

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

HEAL 516 - DL1 - PROGRAM DEVELOPMENT AND  
RESOURCES IN HEALTH EDUCATION (3)  
Spring 2014

DAY/TIME: Online LOCATION: Online  
INSTRUCTOR: Luanne Norden, M.A. E MAIL: [lnorden@gmu.edu](mailto:lnorden@gmu.edu)  
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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.

## PROFESSIONAL ASSOCIATION STANDARDS

Upon completion of this course, students will meet the following professional accreditation standards.

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

- Standard I.B: Describe the National Health Education Standards.
- Standard II.A: Access a variety of reliable data sources related to health.
- Standard II.B: Collect health-related data.
- Standard II.C: Infer needs for health education from data obtained.
- Standard III.C: Create appropriate and measurable learner objectives that align with assessments and scoring guides.
- Standard III.D: Select developmentally appropriate strategies to meet learning objectives.
- Standard IV.B: Utilize technology and resources that provide instruction in challenging, clear and compelling ways to engage diverse learners.
- Standard V.C: Develop instruments to assess student learning.
- Standard V.D: Implement plans to assess student learning.
- Standard VI.B: Explain how a health education program fits the culture of a school and contributes to the school's mission.
- Standard VII.A: Use health information resources.
- Standard VIII.C: Advocate for school health education.
- Standard VIII.D: Demonstrate professionalism.

## NATURE OF COURSE DELIVERY

Online. Assignments, class discussions and instructor response will be submitted and posted through Blackboard.

## REQUIRED READINGS

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

## EVALUATION

1.	Reaction Papers—4 papers (2 pages each) on the assigned readings	24
2.	Discussion Boards—5 discussions	16
3.	Best Practices, Scavenger Hunt, Journals—your thoughts and learning new resources for school health	8
4.	5 Lessons-SOLs and Technology—a brief review of 5 resources for planning health lessons	10
5.	Lesson Plan—applying the components of an effective lesson plan	18
6.	The Coordinated School Health Program—evaluate your own school health program and develop strategies to improve	<u>24</u>
	<b>TOTAL POINTS</b>	<b>100</b>

## Grading Scale

A = 94-100    A- = 90-93    B+ = 88-89    B = 84-87    B- = 80-83  
 C = 70-79    F = 0-69

## COURSE SCHEDULE

	Topic	Assignment	Due/Points
Week 1	Introductions	Discussion Review Syllabus	January 7 (1)
	What is school health?	Journal Discussion	January 8 (1) January 9-10 (3)
	Health and Learning	Reaction Paper 1	January 14 (6)
Week 2	Resources	CDC Scavenger Hunt	January 15 (5)
	Best Practices	Journal	January 16 (2)
		Discussion	January 16-17 (3)
	Coordinated School Health Programs (CSHP)	Reaction Paper 2	January 21 (6)
<i>Assessment and Evaluation of Your CSHP including Your Role</i>	<i>Final Paper-start now</i>	<i>February 6</i>	
Week 3	Resources	5 Lessons with Health APPS	January 22 (10)
	Technology	Discussion	January 23-24 (3)
	Enhancing Student Learning	Reaction Paper 3	January 28 (6)
Week 4	Motivating Students to Learn	Discussion	January 29-30 (3)
	Health Lesson-Active Learning	Lesson Plan	January 31 (18)
Week 5	Advocacy	Reaction Paper 4	February 4 (6)
	Assessment and Evaluation of Your CSHP including	Final Paper	February 6 (24)

Week 5 continued	Your Role  Your Coordinated School Health Program Reflection	Discussion	February 6-7 (3)
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*Assignments are not accepted after the due date.*

### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>]
- 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 for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

### *Campus Resources*

- The 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/>].
- 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 BEHAVIOR:** 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.

