

15-115  
 UWCC AP 2/23/16  
 Senate Info: 3/29/16

# [HPED][417/517][Contemporary Issues in School and Community Health]-CrsRvs-2016-02-16

## Form Information

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

**First Step:** ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- ***IF DUAL LISTED list BOTH courses in the page title***

**Second Step:** Click "SAVE" on bottom right

- ***DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- ***Please be sure to remove the Brackets while renaming the page***

**Third Step:** Make sure the word **DRAFT** is in yellow at the top of the proposal

**Fourth Step:** Click on "**EDIT CONTENTS**" (not EDIT) and start completing the template. When exiting or when done, click "SAVE" on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

### \*Indicates a required field

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Proposing Department/Unit*	KHSS	Contact Phone*	7-3194

Course Level\*  
 graduate-level  
 undergraduate-level

### Course Revisions

(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

Category A:

Category B:

add\_dual\_level

distance-education

**\* Teacher Education: Please complete the Teacher**

**Education section of this form (below)**

**\* Liberal Studies: Please complete the Liberal Studies**

**section of this form (below)**

**\* Distance Education: Please complete the Distance**

**Education section of this form (below)**

### Rationale for Proposed Changes (All Categories)

**(A) Why is the course being revised/deleted:\***

This course is being revised to include a dual-listing of the current course HPED 517 Contemporary Issues in School and Community Health. As part of the revision, this proposal includes the inclusion of Distance Education designation as well. The purpose of the dual listing is to offer undergraduate students enrolled in the KHSS BSED Health and Physical Education Track and Community Health Education Track the option to take this course.

**(B) University Senate Summary of Rationale\***

*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.*

This course is being revised to include a dual-listing of the current course HPED 517 Contemporary Issues in School and Community Health. As part of the revision, this proposal includes the inclusion of Distance Education designation as well. The purpose of the dual listing is to offer undergraduate students enrolled in the KHSS BSED Health and Physical Education Track and Community Health Education Track the option to take this course.

**(C) Implications of the change on the program, other**

This course is already included in the M.Ed in HPED curriculum. By dual listing this course, undergraduate students currently enrolled in the BSED in HPED will now have the option to take this course. This proposal does not include any implications for other programs.

**programs and the Students:\***

**Current Course Information\***

**Proposed Changes**

**Category A**

<b>(D) Current Prefix*</b>	HPED	<b>Proposed Prefix</b>	HPED
<b>(E) Current Number*</b>	517	<b>Proposed Number</b>	417/517
<b>(F) Current Course Title*</b>	Contemporary Issues in School and Community Health	<b>Proposed Course Title</b>	
<b>(G) Prerequisite(s)</b>	none	<b>Proposed Prerequisite(s)</b>	none
<b>(H) Current Catalog Description</b>	Provides pedagogical strategies relevant to educators in school and community health education setting. Individual problem solving will assist students in identifying, analyzing, promoting and evaluating recent developments and issues in health.	<b>Proposed Catalog Description</b>	

***If changing Category A, no further action required.***

**Category B (if no change, leave blank)**

<b>(I) Number of Credits</b>	Class Hours: Lab Hours: Credits:	<b>Proposed Number of Credits</b>	Class Hours: Lab Hours: Credits:
<b>(J) Current Course (Student Learning) Outcomes</b>		<b>Proposed Course (Student Learning) Outcomes</b>	

**(K) Dual Listed Courses Only:**

**List Current Learning**

**Outcomes for the**

**Higher-Level Course**

**(L) Brief Course Outline**

*(It is acceptable to copy*

*from old syllabus)*

1. Evaluate resources for delivering health promotion content and interventions.
2. Apply knowledge of the importance of community health programs to populations.
3. Analyze the educator's role and responsibility in promoting health education content and interventions.
4. Design health promotion recommendations for populations and how these behaviors will benefit overall health.
5. Evaluate evidence-based strategies for increasing healthy behavior choices, including informational, behavioral and social, and environmental and policy approaches.

***As outlined by the federal definition of a "credit hour", the following should be a consideration***

***regarding student work - For every one hour of classroom or direct faculty instruction,***

***there should be a minimum of two hours of out of class student work.***

School and Community Health Services and Policies

Comprehensive Health Education Programs

Nutrition

Mental and Emotional Health

Family and Social Health

Growth and Development

Personal Health and Physical Activity

Alcohol, Tobacco and Other Drugs

Communicable and Chronic Diseases

Consumer and Community Health

Environmental Health

Injury Prevention and Safety

Instructional Strategies and Technologies

**Dual Listed Courses Only:**

**List Proposed Learning**

**Outcomes for the**

**Higher-Level Course**

**Brief Course Outline**

*(Give sufficient detail to communicate the*

*content to faculty across campus.*

*It is not necessary to include specific*

*readings, calendar or assignments)*

Current learning outcome for graduate students only

6. Synthesize trends, issues, controversy, deliberate current research related to health and apply to current or future profession.

***As outlined by the federal definition of a "credit hour", the following should be a consideration***

***regarding student work - For every one hour of classroom or direct faculty instruction,***

***there should be a minimum of two hours of out of class student work.***

## Distance Education Section

***- Complete this section only if adding Distance Education to a New or Existing Course***

**If Completing this Section,** distance-education

**Check the Box to the Right:**

**Course Prefix/Number**

HPED 417/517

**Course Title**

Contemporary Issues in School and Community Health

**Type of Proposal**

**See CBA, Art. 42.D.1 for Definition**

online

**Brief Course  
Outline**

***Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments***

***As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or***

***direct faculty instruction, there should be a minimum of two hours of out of class student work.***

**Rationale for Proposal (Required Questions from CBA)**

**How is/are the  
instructor(s)  
qualified**

I have over three years of experience teaching several distance education courses. I have also completed training in distance education and in the use of D2L. Furthermore, I currently use D2L for my face-to-face courses as a supplemental resource for students to gain access to course documents, supplemental readings, assignment submissions, and lecture materials. Lastly, I have consulted with an IUP Online Learning Specialist regarding online pedagogy and online technologies in developing course proposals.

**In the Distance  
Education  
delivery**

**method as well as  
the discipline?**

**For each outcome in the course, describe**

**how the outcome will be achieved using**

**Distance Education technologies.**

**Objective #1: Evaluate resources for delivering health promotion content and interventions.**

The students will receive the materials to address this objective through assigned text readings and through power point lectures which will be posted under the appropriate chapter modules. The students will practice their ability to evaluate resources by exploring several government and private health agencies who develop and distribute content intervention-based programming. Students will demonstrate their knowledge by answering the 'Health Agency and Policy Review' questions after exploring a list of agencies. This objective will be evaluated and the students will receive feedback by completing the 'Health Agency and Policy Review' assignment through the online learning management system.

**Objective #2: Apply knowledge of the importance of community health programs to populations.**

The students will apply knowledge that they learn throughout the course as part of the Health Education Marketing Materials assignment. As part of this assignment, students are required to provide a rationale that describes the importance of community health programs geared towards a specific population that the students are assigned. This objective will be evaluated and the students will receive feedback by completing the Health Education Marketing Materials assignment through the online learning management system.

**Objective #3: Analyze the educator's role and responsibility in promoting health education content and interventions**

The students will receive the materials to address this objective through assigned text readings and through power point lectures which will be posted under the appropriate chapter modules. The students will practice their ability to analyze the educator's role and responsibilities in promoting health education content and interventions by answering the Exam#1 Study Guide questions after reading the Exam #1 content. This objective will be evaluated and the students will receive feedback by completing Exam#1 through the online learning management system.

**Objective #4: Design health promotion recommendations for populations and how these behaviors will benefit overall health.**

The students will apply knowledge that they learn throughout the course as part of the Health Education Marketing Materials assignment. As part of this assignment, students are required to provide a rationale that describes the importance of community health programs geared towards a specific population that the students are assigned. This objective will be evaluated and the students will receive feedback by completing the Health Education Marketing Materials assignment through the online learning management system.

**Objective #5: Evaluate evidence-based strategies for increasing healthy behavior choices, including informational, behavioral and social, and environmental and policy approaches.**

The students will receive the materials to address this objective through assigned text readings and through power point lectures which will be posted under the appropriate chapter modules. The students will practice their ability to evaluate resources by exploring several government and private health agencies who develop and distribute content intervention-based programming. Students will demonstrate their knowledge by answering the 'Health Agency and Policy Review' questions after exploring a list of agencies. This objective will be evaluated and the students will receive feedback by completing the 'Health Agency and Policy Review' assignment through the online learning management system.

**Objective #6 (Graduate-only objective): Synthesize trends, issues, controversy, deliberate current research related to health and apply to current or future profession.**

The (graduate) students will receive the materials to address this objective by utilizing listed internet resources (IUP library, EBSCO Host, Google scholar, CDC website, etc...). The students will practice their ability to synthesize literature and current research on an assigned health topic by writing a research-based paper. Required components of the paper will include current research, policies, trends, programming geared towards an instructor assigned at-risk population. This objective will be evaluated and the students will receive feedback by completing the 'Research Paper assignment through the online learning management system.

**How will the instructor-student and**

**student-student interaction take place?**

**(if applicable)**

The instructor-student and student-student interaction will occur through several methods. For instance, the instructor-student interaction will occur through emailing and monitoring and adding commentary to online discussion boards. The use of discussion boards will also encourage student-student interactions as well. By completing several assignments through discussion boards, students will be required to not only post their own discussions, but also respond to several other student comments as well. It is my experience with online courses that the use of discussion boards in this manner typically generates rich dialog between the students and the instructor in an informal yet informational manner.

**How will student achievement be evaluated?**

Introduction Activity -10 points  
Health Education Marketing Materials-30 points  
Theory Assignment (undergraduate students) - 30 points  
Research Paper (graduate students) - 30 points  
Documentary Film Reviews (4 @ 15 points) -60 points  
Hot Topic Position (6 @ 10 points)- 60 points  
Health Agency and Policy Review -15 points  
Exams (4 @ 40 points each) -160 points  
Total Points- 365 points

Grade Scale

A:  $\geq$  90%

B: 80 – 89%

C: 70 – 79%

D: 60 – 69% \*For undergraduate HPED 417 students only (Not HPED 517)

F: <60%

**How will academic honesty for tests and assignments be addressed?**

This course will implement several procedures to encourage academic honesty for tests and assignments. For instance, the examinations will be designed with the use of LMS-based measures, such as timed testing, secure test windows, and time-tracking features. Furthermore, the exams will include random question assignment from a pool of possible items. This ensures that every student has a different exam. In regards to the reflections, position statements, and the film reviews, they all use informal writing techniques, so plagiarism is easily detected. Additional measures include the inclusion of an honor statement in the course syllabus, and the use of a commitment to academic integrity at the beginning of the course.

## Liberal Studies Section

**- Complete this section only for a new Liberal Studies course or Liberal Studies course revision**

**If Completing this Section,**

**Check the Box to the Right:**

**Liberal Studies Course Designations (Check all that apply)**

**Learning Skills:**

**Knowledge Area:**

**Liberal Studies Elective**

***Please mark the designation(s) that apply - must meet at least one***

**Expected Undergraduate Student**

***Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners***

**Learning Outcomes (EUSLOs)**

***See <http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694>***

**Description of the Required**

***Narrative on how the course will address the Selected Category Content***

**Content for this Category**

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.

Liberal Studies  
courses must  
include

the perspectives and  
contributions

of ethnic and racial  
minorities and

of women whenever  
appropriate to

the subject matter.  
Please explain

how this course will  
meet this

criterion.

Liberal Studies  
courses require the

reading and use by  
students of at

least one  
non-textbook work of

fiction or non-fiction  
or a collection

of related articles.  
Please describe

how your course will  
meet this

criterion.

## Teacher Education Section

*- Complete this section only for a new Teacher Education course or Teacher Education course revision*

If Completing  
this Section,

Check the  
Box to the  
Right:

Course  
Designations:

Key  
Assessments

For both new and revised courses, please attach (see the program education coordinator):

- The Overall Program Assessment Matrix
- The Key Assessment Guidelines
- The Key Assessment Rubric

File

Modified ^

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No files shared here yet.

**Narrative  
Description  
of the**

***How the proposal relates to the Education Major***

**Required  
Content**

**For Deans Review**

Are Resources Available/Sufficient for this Course?

YES

Is the Proposal Congruent with the College Mission?

Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?

Comments: