I. Catalog Description
An overview of the function, organization, and leadership of health agencies at the national, state, and local levels as well as the dimensions of health affected by our environment.

II. Rationale
This course is in the sequence of courses for a student to earn a Bachelor of Science Degree in Interdisciplinary Studies and EC-12 Health Certification. Learners in this course will gain the health content and apply the teaching/learning process as preparation to become effective health educators.

III. State Adopted Proficiencies and IV. TExES Competencies
Alignment of Course Goals and Assignments with State Learner Proficiencies and TExES Competencies:

<table>
<thead>
<tr>
<th>State Learner Proficiency</th>
<th>TExES Competency</th>
<th>HLTH 3353 Course Goals</th>
<th>HLTH 3353 Course Assignments</th>
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</table>
| Learner-Centered Knowledge | 003, 008         | A. Increase understanding of health content related to community and environmental health (this content addresses the TExES) | • Chapter readings
|                            |                  | B. Increase understanding of the teaching/learning process | • Class lectures and activities
|                            |                  | C. Gain experience in promoting a positive student learning environment | • Group discussions
|                            |                  |                           | • Self-assessments
|                            |                  |                           | • Website evaluations
|                            |                  |                           | • Research projects and presentations
|                            |                  |                           | • Guest speakers
|                            |                  |                           | • A/V presentations
|                            |                  |                           | • Exams
|                            |                  |                           | • Resource handouts
### Learner-Centered Instruction

To create learner-centered community, the teacher collaboratively identifies needs and plans, implements, and assesses instruction using technology and other resources.

- B. Increase understanding of the teaching/learning process
- C. Gain experience in promoting a positive student learning environment
- D. Examine strategies to deliver content
- E. Utilize evaluations for classroom teaching
- G. Demonstrate instructional planning skills

#### Equity in Excellence For all Learners

The teacher responds appropriately to diverse groups of learners.

- B. Increase understanding of the teaching/learning process
- C. Gain experience in promoting a positive student learning environment
- D. Examine strategies to deliver content
- F. Apply strategies for planning health instruction that reflects the abilities, needs, interests, developmental levels, and cultural backgrounds of all students

#### Learner-Centered Communication

While acting as an advocate for all students and the school, the teacher demonstrates effective professional interpersonal communication skills.

- B. Increase understanding of the teaching/learning process
- C. Gain experience in promoting a positive student learning environment
- H. Improve understanding of teaching as a profession and overall professional competence

#### Learner Centered Professional Development

The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

- H. Improve understanding of teaching as a profession and overall professional competence
V. Course Objectives and Learning Outcomes

A-1 Analyzes the effects of environmental factors on health and disease.

A-2 Demonstrates knowledge of hazards to health and safety in the home, school, and community.

A-3 Relates different types of safe and unsafe behavior to positive and negative health effects throughout the lifespan.

A-4 Demonstrates knowledge of community health care agencies, programs, and services and their roles and responsibilities (e.g., primary, preventive, emergency care).

A-5 Analyzes community and national health care needs and goals, and demonstrates knowledge of health-related social, political, and economic issues (e.g., organ donation, rising medical costs, uninsured and underinsured families).

A-6 Analyzes individual factors (e.g., socioeconomic status, cultural background, age, attitudes,) and societal factors (e.g., economic trends, government policies) that influence the cost, availability, accessibility, and use of health care for different individuals and communities.

A-7 Demonstrates and understanding of community health problems (i.e., poor nutrition, violence, unplanned pregnancy), their causes (e.g., poverty, inadequate access to health care) and strategies for addressing them (e.g., violence prevention awareness, drug abuse prevention and treatment programs).

A-8 Analyzes the influence of various factors (e.g. media messages, technological advances) on individual and community health.

A-9 Demonstrates knowledge of major types of health-related laws, regulations, and policies (e.g., mandatory vaccinations, workplace safety regulations) and their effects on community health.

A-10 Demonstrates knowledge of environmental problems (e.g., air and water pollution, noise, overcrowding, hazardous waste), their causes, and their effects on individual, community, and world health.

A-11 Identifies strategies for reducing environmental hazards (e.g., water purification, emission control, waste management) and analyzes ways in which protecting the environment promotes individual, community, and world health.

A-12 Demonstrates an understanding of ways in which individuals can contribute to improving community and environmental health (e.g., advocacy, volunteerism).

B-1 Synthesize and restructure information related to community and environmental health into age-appropriate lessons for all developmental levels of learning.

B-2 Identify personal values and attitudes toward community and environmental health and understand how this affects the process of teaching these topics in education.

B-3 Incorporate the Texas Essential Knowledge and Skills (TEKS) into lesson planning.

C-1 Demonstrate competence when talking about and teaching community and environmental health in a classroom.

C-2 Practice facilitating question and answer sessions, developing responses for difficult questions.
C-3 Identify strategies to create a dynamic teaching environment for teaching community and environmental health in a group of diverse learners.

D-1 Analyze and compare various teaching strategies used throughout this course.

D-2 Within planning groups, develop “engaging” lesson plans and interactive learning activities that are relevant, factual, and age-appropriate for a range of grade levels.

E-1 Practice evaluating community and environmental health curriculum to become familiar with “best practices.”

E-2 Evaluate community and environmental health resource websites on the internet to determine information that may (or may not) be factual, reliable and age-appropriate.

E-3 Participate in self-assessments and process-assessments throughout this course.

F-1 Understand the diverse and complex nature of community and environmental health.

F-2 Practice adapting lessons for special populations, recognizing the variable nature of developmental abilities (and disabilities), and life experiences.

G-1 Locate and utilize a broad spectrum of educational resources including professional journals, associations, databases, curricula, and appropriate websites.

G-2 Present a “creative learning” lesson on a community and environmental-related topic that has been thoroughly researched and planned.

H-1 Understand and support the need for appropriate and effective community and environmental education for all learners.

H-2 Recognize the role that teachers play in advocating and implementing community and environmental education programs in the classroom.

VI. Course Topics

The major topics to be considered in this course are:

A. History, Administration, and Organization of Community Health
B. Financing and Providing Health Care
C. The Global Community and its Health Care Issues
D. Epidemiology Methods
E. Leading Causes of Death
F. Underserved Populations in Community Health
G. Community Health Priorities and Issues for the 21st Century
H. The Community and its Environmental Health Issues

VII. Instructional Methods and Activities

Methods and activities include:

A. Traditional Experiences (lecture/discussion, demonstrations, guest speakers, video, self-appraisals (Each student will plan, implement, and evaluate their own fitness program using acquired concepts learned in class. In addition, using one of the textbooks written by the professor, each student will use the 106 Enduring
Themes to become educated and then assess and plan strategies for an overall wellness program.

B. Clinical Experiences (role playing, cooperative groups, student demonstrations and presentations). One Team Skit will be utilized where students will use creative thinking, problem-solving, and decision-making to promote health concept application. There will also be an individual presentation given by each student over a selected community health topic.

C. Common Intellectual Experiences
   1. Students are assigned readings in which they are required to participate in discussion forums. Also given learning activities through the course to support high-impact educational practices.

D. Diversity and Global Learning
   1. Students are educated in the area of community and environmental health from different regions of the country as well as internationally. They are required to examine these differences and discuss them with partners in class as well in open class discussions.

VIII. Evaluation and Grade Assignments

A. The methods of evaluation and the criteria for grade assignment are:

I. Class Participation
   - Attendance: 150
   - Creative Teaching Lesson: 100

Outside Assignments
   - Self-Assessments: 10 pts each
   - Community Resource Directory: 75
   - Website Evaluations: 75
   - Observations/Interviews: 50
   - Professional Notebook: 100

III. Final Project

IV. Tests
   - Midterm: 100
   - Final: 100

B. Grading Scale

90% & above of pts. = A
80% & above of pts. = B
70% & above of pts. = C
60% & above of pts. = D
59% and below of pts. = F

IX. Course Schedule and Policies

Week 1  Intros, Course Syllabus, Get Acquainted Activities
        Course Contract
Week 2  Chapter 1
Week 3  Chapter 2
Week 4  Chapter 3
Week 5  Chapter 4
Week 6  Chapter 5
Week 7  Chapter 11
Week 8  Chapter 14 Midterm Due
Week 9  Field Trip to Public Health Department
Week 10 Chapters 18 (Website Evaluations due)
Week 11 Chapter 19
Week 12 Chapter 21 (Resource Directory due)
Week 13 Power Point Presentations
Week 14 Power Point Presentations (Observations/Interviews due)
Week 15 Review & Grade Consultation– (Professional Notebooks due)
Week 16 Final Exam

Instructor: Lon Seiger
Phone: 825-2748
E-mail: lseiger@falcon.tamucc.edu
Day/Time/Classroom: M 4:20 – 6:50, Island Hall 164
Office hours: MW 12:30 – 4:20
            TTH 11-12

1) In-Class Participation
   A. Attendance – Students who do not attend class cannot participate in planned
      activities, discussions, lectures, etc. Therefore, attendance is an important part
      of the overall grade in this course. Students earn points for attending class and
      points are deducted for missing class. You are held accountable for all work
      assigned.

   B. Team Work – Various activities will be carried out by students within smaller
      and larger group settings. Topics will be discussed, planned, analyzed and/or
      evaluated. Skills used in group activities include brainstorming, personal values
      assessment, critical thinking, effective communication, professional networking,
      and creating synergy.
C. **Videos & Guest Speakers** – Students will write one-page critiques for each video or guest presentation (10 points each).

D. **Pretest-Postest** – To determine if knowledge is gained, a pretest and posttest will be given to the class.

E. **Teaching Presentation** – Each student will present a teaching lesson on community/environmental education to the students in the class. (Worth 100 points).

F. **Community Resource Directory** – Students will compile a directory of 25 community and environmental resources. This will be made into a creative pamphlet. Details are forthcoming.

2) **Outside Assignments**

A. **Self-Assessments** – Students will complete pre- and post-assessments that will reflect their perceived levels of knowledge and comfort with a variety of drug related topics. Students will be able to identify specific content area and teaching skills that need to be developed throughout this course, and assess the amount of improvement made (each self-assessment will be worth 10 points for a total of 100 points).

B. **Website Evaluations** – With the growing reliance on technology and web-based resources for educators, there is a vast amount of drug-related information now available on the World Wide Web; not all of which is reliable, factual, or appropriate. Students will conduct web searches for various topics and identify 10 drug-related health sites to evaluate worth 75 points.

C. **Professional Notebook** – Each student will keep a notebook with the following sections: 1) handouts, 2) missions, 3) journals, 4) articles, 5) critical thinking, and 6) creative activities. The notebook will be turned in at the end of the semester and is worth 100 points.

D. **Observations / Interviews** – Students will choose between 1) observing a community/environmental health educator, or 2) interviewing a community/environmental educator about his/her career. A list of possible resources will be provided but students will be responsible for making arrangements to observe/interview at appropriate available times. A one-page summary of the observation/interview will be turned in and discussed during in-class group activities (worth 50 points).

E. **Final Project/Presentation** – The final project will allow students to explore the dual nature of the “scholar/practitioner” philosophy of teaching. Your team will present a power point presentation that falls within the scope of a comprehensive community/environmental education project. Details will be forthcoming.

F. **Exams** – Midterm will cover chapters 1-5, 11, and 14) and the final exam will cover chapters 18, 19, and 21. Multiple choice and short answer questions will make up the exam.
D. Other Important Information

1) Attendance & Participation: Attend every class! Points are assigned for attendance so missing a class will result in points being deducted. Only three types of absences are acceptable: 1) illness, 2) death in immediate family, and 3) class field trip. When possible, an excused absence should be reported to the instructor before class begins. A phone call, a message, or an e-mail will be sufficient. Be sure to include your name, the date, the time, and the reason you will miss class.

Regardless of whether absences are excused or not, students are responsible for ALL course work including class notes, assignments, deadlines, etc.

2) Late Assignments: Late assignments will not be eligible for full credit and will not be accepted at all unless the student makes arrangements with the instructor by the due date of the assignment.

3) Make-up Exams: Attendance for exams is mandatory and tests cannot be made-up without making prior arrangements with the instructor. Rescheduling will be at the instructor’s discretion.

4) Academic Honesty & Integrity: Students are expected to do their own work at all times. Please refer to policy in the University Catalog.

X. Textbook

The textbooks adopted for this course are:


XI. Bibliography

The knowledge bases that support course content are:


XII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Academic Honesty

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examinations materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties that may be applied to individual cases of academic dishonesty include one or more of the following: 1) Written reprimand, 2) Requirement to re-do work in question, 3) Requirement to submit additional work, 4) Lowering of grade on work in question, 5) Assigning grade of “F” to work in question, 6) Assigning grade of “F” for the course, and 7) Recommendation for more severe punishment.
If the faculty member determines that assigning a grade of “F” to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

The faculty member may file a record of cases of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved with his or her college dean and the Office of Student Affairs. The office of the academic dean of the college which the offense took place will maintain records of all cases of academic dishonesty reported for a period of not more than two years. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or penalty assessed (See XII above.)

XIII. DISABILITY ACCOMMODATIONS

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.