Term Information

Effective Term: Spring 2015
Previous Value: Summer 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
remove prerequisites for this course

What is the rationale for the proposed change(s)?
the prerequisites are not needed

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
allow for easier student enrollment in the course

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Kinesiology:Physical Education
Fiscal Unit/Academic Org: Human Development & Family Sci - D1251
College/Academic Group: Education & Human Ecology
Level/Career: Undergraduate
Course Number/Catalog: 4743
Course Title: Teaching Health Education in Elementary, Middle and High Schools
Transcript Abbreviation: Teach Health Ed
Course Description: Methods for the teaching of comprehensive school health education (CSHE) in elementary, middle, and high schools. It is required for the teacher licensure program in health education teachers.
Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component? No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus

Prerequisites and Exclusions
Prerequisites/Corequisites

Previous Value
Prereq: ESWDE 5635 or EduPAES 5635.

Cross-Listings

Subject/CIP Code

Subject/CIP Code 13.1314
Subsidy Level Baccalaureate Course
Intended Rank Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Will plan and implement a socially responsible and relevant health education for children and young adults in contemporary K-12 schools
- Will demonstrate an appreciation of diverse learners through appropriate instructional and curricular choices

Previous Value
- Will plan and implement a socially responsible and relevant health education for children and young adults in contemporary K-12 schools
- Will demonstrate an appreciation of diverse learners through appropriate instructional and curricular choices
Content Topic List

• Concepts of Health
• Health and Learning Among Children and Adolescents
• Factors Influencing Health and Learning
• Youth Health Risk Behaviors
• Planning for CSHP and CSHE: School Community Task Forces and School Health Councils
• Planning for CSHP and CSHE: PRECEDE-PROCEED
• Planning for CSHP and CSHE: Needs and Capacity Assessment
• Coordinated School Health Programs (CSHP) Resources for CSHP
• Comprehensive School Health Education (CSHE) Resources for CSHE
• Planning for CSHP and CSHE: Standards, Goals, Objectives, Content, Skills, Content Bites, Skill Cues, and Assessment
• Teaching CSHE Content and Skills: Principles of Learning and Teaching Strategies That Work
• Teaching CSHE Content and Skills: Methods (Active Learning Strategies) and Materials
• Sensitive Issues in Teaching CSHE Content and Skills
• Teaching CSHE Skills: Accessing Valid Health Information, Products, and Services
• Teaching CSHE Skills: Self-Management
• Teaching CSHE Content and Skills: Analyzing Influences
• Teaching CSHE Content and Skills:
  Decision Making and Goal Setting
• Teaching CSHE Content and Skills: Advocacy
• Teaching CSHE Content and Skills: Mental Health
• Teaching CSHE Content and Skills:
  Personal and Consumer Health
• Teaching CSHE Content and Skills:
  Growth and Development/Family and Sexual Health
• Teaching CSHE Content and Skills:
  Tobacco
• Teaching CSHE Content and Skills:
  Alcohol and Other Drugs
• Teaching CSHE Content and Skills:
  Nutrition
• Teaching CSHE Content and Skills:
  Physical Activity
• Teaching CSHE Content and Skills:
  Injury Prevention and Management
• Teaching CSHE Content and Skills:
  Community and Environmental Health
• Professional Development
**Attachments**

- 4743_health_education_Syllabus.pdf: 7wk summer syllabus
  
  (Syllabus. Owner: Odum, Sarah A.)

**Comments**

- Input per Department request (by Odum, Sarah A. on 02/26/2014 03:49 PM)

**Workflow Information**

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<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<td>02/26/2014 03:48 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Buckworth, Janet</td>
<td>03/05/2014 03:52 PM</td>
<td>Unit Approval</td>
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<tr>
<td>Pending Approval</td>
<td>Achterberg, Cheryl L.</td>
<td>03/05/2014 03:52 PM</td>
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<td>Warnick, Bryan R.</td>
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<td>Odum, Sarah A.</td>
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<td>Zircher, Andrew Paul</td>
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The Ohio State University  
College of Education and Human Ecology  
School of Physical Activity and Educational Services  
Teaching Health Education in Elementary, Middle and High Schools (EDU PAES 4743)

Instructor: XXXXX

Office  
Rm XXXX  
Ph: XXXX  
Email: XXXX

Office Hours: M-F

Class Meetings: 8am-12 pm M-F rm XXXX

Rationale: This course focuses on methods for the teaching of comprehensive school health education (CSHE) in elementary, middle, and high schools. It is required for the teacher licensure program in health education teachers.

Course Objectives. The following are expectations for the course: That teacher candidates:

♦ will plan and implement a socially responsible and relevant health education for children and young adults in contemporary K-12 schools  
♦ will demonstrate an appreciation of diverse learners through appropriate instructional and curricular choices.  
♦ can design appropriate content and teaching progressions, which link goals, learning experiences, and assessments for students in health education in elementary, middle and high school.  
♦ describe, and demonstrate strategies for teaching health education skills.  
♦ describe, and demonstrate strategies for teaching health education content.  
♦ develop lesson plans that integrate health education needs and interests, standards, content, skills, strategies, materials, and assessment.  
♦ develop a resource kit for planning, implementing, and evaluating instruction in CSHE.

Evaluation.

♦ **Five in-class teaching labs:** These teaching labs must be completed satisfactorily. They are graded as acceptable (6%) or unacceptable (0%).  
  30%

♦ **Lesson Plans**- Details provided in class on day 1.  
  20%

♦ **Health Resource Kits** Due on the last day of class. Details provided in class on day 1.  
  50%

The Grading Scale:

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<tr>
<th>Grade</th>
<th>Range</th>
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<td>A</td>
<td>91-100%</td>
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<tr>
<td>A-</td>
<td>88-90%</td>
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<tr>
<td>B+</td>
<td>85-87%</td>
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<tr>
<td>B</td>
<td>82-84</td>
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<tr>
<td>B-</td>
<td>79-81%</td>
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<tr>
<td>C+</td>
<td>76-78</td>
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<tr>
<td>C</td>
<td>73-75</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>64-66</td>
</tr>
<tr>
<td>E</td>
<td>Less than 63</td>
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</tbody>
</table>

Texts:
Use of Technology: Throughout this experience you will be using technology such as word processing and PowerPoints to complete assignments, lesson plans and activities that you design. You will also utilize digital/videotape to analyze your teaching styles and skills to enhance your lessons.

Diversity: A variety of materials and instructional strategies will be employed to meet the needs of the different learning styles of diverse learners in class. Candidates will gain knowledge as well as an understanding of differentiated strategies and curricula for providing effective instruction and assessment within multicultural classrooms. One element of course work is raising candidate awareness of critical multicultural issues. A second element is to cause candidates to explore how multiple attributes of multicultural populations influence decisions in employing specific methods and materials for every student. Among these attributes are ethnicity, race, socioeconomic status, gender, giftedness, disability, language, religion, family structure, sexual orientation, and geographic region. An emphasis on cognitive style differences provides a background for the consideration of cultural context. The School of PAES prohibits discrimination against any member of the school’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status. A variety of materials and instructional strategies will be employed to meet the needs of the different learning styles of diverse learners in class. Teacher candidates will gain knowledge as well as an understanding of differentiated strategies and curricula for providing effective instruction and assessment within multicultural classrooms. One element of course work is raising teacher candidate awareness of critical multicultural issues. A second element is to cause candidates to explore how multiple attributes of multicultural populations influence decisions in employing specific methods and materials for every student. Among these attributes are ethnicity, race, socioeconomic status, gender, giftedness, disability, language, religion, family structure, sexual orientation, and geographic region.

Academic Misconduct – The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct).
http://studentaffairs.osu.edu/resource_csc.asp

ODS Statement – Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations;
http://www.ods.ohio-state.edu/. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.
Grievances and Solving Problems -- According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”

Topical Schedule:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
<th>In class tasks</th>
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<tbody>
<tr>
<td>Monday 6/18</td>
<td>Concepts of Health</td>
<td>Chapter 1</td>
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<tr>
<td></td>
<td>Health and Learning Among Children and Adolescents</td>
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<tr>
<td>Tuesday 6/19</td>
<td>Factors Influencing Health and Learning</td>
<td>Chapter 4</td>
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<td></td>
<td>Youth Health Risk Behaviors</td>
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<td></td>
<td>Planning for CSHP and CSHE: School Community Task Forces and</td>
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<td></td>
<td>School Health Councils</td>
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<td></td>
<td>Planning for CSHP and CSHE: PRECEDE-PROCEED</td>
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<tr>
<td>Wednesday 6/20</td>
<td>Teaching CSHE Skills: Self-Management</td>
<td>Chapter 3</td>
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<td>Teaching CSHE Content and Skills: Analyzing Influences</td>
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<tr>
<td>Thursday 6/21</td>
<td>Teaching CSHE Content and Skills: Decision Making and Goal Setting</td>
<td>Chapters 3 &amp; 5</td>
<td>Teaching Lab</td>
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<tr>
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<td>Teaching CSHE Content and Skills: Advocacy</td>
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<tr>
<td>Friday 6/22</td>
<td>Teaching CSHE Content and Skills: Growth and Development/Family and</td>
<td>Chapters 12 &amp; 13</td>
<td>Teaching Lab</td>
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<td>Sexual Health</td>
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<td>Monday 6/25</td>
<td>Teaching CSHE Content and Skills: Injury Prevention and Management</td>
<td>Chapters 6 &amp; 7</td>
<td>Teaching Lab</td>
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<td>Tuesday 6/26</td>
<td>Teaching CSHE Content and Skills: Tobacco</td>
<td>Chapter 8-10</td>
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<td>Teaching CSHE Content and Skills: Alcohol and Other Drugs</td>
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<td>Teaching CSHE Content and Skills: Nutrition</td>
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<td>Teaching CSHE Skills: Self-Management</td>
<td>Chapter 3</td>
<td>Teaching Lab</td>
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<td><strong>Wednesday 6/27</strong></td>
<td>Teaching CSHE Content and Skills: Analyzing Influences</td>
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<td>Teaching CSHE Content and Skills: Decision Making and Goal Setting</td>
<td>Chapter 2</td>
<td>Teaching Lab</td>
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<td>Teaching CSHE Content and Skills: Advocacy</td>
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<td>Teaching CSHE Content and Skills: Physical Activity</td>
<td>Chapter 11</td>
<td>Teaching Lab Resource kits due</td>
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