

HED 907 – Healthy Environments

Independent Studies Online Course Syllabus

Number of Units: 3 Graduate Semester Units
Target Grade Level: K grade through 14th grade

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Course Description

- Healthy Environments focuses on teaching good environmental stewardship, which promotes positive environmental health. Today's students live in a world where environmental issues -- global warming, organic farming, and recycling, to name a few -- exist all around them. However, teaching kids about environmental sustainability provides them life skills to make contributions now and helps define who they will become later in life.
- This course is designed to provide the student with the opportunity to develop the knowledge and skills needed to teach their students the life skills to promote a healthy environment. Instead of taking one week or one class session to focus on being environmentally conscious, finding ways to teach our youth how to take care of the world should be a continuous lesson infused into multiple subjects all year long. Projects will be implemented to support the objectives outlined by the SHAPE America.
- Note: Students are required to purchase the textbook separately.

Required Course Materials

- **Course Syllabus** – The course syllabus is posted on the course home page of Moodle.
- **Textbook:** McDilla, D.G. (2007). The Everything Green Living. Avon, MA: Adams Media is the course textbook.
- You can also purchase this book though one of several discount book aggregators such as: www.half.com or www.isbns.net or www.amazon.com or www.google.com/products

- **Note:** Students are responsible for purchasing their own textbook, analyzing the content, and apply what they learned to the course assignments. You can order the book directly from the publisher - <http://www.adamsmediastore.com> or from one of several discount aggregators (for example):
 - www.half.com
 - www.isbns.net
 - www.amazon.com
 - www.google.com/products
- **Online Resources:** Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked.
- **Moodle** - Moodle is a web-based course management system used to support flexible teaching and learning in both face-to-face and distance courses (e-learning).
www.moodle.org, www.demo.moodle.org, www.docs.moodle.org
- **Grade Request** – After you have completed all your coursework, you will need to request your grade via the instructions in the Course Wrap-up: Grading and Evaluations module of Moodle.

Course Dates

Students may enroll at any time and work at their own pace to complete the course work. You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Course Requirements

Students will be expected to:

- Read and apply the textbook, [The Everything Green Living](#) to all assignments.
- Complete the Analysis and Application Papers based on [The Everything Green Living](#) textbook.
- Create a Healthy Environments Lesson Plan for the classroom or workshop using [The Everything Green Living](#) textbook, references provided during the course, and national / state health education standards. This lesson plan / workshop is targeting the student in a health education course or could serve as a way to infuse Environmental Health / Health Education into other disciplines. It should serve as part of a classroom unit or as in-service opportunity for his/her colleagues.
- Conduct the Healthy Environments Lesson Plan and write a brief reflection on the positive and negative experiences of the plan.

- Create a Sustainable Living Plan for your classroom based on the course material, course references, and information in The Everything Green Living textbook.
- Conduct an evaluation of websites that focus on conservation or green living concerns and/or techniques.
- Develop two questions and conduct an interview with another teacher, family member, or one of your student’s parents focusing on his/her opinion around healthy environments.
- Complete all assignments within the allocated timeframe – One year from enrollment date.
- Submit all typed coursework in the organized format described within the Schedule of Topics and Assignments section.
- Keep a copy of their coursework in the event something gets lost or destroyed in the mail.
- Complete the designated assignments for the B grade / Credit or A grade option.

Student Learning Objectives (SLOs)

Student Learning Outcomes in this Course Student will be able to:	SHAPE America National Standards Addressed *	Continuing Education Program Student Learning Outcomes Addressed**
1. Document the relationship between the environment and optimal health.	1, 2, 7, 8	2, 4
2. Describe the methods used to deal with the classic environmental concerns of clean water and waste disposal.	1, 2, 3, 4, 5, 6, 7, 8	3, 4, 5, 6
3. Explain the effects of rapid increases in human population, and list factors that may limit or slow world population growth.	1, 2, 5, 6, 7, 8	1, 3, 5
4. Describe the short- and long-term effects of air, chemical, and noise pollution and exposure to radiation.	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 4, 6
5. Outline strategies that individuals, communities, and nations can take to preserve and restore the environment.	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 5
6. Analyze the relationship between environmental solutions occurring at the policy level (government, industry or community) and those solutions that might be undertaken by an individual (personal actions)	1, 2, 3, 4	2, 4, 6
7. Develop a lesson plan focusing around environmental health or design a Living Green workshop.	1, 2, 3, 4, 5, 6, 7, 8	2, 3, 4
8. Develop a sustainable living plan that incorporates industry standard principles	3, 4, 5, 6, 7	1, 2, 3, 5

covered in this course		
9. Integrate national or state standards into various aspects of their teaching as demonstrated through their coursework.	1, 2, 3, 4, 5, 6, 7, 8	2, 4, 5

* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

National Standards Addressed in This Course

“Standards are an enduring commitment, not a passing fancy.”

-California State Board of Education

National Board for Professional Teaching Standards (NBPTS) (www.nbpts.org)

NBPTS was created in 1987 after the Carnegie Forum on Education and the Economy’s Task Force on Teaching as a Profession released A Nation Prepared: Teachers for the 21st Century. The five core propositions form the foundation and frame the rich amalgam of knowledge, skills, dispositions and beliefs that characterize National Board Certified Teachers (NBCTs). Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Teachers are committed to students and their learning
- Teachers know the subject they teach and how to teach those subjects to students
- Teachers are responsible for managing and monitoring student learning
- Teachers think systematically about their practice and learn from experience
- Teachers are members of learning communities

National Health Education Standards by SHAPE America (www.shapeamerica.org/standards/health/index.cfm)

The following content standards defined by SHAPE America specify what students should know and be able to do as result of a quality health education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks and curricula. Participants are asked to apply these standards in their teaching practices and demonstrate them within their coursework.

SHAPE 1 - Students will comprehend concepts related to health promotion and disease prevention to enhance health.

SHAPE 2 - Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

SHAPE 3 - Students will demonstrate the ability to access valid information and products and services to enhance health.

SHAPE 4 - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

SHAPE 5 - Students will demonstrate the ability to use decision-making skills to enhance health.

SHAPE 6 - Students will demonstrate the ability to use goal-setting skills to enhance health.

SHAPE 7 - Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

SHAPE 8 - Students will demonstrate the ability to advocate for personal, family, and community health.

Common Core State Standards (www.corestandards.org)

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary and informational texts independently and proficiently.

Continuing Education Program Student Learning Outcomes

- CE 1 - Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
- CE 2 - Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
- CE 3 - Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
- CE 4 - Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
- CE 5 - Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
- CE 6 - Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Schedule of Topics, Assignments, and Activities

This section of the syllabus describes exactly what material the participant must cover and in what sequence. Assignments and activities are integrated with the topics to show the relationship between learning and practice within a standards-based learning environment.

- **Module 1 - Analysis and Application Papers**

The “Analysis and Application” papers address issues related to foundational topics, conservation, and life skills to protect the environment presented in [The Everything Green Living](#) textbook. Each paper will be 3 to 4 pages and include two sections: analysis (discussing the major points presented in the chapter) and application (applying the major points to your teaching and/or personal life).

Purpose - The Analysis and Application papers are the primary mechanism by which you will provide evidence of the following: a) You have read and understood the major points of

each specific reading assignment, b) You can articulate the relationship between the reading assignments and national content standards in health education, and c) You are able to apply what you have learned in a practical way.

- **Module 2 – Healthy Environments Lesson Plan**

Using the course material, textbooks, references provided, or other research-based sources, create a classroom lesson plan or a workshop outline/script on environmental health. This assignment will be appropriate for the health education teacher interested in presenting this information as part of a unit on environmental health or for the teacher of another discipline who is interested in ways to infuse environmental health into their current curriculum. This assignment can also be designed as a workshop for parents during community education or colleagues during an in-service opportunity.

Purpose - This assignment will help the participant develop a general teaching strategy for a lesson that can be part of a unit/workshop on environmental health. A teaching strategy is a technique used by a teacher to help the student to understand a particular concept / technique, and/or develop and practice a specific life skill. The participant will create a teaching strategy that contains the following: 1) clever title for the lesson or workshop, 2) grade level or target audience, 3) the desired outcomes of the lesson or workshop, 4) the materials needed for the lesson or workshop, 5) procedures, teaching steps, or workshop outline, 6) describe ways to include environmental health content into other courses (language, math, science, social science, physical education, etc) as a supporting lesson or unit, 7) information on multicultural environmental health issues, and 8) infusion of national or state health education standards into the lesson plan or workshop. All assignments will have an appendix that might include the teaching aids, overhead masters, handout master, multimedia tools, PowerPoint slides, etc. that are necessary for the teaching strategy. This assignment will allow the participant to use the information learned to design a meaningful lesson or workshop on healthy environments.

- **Module 3 – Healthy Environments Lesson Plan Reflection**

Deliver the Healthy Environment Lesson Plan developed above. Write a brief reflection addressing positive and negative experiences with this plan. Conservation opportunities are present in life every day. Practicing life skills that support the environment at home, on the road, and in the classroom are most effective if teacher makes it routine. The skills and techniques your students learn from this lesson need to be practiced repeatedly so they can be carried out at anytime they are needed. Regular conscious practice of life skills will often lead to positive habits at an unconscious level.

Purpose - This exercise is useful for evaluating your healthy environments lesson plan and gathering ideas that will make future plans more successful. By taking a little time to reflect, you should objectively see strategies that worked well and those that need to be modified or changed. In either case you will develop greater appreciation for your healthy environments lesson plan.

- **Module 4 – Sustainable Living Plan**

Sustainability means that something can continue to be used as a resource without running out. A material is considered sustainable if it can be created or harvested and used without harming the environment, if it is renewable so its supplies will not be wholly depleted, and if its afterlife does not contribute to the waste system. Our Earth can be a sustainable system, but over the years we have placed that system at risk. We have reached a point where our environment is less efficient at providing raw materials for our production of good. We have created a less sustainable system, and now it is time for us to create systems that take less from the environment and give back to it or nourish it as we go along so that we can leave a healthy foundation for future generations.

Purpose – The purpose of this assignment centers on the problem and solutions (life skills) that would need to be implemented to live in environmental equilibrium – giving back to the environment as much as you take from it. The plan includes four sections: 1) Sustainability at Home, 2) Sustainability on the Road, 3) Sustainability in the Classroom, and 4) Sustainability in your Community. This will serve as a tool for you to put everything you learned from the course materials, course textbooks, other course assignments, and independent research into practice. After reading the required chapters and supporting material from the Moodle site, you will understand the problem and solutions needed to develop your Sustainable Living Plan.

- **Module 5 – Healthy Environments Website Project**

It seems like you can hardly go anywhere without seeing or hearing a story about global warming, conservation, and eco-friendly vehicles with a link to the Internet for more information. Everyday, we see advertisements on the computer during an Internet search, receive an unsolicited email message, or read a publication that is directing you to a website for additional information. The Internet has changed the way we communicate with individuals, research information, and purchase items. This evolution has been both a blessing and a curse.

Purpose - This assignment will help you understand how to distinguish a good reliable healthy environments website site from a poor unreliable one. The Internet is a great source of information, but the individual needs to have the knowledge and skills to objectively evaluate the quality of the website. Remember that the Internet is not regulated and anyone can post information and create a website – accurate or inaccurate, helpful or misleading, credible or incredible, pure motive or evil motive.

- **Module 6 – Healthy Environments Interview**

Interview another teacher, family member, or one of your student’s parents focusing on his/her opinion around healthy environments. You will develop a list of questions that will address his/her current opinions and his/her interest in developing life skills around conservation and sustainable living.

Purpose - This assignment will help you gain a deeper understanding of another person's perspectives on health environments and sustainable living options. As you can imagine, you will probably hear a different opinion from each person you interview. Your responsibility will be to collect this information and provide a narrative analysis of your observations.

Discussion Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Technology Requirements

In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

Moodle

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: (http://docs.moodle.org/en/Student_tutorials)

Moodle Site Login and passwords – (or other online course access information)

Students will need to have internet access to log onto <http://ce-online.fresno.edu/>. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with login instructions and **enrollment key**, within one week of registration. The enrollment key is a one-time course access password – or “key” you will need to enroll in the course for the first time. This is NOT the same as the Moodle password needed to log onto Moodle each time you access the course.

Getting Help

If you need help logging on to the Moodle site, contact the Center for Online Learning help desk at Fresno Pacific University by telephone 1-559-453-3460 or by requesting services at <http://col.fresno.edu>.

Email Communication

I encourage email communication, but require that the subject line of all emails contain the course number, your last name, first name. For example: "HED 907 - Andy Herrick". For security purposes, emails sent without any subject in the subject line will not be opened.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>

Evidence of Learning

Evidence that the student achieved the course objective includes:

- Course instructor observed evidence of understanding global environmental challenges and solutions as demonstrated through student's analysis and reflective writing assignments.
- Student demonstrated their understanding of the environment's challenges by applying conservation skills through creation of a healthy environments lesson plan or workshop.
- Student demonstrated insightful thinking by analyzing the strengths and weaknesses of their healthy environments lesson plan reflection.
- Course instructor observed evidence of understanding environmental conservation life skills as demonstrated through student's presentation of a sustainable living plan.
- Student demonstrated how they will use the national health education standards from SHAPE America in their future teaching assignments.
- Student demonstrated through their application and analysis papers and healthy environments lesson plan that they are able to successfully integrate the national health education standards from SHAPE America.

Grading Policies and Rubrics for Assignments

Course participants have the option of requesting a letter grade or a Credit / No Credit when submitting the online grade form. Students will submit their grade request when all coursework has been completed.

The participant's grade will be determined by the quality and number of assignments they choose to complete. Each assignment outlined on Moodle includes a rubric which clearly describes the expectations for each course assignment. The discernment between an A or a B grade is at the discretion of the instructor based on the quality of work submitted. Any assignment falling below the "B-grade" quality threshold will be returned to the participant with further instructions.

Outlined below are the assignment requirements for each type of grade option.

- Six assignments - All coursework must receive “B-grade” or better for participants who are working for the “B letter grade” or “Credit” option.
- Eight assignments - All coursework must receive “A-grade” or better for participants who are working for the “A letter grade” option.

B Letter Grade or Credit - (All coursework must receive B-grade or better for this option)

- Complete (2) Analysis and Application Papers
- Complete Healthy Environments Lesson Plan
- Complete Healthy Environments Lesson Plan Reflection
- Complete Sustainable Living Plan
- Complete only one (1) of the following:
 - Complete Healthy Environments Website Project
 - Complete Healthy Environments Interview

A Letter Grade - (All coursework must receive A-grade or better for this option)

- Complete (3) Analysis and Application Papers
- Complete Healthy Environments Lesson Plan
- Complete Healthy Environments Lesson Plan Reflection
- Complete Sustainable Living Plan
- Complete two (2) of the following:
 - Complete Healthy Environments Website Project
 - Complete Healthy Environments Interview

Instructor / Student Contact

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis through the use of asynchronous discussion forums. A virtual office is utilized for class questions and students are provided with instructor contact information in the event they want to make phone or email contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Final Grading and Transcripts

- Upon completion of all course assignments and activities, students will need to submit an online request for final course grade by logging into <http://ce.fresno.edu/cpd>.
- Transcripts may be ordered online after you receive your blue official computer-generated Grade Report. Refer to the current Independent Study Policy Statement provided to you by your instructor, or on the CPD website (<http://ce.fresno.edu/cpd>) for further information.