

GEORGE MASON UNIVERSITY
College of Education and Human Development
School of Recreation, Health, and Tourism

HEAL 516
PROGRAM DEVELOPMENT AND RESOURCES IN HEALTH EDUCATION
Online Education
Summer 2013

DAY/TIME:	Online	LOCATION:	Online
INSTRUCTOR:	Luanne Norden, M.A.	E MAIL:	lnorden@gmu.edu
OFFICE LOCATION	206 Bull Run Hall PW	PHONE:	703 993 2032
OFFICE HOURS	By appointment	FAX:	703 993 2025

PREREQUISITES: This course is open to licensed and provisionally licensed health and physical education teachers in the Commonwealth of Virginia, and students in the Physical Education masters program.

COURSE DESCRIPTION

Students will learn program development, health content, methodology and resources for teaching preK-12 health education. This is an online course. Students will submit assignments and receive response from the course instructor on assignments via computer. Successful completion fulfills the Virginia State Education Department's *health methods* requirement for health and physical education licensure.

COURSE OBJECTIVES

At the completion of this course, students should be able to:

1. Analyze the current literature regarding program development and resources in the health education setting.
2. Assess and evaluate a school health program.
3. Create appropriate instructional strategies for the designated level of learners, as they relate to the ten major health content areas.
4. Develop appropriate interactive instructional strategies and assessment strategies congruent with program goals and lesson objectives.
5. Identify and implement online and community resources to enhance health education instruction.
6. Demonstrate the use of technology for current health knowledge and the needs of the learner in the health classroom.

REQUIRED READINGS

All readings for the course will be found on Electronic Reserve.

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION

HEAL 516 is aligned with the following RHT priorities: provide rewarding learning experiences, disseminate exemplary scholarship, and prepare professionals committed to service. HEAL 516 is also aligned with the following Health Education Standards established by the American Association for Health Education (AAHE)/National Council for Accreditation of Teacher Education (NCATE):

- Standard I: Candidates assess individual and community needs for health education.
- Standard II: Candidates plan effective health education programs.
- Standard IV: Candidates evaluate the effectiveness of coordinated school health programs.
- Standard VI: Candidates act as a resource person in health education.

COURSE DELIVERY

This is an online course. Individualized instruction from the course instructor will be complemented by Blackboard e-learning. Class activities (assignment submission and instructor response to assignments) will be conducted via computer.

CEHD SYLLABUS STATEMENTS OF EXPECTATIONS

The Graduate School of Education and the School of Recreation, Health and Tourism expect all students to abide by the professional behaviors and dispositions cited on the websites: <http://gse.gmu.edu> and <http://rht.gmu.edu>.

COURSE REQUIREMENTS, ASSIGNMENTS, AND EVALUATION CRITERIA

1. Reaction Papers (24 points)
2. Discussion Boards (16 points)
3. Best Practices, Scavenger Hunt, Journals (8 points)
4. 5 Lessons-SOLs and Technology (10 points)
5. Lesson Plan (18 points)
6. The Coordinated School Health Program (24 points)

GRADING SCALE

A+ 97-100, A 96-93, A- 90-92, B+ 87-89, B 83-86, B- 80-82, C 70-79, F <69

COURSE OUTLINE

	Topic	Assignment	Due/Points
Week 1	Introductions	Discussion Review Syllabus	May 21 (1)
	What is school health?	Journal	May 22 (1)
		Discussion	May 23-24 (3)
	Health and Learning	Reaction Paper 1	May 28 (6)
Week 2	Resources	CDC Scavenger Hunt	May 29 (5)
	Best Practices	Journal	May 30 (2)
		Discussion	May 30-31 (3)
	Coordinated School Health Programs (CSHP)	Reaction Paper 2	June 3 (6)
<i>Assessment and Evaluation of Your CSHP including Your Role</i>	<i>Final Paper-start now</i>	<i>June 19</i>	
Week 3	Resources	5 Lessons with Health APPS	June 4 (10)
	Technology	Discussion	June 5-6 (3)
	Enhancing Student Learning	Reaction Paper 3	June 10 (6)
Week 4	Motivating Students to Learn	Discussion	June 12-13 (3)
	Health Lesson-Active Learning	Lesson Plan	June 17 (18)
Week 5	Advocacy	Reaction Paper 4	June 18 (6)
	Assessment and Evaluation of Your CSHP including	Final Paper	June 19 (24)

	Your Role Your Coordinated School Health Program Reflection	Discussion	June 20-21 (3)
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Assignments are not accepted after the due date.

POLICIES AND RESOURCES FOR STUDENTS

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>]
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

