




MEMORANDUM

TO: Curriculum Committee

FROM: Jack Kirby 

DATE: March 7, 2013

SUBJECT: Curriculum Proposal #12-13-34, REVISION #3
BA School Health Education
Final Faculty Senate Approval 4/9/2013

I recommend approval of the attached REVISION #3 of Curriculum Proposal #12-13-34 from the School of Education, Health & Human Performance. The proposal is now ready for final approval by the Faculty Senate.





MEMORANDUM

TO: Curriculum Committee

FROM: Jack Kirby *JRK*

DATE: March 5, 2013

SUBJECT: Curriculum Proposal #12-13-34, REVISION #2
BA School Health Education


I recommend approval of the attached REVISION #2 of Curriculum Proposal #12-13-34 from the School of Education, Health & Human Performance.





MEMORANDUM

TO: Curriculum Committee

FROM: Jack Kirby 

DATE: January 23, 2013

SUBJECT: Curriculum Proposal #12-13-34, REVISION #1

I recommend approval of the attached REVISION #1 of Curriculum Proposal #12-13-34 from the School of Education, Health & Human Performance. This revision addresses issues with the proposal that were not noticed until after submission to my office and it was distributed to the Curriculum Committee.

c: Dr. Christina Lavorata
Dr. Van Dempsey
Dr. Beverly Michael
Ms. Evie Brantmayer
Ms. Leslie Lovett

CURRICULUM PROPOSAL (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

Proposal Number: 12-13-34

School/Department/Program: School of Education, Health & Human Performance/Health & Human Performance/School Health Education

Preparer/Contact Person: Dr. Beverly Michael

Telephone Extension: (304) 367-4274

Date Originally Submitted: November 6, 2012

Revision (Indicate date and label it Revision #1, #2, etc.): ~~1-31-13~~ 3/07/2013 REVISION #3

Implementation Date Requested: Fall 2013

- I. **PROPOSAL.** Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

The purpose of this proposal is to request modifications in the current Health Education Teacher Education B.A. degree program to one renamed as the School Health Education B.A. degree program. The existing Health Education Teacher Education program is an antiquated one, dated in its course offerings and learner outcomes. This program revision will facilitate the integration of learning opportunities within each course that target technology and diversity while following guidelines set forth in the following:

- The West Virginia Professional Teaching Standards (WVPTS),
- The American Association for Health Education/ 2008 NCATE Health Education Teacher Preparation (AAHE/NCATE Standards),
- International Society for Technology in Education – National Education Technology Standards for Teachers (ISTE NETS T Standards), and
- Center for Research on Education, Diversity, & Excellence (CREDE Standards)

The proposed changes will better prepare our graduates to effectively deliver the most current health information, using the most effective teaching strategies and experience instructional success as they enter America's classrooms.

The proposed School Health Education program includes several newly developed courses which are aligned with national standards for this discipline. Completion of this School Health Education degree will facilitate a smooth transition from college student to teaching professional preparing our graduates to be exemplary entry-level teaching health educators well prepared to take and pass their PRAXIS credentialing examinations.

- II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

A. Deletion of course(s) or credit(s) from program(s)

HLTA 2200 Foundations of Health Education (2): remove from the catalog
 HLTA 4410 Seminar in Public Health (3)
 PHED 4431 Methods & Materials in Teaching Health & Physical Education (3)

Total hours 9 deleted.

B. Addition of course(s) or credit(s) from program(s)

FOSM 1120 Nutrition in Childhood & Adolescence (3)
 HLTA 2210 Disease Etiology (3)
 HLTA 3360 Communication Techniques for Health Promotion (2)

HLTA 3355 Readings in Health Education (2)
 HLTA 4400 Health Education for the Elementary School (3)
 HLTA 4431 Methods & Materials in Teaching School Health Education (3)

Total hours 16 added.

- C. Provision for interchangeable use of course(s) with program(s)
- FOSM 1120 Nutrition in Childhood & Adolescence: A component in the Nutrition minor and the Associate of Science in Family & Consumer Science program.
 - PHED 2200 Accident Analysis & Emergency Care: shared with Exercise Science & Physical Education
 - PHED 2211 Anatomy & Physiology: shared with Exercise Science & Physical Education.
 - HLTA 1150 Introduction to Health Education: shared with Community Health Education & Exercise Science.
 - HLTA 2202 Environmental Health: shared with Community Health Education.
 - HLTA 2203 Contemporary & Drug Behavior Issues: Writing Intensive, Gen Ed: shared with Community Health Education
 - HLTA 2210 Disease Etiology: shared with Community Health Education
 - HLTA 3315 Healthy Sexuality: Shared with Community Health Education
 - HLTA 3360 Communication Techniques for Health Promotion: shared with Community Health Education
 - HLTA 4400 Health Education in the Elementary School: shared with Elementary Education
- D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog. **See attached Appendix "D"**.
- E. Other changes to existing courses such as changes to title, course number, and elective or required status.
- 1) HLTA 1150 Introduction to Health will remain HLTA 1150 but becomes "Introduction to Health Education" and will be the pre-requisite course for all 3300 level School Health Education program courses. Required.
 - 2) FOSM 1120 Nutrition in Childhood & Adolescence will be a prerequisite course for all 3300 level School Health Education program courses. Required.
 - 3) PHED 2200 Accident Analysis & Emergency Care will be a prerequisite course for all 3300 level School Health Education program courses. Required.
 - 4) HLTA 2202 Community & Environmental Health will be renamed to become "Environmental Health" and be a prerequisite course for all 3300 level School Health Education program courses. Required.
 - 5) HLTA 2210 Disease Etiology will be a prerequisite course for all 3300 School Health Education program courses. (PR: HLTA 1150, FOSM 1120 or FOSM 1110). Required.
 - 6) PHED 2211 Anatomy & Physiology will be a prerequisite course for all 3300 level School Health Education program courses. Required.

- 7) HLTA 3310 School Health & Safety will be renamed "School Health Content, Curricula, & Programming" and be a prerequisite course for all 4400 level School Health Education program courses. (PR: HLTA 1150, FOSM 1120, PHED 2200, HLTA 2202, PHED 2211, HLTA 2210). Required.
- 8) HLTA 3325 Organizational & Planning Strategies in Health Education will be renamed "Instructional Strategies & Planning in School Health" and be a prerequisite course for all 4400 level School Health Education program courses. (PR: HLTA 1150, FOSM 1120, PHED 2200, HLTA 2202, PHED 2211, HLTA 2210). Required.
- 9) HLTA 3355 Readings in Health Education will be a prerequisite course for all 4400 level School Health Education program courses. (PR: HLTA 1150, FOSM 1120, PHED 2200, HLTA 2202, PHED 2211). Required.
- 10) HLTA 3360 Communication Techniques for Health Promotion will be a prerequisite course for all 4400 level School Health Education program courses. Required.
- 11) HLTA 3370 Contemporary & Drug Behavior Issues will be renumbered to HLTA 2203 and be a prerequisite course for all 3300 level School Health Education program courses. Required.
- 12) HLTA 4400 Health Education for the Elementary School will be a prerequisite course for HLTA 4431. PR: EDUC 2260. Required.
- 13) HLTA 4415 Human Sexuality will be renamed and renumbered to become HLTA 3315 "Healthy Sexuality" and be a prerequisite course for all 4400 level courses in the School Health Education program. (PR: HLTA 1150, sophomore standing or instructor approval). Required.

F. Creation of new course(s). For each new course

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU, PC&TC, or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

HLTA 2210 Disease Etiology. 3 credits. PR: HLTA 1150, FOSM 1120. FSU course. Required.

HLTA 3360 Communication Techniques for Health Promotion. 2 credits. PR: HLTA 1150
FSU course. Required.

HLTA 3355 Readings in Health Education. 2 credits. PR: HLTA 1150, FOSM 1120, PHED
2200. FSU course. Required.

HLTA 4431 Methods & Materials in School Health Instruction. 3 credits. PR: HLTA 3325,
HLTA 4400. FSU course. Required.

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog. (**See Appendix D**)

3. Include, as an appendix, a detailed course outline consisting of at least two levels. (**See Appendix E**)

4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee. (**See Appendix F**)

G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

1. Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in **Appendix A**.
2. Include proof that this proposal meets the degree definition policy (Board of Governor's Policy #52) as part of the Proposed Program in **Appendix A**.
3. Exceptions to the degree definition policy: As per policy #52, programs seeking exceptions to any of the maximum credit hour limits must submit formal requests to the Board of Governors for approval. Explain the rationale for the exception by documenting the existence of one or more of the criteria in paragraph 4.2.

III. **RATIONALE FOR THE PROPOSAL.**

- A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

Between 2004 and 2006, the number of Health Education Teacher Education graduates passing their PRAXIS licensure exams was nearing 36% while the state's pass rate is 80%. This instigated an appraisal/comparison of the nation's "accredited" Health Education Teacher Education preparation programs. This investigation provided insight into existing program scope and sequence deficits while suggesting plans for its revision. An evolution in course content and applications was immediately instigated in an effort to address this.

Until only recently, a significant portion of this program had been delivered by well-trained, field experienced, master's level adjunct instructors. However, the very nature of staffing part-time/adjunct faculty resulted in the occasional change in personnel which affected program consistency. By 2007 a significant change began to occur in the education preparedness of the Health Education teaching faculty so that currently, the program is delivered by two full-time doctorates and three master's level instructors. A close scrutiny of the content and design of each course within the Health Education Teacher Education program revealed a significant "void" in content, experiential applications and learner assessments compared to the requirements of the national Health Teacher Education Standards. This resulted in the development of a "standards" matrix to determine which of the national standards were being met, and in which courses. This also helped uncover program deficits.

The faculty brainstormed and began to implement a series of instructional changes by course, which included a deeper immersion into Health content along with specific course activities designed to mimic real-life applications/rehearsals for teacher candidates. With each NCATE program submission reporting, areas of concern/deficit were revealed. According to knowledgeable individuals within the institution who are familiar with the Health Education Teacher Education program of study, it has remained unchanged for decades; only recently have modifications/revisions been undertaken to improve it so that it meets the discipline's national standards. Changes implemented within the existing program over the past five years, have resulted in steady increases to the current 95-100% pass rate for its graduates on the PRAXIS II Health licensure examination. The burgeoning health crisis in America forces its Health Education teacher training programs to realize the critical role we play in promoting positive change. This faculty bases the argument for program revision on existing/growing health needs in this state's children and adolescents and the role of the well-trained educator to affect positive change.

Seven-year data on SCHOOL HEALTH EDUCATION graduates:

Another major weakness revealed deficits in efforts toward student matriculation/retention. Health Education has historically been offered as a program of study "partnered" with physical education because all fifty-five WV counties seek to hire dual-certified personnel for Health AND Physical Education teaching positions. It has been difficult to obtain an accurate census for FSU's School Health Education majors because most students are enrolled as "dual" Health and Physical Education majors. Due to the limitations of BANNER coding (only one major is counted), Physical Education has been historically recorded first. This has made it difficult to ascertain an accurate

student census. Health has long been partnered with the Physical Education teacher preparation program of study as a strategy to make our graduates most employable here in WV. FSU's Office of the Registrar has balked at repeated requests to more effectively document these dual-enrollment students thus making it next to impossible to determine or track the number of actual graduates completing the Health Education Teacher Education (HETE) program of study. This data would help us determine through direct contact which of our graduates have passed their PRAXIS II-Health examinations, sought licensure, and have ultimately been hired to teach Health in or outside of WV. Since 2006, forty-five students have graduated with dual certifications in Health and Physical Education. Only as recently as December of 2007 was the first Health Education Teacher Education graduate identified as such and awarded this degree at FSU.


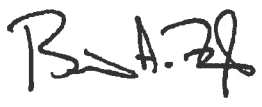
- B. Qualitative Assessment:** Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

This curricular revision is requested in order to achieve better alignment with the National Health Education Standards as defined by the American Association of Health Education (AAHE) and the Praxis II Health Content Knowledge examination (a teacher licensure requirement). Only through improved pass rates on the PRAXIS exams do we know that modifications within the existing program are successful. As a result, it is difficult to benchmark outcomes. Strategic program modifications will provide graduates with earlier experiential entry into the public school classroom. Strategic course placement and sequencing should strengthen the program of study and better prepare its graduates to enter today's classrooms. Courses will be specifically designed to develop pedagogical content knowledge and necessary skills for employment or the pursuit of continued/graduate studies. Further, providing a prescriptive, sequential plan-of-study that better defines the completion of coursework will allow students to complete each semester similar to that of a cohort group (which may help with our retention efforts).

At this time, we do not anticipate an additional cost for facilities, equipment/technology, or library materials. Within the next two years, the School of Education, Health and Human Performance hopes to see changes in faculty – with the addition of professionals specifically trained in School Health and Community Health Education. Currently, 2 adjuncts, one part-time instructor, and two full-time doctorates teach all the courses within this major.

- IV** Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature
School of Education, Health & Human Performance	Dr. Van O. Dempsey III, Dean; Office: 352 ED Phone: (304) 367-4241 FAX: (304) 367-4599 Van.Dempsey@fairmontstate.edu	
School of Human Services	Floyd, Brian (2002) Dean; Executive Dir. Pierpont Culinary Academy; Office: 140 ED Phone: (304) 367-4409 or 304- 367-4919 Email: Brian.Floyd@pierpont.edu	

- V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.
- VI. ADDITIONAL COMMENTS.

APPENDIX A

Current Program - B.A. Degree in Health Education Teacher Education			
CURRENT Required Major Courses		HRS	
HLTA 1150	Introduction to Health	3	
HLTA 2200	Foundations of Health Education	2	
HLTA 2202	Community & Environmental Health	3	
HLTA 3310	School Health & Safety	3	
HLTA 3325	Organizational & Planning Strategies in Health Education	3	
HLTA 3370	Contemporary & Drug Behavior Issues	3	
HLTA 4410	Seminar in Public Health Education	3	
HLTA 4415	Human Sexuality	3	
PHED 2200	Accident Analysis & Emergency Care	2	
PHED 2211	Anatomy & Physiology	4	
PHED 4431	Methods & Materials in Teaching Health & Physical Education	3	
TOTAL REQUIRED MAJOR COURSES			32
CURRENT Required Teacher Education Courses		HRS	
EDUC 2200	Intro to Education	3	
EDUC 2201	Instructional Technology	3	
EDUC 2203	Human Developmental Learning & Teaching	3	
EDUC 2240	High Incidence Disabilities	3	
EDUC 2260	Instructional Design 1	3	
EDUC 2265	Field Experience 2	1	
EDUC 3331	Reading in Content Areas	3	
EDUC 3340	Instructional Design 2	3	
EDUC 3351	Inclusive Classroom Practices	3	
EDUC 3365	Field Experience 3	2	
EDUC 4485	Action Research	1	
EDUC 4486	Portfolio	1	
EDUC 4496	Student Teaching	10	
TOTAL REQUIRED EDUCATION COURSES			39

CURRENT Required General Studies Courses		HRS	
First Year Experience			15
ENGL 1104	Written English I	3	
ENGL 1108	Written English II	3	
INFO 1100	Computer Concepts and Applications	3	
MATH 1107	Fundamental Concepts of Mathematics	3	
COMM 2201	Communication	3	
Scientific Discovery			8
	SCIE 1000 Human Biology	4	
Cultural / Civilization Exploration			6
Society / Human Interactions			6
Artistic / Creative Expression			6
TOTAL REQUIRED GENERAL STUDIES COURSES			41
TOTAL Hours Required for Major		32	
TOTAL Hours Required for Education		39	
TOTAL HOURS FOR MAJOR			71
TOTAL Hours Required for General Studies			41
TOTAL Free Elective Hours			16
CURRENT TOTAL REQUIRED HOURS			128

APPENDIX B

Proposed Program - B.A. Degree in School Health Education			
PROPOSED Required Major Courses		HRS	
HLTA 1150	Introduction to Health Education	3	
FOSM 1120	Nutrition in Childhood & Adolescence	3	
PHED 2200	Accident Analysis & Emergency Care	2	
PHED 2211	Anatomy & Physiology	4	
HLTA 2202	Environmental Health	3	
HLTA 2203	Contemporary & Drug Behavior Issues	3	
HLTA 2210	Disease Etiology	3	
HLTA 3360	Communication Techniques for Health Promotion	2	
HLTA 3355	Readings in Health Education	2	
HLTA 3310	School Health Content, Curricula & Programming	3	
HLTA 3315	Healthy Sexuality	3	
HLTA 3325	Instructional Strategies & Planning in School Health	3	
HLTA 4400	Health Education in the Elementary School	3	
HLTA 4431	Methods & Materials in School Health Education	3	
TOTAL REQUIRED MAJOR COURSES		40	
CURRENT Required Teacher Education Courses		HRS	
EDUC 2200	Intro to Education	3	
EDUC 2201	Instructional Technology	3	
EDUC 2203	Human Developmental Learning & Teaching	3	
EDUC 2240	High Incidence Disabilities	3	
EDUC 2260	Instructional Design 1	3	
EDUC 2265	Field Experience 2	1	
EDUC 3331	Reading in Content Areas	3	
EDUC 3340	Instructional Design 2	3	
EDUC 3351	Inclusive Classroom Practices	3	
EDUC 3365	Field Experience 3	2	
EDUC 4485	Action Research	1	
EDUC 4486	Portfolio	1	
EDUC 4496	Student Teaching	10	
TOTAL REQUIRED EDUCATION COURSES		39	

PROPOSED Required General Studies Courses (Fall 2012)			
Attribute 1A - Critical Analysis			
	ENGL 1108	Written English II (required)	3
Attribute 1B - Quantitative Literacy			
	MATH 1107 OR Math 1112	Fundamental Concepts of Math College Algebra	3
Attribute 1C - Written Communication			
	ENGL 1104	Written English I (required)	3
Attribute 1D - Teamwork			
	COMM 2200 or COMM 2201	Intro to Human Communications Intro to Group Communications	3
Attribute 1E - Information Literacy			
	EDUC 2201	Instructional Technology	X

Attribute 1F – Technology Literacy			
	EDUC 2201	Instructional Technology	X
Attribute 1G – Oral Communication			
	COMM 2200 or COMM 2201	Intro to Human Communication Intro to Group Communication	X - ID
Attribute II – Proficiency in the Major			
	EDUC 4496	Student Teaching	X
Attribute III – Citizenship			
	Any course in III		3
Attribute IV – Ethics			
	PHIL 3325	Ethics	3
Attribute V – Health & Well-being			
	PHED 1100	Fitness & Wellness	2
Attribute VI – Interdisciplinary & Lifelong Learning			
	Any course in VI		3-4
Attribute VIIA – Fine Arts			
	Any course in VIIA		3
Attribute VIIB – Humanities			
	Any course in VIIB		3
Attribute VIIC – Social Science			
	Any course in VIIC		3
Attribute VIID – Natural Science			
	SCIE 1100 or SCIE 1110	Human Biology Chemistry of Life	4-5
Attribute VIII – Cultural Awareness & Human Dignity			
	Any course in VIII		3
TOTAL Proposed General Studies Hours (minimum 30 “non-major” hours; maximum 48 hours)			39-41
Total Proposed School Health Education MAJOR Hours			40
Total Required Education Hours			39
TOTAL Free Electives			0-2
PROPOSED TOTAL Program Hours			120

APPENDIX C

Proposed School Health Education Program

Total Program Hours 40– will not require a minor

Core Courses

* **BOLD** print indicates proposed changes
(new courses, name change, renumbering to existing
courses)

HLTA 1150 – Introduction to Health Education (3)

FOSM 1120 – Nutrition in Childhood & Adolescence (3)

PHED 2200 – Accident Analysis & Emergency Care (2)

PHED 2211 – Anatomy & Physiology (4)

HLTA 2202 – Environmental Health (3)

HLTA 2203 – Contemporary & Drug Behavior Issues (3)

HLTA 2210 – Disease Etiology (3)

HLTA 3310 – School Health Content, Curricula, & Programming (3)

HLTA 3315 – Healthy Sexuality (3)

HLTA 3325 – Instructional Strategies & Planning in School Health (3)

HLTA 3355 – Readings in Health Education (2)

HLTA 3360 – Communication Techniques for Health Promotion (2)

HLTA 4400 – Health Education in the Elementary School (3)

HLTA 4431 - Methods & Materials in School Health Instruction (3)

APPENDIX D
Revised Course Descriptions

HLTA 1150 Introduction to Health Education. 3 credits. FSU course. Required.

This course provides an in-depth study of the varied content areas relating to health, contemporary health problems, and reciprocal relationships involving man, disease and the environment focusing on developing the future health professional's ability to meaningfully convey it. Students will explore the significance of the physical, intellectual, social, emotional, spiritual, and environmental domains of health.

HLTA 2202 Environmental Health. 3 credits. FSU course. Required.

This course focuses on current environmental health issues such as population dynamics and interventions designed to modify the environment in order to improve human health in schools and communities as well as the impact of humans on their environment. An examination of the ramifications of decisions regarding management of environmental resources (i.e. air, water, forests, etc.), their impact on quality of life and the role of organizations/governmental agencies involved with pollution control will be undertaken.

HLTA 2210 Disease Etiology. 3 credits. FSU course. Required.

This course is designed to provide students with content knowledge about causes of disease and relationship to health. Disease types, diagnosis, methods of transmission, prevention, and treatment will be introduced. PR: HLTA 1150, FOSM 1120 or FOSM 1110.

HLTA 3310 School Health Content, Curricula & Programming. 3 credits. FSU course. Required.

This course facilitates development of health education lesson building skills based on sound curricular design, contemporary needs and issues. Health education's diverse pedagogical content areas will be investigated; instructional strategies will be rehearsed. Development and expansion of students' professional health education teaching philosophy will include the impact of Coordinated School Health Program implementation in the school setting. PR: HLTA 2202, HLTA 2210, and Admission to Teacher Education.

HLTA 3315 Healthy Sexuality. 3 credits. FSU course. Required.

This course is designed to help students examine the many facets of human sexuality including the design and physiology of the human reproductive systems and the biological and emotional motivations associated with the sexual aspects of life. Learning opportunities will require students to consider the sociological factors involved in defining and adopting sex-roles, their relationship and impact on marriage and family planning, and trends, issues, and content necessary to effectively evaluate and utilize sexuality education methods and materials. PR: HLTA 1150, sophomore standing or instructor approval.

HLTA 3325 Instructional Strategies & Planning in School Health. 3 credits FSU course. Required.

This course is designed to cultivate the student's abilities to develop, plan and evaluate existing curricula, and to organize and plan an effective health education program based on the eight component Coordinated School Health Programming model. Emphasis is placed on the examination of preK-adult curriculum and the design of outcomes-based, developmentally appropriate instructional units. PR: HLTA 3310.

HLTA 3355 Readings in Health Education. 2 credits. FSU course. Required.

This course introduces the student to literature on current School Health research, issues, strategies, and problems in the K-12 public school setting. During this course, students will investigate, discuss and synthesize findings from current research useful in developing ideas for their culminating "action research" project. PR: HLTA 2202, HLTA 2210, and Admission to Teacher Education.

HLTA 3360 Communication Techniques for Health Promotion. 2 credits. FSU course. Required. This course will prepare students to communicate and advocate for school and community health education by analyzing informational needs and available resources using a variety of communication tools and techniques. PR: HLTA 2210.

HLTA 4400 Health Education in the Elementary School. 3 credits. FSU course. Required. This course is designed for senior education majors completing teaching specializations in Elementary Education or School Health Education. It focuses on specific health content areas and complementary teaching strategies related to the health and developmental needs of elementary school children. PR: EDUC 2260.

HLTA 4431 Methods & Materials in School Health Instruction. 3 credits. FSU course. Required. This course is designed for senior education majors completing a teaching specialization in School Health Education. It focuses on the application of instructional strategies, classroom management techniques, and performance-based assessment across different developmental levels in the public school setting. Students are encouraged to examine teaching scenarios, foresee potential stumbling blocks and problem-solve in a variety of ways. Practical experience in the public school setting is required. PR: HLTA 3310, HLTA 3325, and Admission to Teacher Education.

NOTE: KEEP / No changes to descriptions for HLTA 1199, 4410, 4450, 4998

DROP/Remove from catalog: HLTA 2200

APPENDIX E
Course Outlines

I. HLTA 2210 Disease Etiology. 3 credits.

COURSE CONTENT MODULES:

1. Disease Types
 - a. Infectious disease
 - b. Cancer
 - c. Cardiovascular
 - d. Musculoskeletal
 - e. Metabolic
 - f. Mental Illness
 2. Diagnoses
 - a. Causation
 - b. Self-Report
 - c. Clinical Diagnosis
 - d. Risk Factors
 3. Prevention
 - a. Primary Prevention
 - b. Secondary Prevention
 - c. Tertiary Prevention
 4. Treatment
 - a. Medical Model
 - b. Western Medicine
 - c. Eastern Medicine
 - d. Complementary Medicine
-

APPENDIX E: Course Outlines (cont.)**II. HLTA 3355 Readings in Health Education. 2 credits****COURSE CONTENT MODULES:**

- A. Current national and state policies regarding school health
 - 1. The Applications of National Instructional Standards:
 - a. for students
 - b. for teachers
 - 2. Integrity of Curricular Implementation:
 - a. by state,
 - b. by grade level,
 - c. by content area
 - 3. Current Issues in Classroom Health Instruction
 - 4. Innovative Strategies for Integrating Health Throughout the Curricula

APPENDIX E: Course Outlines (cont.)**III. HLTA 3360 Communication Techniques for Health Promotion. 2 credits****COURSE CONTENT MODULES:****Health Communication - Defined****Overview/definition of Health Communication:**

- 1. The National Cancer Institute's Model (Making Health Communications Work)
 - a. Planning & Strategic Development
 - b. Developing/Pretesting concepts, messages and materials
 - c. Implementing the program
 - d. Assessing Effectiveness/Making refinements
- 2. Identify/define your audience: targets, stakeholders, policy-makers
- 3. Identifying the Target Behavior
 - a. Factors impacting current health status/future health needs
 - b. Assessing available resources
- 4. Developing "mission statements" to define program goals

Health Communications Strategies

- 1. Traditional model – interpersonal, intrapersonal, organization/community, mass media, social media

2. Direct Instruction
3. Multidirectional model
4. Multifaceted approach
5. Multidisciplinary approach
6. Audience centered approach

Communication Tools - technology

- Computers: Chat rooms, bulletin boards, email, skyping, instant messaging, video-conferencing

Barriers

- Culture, language, proximity, disability, education, community socio-economics, infrastructure

Partnership Networking for Schools & Communities: Advocacy Efforts

1. Identify and access resources
 - Parents, clergy, business leaders, politicians, coaches, health care providers, institutions of higher learning, non-for-profit/voluntary organizations
2. Research existing rules, regulations, policies, restrictions in place locally

APPENDIX E: Course Outlines (cont.)

IV. HLTA 4431 Methods & Materials in School Health Instruction. 3 credits.

COURSE CONTENT MODULES:

Classroom teaching strategies

- (i.e. icebreakers, audiovisuals, brainstorming, case studies, computer-assisted instruction, cooperative learning, debates, displays/bulletin boards, educational games, experiments/demonstrations, field trips, guest speakers, guided imagery, humor, lecture, mass media, models, music, newsletter/flyers, panels, peer-education, personal improvement projects, problem-solving, puppets, role-plays, self-appraisals, service learning, simulations, storytelling/literary venues, theater/scripts, value clarifications, word puzzles/games)

Classroom management techniques

- a. "BEST" practices
- b. The disruptive student
- c. The disconnected student
- d. The developmentally delayed student

e. Special challenges

f. Problem solving

Health education materials/resources/curricula

a. Assessing/evaluating/selecting

b. HECAT – a tool for selecting health curricula

Planning for successful instruction

a. The lesson

b. The unit

c. The annual plan

d. Setting goals, creating objectives, developing assessment

APPENDIX F
Outcome Competencies and Methods of Assessment

1. HLTA 2210 Disease Etiology. 3 credits.

Learner Outcomes:

The student will...

1. Describe and discuss disease etiology and prevention practices (AAHE Standard 1 Content Knowledge, Key Element E).
2. Identify and analyze factors that influence health behaviors (NCHEC Competency 1.4, Examine Relationships among Behavioral, Environmental, and Genetic Factors that Compromise or Enhance Health).
3. Identify and analyze factors that enhance health (NCHEC Competency 1.4, Examine Relationships Among Behavioral, Environmental, and Genetic Factors that Compromise or Enhance Health).
4. Identify and analyze factors that compromise health (NCHEC Competency 1.4, Examine Relationships Among Behavioral, Environmental, and Genetic Factors that Compromise or Enhance Health).
5. Engage in professional growth and leadership by discussing and comparing current research and professional practice regarding disease (ITSE-NETS T, 5 C).
6. Demonstrate their content knowledge of disease etiology (WVPTS Standard 1A, Curriculum and Planning Core Content).
7. Design meaningful instructional activities based on local school and community norms and educational needs (CREDE Standard Contextualization).

Direct Measures:

- Content Exams will provide learner opportunities to demonstrate content knowledge of disease etiology, prevention practices, factors that influence health behaviors, and factors that enhance or compromise health. (AAHE/NCATE IA, IC, 1D, IE; Content Knowledge re: theoretical foundations, practices, risky behaviors, disease etiology)
 - Literature Review will provide learner with opportunities to analyze and discuss a research-based article targeting one of the four treatment approaches. (CREDE 4: complex thinking; ISTE NETS T 3d: effectively use digital tools to locate info sources)
 - Disease Risk Assessment: Learner will create an instructional activity for a given audience (school-based or community-based) focusing on disease-risk assessment. (AAHE/NCATE IIA,B,C: needs assessment)
-

APPENDIX F: Outcome Competencies and Methods of Assessment (cont.)

II. HLTA 3355 Readings in Health Education. 2 credits

Learner Outcomes:

Students will...

1. Investigate and discuss ethics, morality and health education
 - a. Ethical behavior (non-maleficence, beneficence, justice, honesty, individual freedom (equality principle))
2. Critique the adherence to professional roles/responsibilities/certifications and the value of advanced study as it applies to school and community health
 - a. Applications for CSHP
3. Compare the application of health promotion in various health education settings
 - a. school/community/worksite/healthcare settings/institutions of higher learning/ international positions
4. Compile a list of agencies/organizations/associations affiliated with health education
 - a. Government
 - b. Nongovernment (voluntary, philanthropic, service, religious, professional)
5. Investigate research and share findings from literature through (digital) class discussions
 - a. Locating information
 - b. Reading, critique and discuss research

Direct Measures:

- Content exams provide learner with opportunities to demonstrate knowledge on definitions involved in the study of ethics as it applies to health education/promotion, professional roles/responsibilities, and health-promotion affiliates. (AAHE/NCATE IA, IC, ID: Content Knowledge re: theoretical foundations, practices, compromising behaviors; WVPTS IA Curriculum & Planning - Core Content)
- Literature search requires investigation, comparison, and discussion of research on national, state school health instruction requirements and available resources and support. (AAHE/NCATE VIIA: Use health Info resources; AAHE/NCATE VIIIA: analyze/respond to factors impacting CSHE; ISTE NETS T 2d: Provide formative/summative research to inform learning/teaching; ISTE NETS T 3d: Model/facilitate use of current/emerging digital tools to locate/analyze/evaluate/use info resources to support research/learning; ISTE NETS T 4c: Promote/model responsible use of technology and information; CREDE 2: develop language/literacy skills that promotes understanding of content)

- Participation in electronic discussions on assigned health promotion topics throughout the course requires corroboration of opinions with current, valid, reliable research. (WVPTS IVA: Professional Responsibilities for Self Renewal - Professional Learning; ISTE NETS T 1c: Reflect using collaboration to clarify understanding/thinking/planning; ISTE NETS T 2a: adapt relevant learning experiences that incorporate digital tools/resources to promote student learning; ISTE NETS T 3d: Model effective use of emerging digital tools to locate/analyze/evaluate info to support learning; ISTE NETS T 4c: Promote/model digital etiquette/responsible social interactions related to use of technology; AAHE/NCATE If: demonstrate health literacy skills; AAHE/NCATE IIA: access a variety of reliable data sources related to health; AAHE/NCATE VIIA: use a variety of health info resources; AAHE/NCATE VIII B: apply a variety of communication methods/techniques; AAHE/NCATE VIII C: advocate for school health education; CREDE 2: develop competence in the language/literacy of instruction; CREDE 4: challenge students toward cognitive complexity; CREDE 5: teach through (digital) conversation)

APPENDIX F: Outcome Competencies and Methods of Assessment (cont.)

III. HLTA 3360 Communication Techniques for Health Promotion. 2 credits

Learner Outcomes:

The student will...

1. Define/describe: Health Communication, HC Models, Strategies, Tools, Barriers,
2. Investigate/assess the application of various approaches:
 - Traditional, Direct, Multi-directional, Multi-faceted, Multi-disciplinary, and Audience-centered
3. Investigate/compare the various communication strategies
4. Identify a targeted behavior for a specific risk group/audience
 - a. Determine which health communication technique is most appropriate for identified behavior/group.
5. Prepare an advocacy plan for an "identified" healthy behavior based on available resources, and governances

Direct Measures:

- Content exams will provide learner with opportunities to demonstrate knowledge on definitions of health promotion communication. (AAHE/NCATE IA, IC, IF: Content Knowledge re: theoretical foundations, practices, literacy skills)
- Directed Response Activity: Learner will analyze and respond to factors impacting current and future needs in school or community health education (AAHE Standard VIII A: Communication and Advocacy, NCHCEC)

Competency 7.1.1 Assess and Prioritize Health Information and Advocacy Needs, ISTE NETS T 2, CREDE Standard 3, 5; ISTE.NETS T 1b, 3d).

- **Messaging Activity:** Using health behavior theories and models, learner will create, pilot-test, and edit messages tailored to priority populations in a school or community setting (NCHEC Competency 7.2.1-7.2.6 Identify & Develop a Variety of Communication Strategies, Methods, & Techniques, WVPTS 3B Teaching-Communicating with Students...in a Variety of Ways; AAHE/NCATE IIIA - design strategies involving key individuals/organizations; ISTE.NETS T 3a).
- Learner will evaluate/analyze the success of a communication activity based on its alignment with project's mission statement, culture of school/community and advocate for improvements based on findings. (AAHE/NCATE IIC: infer needs from data; VIB: explain how program fits culture of school and mission; AAHENCATE VIIIA: analyze/respond to factors impacting current/future needs in CSHE; AAHE/NCATE VIIID: advocate for school health education; CREDE 4).
- Learner will prepare a health promotion presentation and deliver it to a School/School Board or Community Group (AAHE/NCATE IVB: utilize technology/resources to educate diverse learners; AAHE/NCATE VIIIB: respond to requests for health info; AAHE/NCATE VIIIB: apply a variety of communication methods/techniques; AAHE/NCATE VIIIC: advocate for school health education; AAHE/NCATE VIIID: demonstrate professionalism), NCHEC Competency 7.3.2 Deliver Message Using a Variety of Strategies, Methods, & Techniques; ISTE.NETS 3c; CREDE 2)

APPENDIX F: Outcome Competencies and Methods of Assessment (cont.)

IV. HLTA 4431 Methods & Materials in School Health Instruction. 3 credits.

Learner Outcomes:

Students will...

1. Investigate a variety of materials and experience rehearsal opportunities for a variety of teaching methods used by the Health Educator in 5-12 grade school classrooms.
2. Develop lessons/units using the National Health Education Standards as the framework for content, skills, and materials utilized and applied in this course.
3. Develop and implement creative teaching applications in Health applicable in 5-12 grade classrooms.
4. See teaching examples modeled that facilitate the integration of Health content into a variety of other academic disciplines.
5. Rehearse and practice the implementation of creative integrated Health applications in the classroom setting.

6. Rehearse and demonstrate basic classroom management skills/techniques, lesson development, unit development, and classroom Health Instruction.

Direct Measures:

- Content exams provide learner with opportunities to demonstrate knowledge of the expansive list of teaching strategies available to the classroom teacher, provide application examples as they apply to specific health education/promotion topics and classroom settings. (AAHE/NCATE ; WVPTS 1A: deep knowledge of content; WVPTS 1B: how specific content can facilitate experiences facilitating creativity, innovation, problem-solving)
- Design classroom learning plans for Health instruction that address specific classroom management issues, developmental student issues, and space and resource issues. (AAHE/NCATE IVA: strategies reflecting effective pedagogy that facilitates learning; AAHE/NCATE IVC: exhibit classroom management; WVPTS 2D: assures that rules/procedures are in place...efficient use of time/resources; WVPTS 2E: establishes norms for classroom behavior; WVPTS 2F: safe learning environment...quality use of physical space; WVPTS 3A: provides meaningful learning experiences for learners; ISTE NETS T 2a: design relevant learning experiences that incorporate digital tools/resources to promote student learning/creativity; CREDE 1: facilitate learning...classroom arrangement/needs of students)
- Select and analyze Health education curricula using the HECAT tool. (AAHE/NCATE VIIC: Select educational resource materials; WVPTS 3E: use of assessments in instruction; CREDE 4: cognitive complexity)
- Design/develop teaching lessons that can be/will be implemented in a classroom setting based on NHES, state CSO's, and CDC's 6 risk behaviors that incorporates an interactive family/parent component. (AAHE/NCATE IB: describe NHES; AAHE/NCATE VA: develop assessment plans; AAHE/NCATE VC: develop instruments to assess student learning; WVPTS 1C: uses standards-based approach to instructional design; WVPTS 1D: design instruction based on WVCSO's; ISTE NETS T 2a: design/adapt relevant experiences that incorporate digital tools/resources; ISTE NETS T 5bdemonstrate infusion of technology as a tool linking school to families; CREDE 2,3,&5: interactive technology "family" piece engages students on affective level by encouraging cyclical interactions between school/teacher, student, family, & teacher).

APPENDIX G - Model Schedule

FRESHMAN FIRST SEMESTER

Attribute IC Written Communication (ENGL 1104 Written English I) 3

Attribute VIID Natural Science (SCIE 1100 Human Biology or 1110 Chemistry of Life) 4-5

EDUC 2200 Introduction to Education 3

HLTA 1150 Introduction to Health Education 3

FOSM 1120 Nutrition in Childhood & Adolescence 3

16-17 hours

FRESHMAN SECOND SEMESTER

Attribute IB Quantitative Literacy (MATH 1107 Fundamental Concepts of Math or 1112 College Algebra) 3

Attribute ID Teamwork; Attribute IG Oral Communication (COMM 2200 Intro to Human Communication
or 2201 Intro to Group Communication) 3

Attribute IE Information Literacy; Attribute IF Technology Literacy (EDUC 2201 Instructional Technology) 3

Attribute V Health & Well-being (PHED1100 Fitness & Wellness) 2

Attribute IA Critical Analysis (ENGL 1108 Written English II) 3

PHED 2200 Accident Analysis & Emergency Care 2

16 hours

SOPHOMORE FIRST SEMESTER

Attribute VIIA Fine Arts (Any course from VIIA) 3

EDUC 2203 Human Development, Learning & Teaching) 3

PHED 2211 Anatomy & Physiology 4

HLTA 2202 Environmental Health 3

HLTA 2210 Disease Etiology 3

16 hours

SOPHOMORE SECOND SEMESTER

Attribute VI Interdisciplinary & Lifelong Learning (Any course from VI) 3-4

Attribute VIIC Social Science (Any course from VIIC) 3

Attribute VIII Cultural Awareness & Human Dignity (Any course from VIII) 3

EDUC 2240 High Incidence Disabilities for Educators 3

HLTA 2203 Contemporary & Drug Behavior Issues 3

15-16 hours

JUNIOR FIRST SEMESTER

Attribute III Citizenship (Any course from III)3
 Attribute IV Ethics (PHIL 3325 Ethics)3
 EDUC 3331 Reading in the Content Area3
 HLTA 3310 School Health Content, Curricula & Programming3
 HLTA 3315 Healthy Sexuality3
 15 hours

JUNIOR SECOND SEMESTER

Attribute VIIB Humanities (INTR 1120 Experiencing the Arts)3
 EDUC 2260 Instructional Design I3
 EDUC 2265 Field Experience 21
 HLTA 3325 Instructional Strategies & Planning in School Health3
 HLTA 3355 Readings in Health Education2
 HLTA 3360 Communication Techniques for Health Promotion3
 15 hours

SENIOR FIRST SEMESTER

EDUC 3340 Instructional Design II3
 EDUC 3351 Inclusive Classroom Practices for Individual Differences3
 EDUC 3365 Field Experience 32
 HLTA 4400 Health Education in the Elementary School3
 HLTA 4431 Methods & Materials in School Health Education3
 14 hours

SENIOR SECOND SEMESTER

Attribute II Proficiency in the Major (EDUC 4496 Secondary Student Teaching) 10
 EDUC 4485 Action Research 1
 EDUC 4486 Portfolio 1
 12 hours

Kirby, Jack

From: Crislip-Tacy, Carolyn
Sent: Friday, December 14, 2012 1:48 PM
To: Kirby, Jack
Subject: FW: Health Curriculum Proposals

Follow Up Flag: Follow up
Flag Status: Flagged

FYI

From: Floyd, Brian
Sent: Thursday, December 13, 2012 4:05 PM
To: Crislip-Tacy, Carolyn
Cc: Nissim-Sabat, Brooke; Hamilton, Pamela; Dempsey, Van
Subject: RE: Health Curriculum Proposals

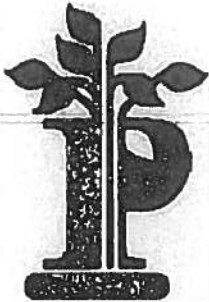
Carolyn,

I have had the opportunity to review with Brooke information from your morning meeting. I will support the addition of the nutrition courses into the Health Teacher Education and the Community Health Education curriculum proposals.

Please stop by my office tomorrow, and I will provide the necessary signatures.

Thank you for taking the time to provide additional communication and explanation.

Brian



Brian A. Floyd, CEC, CCE, MA
Dean School of Human Services
Executive Director Pierpont Culinary Academy
Pierpont Community & Technical College
School of Human Services
Rm. 143 Education Bldg.
1201 Locust Ave., Fairmont, WV 26554
Ph.: 304-367-4409/Fax: 304-367-4587
bfloyd@pierpont.edu

www.pierpont.edu

Practical... Possible... Pierpont

From: Crislip-Tacy, Carolyn
Sent: Thursday, December 13, 2012 11:55 AM
To: Floyd, Brian
Cc: Nissim-Sabat, Brooke; Hamilton, Pamela; Dempsey, Van
Subject: Health Curriculum Proposals

Brian,

Amy Sidwell, Beverly Michael and I met with Brooke this morning concerning the nutrition courses that we proposed to include in the Health Teacher Education and the Community Health Education (formerly our Health Science) curricula proposals. We are asking to include these courses in the proposals as originally designed. We are ready to move forward with your signature. If you still believe your concerns preclude you from signing these proposals, we respect that and will remove all nutrition courses from the proposals. We are submitting these two proposals by the end of the work day, Monday, December 17. If you would like to sign these, please let me know by 3:00 that day or earlier.

**Thanks,
Carolyn**

Kirby, Jack

From: Crislip-Tacy, Carolyn
Sent: Friday, December 14, 2012 1:50 PM
To: Kirby, Jack
Subject: FW: Health Curricula Proposals
Attachments: FSU Curr Prop - School Health Education 11-9-12.docx; Final Community Health Education Prop 11-11-12.docx

Follow Up Flag: Follow up
Flag Status: Flagged

FYI

From: Crislip-Tacy, Carolyn
Sent: Thursday, November 15, 2012 11:22 AM
To: 'Brian.Floyd@fairmontstate.edu'
Subject: Health Curricula Proposals

Hi

These are two new proposals for us. Bev Michael told me she had discussed with you the request to add nutrition courses as requirements in these programs.

In the Health Ed program we are adding: FOSM 1120 Nutrition In Childhood and Adoles.

In the Community Health Program we are adding a requirement of FOSM 1110 Nutrition....but also that students can elect to take as an emphasis area (FOSM 1120, 2220, and 2250)

The Community Health has 4 different "emphasis areas" a student can choose from and...nutrition is one of these areas.

If you are in agreement with what we plan to do...could I get your signature for our curriculum proposal so that we may move forward with these documents?

If you want to take time to read these over...when would be a good time for me to come see you?

Also, if you have concerns...please let me know.

Thanks, Carolyn