

**Senate Curriculum Committee
Report to Senate
April 2016**

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A. Items That Do Not Require Senate Approval

1. Department of Psychology

Request to renumber *PSYC 3263 Human Memory* as *PSYC 3273 Human Memory*.

Approved by the SCC.

2. Department of Political Science

Proposal for minor changes to the description of Honours program (removing a redundancy following from recent revisions made to the Honours program).

Approved by the SCC.

B. Items That Require Senate Approval (with motions)

1. School of Education ([documentation pp. 4-10](#))

New course proposal: *EDUC 5453 Physical, Health, and Wellness Education in the Elementary School.*

MOTION: That the new course EDUC 5453 be approved.

2. School of Education ([doc. p. 11](#))

Proposal to revise a course: *EDUC 5443 Music, Art and Physical Education.*

MOTION: That the revisions to EDUC 5443 be approved.

II. **DOCUMENTATION** (pp. 4-11)

1. **School of Education – New course proposal EDUC 5453**

1. **New Course Proposal: Bachelor of Education course offering**

Faculty: School of Education, St. Thomas University

2. Course name and number: *EDUC 5453 Physical, Health, and Wellness Education in the Elementary School* ; shortened name – *Health and Wellness Education* (26 characters)

3. **Calendar Description**

This course will develop B.Ed. students' knowledge and understanding of the nature of the discipline of personal development, wellness, health, and physical education (PDWHPE), its relationship to supporting the development of the health and wellbeing of the child, and implications for teaching this in the elementary school. This is an introduction to PDWHPE in primary schools that examines health and movement issues relevant to the primary-aged child in today's society. (70)

4. **Theme and category of groupings:**

This introductory course is compulsory for B.Ed. candidates in the elementary stream of the B.Ed. program. Additionally, this course is a requirement for elementary level teacher certification in the province of New Brunswick.

5. Impact on program requirements: NA

6. Cross listing: NA

7. **Course Rationale**

This course will develop B.Ed. students' knowledge and understanding of the nature of the discipline of personal development, wellness, health, and physical education (PDWHPE), its relationship to supporting the development of the health and wellbeing of the child, and implications for teaching this in the elementary school. This is an introduction to PDWHPE in primary schools that examines health and movement issues relevant to the primary-aged child in today's society. It introduces relevant theories and processes underpinning the discipline and teaching of the PDWHPE key learning areas. This course addresses the areas of fundamental movement skills, dance, gymnastics, games, sports, healthy approaches to physical activity, healthy eating, sexual health, safety and protective behaviors, child protection, drug education, social and emotional wellbeing, resilience, connectedness, interpersonal relationships and healthy choices. This involves a thorough analysis of the theoretical and practical movement and health studies found in research today, with a view to the development of informed and integrated teaching program. B.Ed. students will

participate in activity-based classes that address supporting topics as well as issues relevant to their future working environments.

Course content will include:

1. Fundamental movement skills
2. Dance and Gymnastics
3. Games
4. Sports
5. Healthy approaches to physical activity
6. Healthy eating
7. Sexual health
8. Safety and protective behaviors
9. Child protection
10. Drug education
11. Social and emotional wellness
12. Resilience and connectedness
13. Interpersonal relationships
14. Healthy choices

8. Course Instructor: This course was prepared by Dr. Shaunda Wood, Associate Professor, School of Education, St. Thomas University. In the 2016-17 academic year, this course will be taught by a qualified part-time professor.

9. Course description and outline of assignments

The purpose of this course is for students to develop an understanding of practical methods and strategies of personal development, wellness, health, and physical education (PDWHPE), its relationship to supporting the development of the health and wellbeing of the child, and implications for teaching this in the elementary school. By referring to various print resources and websites, examining Canadian and international curricula documents and teacher resources, exploring students' samples from various school contexts, discussing ideas with colleagues in the class and guest speakers, exploring wellness, health, and physical education schooling methods--and reflecting on learning through writing and research--course participants will leave the class with greater pedagogical knowledge and teaching strategies.

Learning Objectives and Assessment

Course Objectives:

During the course, students will be able:

1. To gain a holistic understanding of student physical and mental health, and wellbeing.
2. To understand the continuum of health and wellbeing.
3. To distinguish between 'typical' responses to stress and difficulty, and those that may indicate a need for additional support from mental health professionals.
4. To gain a basic understanding of mood disorders common to elementary aged/adolescent students including Anxiety Disorders, ADHD, Bipolar Mood Disorder, Depression, Eating Disorders, Schizophrenia, Non-Suicidal Self-Injury.
5. To develop strategies in order to work more effectively with other educators, parents, students and community partners in creating and maintaining school environments that promote health and well-being
6. To appreciate the impact of violence on both victims and perpetrators, and to understand the link to mental, emotional, and physical wellbeing.
7. To demonstrate skills that enhance personal mental health, including stress management strategies, and resilience.
8. To utilize, in their lesson design the learning outcomes, the New Brunswick Elementary Physical and Health Education Curriculum, and Safety Documents.
9. To be aware of Movement Education, in Canada and internationally, and use fundamental movement skills in their lessons and units.
10. To understand the basic pedagogical practices and effective planning in health/physical education that will enable them to begin to deliver their own physical education programs.
11. To create and demonstrate activities that integrate movement into their classrooms.

Course participants will be evaluated on the following assignments at the stated values:

Sample Activities

1. Lecture
2. Discussion
3. Group Reflective Writing/Sharing Moodle
4. Case Study/Presentation
5. Annotated Bibliography
6. Integrated lesson plans/units
7. Project/Portfolio Work
8. Scholarly readings

Student Requirements

- | | |
|--|---------------------------------------|
| 1. Attendance | Compulsory in the School of Education |
| 2. Participation [pass/fail—activities above 2,3] (10%) | |
| 3. Essay/critique of Readings | (20%) |
| 4. Case study | (20%) |
| 5. Project/units | (30%) |
| 6. Five in-class reflective writing pieces or annotated bibliography | (20%) |

11. Possible Course Texts: Required and supplementary

Evans, R., & Sims, S. (2016). *Health and physical education for elementary classroom teachers*. eBook. Champaign, IL: Human Kinetics. ISBN-13: 9781492528531

-NB Dept. of Education and Early Childhood Education (2000). *Health education curriculum: Kindergarten to grade 5*.

-NB Dept. of Education and Early Childhood Education (2000). *Elementary Physical education curriculum: Kindergarten to grade 5*.

-BC Ministry of Education (2010). *Grade 5 curriculum package*. [All Prescribed Learning Outcomes and Suggested Achievement Indicators from within each subject-based Integrated Resource Package].
https://www.bced.gov.bc.ca/irp/curric_grade_packages/gr5curric_req.pdf

RUDD Center for Food Policy and Obesity (2015). *Schools, families and communities: Food landscapes in schools*. University of Connecticut's Institute for Collaboration on Health, Intervention, and Policy <http://www.uconnruddcenter.org/>

Readings will be chosen from extensive Bibliography

12. Bibliography: * indicates book titles available at HIL

Journal articles are available through HIL and are the most up-to-date form of information

Burns, J. & Rapee, R. (2006). Adolescent mental health literacy: young people's knowledge of depression and help seeking. *Journal of Adolescence*, 29, 225–239.

*Cassady, J.C. (2010). *Anxiety in schools: The causes, consequences, and solutions for academic anxieties*. NY: Peter Lang Publishing.

Cheyne A., Dorfman L., Bukofzer E. & Harris J. (Feb. 2013). [Marketing sugary cereals to children in the digital age: A content analysis of 17 child-targeted websites](#). *Journal of Health Communication*. 1-20.

Clement, S., Ibrahim, S., & Crichton, N. (2009). Complex interventions to improve the health of people with limited literacy: A systematic review. *Patient Education and Counseling*, 75, pp. 340–351.

Cliff, K. (2012). A sociocultural perspective as a curriculum change in health and physical education. *Sport, Education and Society*, 13 (3) 293–312.

Donnelly, J.E. & Lambourne, K., (2011) Classroom-based physical activity, cognition, and academic achievement. *Preventive Medicine*, 52, (1) 36–42.

Dudley, D., Okely, A., Pearson, P., & Cotton, W. (2011). A systematic review of the effectiveness of physical education and school sport interventions targeting physical activity, movement skills and enjoyment of physical activity. *European Physical Education Review*, 17 (3) 353–378.

Fetro, J.V. (2010). Health literate youth: Evolving challenges for health educators. *American Journal of Health Education*, 41 (5) 258–264.

Fiese B, Schwartz M. (Oct. 2008). [Reclaiming the family table: Mealtimes and child health and wellbeing](#). *Social Policy Report*, 22(4) 1-20.

Freeman, J., King, M., & Pickett, W. (2011). *The health of Canada's young people: A mental health focus*. Public Health Agency of Canada.

Goldman, J. (2011). An exploration in health education of an integrated theoretical basis for sexuality education pedagogies for young people. *Health Education Research*, 26 (3) 526–541.

Gordon, S. & Gucciardi, D. (2011). A strengths-based approach to coaching mental toughness. *Journal of Sport Psychology in Action*, (2) 143–155.

Harris J., Bargh J., & Brownell K. (July 2009). [Priming effects of television food advertising on eating behavior](#). *Health Psychology*, 28(4) 404-413.

Harris J., & Graff S. (Sept. 2011). [Protecting children from harmful food marketing: Options for local government to make a difference](#). *Preventing Chronic Disease*, 8(5).

Harris J., Pomeranz J., Lobstein T., & Brownell K. (Apr. 2009). [A crisis in the marketplace: How food marketing contributes to childhood obesity and what can be done](#). *Annual Review of Public Health*, (30) 211-225.

Harris J., Schwartz M., Brownell K. (Mar. 2010). [Marketing foods to children and adolescents: Licensed characters and other promotions on packaged foods in the supermarket](#). *Public Health Nutrition*, 13(3) 409-417.

Hastie, P. (2012). (Ed.). *Sport education: International perspectives*. NY: Routledge.

Higgins, J., Begoray, D. & MacDonald, M. (2009). A social ecological conceptual framework for understanding adolescent health literacy in the health education classroom. *American Journal of Community Psychology*, (44) 350–362.

Hillier, L., Jones, T., Monagle, M., Overton N., Gahan, L., Blackman J., & Mitchell, A. (2010,). *Writing themselves in 3 (WTi3): The third national study on the sexual health and wellbeing of same sex attracted and gender questioning young people*. Australian Research Centre in Sex, Health and Society, Melbourne.

International Union for Health Promotion and Education. (2009). *Achieving health promoting schools: Guidelines for promoting health in schools*, IUHPE France, accessed 1 October 2015 at www.iuhpe.org

Janssen, I., & LeBlanc, A. (2010). A systematic review of the health benefits of physical activity and fitness in school-aged children and youth. *International Journal of Behaviour, Nutrition, and Physical Activity*, 7 (1,) 40–56.

Kohn, A. (1993). *Punished by rewards*. New York, NY. Houghton Mifflin Company, (pp. 49-67).

Lerner, R., von Eye, A., Lerner, J., Lewin-Bizan, S., & Bowers, E. (2010). The meaning and measurement of thriving: A view of the issues. *Journal of Youth Adolescence* (39) 707–719.

Martin, P., & McCullagh, J. (2011). Physical education and outdoor education: Complementary but discrete disciplines. *Asia-Pacific Journal of Health, Sport and Physical Education*, 2 (1) 67–78.

Pomeranz J. (Mar. 2010). [Television food marketing to children revisited: The Federal Trade Commission has the constitutional and statutory authority to regulate](#). *Journal of Law, Medicine & Ethics*, 38(1) 98-116.

Puhl R, Latner J. (July 2007). [Stigma, obesity, and the health of the nation's children](#). *Psychological Bulletin*, 133(4) 557-580.

Radnitz C., Loeb K., DiMatteo J., Keller, K., Zucker N., & Schwartz M. (Feb. 2014). [Optimal Defaults in the Prevention of Pediatric Obesity: From Platform to Practice](#). *Journal of Food & Nutritional Disorders*, 5(2) 1-8.

Resnick, M.D. (2000). Protective factors, resiliency, and healthy youth development. *Adolescent Medicine* (11) 157–64.

Rowling, L. (2009). Strengthening “school” in school mental health promotion. *Health Education*, 109 (4) 357–368.

Schwartz M. (Dec. 2012). [Environmental and Policy Strategies to Improve Eating, Physical Activity Behaviors, and Weight Among Adolescents](#). *Adolescent Medicine*, (23) 589-609.

Schwartz M., Novak S. & Fiore S. (Dec. 2009) [The impact of removing snacks of low nutritional value from middle schools](#). *Health Education & Behavior*. (36) 999-1011.

Schwartz M, Vartanian L, Wharton C, Brownell K. (Apr. 2008). [Examining the nutritional quality of breakfast cereals marketed to children](#). *Journal of the American Dietetic Association*, 108(4) 702-705.

Singh, A., Uijtdewilligen, L., Twisk, J., van Mechelen, W., & Chinapaw, M. (2012). Physical activity and performance at school. *Archives of Pediatrics and Adolescent Medicine*, 166 (1) 49–55.

Story M., Nannery M., & Schwartz M. (March 2009). [Schools and obesity prevention: Creating school environments and policies to promote healthy eating and physical activity](#). *Milbank Quarterly*, 87(1) 71-100.

Wharton C, Long M, Schwartz M. (May 2008). [Changing nutrition standards in schools: The emerging impact on school revenue](#). *Journal of School Health*, 78(5) 245-251.

2. Revision & Renaming of EDUC 5443

- 1. Type of proposal.** This is a request to rename EDUC 5443 Music, Art and Physical Education in the Elementary School as EDUC 5443 Art and Music Education for the Elementary Classroom Teacher. No number change is necessary.
- 2. Course name and number.** EDUC 5443 Art and Music Education for the Elementary Classroom Teacher.
- 3. Instructors' names.** Music module: Anne Hewson. Art module: TBA.
- 4. Calendar description.** This modularized course will introduce two elements of the elementary major: art and music. Existing curricula in these fields will be examined; students will be given opportunities to plan and present lessons that meaningfully integrate art and music into other areas of the elementary curriculum.
- 5. Rationale.** The physical education module will be moved from this course and paired with a health module to create a separate compulsory course for elementary teachers (new course application to follow*). Art and music, both fine arts requirements for certification as an elementary teacher, will be the sole content of EDUC 5443.
- 6. Cross-listing.** N/A.

* See the new course proposal for **EDUC 5453 Physical, Health, and Wellness Education in the Elementary School**, March 2016 (*it is also in the SCC report for April 2016*).