body systems
- F. Mental and Emotional Health
  - Self Esteem
  - Expression of Feelings
  - Dealing with Stress
  - Emotional related problems and disorders
- G. Aging
  - Physical, psychological and social changes which occur in the aging process
  - Caring for the aged
  - Economic Health Care for the elderly
- H. Death and Dying
  - Grief and coping with death
  - Rituals of Death in the U.S.
  - Personal and family options
- I. The Need for Comprehensive School Health Programs
  - Leading causes of death
  - Categories of risk behaviors which compromise health
  - History and recent national and state initiatives
  - Special concerns in today's schools
- J. 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)
- K. 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

- L. Designing a Detailed Lesson Plan
  - Building lessons around the Core Course Content Standards
  - Teaching strategies for various grade levels
- I. 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-
- < 60% - F

**Rowan University**  
Campbell Library

Library Resources Form

Department/School: College of Education - Health & Exercise Science

Proposed by: Dr. R. Fopeano

**Proposal:** Teaching Concepts of Health Education

Anticipated Date for Course/Program Offering: Fall 2006

**Resources that should be acquired**

No extraordinary additional resources are needed at this time.

**Resources available in Campbell Library**

The library has a core collection of books on the Library of Congress subject headings involving health education, exercise science, substance abuse, mental health, and aging.

With vendor approval plans in place for both education publishers and university presses, the library captures new imprints in education, the humanities, and the physical and natural sciences.

**List key periodical resources**

Campbell Library is fortunate to have access to online journal databases in a large number of academic subjects, including the arts, humanities, literature, education, mathematics, philosophy, psychology, the physical and natural sciences, and the social sciences. Access to worldwide, regional, and local newspapers is also provided, including alternative press publications.

Of particular significance are the key education databases, Education Full-Text and ERIC. These provide access to over 2,000 major journals, many of which are full-text, in school management and related areas. Also, the library provides CINAHL, a major health resources.

Other important databases include PsycINFO and Sociological Abstracts, key journal databases in psychology and the social sciences, respectively. In addition, Academic Search Premier, a large general academic database, and ABI-Inform, a large database in business and related fields, provide access to over 4,500 journals, including

those covering curriculum planning and development, school administration, personnel administration, and management. Elsevier SciDirect additionally provides full-text resources in education and the social/behavioral sciences.

**Librarian remarks**

Given the library's current book holdings and online journal access, this proposal can be supported. Additional funds are available for strengthening resources in the areas of mental and emotional health.

A handwritten signature in black ink, appearing to read "Gregory C. Potter", written over a horizontal line.

Gregory C. Potter  
Liaison

Feb. 21, 2006

This form **MUST BE COMPLETED FOR NEW COURSE or PROGRAM PROPOSALS, and EXTENSIVE CHANGES TO A COURSE or PROGRAM.**

The purpose of this form is to provide a channel of communication between the Campbell Librarians and faculty when submitting new course or program proposals, or making extensive changes to existing courses or programs. The information will be used to assess the resources available in the library, and to identify resources the library should acquire to support the new courses/programs, or extensive changes to same. The information will also provide the rationale for institutional support for library acquisitions. This form should be completed in a coordinated effort between the course sponsor(s) and the academic department liaison librarian.

**Note:** Sponsor(s) complete parts A & B

If assistance is required to complete, please notify the librarian liaison.

Forward this form to the librarian who will complete parts C, D & E

**When form is completed, attach to the original curriculum proposal before submitting to the Senate office.**

A. **College:** Education

**Department:** Health and Exercise Science

Proposed by: Dr. R. Fopeano

Date: 15-Feb-06

COURSE TITLE: Teaching Concepts of Health Education I and II

Anticipated Date for Course/Program Offering: Fall 2006

**B. List specific resources that should be acquired to support this course.**

These two newly proposed courses are a result of program condensing effort. The current classes; Contemporary Health I, Contemporary Health II and Health Program Planning will be combined to become two new courses entitled Teaching Concepts of Health Education I and Teaching Concepts of Health Education II. Current journal and internet resources are sufficient.

**C. Describe the resources available in the library to support this course/program, including reference, monographic, electronic databases, audio-visual materials, etc. A summary statement is sufficient.**

**D. List key periodicals available in the library to support this course/program.**

**E. Librarian comments & recommendations:**

LIBRARIAN LIAISON: \_\_\_\_\_

Signature: \_\_\_\_\_