

HESC 558: Advanced Study of School Health Education (WEB)
Fall 2008
#14023

California State University, Fullerton
Health Science Department

General Information

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I teach only on-line classes. Consequently, I rarely go to campus. In all the years I've done this there has not been a problem that couldn't be solved via email or phone. If you'd like me to call you, please send me an email with the nature of your issue, your phone number, and days/times when I might best reach you.

Course Description

Advanced course designed to facilitate the delivery of comprehensive school health education. Emphasis will be placed on strategies for personal, classroom, and school safety. Application of state/federal laws pertaining to health and safety will be evaluated. Prerequisites: Graduate standing.

Units: (3)

This class is very experiential and, as such, requires a great deal of work in the field.

A Note for all Teacher Credential Holders

RYAN CREDENTIAL HOLDERS (SINGLE AND MULTIPLE SUBJECT): HESC 358 meets requirements only for teachers who hold a Ryan single or multiple subject credential and wish to earn their Clear Credential.

SB2042 CREDENTIAL HOLDERS (SINGLE AND MULTIPLE SUBJECT): HESC 358 is NOT acceptable for teachers who hold an SB 2042 single or multiple subject credential and wish to earn their Clear Credential. Only **HESC 558** qualifies as the required health course for these candidates. If you earned your single or multiple subject credential after June 2003, you likely earned a SB2042 credential and fall into this category. Further information on SB2042 Professional Clear requirements is found at http://ed.fullerton.edu/5th_Year_of_Study/5th_Year_of_Study.html.

SPECIAL EDUCATION CREDENTIAL HOLDERS: As of January 31, 2008, **HESC 358** is no longer considered acceptable for special Education Specialist teachers who are earning their Level II credential. Only **HESC 558** qualifies as the required health course for these candidates. **HESC 358** will be honored on program plans for only those candidates who completed this course prior to January 31, 2008. Further information on Level II requirements is found at http://ed.fullerton.edu/sped/LevelII_Cred.htm.

MORE INFORMATION: If you have concerns or questions about this information, please contact the Director of Admissions for the appropriate credential program. Admissions contact information is found at <http://ed.fullerton.edu/adtep/>.

Course Objectives

1. Identify environmental factors that influence student well-being, and take appropriate actions to address student health and safety.
2. Implement accident prevention strategies within the classroom and the school site.
3. Use a strengths-based approach to foster individual students' well-being and Communicate with students' families regarding student health and safety.
4. Implement the school's crisis response plan: emergency health situations, contacting staff for first aid/CPR, conflict resolution strategies for defusing potentially violent situations.
5. Understand health and safety factors that impact student health and learning: vision, hearing, nutrition, communicable diseases, alcohol and substance abuse.
6. Use the adopted health curriculum within the context of the teaching assignment.
7. Implement as appropriate state and federal reporting requirements relating to child abuse and neglect; state and local permitted health topics; state and local policy regarding family life and sex education and parents; rights regarding health instruction and understand local guidelines for accessing outside speakers.
8. The student will demonstrate through discussion and written assignments the application, analysis, synthesis and evaluation of the above goals. The student will demonstrate through performance on written exams knowledge, comprehension and integration of these goals.

Minimum Technical Requirements and Competencies

To fully participate in this course, you will need to have and successfully operate a computer system that meets the following minimum technical specifications. The latest version the software listed will be used.

Operating System: Current version for PC or Mac

Processor: 450 MHz or higher preferred

Memory: 256 MB of RAM or higher

Plug-ins: Adobe PDF reader, Real Player

Browser: Netscape 4.7 or higher, Internet Explorer 6.0 or higher (Java and Javascript must be enabled. AOL users should upgrade to latest version)

Sound Card: Required

Video Card: Required

Modem: 56 Kbps

Monitor: 15" monitor with 800 x 600 resolution capability or larger

Printer: Graphics-capable (inkjet or laser) printer

Software: Microsoft Office, Adobe Acrobat Exchange

CD-R: 12x (24x preferred)

E-mail Account: Must be able to send/receive attachments

Internet Connection: You are required to have a dependable connection to the Internet. The speed and reliability of your connection will directly influence your online learning experience and ability to successfully complete exams.

Required Materials

None

On-Campus Meeting Requirements

No on-campus meetings will be required.

About This Course

This course is organized into several modules. Modules vary in length and include online text (similar to a class “lecture”) and required on-line readings. The modules assigned for each week are noted in the weekly schedule.

The first two modules provide an introduction, while the remaining modules correspond to each of the program elements that comprise ***Program Standard 18 of the California Commission on Teacher Credentialing’s Standards of Quality and Effectiveness for the Professional Teacher Induction Program***. Please see the page later in the syllabus for information about the relationship of this class to Program Standard 18. Some of the modules provide content while others give you the opportunity to apply the content to your own school setting.

The course projects are designed to be included in a teacher induction portfolio as evidence of mastery of Standard 18. A portfolio is not required for this course. Each project will be graded individually.

You will find the modules in COURSE DOCUMENTS.

You will find the course projects in ASSIGNMENTS.

You will find the exam in ASSIGNMENTS.

You will find the discussions in DISCUSSION BOARD. There will be no discussions during summer session.

You will find the weekly schedule in COURSE DOCUMENTS. The weekly schedule includes due dates for the exam, projects, and discussions.

Technical Problems

If you find that a link is not working, contact me. If you have difficulty with your exam, contact me. For all other technical problems, please contact the Help Desk at (714) 278-7777.

Instructor Responsibilities

Email/Online: I will generally review email messages every Tuesday and Thursday. It is more likely that I will review them each day; however, you cannot depend on this. Consequently, plan your time accordingly.

Grading: Online assignments will be generally be graded and returned within one week after the due date.

Other: I will notify students of any changes in the course, provide specific details of on-line reading assignments, provide additional resources and information as they become available, and provide specific instructions for submitting projects.

I will do my best to obtain information to answer any questions you might have regarding course content.

Student Responsibilities

Course Overview:

It is your responsibility to familiarize yourself with the course and course requirements by reading thoroughly the syllabus. I find that students experiencing the most frustration, questions, and problems are those that are not intimately familiar with the syllabus. If, after reading it, you have any questions, please do not hesitate to contact me.

Computer Competency:

Students are expected to be competent in the use of Blackboard and MS Word.

Communication & Participation:

1. If you want your email sent to an address other than the one registered on BlackBoard, it is your responsibility to change it. If you need help, see the *Distance Education BlackBoard Tutorial*. **Please verify your Blackboard email address at this time.**
2. You must gain access to your email by going to CSUF home page and logging on to the Internet Portal.
3. You are expected to check your email **at least twice a week.** If you have an email account that limits the size of your in-box, it is not my responsibility to re-send any returned emails. Please see the last two pages of the syllabus for email guidelines for students.

4. If it is not clear from your email address who you are, please provide your name so I may respond appropriately.
5. Email me with any questions, problems, or suggestions.
6. Inform me within the first week of class if you have any specific disabilities that need to be addressed.
7. Review your graded projects **on a weekly basis**, as well as your cumulative grade. If you believe your score is in error, or you'd like to dispute your score, **you have one week from the time the grade was posted to notify me**. After that time, the grade stands as posted.
8. Each student is expected to be an active member of the assigned on-line discussions.
9. It is expected that each student will access the course web site a minimum **of two times a week** for announcements and course materials.

Netiquette:

Netiquette refers to a set of behaviors that are appropriate for online activity, especially with email and threaded discussions. The core rules of netiquette can be found at <http://www.albion.com/netiquette/corerules.html>. Please read these rules to ensure that you are familiar with what will be the expected online behavior for this course. **You are expected to follow all rules; however, please note that students frequently violate rules 5, 7, and 10. Make sure you review carefully these rules as they will reflect on your participation grade. Violation of the rules may also results in delays of email responses.**

Academic Dishonesty:

Students are expected to adhere to the university guidelines regarding academic dishonesty. This policy will be strictly followed. Please refer to the university handbook for a full description of the policy. A copy of the university handbook can be found at the following Web site: <http://www.fullerton.edu/handbook/policy/discipline.htm>

Disabled Student Services:

Please inform the instructor during the first week of classes about any disability or special needs that you have that may require specific arrangements. According to the California State University Policy, students with disabilities need to document their disabilities at the Disabled Student Services Office.

Exams

Note: These requirements are subject to change with written notification to students.

1. There will be one, comprehensive final. The questions will be taken from the course readings and from the online materials. The exam consists of multiple choice and true-false formats. There are 100 questions and each question is worth 2 points.
2. The objectives listed at the beginning of each module serve as your study guide.
3. The due date for exam will be posted in the Weekly Schedule.
4. The exam must be completed within 2 hours of beginning the exam. If you exceed the allocated time, points may be deducted. You need to keep track of the time yourself as the Blackboard timer doesn't always work.
5. The exam is "forced completion". Once you begin the exam you must complete it at that setting. Any delay in completing the exam, such as taking an extended break, may result in invalidating your exam. Since the exam is forced completion, **DO NOT click "SAVE" after submitting any of your answers.** This may cause you to be kicked off the exam by Blackboard. When you are done, click "SUBMIT".
6. **DO NOT link to the exam until you are ready to take it** or your attempt will be invalidated.
7. **DO NOT click on ANYTHING** other than the answer you are selecting or your attempt will become invalidated. When you have answered all the questions, click "SUBMIT".
8. Once you have submitted your exam, **check the grade book.** If there is a score listed, your exam was successfully submitted. If not, notify me immediately. If problems with exams are not resolved **within two days of the due date**, the score will remain a zero.

Projects:

1. Please see the page later in the syllabus that provides a summary of course projects.
2. Directions for all projects are in ASSIGNMENTS. The due date will be posted in the Weekly Schedule.
3. Projects need to be submitted in ASSIGNMENTS. See directions below. Any project submitted to the Digital Drop Box will not be read and will be considered late.
4. Projects not submitted in Microsoft Word (see system requirements) will not be read. Any document that cannot be opened because the file is not a MS document will be considered late.
5. All work needs to be submitted online. Projects need to be according to the directions below, on time, per the directions, and **in MS Word** (see system requirements).
6. **For each project**, please make sure to include the following information:

Your name Your school name Your school district name The Standard 18 elements(s) addressed by the project
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Directions for Submitting Assignments

1. Complete your work and save your file as noted in the project directions. Make sure your name is on the document itself.
2. In Assignments, click the corresponding View/Complete Assignment link located below the assignment description.
3. In Section 2 - Assignment Materials:
 - a) Add at least one character in the section on comments to instructor or the assignment will not be submitted successfully.
 - b) Attach your file to the assignment record: Click the BROWSE button and locate your document on your hard drive and attach that file.
4. In Section 3 – Submit, click the SUBMIT button to send the file to your instructor to close and complete the assignment.
5. If your project has been successfully submitted, you will find an exclamation point in the grade book for that assignment. **It is your responsibility to check this.** This will turn to a score once I have graded it.
6. In the event of technical problems, I will arrange for alternative submission procedures and activities.
7. Keep a copy of all materials you submit.
8. Student work may be authenticated by the instructor using an on-line verification program.

Late Projects:

1. Any project submitted late will receive a deduction of 50% of points earned.
2. Late projects will be accepted, **as an email attachment**, for **five days** from the due date. After that time they will not be accepted and you will receive a score of zero.
3. Projects that are unreadable because they were not submitted in MS Word or have an incorrect extension will be considered late.

Discussions:

There will be several discussions. Specific directions will be found in DISCUSSION BOARD. Due dates can be found in the Weekly Schedule. Discussions will not be posted until the week they are do, so plan your schedule accordingly.

If you include any statistic in your discussion, you must include a complete citation. If not, your grade for the discussion will be a zero.

If any portion of the discussion is posted after the due date, you will receive a zero for that discussion.

There will be no discussions during summer session.

Evaluation

Exams, projects and discussions will be used for evaluation purposes. Projects and discussions make up approximately 50% of your grade, with the final exam comprising the other 50%. The criteria for evaluation of the project are in Assignments. Approximately half your grade is based on projects and half on the final exam. The grading scale is based on an accumulation of points and is provided below. **Grades will not be "rounded up", i.e., a grade of 89.9 will not be given a grade of 90.0.**

A	90% - 100%
B	80% - 89.9%
C	70% - 79.9%
D	60% - 69.9%
F	59.9% and below

Non--adherence to Netiquette rules may result in up to a 30-point deduction.

Extra Credit: None

Standards of Quality & Effectiveness for Professional Teacher Induction Programs¹

Program Standard 18: Creating a Supportive & Healthy Environment for Student Learning

In the professional teacher induction program, each participating teacher builds upon the knowledge, skills, and abilities acquired during the professional teacher preparation program for the delivery of comprehensive support for students' physical, cognitive, emotional and social well being. Each participating teacher understands and promotes personal, classroom, and school safety through appropriate prevention and intervention strategies. Each participating teacher demonstrates an understanding of the relationship between student health and student learning, and knows how to access local and community resources to support student health. Each participating teacher demonstrates knowledge of and implements appropriate elements of the adopted health curriculum and instructional materials for the teaching assignment. Each participating teacher knows major state and federal laws related to student health and safety, including reporting requirements and parents' rights.

¹ California Commission on Teacher Credentialing; March 2002

**Program Elements for Standard 18
and
Relationship to HESC 558**

Element		Modules	Projects
(a)	Each participating teacher identifies environmental factors that influence student well-being, and takes appropriate actions to address student health and safety within the context of the teaching assignment.	3,4	1,2
(b)	Each participating teacher implements accident prevention strategies within the classroom and the school site.	3,4	1,2
(c)	Each participating teacher uses a strengths-based approach to foster individual students' well-being. He/she is able to communicate with students' families regarding student health and safety, and can work with families, caregivers and health professionals to create and maintain a healthful environment.	3,4,7,8	1,2,4
(d)	Each participating teacher knows and can implement the school's crisis response plan: procedures for responding to emergency health situations; procedures for contacting staff identified as qualified to provide first aid and CPR; and conflict resolution strategies and other techniques for defusing potentially violent situations.	13,14	8,9
(e)	Each participating teacher demonstrates understanding of health and safety factors such as vision, hearing, nutrition, communicable diseases, alcohol and substance abuse, and other risk behaviors that impact student health and learning. Participating teachers know how to recognize these factors, and how to access in accordance with school policy and procedures appropriate site, local and community health and mental health resources available to help students and families: health education, school nurses, and health clerks; vision, hearing and dental clinics; nutrition and free lunch programs; speech therapy and psychological and counseling services; social workers; and child welfare and attendance workers.	5,6	3
(f)	Each participating teacher uses appropriate the adopted health curriculum and knows how to use instructional materials in health within the context of the teaching assignment.	9,10	5
(g)	Each participating teacher knows and implements as appropriate state and federal reporting requirements relating to child abuse and neglect; state and local permitted health topics; state and federal requirements as well as local policy regarding family life and sex education, and procedures for notifying parents; and parents' rights regarding instruction in health. He/she is familiar with local guidelines for accessing and using outside speakers.	11,12	6,7

HESC 558: Summary of Projects

Make certain to read the two footnotes at the bottom of the page.

Number	Title	Module
1	Creating a Healthy School Environment	4
2	Health & Safety	4
3	Health Promotion Resources ²	6
4	Fostering Student Well-Being	8
5	Health Education	10
6	Wellness Policy ³	12
7	District Health-Related Policy	12
8	Responding to a School-Site Crisis	14
9	Conflict Resolution	14

² This project will probably take you the longest. You do not have to complete Module 5 prior to beginning this project.

³ This policy make take you some time to locate. I encourage you to begin finding this policy now.