

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Kinesiology & Physical Education**

---

**KSPE 3301  
Contemporary Issues in Health  
3 SEMESTER HOURS**

**Guiding Principles (DEPOSITS)**

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

**Dispositions** Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

**Equity** Principle: All learners deserve high expectations and support.

**Process** Principle: Learning is a lifelong process of development and growth.

**Ownership** Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

**Support** Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

**Impact** Principle: Effective practice yields evidence of learning.

**Technology** Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

**Standards** Principle: Evidence-based standards systematically guide professional preparation and development.

**InTASC Model Core Teacher Standards\***

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

*\*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from*

*[http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)*

**American Association for Health Education 2008 NCATE Health Education Teacher Preparation Standards**

**Standard I: Content Knowledge.** Candidates demonstrate the knowledge and skills of a health literate educator.

*Key Element F:* Candidates demonstrate the health literacy skills of an informed consumer of health

**Standard II: Needs Assessment.** Candidates assess needs to determine priorities for school health education.

*Key Element A:* Candidates access a variety of reliable data sources related to health.

**Standard VII: Being a Resource.** Candidates serve as a resource person in health education.

*Key Element A:* Candidates use health information resources.

*Key Element C:* Candidates select educational resource materials for dissemination.

**Standard VIII: Communication and Advocacy.** Candidates communicate and advocate for health and school health education.

*Key Element D:* Candidates demonstrate professionalism.

## GA PSC standards

### **Standard 2: Skill and Fitness Based Competence**

*The program shall prepare candidates who have the knowledge and skills necessary to demonstrate competent movement performance, health-enhancing fitness and health literacy skills.*

Elements – Teacher candidates will:

2.0104 The program shall prepare candidates who can demonstrate health literacy skills of an informed consumer using a variety of reliable data resources related to health.

### **Standard 5: Impact on Student Learning**

*The program shall prepare candidates who can utilize assessments and reflection to foster student learning and inform instructional decisions in both health education and physical education.*

Elements – Teacher candidates will:

5.0102 The program shall prepare candidates who can use a variety of appropriate assessments to evaluate student learning.

### **Standard 6: Professionalism**

*The program shall prepare candidates who can demonstrate dispositions essential to becoming effective professionals in both health education and physical education.*

Elements – Teacher candidates will:

6.0103 The program shall prepare candidates who can model appropriate professional behaviors.

## REQUIRED TEXTBOOKS

Teague, M., Mackenzie, S., and Rosenthal, D. (2015). *Your Health Today: Choices in a Changing Society*, 5<sup>th</sup> edition; McGraw-Hill, Boston. ISBN-13: 978-0-07-802859-5 ISBN-10: 0078028477

## COURSE DESCRIPTION

Designed to provide pertinent information relative to selective health content areas often viewed as controversial, including death and dying, human sexuality, character education, violence, and mental and emotional health. Stress-related content will be infused into the mental and emotional areas as well as many of the other content offerings in the course. Emphasis is placed primarily on content of each health category across elementary, middle, and secondary school levels.

## **COURSE OBJECTIVES (CO):**

1. Identify and discuss a variety of contemporary/controversial health issues including but not limited to death and dying, relationships, sexuality, diseases, nutrition, and eating disorders (*InTASC S4; AAHE VII A, C; DL 1.2*).  
**\*Activities/Assignments/Assessments: tests, articles, presentation**
2. Identify and use various approaches and methodologies for teaching health education in schools (*InTASC S4; AAHE VII A, C; CPL 1.2*).  
**\*Activities/Assignments/Assessments: presentation, debate**
3. Demonstrate and model professional standards of practice for health education (*InTASC S9; AAHE VIII D; GA PSC 6.0103; EDL 1.1*).  
**\*Activities/Assignments/Assessments: presentation, debate**
4. Describe major contemporary health issues and trends in public school education with a particular focus on Georgia (*InTASC S4; AAHE I F; GA PSC 2.0104; CPL 1.1*).  
**\*Activities/Assignments/Assessments: tests, articles, presentation, debate**
5. Demonstrate proficiency in using a variety of technological platforms, i.e., e-mail, computer searches, PowerPoint presentations, etc... (*InTASC S4, S5, S8; AAHE II A; TL 1.1*).  
**\*Activities/Assignments/Assessments: presentation, livetext**

## **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

1. **Tests:** There will be four tests given during the semester from the required text and PowerPoints.
2. **Articles:** Candidates will complete four peer-reviewed journal article summaries and critiques from given subjects that pertain to selected chapters. Each will be in APA style with a title page, one page summary, one page critique, reference page, with the article stapled to the summaries.
3. **Professional research and presentation:** Candidates will research a disease/condition from a list provided from the instructor. Candidates will write a 3-5 page research paper in APA following instructor's guidelines. Candidates will also create and deliver a PowerPoint presentation on their given subject to the class.
4. **Quizzes:** There will be a quiz before each chapter (total of 8).
5. **Worksheets:** There will be two worksheets assigned that will pertain to two of the chapters assigned.
6. **Debate:** Candidates will either be on a pro or a con side of stem cell research. Each individual will have to defend their side orally in a class and provide a 2-3 page research paper in APA format.

## **EVALUATION**

1. Tests (4)	400 pts.
2. Article Summaries (4)	200 pts.
3. Professional Research (paper)	100 pts.
4. Professional Research (presentation/ppt)	100 pts.
5. Quizzes (chapter quizzes/worksheets)	100 pts.
6. Debate (in class participation)	100 pts.
7. Debate (research paper)	100 pts.
<hr/>	
Total	1100 pts.

## **GRADING SCALE**

A = (90% -100)

B = (80% -89.9%)

C = (70% -79.9%)

D = (60% -69.9%)

F = (Below 59%)

## **ATTENDANCE POLICY**

**Class Preparation:** The majority of outside class assignments will involve preparation for class discussion, presentations, and field experiences. Failure to read and be prepared for class participation will have an adverse effect on one's grade. You cannot participate if you are not in class. It is expected that if the university is open then you will be in class. A student who misses more than three (3) class periods will receive a one (1) letter grade deduction from the final grade for each absence. After 6 absences, you will receive an F. University related absences are not subject to this policy. Excused absences include illness (with Dr.'s excuse) or death of a family member (with obituary). Written excuses will only be accepted upon the next class meeting following an absence. Excessive absences may result in a professional improvement plan being written.

**Lateness:** A student late by more than five (5) minutes will receive a one half absence. Continual tardiness of less than five minutes will result in an absence and you will not be allowed in class. Once the door is closed, do not knock, and disturb the class. These actions may be written up on a professional improvement plan. Be punctual!!!!

**Classroom Etiquette:** Please show up early or on time for class. Turn off cell phones when entering classroom or gym, do not just place them on vibrate! No text messaging will be allowed during class. I will ask you to leave the class should your phone ring or if choose to engage in texting. NO hats, do rags, bandana's, skull caps, ear buds, headphones, or sunglasses are to be worn anywhere on the body during class time. Must wear HPE attire, unless giving a professional presentation then you will dress in PROFESSIONAL clothes! Be respectful of other students around you. If not, you may be written up on a professional improvement plan

**No Late Assignments:** Assignments are expected on the due date during class time, and must be typed and stapled prior to class time. Late material will receive a grade of zero (0). Sloppy assignments or ones with consistent spelling or grammar errors will be returned with a failing grade.

## **PROFESSIONALISM**

### **Professional Improvement Plan (PIP)**

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process, linked below:

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

At the discretion of the administration at a practicum setting, the mentor teacher, or the faculty supervisor, students failing to adhere to professional standards of appearance may be asked to leave their assigned placement to address appearance issues. Appearance issues may include and are not limited to the following: personal hygiene, body markings, VSU HPE attire worn as directed, etc. Any practicum time missed as a result will need to be made up. A PIP may also be written and removal from placement could occur.

## **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

## **ACCESSIBILITY STATEMENT**

Access Statement: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: [access@valdosta.edu](mailto:access@valdosta.edu).

## **TITLE IX STATEMENT**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, [titleix@valdosta.edu](mailto:titleix@valdosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

## **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

## **COURSE REQUIREMENTS AND ASSIGNMENTS**

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded

on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using **APA style**. Proofread and correct papers before they are submitted. Those individuals whose communication skills indicate a need for assistance will be referred to the appropriate services on campus.

## **DIVERSITY**

A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for the abilities and beliefs of all learners are the benchmarks of effective professionals.

## **TECHNOLOGY**

As part of our conceptual framework, the College of Education and Human Services is committed to preparing professional teachers who are technology competent. As a result, technology has been infused into our education courses as directly related to effective teaching and student learning. You will be submitting assignments electronically. Please be sure to back up your work in multiple places.

## **TEACHER EDUCATION DISPOSITIONS**

Teacher education dispositions refer to attitudes and beliefs about teaching and learning, and professional conduct and behavior. To assist in understanding dispositions, some of the common professional behaviors and characteristics that will be expected in this class are described more fully below.

1. **Responsibility:** Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.
2. **Communication:** Uses appropriate language; demonstrates ability to speak and write clearly; uses standard English in writing and speaking; demonstrates appropriate listening skills.
3. **Interpersonal Skills:** Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.
4. **Classroom Characteristics:** Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.
5. **Judgment:** Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.
6. **Ethics:** Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.
7. **Self-Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

**KSPE 3301**

**SYLLABUS AGREEMENT FORM**

I, \_\_\_\_\_, (print name) have read the syllabus (either in paper or online) and understand the class policies, expectations, and rules as stated in the syllabus. By signing this form I agree to comply with the policies listed and accept the outline for this class.

SIGNED \_\_\_\_\_

DATE \_\_\_\_\_

**PLAGIARISM POLICY**

According to Random House Webster's Unabridged Dictionary, plagiarism is the unauthorized use of close imitation of the language and thought of another author and the representation of him or her as one's own original work.

It is against school policy to plagiarize.

Therefore by signing this form, I, \_\_\_\_\_ (print name), understand that plagiarism is wrong. I also understand that if I choose to plagiarize, the steps outlined by the Dewar College of Education and Human Services will be followed.

SIGNED \_\_\_\_\_

DATE \_\_\_\_\_