

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

**KSPE 3450
COMPREHENSIVE HEALTH EDUCATION
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*

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

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.

**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

AAHE Standards

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

Key Element A: Candidates describe the theoretical foundations of health behavior and principles of learning.

Key Element B: Candidates describe the National Health Education Standards

Key Element C: Candidates describe practices that promote health or safety

Key Element D: Candidates describe behaviors that might compromise health or safety

Key Element E: Candidates describe disease etiology and prevention practices.

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

COURSE DESCRIPTION

This course is designed to investigate the health content areas applicable to the delivery of health education class to school age children and/or adolescents. Example topics including nutrition, fitness, body weight/composition, alcohol/tobacco, drugs, infectious diseases, cardiovascular diseases/diabetes/chronic lung diseases, and cancer will be discussed. This course is designed for Health and Physical Education majors only.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Teague, M. L., Mackenzie, S. L., & Rosenthal, D. M. (2017). *Your health today* (6th edition). McGraw Hill

COURSE OBJECTIVES (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

At the completion of the course the student should be able to:

1. Understand the need for school health education (InTASC S4) (AAHE I A)
***Activities/Assignments/Assessments: text book/lecture/discussions, projects, tests**
2. Demonstrate knowledge of nutrition effecting the child and the school environment (InTASC S4) (AAHE I A)
***Activities/Assignments/Assessments: text book/lecture/discussions, projects, tests**
3. Demonstrate knowledge of fitness (AAHE I A, C)
***Activities/Assignments/Assessments: text book/lecture/discussions, projects, tests**
4. Understand the health problems of alcohol and tobacco (InTASC S4) (AAHE I C, D)
***Activities/Assignments/Assessments: text book/lecture/discussions, projects, tests**
5. Understand the health problems of drugs (AAHE I D)
***Activities/Assignments/Assessments: text book/lecture/discussions, projects, tests**
6. Understand and demonstrate knowledge of body weight and body composition (InTASC S4) (AAHE I C, D)
***Activities/Assignments/Assessments: text book/lecture/discussions, projects, tests**
7. Understand and demonstrate knowledge of infectious diseases (AAHE I E)
***Activities/Assignments/Assessments: text book/lecture/discussions, projects, tests**
8. Demonstrate knowledge of cardiovascular disease, diabetes, and chronic lung diseases (AAHE I E)
***Activities/Assignments/Assessments: text book/lecture/discussions, projects, tests**
9. Understand and demonstrate knowledge of cancer (InTASC S4) (AAHE I C)
***Activities/Assignments/Assessments: text book/lecture/discussions, projects, tests**
10. Demonstrate knowledge using technology to research on certain topics and ability for presentation. (AAHE I F)
***Activities/Assignments/Assessments: projects, presentation**

COURSE EVALUATION

Evaluation

Quizzes (4)	40%
Comprehensive test	20%
Class participation	10%
Research project submission	15%
Project presentation (including ppt submission and presentation)	15%
Total	100%

GRADING SCALE

- A (90%-100)
- B (80%-89.9%)
- C (70%-79.9%)
- D (60%-69.9%)
- F (Below 59%)

ATTENDANCE POLICY AND PARTICIPATION

Students are expected to attend and actively participate in each class meeting in order to successfully meet the course requirements. Your participation during each classroom activity is essential to the learning process. Lack of active participation could result in a deduction of activity points. Therefore, it is

necessary that you attend and participate in each of the class meetings. Students missing more than 20% of the class sessions will receive a failing grade for the course unless a **documented written excuse** is provided for absences. Excused absences could be illness; university sponsored activities, and family or personal emergencies. The professor will determine if the reason can be documented and excusable. Students are responsible for obtaining any class notes and/or assignments given during the absence.

Make-up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have the experienced the same situations.

Students are expected to be on time for class and ready to participate in the classroom activities. There may be problems that arise to cause you to be late for class. When this occurs, **it is your responsibility to notify the professor immediately after the class has been dismissed.** Otherwise, your absence will stand for that day.

Cell Phones:

All cell phones must be turned off during class time. **Cell phones must be turned off and out of sight during tests.** Any extenuating circumstances must be discussed with instructor on the day of the special circumstances prior to entering class.

PROFESSIONALISM

Professional Improvement Plan

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>

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

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, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

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.

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>.

Unforeseen Circumstances

Due to unforeseen circumstances, this syllabus is subject to change and may be altered if the instructor deems necessary. If a change is necessary, the instructor will give notice to the students in the class at the appropriate time and will always be in the best interest of the students.