

**OAKLAND UNIVERSITY
SCHOOL OF EDUCATION AND HUMAN SERVICES
TEACHER DEVELOPMENT AND EDUCATIONAL STUDIES**

**Winter 2018
COURSE SYLLABUS**

1. **COURSE:** EED 4180; Teaching Health at the Elementary-Middle Levels (ONLINE); 1 credit hour; Teacher Development and Educational Studies (CRN 11262), 6 online sessions with one face-to-face required session (December 8 or 9, 2017)
2. **CATALOGUE DESCRIPTION:**
This course develops philosophies and rationale for teaching health at the elementary and middle levels. Students develop essential understandings related to health education content and explore current health education research, educational legal requirements, content expectations, and relevant curriculum for teaching health in K-8 schools. This is an online, one-credit course with an optional initial face-to-face meeting and a final on-campus, face-to-face meeting required for all students.
3. **DROP DATE INFORMATION:**
The last day to drop this class with 100% tuition refund is January 17, 2018 (by 4:00 PM) available through the registrar's office. For further information contact the Office of the Registrar, <http://www.oakland.edu/important-dates>
4. **COURSE EVALUATION:**
Course evaluations are available approximately 2 weeks prior to the final day of classes at <http://www.oakland.edu/evals>. The last day of class is the last day to complete the evaluation. Please take the time to complete your course evaluation as this information is important to instructors and to the overall teacher education program.
5. **AUTHORIZED INSTRUCTOR:**

Instructors approved by the Department of Teacher Development and Educational Studies:

INSTRUCTOR: Betty Crowder
OFFICE: 460A Pawley Hall
OFFICE HOURS: By appointment
PHONE: (248)760-6399 (cell)
FAX: (248) 370-2639
e-mail: crowder@oakland.edu

6. **PREREQUISITES:** This is a pre-professional course in the Elementary Education program.
7. **REQUIRED TEXTBOOKS OR READINGS:**

All course material posted on <https://moodle.oakland.edu/moodle/login/index.php> for this course.

Michigan Department of Education. (2007). *K-8 Grade level content expectations for Health Education*. Lansing, MI: Author. (Available at http://www.michigan.gov/mde/0,1607,7-140-28753_38684_29233-156852--,00.html)

8. **LEARNING GOALS FOR CANDIDATE PERFORMANCE:**
 1. Performance Excellence: Demonstrate readiness to assume responsibility for classroom teaching by facilitating hands-on, K-8 level *health-related learning activities*.

- a) Identify appropriate lessons to meet cognitive, affective, and psychomotor learning objectives in health education.
 - b) Use a variety of instructional strategies and resource materials related to the teaching of health.
 - c) Explore effective health education programs in school settings.
 - d) Identify current issues in health education and consider how they may be addressed in schools.
2. Diversity and Collaboration: Demonstrate respect and value for human diversity and the ability to work with others.
 - a) Develop understandings of research related to various populations such as the *Youth Risk Behavior Study*.
 - b) Build appropriate and supportive relationships with other students in the course through online discussion forums and interactive activities.
 - c) Develop skills to address health education issues in a variety of contexts and school settings.
 3. Technology: Demonstrate the ability to use information technology to support student learning and personal productivity; and use appropriate available technology for the development/enhancement of the curriculum.
 4. Explore assessment strategies that can be used to evaluate and improve student learning and personal instructional practice. This includes online and technological assessment strategies.
 5. Develop and apply a conceptual framework for teaching health based on research, best practices, and reflection.
 6. Continuous Improvement: Demonstrate a commitment to professional growth and explore opportunities for further learning and various health issue certification programs.

9. COURSE TOPICS: See attached course outline.

10. FIELD EXPERIENCE:

Students may complete a field assignment that involves exploring health education at a local school and interviewing a health educator.

11. METHODS OF INSTRUCTION:

This course requires the active participation of students and access to computer technology that allows for connection to the Internet and use of Moodle as the primary means of course delivery. Online methods of instruction include: online lecture/demonstration; required readings; viewing video productions and media presentations (Power Point); written and posted discussion of readings and class topics; posted reflective writing; laboratory / field experiences with documentation (sometimes through digital photos); collaborative / cooperative learning. On campus sessions include these methods: lecture / demonstration; laboratory / field experiences; media presentations; review and analysis of teaching strategies / materials; collaborative / cooperative learning.

12. PERFORMANCE ASSESSMENT:

The complete set of directions and scoring guidelines for each written assignment can be found in the course *Syllabus*.

1. Assignments will be uploaded on Moodle. Formal assignments should be double-spaced and use a typical font size (e.g., 12 point).
2. All assignments should relate to the teaching of *health* as opposed to general teaching methods.
3. Students are encouraged to contact the instructor and/or arrange to meet with the instructor for help and feedback on assignments when necessary. It is expected that students will "care enough to send the very best." For each assignment, spelling, grammar, organization, and clarity of written work are evaluated. Errors such as these often result in lower assignment grades.
4. Assignments are due (uploaded) on their due date by the specified time. Assignments turned past the due date/time will be accepted for reduced credit (a reduction of 10% each additional week past due).
5. All assignments are expected to be the individual student's original work and writing. Any quoted material should appear in quotations and be properly cited and referenced with page numbers (APA style). Paraphrased material should be referenced using APA style. Cheating and plagiarism are considered serious at Oakland University. All allegations of academic misconduct will be reported to the Dean of Students and, thereafter, to the Academic Conduct Committee for adjudication. Anyone found guilty of cheating in this course may receive a course grade of 0.0, in addition to any penalty assigned by the Academic Conduct Committee. Please refer to the online Oakland University Undergraduate Catalogue to read the full Academic Conduct Policy.

Assignment Information:

Completion of Agenda Items (50 points possible):

There are 5 agendas to complete that will involve: readings, discussion postings, video viewing, online surveys or quizzes, or various online activities. Students may earn up to 10 points for completion of each agenda. Postings and chats must involve substantive discussion of the reading and responses to agenda questions. Substantive means specific detail is given in the response to reading or other learning experiences that reflects critical thinking and an understanding of the concepts/ideas presented.

Online Quiz: Health Education and the Law (10 points possible):

Students will complete an online pre-assessment that will help you to identify areas of understandings and misconceptions related to sexuality/health education and the law. Upon completion of the pre-assessment, students will review their results and discuss their general areas of understandings and confusions with other students on the discussion forum (5 points may be earned for substantive postings). After completing these activities, students will take a secure quiz on Health Education and the Law. The quiz will be "open" as indicated on Moodle and it can be taken at any time during that time period. Once a student begins taking the quiz there will be only 30 minutes to complete and submit the results. Students will have two opportunities to take the quiz. It is important that the student schedule this online quiz during a time when s/he will be uninterrupted and where there are unlikely to be glitches with technology (e.g., ERL).

Investigating Health Education (40 points possible)

Choice A: Interview of a Health Educator:

Students are encouraged to interview a health educator as this is a rich experience for both the student and the teacher. This assignment requires students to investigate the health education program at their field school site. If, for some reason, this site is not appropriate or available, the instructors will help the student make alternative arrangements. Or students may select “Choice B: as an alternative assignment. Students will read these documents: *Michigan State Board of Education Policy on Comprehensive School Health Education*; the introduction to Michigan’s Health Education Content Standards entitled *Why Develop Content Expectations for Health?*; and the *Current Revised School Code (PA 451 of 1976) and State School Aid Act (PA 94 of 1979) Provisions Regarding the Teaching of HIV/AIDS, Sex Education, Health Education, and Physical Education in Michigan Schools*.

Upon completing the readings, students will work via a discussion forum to create a list of excellent interview questions that can be used to find out more about the health education program at the student’s field site. Each student will compile a list of 5 questions that s/he will use to interview one or more health educators at the field site for the purpose of learning about the nature of health education endeavors at that school. These questions will be uploaded to Moodle for review by your instructor.

Once the interview is completed, the student will write a report that provides specific information about health education at their school. Each report will be approximately 3 pages in length and provide the following information:

- Provide an overview of what you did and what you learned. This should include a brief description of the context (who was interviewed, the name of the school, when the interviews took place).
- Each interview question should be stated along with what was learned through the response(s).
- Describe the overall health education program at the school. What curriculum is used? Who teaches health? How frequently do students receive formalized health instruction? How integrated does the health education program appear to be with other curriculum? Other interesting information you learned about the health program.
- Provide a concluding paragraph on the overall learning experience.
- The paper should be uploaded to Moodle (use MS Word) and represent professional writing with correct grammar, spelling, and organization of thought.

Choice B: Health Education Resource Guide

As an alternative to the health educator interview, you may choose to develop a Community Health Resource Guide that aligns to your chosen research topic. Investigate resources that are available in your community or in the Detroit area that provide support services or information that a teacher or educator could use to enhance health education within the classroom. Upon completing your research, students will enter in the DO discussion forum a list of **two** local community resources/agencies and **three** interactive websites that will be investigated/researched to complete a resource guide aligned with the chosen group topic (i.e. bullying, nutrition, physical fitness, substance abuse, etc.).

Locate five (5) health-related resources or agencies within the community or interactive websites. You must have a minimum of two (2) community resources or agencies and you may use up to three (3) interactive websites. For each of the five resources:

- List the name, address, mission or purpose of the agency or resource.
- Provide a well-developed paragraph that explain how the agency or resource could be used to enhance the health education curriculum. Does the agency provide speakers? Materials? Professional development programs for teachers? Other information that would assist a teacher in developing a unit.

- Provide materials that give evidence of a visit to the agency or printed information from the website. You may have to scan some materials to complete this component.
- The paper should be uploaded to Moodle (use MS Word) and represent professional writing with correct grammar, spelling, and organization of thought.

Review and Analysis of Grade Level Curriculum Module (40 points possible):

This assignment will engage students in thoroughly reviewing and analyzing one grade level module of the *Michigan Model for Health*. The modules are available in the ERL, Wayne RESA Library or the Macomb ISD library and may have a 2 hour time limit for check out. Students will complete answers for each question on the *Health Education Curriculum Review* form that is posted on Moodle. Your responses to each question should provide specific information to demonstrate that you have carefully and critically reviewed and analyzed the module. Upload the completed review on Moodle.

GLCE Exploration: Identification of Appropriate Lessons (20 points possible):

Through this assignment students will learn about the *Michigan Health Education Content Standards and Expectations*, how they are organized, and how lessons might be aligned to teach health at specific grade levels. Visit the website, *Learn to Be Healthy*, and explore the educational materials paying close attention to how the materials are or are not aligned to the Content Expectations for Health. Explore two different sets of sample kit materials. For each, look at the grade level range and find the appropriate Grade Level Content Expectations associated with each lesson. Complete the *Lesson Review Form* and upload it to Moodle.

Presentation on Health Education Content Strand (Group) (40 points possible):

Teams of 4 students will develop a power point presentation related to specific health education content. The instructors will provide you with a list of topic choices. If the team would prefer to target another relevant topic of interest, then they should seek approval from the instructor beforehand. Each agenda involves the creation of one slide for the Power Point presentation. The group will work collaboratively through their team discussion forum to develop the presentation. Each group will present their information at the final on-campus course meeting. Specific information for what should be included within the Power Point slides is found within the agenda information. The presentation slides will include the following:

- Agenda 1: Research on your topic related to the *Youth Risk Behavior Survey*
- Agenda 2: School Practices related to your topic
- Agenda 3: Your topic and the law
- Agenda 4: Your topic "In the News"
- Agenda 5: References and Resources
- Agenda 6: Quiz on topic

Each group will develop a minimum of 3 quiz questions based on their presentation. The quiz questions will be utilized to develop a short online quiz that will be completed by all course participants.

The team presentations should be planned to take about 15-20 minutes and involve all members of the team. The quiz questions can be used before, after, or during the presentation. Think about methods you have learned that will help to make your presentation interesting and engaging for your classmates.

13. COURSE REQUIREMENTS AND GRADING:

Completion of Agenda Items: Readings, Online Activities, Discussion Postings, Campus Attendance	50
Online Quiz: Health Education and the Law	10
Investigating Health Education: Interview of a Health Educator	40
Review and Analysis of Grade Level Curriculum Module	40
GLCE Exploration: Lesson Exploration and Review	20
Presentation on Health Education Content Strand (Group)	40
TOTAL	200
TOTAL	

GRADING SCALE

<u>Grade</u>	<u>%</u>	<u>Points</u>	<u>Grade</u>	<u>%</u>	<u>Points</u>	<u>Grade</u>	<u>%</u>	<u>Points</u>
4.0	99-100	198-210	3.5	89-90	178-182	3.0	79-80	158-161
3.9	97-98	194-198	3.4	87-88	174-181	2.9	77-78	154-157
3.8	95-96	190-193	3.3	85-86	170-173	2.8	75-76	150-153
3.7	93-94	186-189	3.2	83-84	166-169	2.7	74	146-149
3.6	91-92	182-185	3.1	81-82	162-165	2.6	73	146

**EED 4180 TENTATIVE COURSE TIMELINE
Winter 2018**

SESSION

- 1 Jan 3 Introduction to EED 406 (Optional: ON CAMPUS SESSION 1/5 or 1/6) Due 1/16
Course Overview**
- 2 Jan 17 Why Health Education? (ONLINE) Due 2/5 (Interview extension may be requested)**
- 3 Feb 6 Health Education and the Law (ONLINE) Due 2/26**
- 4 Feb 27 Exploring the Michigan Model for Health (ONLINE) Due 3/19**
- 5 Mar 20 Exploration and Application of Grade Level Content Expectations to Effective Health
Education Lessons (ONLINE) Due 4/2**
- 6 Apr 13/14 Communicating Essential Health Content K-8 (ON CAMPUS SESSION)**