



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring 2025

Year: 2025

Course Prefix: HLSC 2900

Course and Section #: HLSC 2900 X01

Course Title: Health Education for Elementary Teachers

Credits: 3

Course Description

For Elementary Education majors. Emphasizes the role of the teacher as a health educator and team member in providing a healthy school environment. Studies the basic Utah health core curriculum. Develops learning activities applicable to the health needs of the elementary school student.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: [Click here to enter text.](#)

Instructor Information

Instructor Name: Brittney Hansen

Student Learning Outcomes

1	Describe comprehensive school health education.
2	Describe the basic health core curriculum for the State of Utah.
3	Formulate learning activities applicable to the health needs of the elementary school student.
4	Use health curriculum that can be integrated into basic general curriculum, i.e., reading, writing and math.
5	Describe educational principles influencing and modifying the health behaviors of elementary school students.
6	Use health curriculum helping elementary school students develop decision-making skills, coping skills, and positive self-esteem.

7	Describe the contributions a teacher can make to the healthy environment of the school.
8	Identify health and safety problems relative to elementary school students.
9	Identify emergency situations in the school occasioned by sudden illness or accident.

Course Materials and Texts

Health Education Elementary and Middle School Applications, Tenth Edition. Telljohann, S.K., Symons., Pateman B., Seabert. D.M.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Assignments:

Each module features a variety of engaging assignments designed to help students connect more deeply with the material. These may include creating a lesson plan, utilizing a new learning platform such as Nearpod, Prezi, or Canva, personal reflections, research activities, and more.

Discussions

There are multiple discussions throughout the course. Discussions are based on unit topics and are designed to be conducive to the sharing of opinions and ideas aimed at increasing knowledge on the topic. Later in the semester, discussions will require students to submit lesson plans to the discussion board for feedback from other classmates. It is important that those who are reviewing these lesson plans provide meaningful feedback as this will help students in writing their final lesson plan, which will be submitted as an assignment.

In order to earn maximum discussion points students should articulately express opinions and answer all questions related to the topic, use proper spelling, grammar, and punctuation as well as support opinions. It is okay to disagree. In fact, disagreeing, when properly handled, can lend much to learning. All postings should be respectful, and support the view being expressed. Post should be substantial in content. In other words, a discussion post that is less than one paragraph is not sufficient.

Quizzes

Quizzes in this course are included in most modules. In some cases, the quiz will be part of the chapter "Reading & Review" assignment, and some quizzes will be based on information contained in a particular module. You will have 30 minutes to take each quiz, except for the "Reading & Review" assignments, which do not have a time limit. Quizzes are open book; this means that you can only use your book during the quiz. You may NOT use an internet search engine like Google. Don't ask Siri or Alexa either! You may not use friends, family, other classmates, or anyone else to help you with quizzes. These should be taken on your own.

Midterm Teacher Interview

For this assignment, students must find and interview an elementary teacher (any grade K-6) utilizing the questions provided on Canvas. Typically, this assignment is done face-to-face, however, students may conduct their interviews online via Microsoft Teams, FaceTime, Zoom, etc., or even over the

phone. Do not just send your teacher a copy of the questions and have him/her fill them out--conduct an actual interview. Body language, tone of voice, etc. is much more valuable than just reading words on a document.

Please make arrangements ahead of time to conduct your interview so that you can submit this assignment by the due date posted on Canvas.

Final Portfolio

To demonstrate your growth and knowledge of elementary health education and lesson plan writing, you will create a portfolio in place of a traditional final exam. Using the PowerPoint template provided on Canvas, students will create a portfolio of their lesson plans, resources, and other materials. This portfolio must be submitted either as a PowerPoint or PDF file (Keynote and other formats will not be accepted) to Canvas by the due date (late portfolios will NOT be accepted, no exceptions!). The final portfolio is worth over 120 points and will significantly affect your grade if not completed. In addition, it will serve as an invaluable resource to you as a future teacher--all of your lesson plans and resources will be in one place for easy access.

Grading Policy

The following grading standards will be used in this class:

Grade	Percent
A	94-100%
A-	< 94-90%
B+	< 90-87%
B	< 87-84%
B-	< 84-80%
C+	< 80-77%
C	< 77-74%
C-	< 74-70%

D+	< 70- 67%
D	< 67-64%
D-	< 64-61%
E	< 61-0%

To succeed in this course, actively participate each week and submit all assignments on time. All assignments are accessible from the start of the semester, allowing you to work ahead if desired. However, discussion posts must be completed by their designated deadlines and the final exam cannot be taken early.

Assignment Deadlines:

All coursework is due by 11:59 p.m. (Mountain Time) on the date listed in Canvas. Avoid submitting assignments at 11:58 p.m., as they may not upload in time if still processing at 11:59 p.m. Do not email assignments if you miss the submission window.

Late Work Policy:

Late assignments are accepted for up to one week after the deadline, with a 10% deduction per day (up to 7 days). After the one-week grace period, late assignments will not be accepted.

Unexpected Circumstances:

If an unforeseen situation arises, please contact me immediately so we can discuss possible solutions. With the exception of the final exam, you are welcome to submit assignments early. In cases of prolonged absences, appropriate documentation, such as a doctor's note, may be required as verification.

Final Exam Policy:

The final must be completed during the last week of class (finals week) and cannot be submitted early. Missed finals cannot be made up.

Grading Timeline:

Assignments will be graded within two weeks of the due date. Check your grades regularly and notify me promptly if you encounter any issues.

Required or Recommended Reading Assignments

Required: Health Education Elementary and Middle School Applications, Tenth Edition. Telljohann, S.K., Symons., Pateman B., Seabert. D.M.

Recommended: “Activities That Teach” by Tom Jackson, “More Activities That Teach” by Tom Jackson, “Still More Activities That Teach” by Tom Jackson

General Description of the Subject Matter of Each Lecture or Discussion

Module	Topic
1	<ul style="list-style-type: none">• Course Introduction
2	<ul style="list-style-type: none">• Health Education for Elementary Teachers
3	<ul style="list-style-type: none">• Instructional Strategies
4	<ul style="list-style-type: none">• Lesson Planning Basics
5	<ul style="list-style-type: none">• Strand 1: Healthy Foundations Part 1
6	<ul style="list-style-type: none">• Strand 1: Healthy Foundations Part 2
7	<ul style="list-style-type: none">• Strand 2: Mental & Emotional Health Part 1
8	<ul style="list-style-type: none">• Strand 2: Mental & Emotional Health Part 2
9	<ul style="list-style-type: none">• Strand 3: Safety & Disease Prevention Part 1
10	<ul style="list-style-type: none">• Strand 3: Safety & Disease Prevention Part 2
11	<ul style="list-style-type: none">• Midterm
12	<ul style="list-style-type: none">• Strand 4: Substance Abuse Prevention Part 1
13	<ul style="list-style-type: none">• Strand 4: Substance Abuse Prevention Part 2
14	<ul style="list-style-type: none">• Strand 5: Nutrition Part 1
15	<ul style="list-style-type: none">• Strand 5: Nutrition Part 2
16	<ul style="list-style-type: none">• Strand 6: Human Development
Finals Week	<ul style="list-style-type: none">• Final Portfolio

Required Course Syllabus Statements

Generative AI

Artificial Intelligence (AI) Expectations and Requirements

Students are permitted and encouraged to utilize AI tools and resources as part of their class assignments and studies. AI can be a valuable asset for research, content generation, data analysis, and more. However, students must use these tools responsibly and ethically.

When using AI, you should:

- **Acknowledge Assistance:** Clearly indicate when and how AI tools have been used in your work. Properly cite any AI-generated content or contributions as you would with any other source.
- **Maintain Academic Integrity:** Ensure that your use of AI does not compromise the originality of your work. Avoid using AI for tasks that should be completed independently, such as exams or assignments requiring personal reflection.
- **Verify Accuracy:** Be critical of the information generated by AI, as it may not always be accurate or appropriate. Always verify and cross-check information from reliable sources.

Responsible use of AI can enhance your learning experience and provide valuable insights. However, misuse or over-reliance on AI can hinder your academic development. Use these tools thoughtfully and in alignment with the college's academic integrity policies.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Code of Conduct*.

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.