## Recommendations from Review Panel Regarding Programs to Prepare Teachers of Health Education (MA)

### December 16, 2009

<table>
<thead>
<tr>
<th>Program Level</th>
<th>Major (# Credits)</th>
<th>Minor (# Credits)</th>
<th>Group Major (# Credits)</th>
<th>Group Minor (# Credits)</th>
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<td>No longer in application as not a recognized minor with new elementary education standards</td>
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**Source of Standards/Guidelines:**
Michigan State Board of Education  
**Pub. Date:** December 2000

### Program Assessment Summary/Recommendation

<table>
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<tr>
<th>Standard/objective</th>
<th>Meets all standards and requirements</th>
<th>Not all standards and requirements are met</th>
<th>Insufficient documentation for program review</th>
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### Standards/requirements not met:

Course objectives appear to begin to address the standards to which syllabi are linked. Additional narrative and documentation is needed to ensure that standard is covered beyond the intention of course objectives.

- Standard 1.1.1 *Understand the basic structures,…and how health behavior impacts them.* Identify and describe candidate activities and assignments in HSC 223 and HSC 224 related to this standard.
  - **HSC 223** see course table/chart
  - **HSC 224** see course table/chart

- Standard 1.2.2 *Demonstrate strategies used to recognize, avoid and manage*
health and safety risks. Identify and describe candidate activities and assignments in HSC 223 related to this standard.

- **HSC 223 see course table/chart**

- **Standard 1.2.4** Demonstrate strategies used to peacefully resolve ... and prevent ... Identify and describe candidate activities and assignments in HSC 223 related to this standard.

  - **HSC 223** - This benchmark was never listed in syllabus, course table/chart, or on matrix as being met in HSC 223.

- **Standard 1.3** Analyze and predict the impact of health behaviors ... as identified in the health research, e.g., the six priority areas identified by Centers for Disease Prevention and Control. Identify and describe candidate activities and assignments in HSC 106, 222, 223, and 224 related to this standard.

  - **HSC 106** (see course table/chart)
  - **HSC 222** (see course table/chart), YRBS evaluation
  - **HSC 223** (see course table/chart), demonstrated within the group projects for the topics covered in this concept class.
  - **HSC 224** (see course table/chart), demonstrated within the group projects for the topics covered in this concept class.

- **Standard 1.3.4** Analyze the interrelationships of physical, intellectual, emotional and social health during childhood. Identify and describe candidate activities and assignments in HSC 223, 224, 340, and 343 related to this standard.

  - **HSC 223** (removed)
  - **HSC 224** (removed)
  - **HSC 340** (evaluation of interrelationships within the required scope and sequence document)
  - **HSC 343** (see course table/chart) In the reflection paper for the lesson plan & delivery

- **Standard 2.1** Obtain health-related data about the social and cultural environments, growth and ... of young people. Identify and describe the health-related data that candidates use in activities and assignments in HSC 222, 340, and 526 related to this standard.

  - **HSC 222** (SIECUS, Woman’s Health.gov, YRBS. See course table/chart)
  - **HSC 340** [lecture/powerpoint; student websearch evaluation; develop websearch activity; complete another group’s websearch and evaluate. (see course table/chart)]
  - **HSC 526** (see course table/chart)

- **Standard 2.1.1** Select valid and current sources of information and data ...
Identify and describe the health-related data that candidates use, in addition to YRBS data, in activities and assignments in HSC 222, 340, and 526 related to this standard.

- **HSC 222**, (SIECUS, Woman’s Health.gov, YRBS. See course table/chart)
- **HSC 340** (see course table/chart)
- **HSC 526** (see course table/chart)

- Standard 2.1.3 Select and use appropriate data-gathering instruments. Identify and describe candidate activities and assignments in HSC 340 related to this standard.
  - **HSC 340** (see course table/chart)

- Standard 2.1.4 Apply appropriate techniques for gathering needs assessment data ... Identify and describe candidate activities and assignments in related to this standard in the following:
  - **HSC 418** (see course table/chart) report of source of data

- Standard 2.2.1 Identify and be able to apply Michigan law regarding school health education. Describe how candidates apply Michigan school health law in their activities and assignments in HSC 222, 340, 418, and 536.
  - **HSC 222** (Authentic Assessment # 1 – Letter regarding sex education law – see working syllabus and course table/chart)
  - **HSC 340** (students developing units in Strand 6 & 7 address Michigan Sex Education law to comply with required content)
  - **HSC 418** - Michigan Sex Education Law Lecture (see course PowerPoints©/handouts)
  - **HSC 536** (removed)

- Standard 2.2.2 Analyze the role of the local district in setting policies and procedures ... regarding school health education, especially in human sexuality education. Identify and describe candidate activities and assignments in HSC 222 and 418 related to local district focus of this standard.
  - **HSC 222** - Sex Education Advisory Board Simulation (see working syllabus)
  - **HSC 418** - Michigan Sex Education Law Lecture (see course PowerPoints©/handouts)

- Standard 2.3 Use the obtained data to guide health education planning and instruction. Identify and describe candidate activities and assignments in HSC 340, 343, and 536 related to this standard.
  - **HSC 340** (see course table/chart) (unit and curriculum planning in selected strand)
  - **HSC 343** (removed)
  - **HSC 536** (see course table/chart)
• Standard 2.3.1 Analyze and interpret needs assessment data. Identify and describe candidate activities and assignments in HSC 340 and 536 related to analyzing and interpreting elements of this standard.
  o HSC 340 (see course table/chart) Needs assessments in health education demonstration SHI/HSAT & Healthy Schools Programs-Alliance for a Healthier Generation (ppt)
  o HSC 536 (see course table/chart)

• Standard 2.3.2 Determine priority areas of need for health education. Identify and describe candidate activities and assignments in HSC 340 and 343 related to this standard.
  o HSC 340 (see course table/chart) HSAT/SHI demonstration/simulation
  o HSC 343 (see course table/chart - Chapter 1 & 2 coordinated school health, K-5/6 needs/age appropriate, comprehensive school health, developmental missions, national standards/GLCE)

• Standard 3.1 Recruit support in program planning for school-based health education. Identify and describe candidate activities and assignments in HSC 222, 340, 343, and 346 related to this standard.
  o HSC 222 (authentic assessment # 1, newsletter/presentation regarding importance of comprehensive sex education and sex education law)
  o HSC 340 - Support for Quality Health Curriculum Brochure/Presentation/Letter (see course table/chart)
  o HSC 343 - Policy makers and health education & Coordinated School Health Programs (see course table/chart)
  o HSC 346 (see table/chart)

• Standard 3.1.1 Effectively advocate for the program … Identify and describe candidate activities and assignments in HSC 222, 340, and 418 related to this standard.
  o HSC 222 (authentic assessment # 1, newsletter/presentation regarding importance of comprehensive sex education and sex education law)
  o HSC 340 - Support for Quality Health Curriculum Brochure/Presentation/Letter (see course table/chart)
  o HSC 418 – assignment – advocacy plan final project – see course table/chart and assignments folder

• Standard 3.1.2 Employ the services of the regional school health coordinator for information and resources related to school health programs … Identify and describe candidate activities and assignments in HSC 340, 343, and 418 related to regional school health coordinator focus of this standard.
  o HSC 340 – EMC presentation (Paula Nettleton – Michigan Model
• Standard 3.1.3 Obtain commitments from stakeholders ... Identify and describe candidate activities and assignments in HSC 222 and 340 related to obtaining commitments, related to school health education, focus of this standard.
  
  o HSC 222 – PowerPoint© for School Board/Parent Group (AA #1) for importance of comprehensive sexuality education.
  o HSC 340 – Students will analyze Support for Quality Health Curriculum brochures/presentation/letters for requested support related to best practice in curricular planning.

• Standard 3.1.4 Seek ideas and opinions of stakeholders by utilizing school health advisory board or other representative groups within the district ... Identify and describe candidate activities and assignments in HSC 222, 340 and 418 related to seeking ideas and opinions focus of this standard.

  o HSC 222 (authentic assessment # 1, newsletter/presentation regarding importance of comprehensive sex education and sex education law)
  o HSC 340 – Support for Quality Health Curriculum Brochure/Presentation/Letter
  o HSC 418 (as required by Advocacy Plans Assignment)

• Standard 3.1.5 Analyze recommendations and incorporate those that support best practice ... Identify and describe candidate activities and assignments in HSC 222 and 340 related to analysis focus of this standard.

  o HSC 222 – Removed
  o HSC 340 – Students will analyze Support for Quality Health Curriculum brochures/presentation/letters for requested support related to best practice in curricular planning

• Standard 3.1.6 Analyze existing procedures for compatibility with school policy and state law ... Identify and describe candidate activities and assignments in HSC 222 and 346 related to local district focus of this standard.

  o HSC 222 (see course table/chart & authentic assessment # 1/letter to parents)
  o HSC 346 (see course table/chart)

• Standard 3.2.1 Determine the range of essential health concepts, information, and skills that are developmentally and culturally appropriate to the student population, and related to content areas. Identify and describe candidate activities and assignments in the following related to essential health concepts focus of this standard.
• Standard 3.2.2 Organize and prioritize the content areas comprising the scope of a program in a logical ... Identify and describe candidate activities and assignments in HSC 223, 224, 340, and 343 related to scope and sequence focus of this standard, specify application to K12 preparation of candidates.

  - HSC 223 links to the GLCE/Merit [see course table/chart]
  - HSC 224 links to the GLCE/Merit [see course table/chart]
  - HSC 340 (Design a K-8 scope and sequence utilizing Michigan Grade Level Content Expectations for one of the Health Education Strands 1-7)
  - HSC 343 [see course table/chart] – Examining the GLCE / A Scope and Sequence development activity.

• Standard 3.3 Formulate developmentally appropriate performance indicators ... Identify and describe candidate activities and assignments in HSC 340 and 343 related to developmental appropriate indicator focus of this standard, specify application to K12 preparation of candidates.

  - HSC 340 (Design a K-8 scope and sequence utilizing Michigan Grade Level Content Expectations for one of the Health Education Strands 1-7)
  - HSC 343 [see course table/chart]
    - Planning effecting Health Programs for the Elementary School
      - Accessing Student work
      - Rubrics
      - Designing performance tasks
      - Feedback for skill development
      - Engaging students in assessment

• Standard 3.3.1 Use the scope and sequence plan and the state standards to develop performance indicators ... Identify and describe candidate activities and assignments in HSC 340 and 343 related to development of performance indicators focus of this standard.

  - HSC 340 (Design a K-8 scope and sequence utilizing Michigan Grade Level Content Expectations for one of the Health Education Strands 1-7)
    - Within Unit/curriculum plans performance indicators will be included for each lesson for all strands 6-12 [see course table/chart]
  - HSC 343 [see course table/chart]
    - Planning effecting Health Programs for the Elementary School
      - Accessing Student work
      - Rubrics
- Designing performance tasks
- Feedback for skill development
- Engaging students in assessment

- **Standard 3.3.2 Periodically review and revise performance indicators ...** Identify and describe candidate activities and assignments in HSC 340 related to performance indicators and state standards focus of this standard.
  
  o HSC 340 – Within Unit/curriculum plans performance indicators will be included for each lesson for all strands 6-12 *(see course table/chart)*
    - Students evaluate units with suggestions for revision of performance indicators, lessons, assessment and meeting Standards / Benchmarks within the assigned strand.
  o HSC 346 *(see course table/chart)* – Students use the units/curriculum developed in HSC 340 to review and revise for delivery of lessons in this methods class.

- **Standard 3.4 Design developmentally appropriate modules of study consistent with ...** Identify and describe candidate activities and assignments in HSC 222, 313, 340, 343, and 345 related to teaching and learning standards focus of this standard.
  
  o HSC 222 *(see course table/chart and syllabus authentic assessment # 3 Individual Teaching Strategy Prototype/Presentation/ Handout)*
  o HSC 313 (students in mid-tier experience are required to develop and teach two different lessons, linked the GLCE/Merit Curriculum depending on the level)
  o HSC 340 (curriculum unit plan development)
  o HSC 343 (development of a lesson K-5/6)
  o HSC 345 (no such class-perhaps HSC 346?)
  o (Added HSC 346) *(see table/chart)*

- **Standard 3.4.3 Develop learning activities that use research-based educational strategies ...** Identify and describe candidate activities and assignments in HSC 222, 340, and 346 related to develop learning activities focus of this standard.
  
  o HSC 222 *(see course table/chart and syllabus authentic assessment # 3 Individual Teaching Strategy Prototype/Presentation/ Handout)*
  o HSC 340 (curriculum unit plan development)
  o HSC 346 *(see course table/chart)*

- **Standard 3.4.4 Formulate and modify a variety of teaching and learning strategies ...** Identify and describe candidate activities and assignments in HSC 222, 340, and 346 related to strategies for diverse learning styles focus of this standard.
  
  o HSC 222 – *(see course table/chart)* - Handout/Discussion – Multiple Intelligences & Learning Pyramid (see sample & handout folder)
  o HSC 340 (curriculum unit plan development)
o HSC 346 (see course table/chart)

- Standard 3.4.5 Select and adapt strategies best suited ... Identify and describe candidate activities and assignments in HSC 222, 313, 340, 343, and 346 related to adapting to education setting focus of this standard.
  
  o HSC 222 – see course table/chart – Authentic assessment #2 & #3 require students to select or develop, and present teaching/learning strategies Notebook assignment requires students to record a large variety of teaching/learning strategies and provide suggestions for possible adaptations. (see course syllabus)
  
  o HSC 313 (students in mid-tier experience are required to develop and teach two different lessons, linked the GLCE/Merit Curriculum depending on the level)
  
  o HSC 340 (curriculum unit plan development)
  
  o HSC 343 – See: Assignments – Group Tasks – Strands 1-7 (see course table/chart)
  
  o HSC 346 (see course table/chart)

- Standard 3.4.6 Plan a continuous cycle of learning opportunities that build upon ... Identify and describe candidate activities and assignments in the curriculum unit described in HSC 340 and 418 related to focus of this standard.
  
  o HSC 340 (curriculum unit plan development)
  
  o HSC 418 – not listed

- Standard 4.1.2 Apply individual and cooperative group learning strategies ... Identify and describe candidate activities and assignments in HSC 222, 313, 343, and 346 related to given learning situations focus of this standard.
  
  o HSC 222 – addressed in Authentic assessment #4 – notebook compilation of teaching strategies demonstrated in the class. See syllabus
  
  o HSC 313, (students in mid-tier experience are required to develop and teach two different lessons, linked the GLCE/Merit Curriculum depending on the level)
  
  o HSC 343 (see modifiers in assignments – group tasks – Strands 1 – 7)
  
  o HSC 346 (see course table/chart)

- Standard 4.2 Connect instruction to prior student learning in specified settings ... Identify and describe candidate activities and assignments in HSC 313, 343, and 346 related to the connect to prior learning focus of this standard.
  
  o HSC 313 (students in mid-tier experience are required to develop and teach two different lessons, linked the GLCE/Merit Curriculum depending on the level)
  
  o HSC 343 (see Group Tasks – Strands 1–7) – Teaching Strategy Development – Address prior learning within the strand before development
o HSC 346 (see course table/chart)

• Standard 4.2.3 Assist students in making learning connections ... Identify and describe candidate activities and assignments in HSC 313, 343, 346, and 526 related to health connection to other curricular areas focus of this standard.
  
  o HSC 313 (students in mid-tier experience are required to develop and teach two different lessons, linked the GLCE/Merit Curriculum depending on the level)
  o HSC 343 - Research based strategies for improving achievement, examination of Michigan Model Curriculum K – 5/6
  o HSC 346 (see course table/chart)
  o HSC 526 (see course table/chart)

• Standard 4.3 Select curricula, strategies and materials ... for specific learners. Identify and describe candidate activities and assignments in HSC 205, 222, 313, 340, 343, 346, and 536 related to selection for specific learners focus of this standard.
  
  o HSC 205, HSC 222 removed
  o HSC 313 (students in mid-tier experience are required to develop and teach two different lessons, linked the GLCE/Merit Curriculum depending on the level)
  o HSC 340 (curriculum unit plan development)
  o HSC 343 (see Group Tasks – Strands 1–7)
  o HSC 346 (see course table/chart)
  o HSC 536 (see course table/chart)

• Standard 4.3.2 Evaluate the efficacy of alternative strategies ... Identify and describe candidate activities and assignments in HSC 313, 346, and 536 related to evaluate efficacy focus of this standard.
  
  o HSC 313 (students in mid-tier experience are required to develop and teach two different lessons, linked the GLCE/Merit Curriculum depending on the level)
  o HSC 346 - remove
  o HSC 536 (see course chart/table)

• Standard 4.3.3 Determine the availability of information, personnel ... to implement program ... Identify and describe candidate activities and assignments in HSC 205 and 346 related to focus of this standard.
  
  o HSC 205 - Within this course, instruction on personal safety, first aid, and responding to emergencies requires the student to determine equipment, information, time, and instruction for first aid related instruction based on the GLCE/Merit Curriculum.
  o HSC 346 (see course table/chart)

• Standard 4.4 Monitor the program by using the continuous learning model ... to help students achieve mastery. Identify and describe candidate activities and assignments in HSC 340, 346, and 536 related to monitor program focus
of this standard.

- HSC 340 (see course table/chart) Curriculum/Unit development & sample curricular review.
- HSC 346 (see course table/chart)
- HSC 536 (see course chart/table)

- Standard 4.4.1 Compare actual program activities with state performance indicators. Identify and describe candidate activities and assignments in HSC 340 and 346 related to comparison focus of this standard.
  
  - HSC 340 - Michigan Model Review & HEAP review sample of Michigan Model
  - HSC 346 (see course table/chart)

- Standard 4.4.2 Assess the relevance of existing performance indicators ... Identify and describe candidate activities and assignments in HSC 346 related to focus of this standard.
  
  - HSC 346 (see course table/chart)

- Standard 4.4.3 Revise instructional activities and performance indicators ... Identify and describe candidate activities and assignments in HSC 346 related to revise to meet student needs focus of this standard.
  
  - HSC 346 (see course table/chart)

- Standard 4.4.4 Periodically revise performance indicators to meet changing students needs ... Identify and describe candidate activities and assignments in HSC 340 related to revisions in accord with district and state policies focus of this standard.
  
  - HSC 340 – Students develop performance indicators within one strand in the unit/curriculum project
  - HSC 346 – Students revise lessons, including performance indicators, within strand/unit/curricula as well as resources from other students and valid resources.

- Standard 4.4.5 Analyze how well the resources and materials align ... Identify and describe candidate activities and assignments in HSC 340, 343, and 536 related to analysis of alignment focus of this standard.
  
  - HSC 340 – HECAT and sample curriculum review
  - HSC 343 (not listed on matrix)
  - HSC 346 (see course table/chart)
  - HSC 536 (remove)

- Standard 5.1 Develop plans to continually evaluate the health literacy of students ... Identify and describe candidate activities and assignments in HSC 340, 343, and 346 related to focus of this standard.
• Standard 5.1.2 Develop tools for scoring concepts and skills ... Identify and describe candidate activities and assignments in HSC 343 related to the focus of this standard.
  
  o HSC 343 (removed)

• Standard 5.1.3 Determine the criteria for group performance by which the effectiveness of the health education program will be evaluated. Identify and describe candidate activities and assignments in HSC 340 and 536 related to criteria and evaluation focus of this standard. No narrative or evidence provided for coverage of this standard in elementary minor program.
  
  o HSC 340 (students develop a scoring rubric including criteria for evaluation of the completed unit/curricular plan)
  o HSC 536 (see course chart/table)
  o No narrative or evidence provided for coverage of this standard in elementary minor program. - Elementary minor no longer being sought due to changes in elementary standards/requirements.

• Standard 5.1.4 Develop a realistic plan for performance-based assessment. Identify and describe candidate activities and assignments in HSC 340 and 536 related to development focus of this standard.
  
  o HSC 340 – removed
  o HSC 536 (see course chart/table)

• Standard 5.2 Carry out evaluation plans. Identify and describe candidate activities and assignments in HSC 346 and 536 related to carrying out focus of this standard.
  
  o HSC 346 (see course table/chart)
  o HSC 536 (see course chart/table)

• Standard 5.2.1 Administer assessment items and other evaluation activities in plan. Identify and describe candidate activities and assignments in the following related to administration of assessment focus of this standard.
  
  o HSC 346 (see course table/chart)
  o HSC 536 (see course chart/table)

• Standard 5.2.3 Analyze resulting data. Identify and describe candidate activities and assignments in HSC 346 related to the focus of this standard.
• Standard 5.3 *Interpret results of student assessments.* Identify and describe candidate activities and assignments in HSC 346 and 536 related to the focus of this standard.
  
  o HSC 346 *(see course table/chart)*
  o HSC 536 *(see course chart/table)*

• Standard 5.3.1 *Apply performance criteria to individual student work.* Identify and describe candidate activities and assignments in HSC 346 and 536 related to the focus of this standard.
  
  o HSC 346 *(see course table/chart)*
  o HSC 536 *(see course chart/table)*

• Standard 5.3.2 *Assist students and families with interpreting student performance.* Identify and describe candidate activities and assignments in HSC 346 related to the focus of this standard.
  
  o HSC 346 *(see course table/chart)*

• Standard 5.3.3 *Apply criteria of group performance to evaluate.* Identify and describe candidate activities and assignments in HSC 346 related to the focus of this standard.
  
  o HSC 346 *(see course table/chart)*

• Standard 5.3.4 *Report effectiveness of the health education program, using aggregate data.* Identify and describe candidate activities and assignments in HSC 346 related to the focus of this standard.
  
  o HSC 346 *(see course table/chart)*

• Standard 5.4 *Analyze findings for future program planning.* Identify and describe candidate activities and assignments in HSC 346 and 536 related to the focus of this standard.
  
  o HSC 346 *(see course table/chart)*
  o HSC 536 *(see course chart/table)*

• Standard 5.4.1 *Explore possible explanations for important findings.* Identify and describe candidate activities and assignments in HSC 346 and 536 related to the focus of this standard.
  
  o HSC 346 *(see course table/chart)*
  o HSC 536 *(see course chart/table)*

• Standard 5.4.2 *Identify, recommend and implement strategies for improving.* Identify and describe candidate activities and assignments in HSC 346 related to the improving effectiveness and student performance focus of this
• Standard 6.1 *Participate in school wide, cross-curricular program planning* ... Identify and describe candidate activities and assignments in HSC 340, 343, 418, and 526 related to the focus of this standard.
  
  o HSC 340 – HSAT/ShI simulation
  o HSC 343 – Coordinated School Health, Development of Health Fair Simulation
  o HSC 418 (advocacy plans – see listing of advocacy issues)
  o HSC 526 (removed)

• Standard 6.1.1 *Determine the extent of instruction across the curriculum that addresses health issues.* Identify and describe candidate activities and assignments in HSC 340 and 343 related to the cross-curricular focus of this standard.
  
  o HSC 340 – HSAT/ShI simulation. Scavenger hunt/website evaluation: Health in Action: Mississippi
  o HSC 343 – Grade Level Content Expectations – Linked to Content Areas
  o HSC 526 (see course chart/table)

• Standard 6.1.2 *Identify available school services that can be used to enhance healthy development.* Identify and describe candidate activities and assignments in HSC 343, 418, and 526 related to the school services focus of this standard.
  
  o HSC 343 – Coordinated School Health Lecture
  o HSC 418 – Coordinated School Health Lecture/Powerpoint
  o HSC 526 (see course chart/table)

• Standard 6.1.3 *Advocate for the coordination of school health programs and services.* Identify and describe candidate activities and assignments in HSC 418 related to the advocacy focus of this standard.
  
  o HSC 418 – Advocacy Plan Project

• Standard 6.1.4 *Identify gaps and overlaps in the provision of coordinated school health programs.* Identify and describe candidate activities and assignments in HSC 340, 343, and 418 related to the gap and overlap review focus of this standard.
  
  o HSC 340 – HSAT/ShI simulation
  o HSC 343 – Coordinated School Health at the Elementary Level
  o HSC 418 – Coordinated School Health and Learning Activity

• Standard 6.2 *Promote and contribute to a nurturing and health promoting school climate* ... Identify and describe candidate activities and assignments in
HSC 222 and 418 related to the promoting focus of this standard.

- **HSC 222** – Removed
- **HSC 418** – Advocacy Plans – see advocacy situations

- Standard 6.2.1 *Promote cooperation with, and feedback from ...* Identify and describe candidate activities and assignments in HSC 418 related to the promoting focus of this standard.
  - **HSC 418** – Advocacy Plans

- Standard 6.2.2 *Model conflict resolution strategies that are taught to students.* Identify and describe candidate activities and assignments in HSC 418 related to the modeling focus of this standard.
  - **HSC 418** (removed)
  - **HSC 224** (added) [see table/chart] – Conflict Resolution Group Project
    (student developed formative assessment/teaching strategies)

- Standard 6.2.3 *Function as liaison between school staff, the school health advisory council, and community resource groups.* Identify and describe candidate activities and assignments in HSC 222 and 418 related to the liaison focus of this standard.
  - **HSC 222** – Sex Education Advisory Board Simulation – Role Play/discussion of what should be included in a comprehensive sexuality program in a K-12 Michigan School District.
  - **HSC 418** (as required within advocacy plans – through presentations)

- Standard 6.2.4 *Analyze the role of the health education teacher in modeling positive health behaviors, and serve as role model for students and staff.* Identify and describe candidate activities and assignments in HSC 346 and 418 related to the analysis focus of this standard.
  - **HSC 346** and
  - **HSC 418** – code of ethics – scenarios (see assignments)

- Standard 6.2.5 *Advocate for and implement school policies that foster the health, wellness and safety of young people.* Identify and describe candidate activities and assignments in the following related to the advocacy focus of this standard.
  - **HSC 222** – Authentic Assessment #1 – professional letter regarding school sexuality education & presentation advocating for and indicating the importance of implementing a comprehensive sex education program, K-12. See Assignment #1 Syllabus
  - **HSC 418** – advocacy plans & presentations

- Standard 6.3.2 *Integrating health education with existing ...* Identify and describe candidate activities and assignments in HSC 313 and 418 related to
the integrating focus of this standard.

- HSC 313 and
- HSC 418 – advocacy plans & presentations (see advocacy situations)

- Standard 6.3.3 *Participate as team member in collaborative planning among school district personnel* … . Identify and describe candidate activities and assignments in HSC 313 and 418 related to the participation as team member focus of this standard.

  - HSC 313 (removed)
  - HSC 418 – HSAT/SHI Simulation, Community Event Requirement & Advocacy Plan/Presentation (see course chart/table)

- Standard 6.4 *Present school health information to adult learner such as parents, school personnel* … . Identify and describe candidate activities and assignments in HSC 222, 340, and 418 related to the presenting of health information to adult learners focus of this standard.

  - HSC 222 – Authentic Assessment #1 – presentation advocating for and indicating the importance of implementing a comprehensive sex education program, K-12. See Assignment #1 Syllabus
  - HSC 340 – curricular program presentation
  - HSC 418 – advocacy plans presentations

- Standard 6.4.1 *Plan a presentation with a specific school health message for adult learners* … . Identify and describe candidate activities and assignments in HSC 222, 340, and 418 related to the planning of a presentation for adult learners focus of this standard.

  - HSC 222 – Authentic Assessment #1 – presentation advocating for and indicating the importance of implementing a comprehensive sex education program, K-12. See Assignment #1 Syllabus
  - HSC 340 – curricular program presentation
  - HSC 418 – advocacy plan presentations

- Standard 6.4.2 *Use instructional resources that meet a variety of adult learning needs.* Identify and describe candidate activities and assignments in HSC 340 and 418 related to the instructional resources and adult learners focus of this standard.

  - HSC 340 – removed
  - HSC 418 – advocacy project / presentations

- Standard 6.4.3 *Demonstrate a wide range of strategies for conducting presentations for adult learners.* Identify and describe candidate activities and assignments in HSC 340 and 418 related to the demonstrating a wide range of strategies focus of this standard.

  - HSC 340 – removed
  - HSC 418 – advocacy project / presentations
• Standard 7.1.1 *Match health need with valid information sources.* Identify and describe candidate activities and assignments in HSC 205, 223, 340, and 526 related to the matching need and information focus of this standard.

  - HSC 205 *(see course table/chart)*
  - HSC 223 *(see course table/chart)* Student activity: Identifying Resource/Accessing Valid Resources PDF file in HSC 223 Assignment folder
  - HSC 340 – Within the GLCE / Merit curriculum, several strands required lesson development on recognizing and selecting valid resources for health information and services. Development of these lessons, and implementation of these, will be integral to the Curriculum/Unit Development design.
  - HSC 526 *(see course table/chart)*

• Standard 7.2 *Consult effectively with others requesting assistance with health concerns.* Identify and describe candidate activities and assignments in HSC 222, 224, 340, 343, and 526 related to the consulting focus of this standard.

  - HSC 222 – Answering questions, mandatory reporting handout/discussion and simulation/scenarios/case studies: What would you do? *(see sample & handout folder)*
  - HSC 224 – mandatory reporting laws for teachers – State of Michigan guidelines – *(see course table/chart, syllabus)*
  - HSC 340 (removed from matrix/not included in first review materials: course table/chart/syllabus)
  - HSC 343 (removed)
  - HSC 526 *(see course table/chart)*

• Standard 7.2.1 *Observe appropriate limits of consulting regarding health concerns, knowing when and how to refer for specialized services.* Identify and describe candidate activities and assignments in HSC 222, 313, and 346 related to the observing of appropriate limits focus of this standard.

  - HSC 222 – Answering questions, mandatory reporting handout/discussion and simulation/scenarios/case studies: What would you do? *(see sample and handout folder)*
  - HSC 313 (field experience) 30 hours in health classroom
  - HSC 346 *(see course table/chart)*

• Standard 7.2.2 *Demonstrate special skills and abilities needs by health educators in order to consult, such as listening, problem solving ....* Identify and describe candidate activities and assignments in HSC 224, 313, and 526 related to the demonstrating special skills and abilities focus of this standard.

  - HSC 224 – Case Studies/situations specific to teaching regarding sensitive/controversial issues in health education examining characteristics of effective listening, problem solving, respectful communication and approachability.
  - HSC 313 – field experience – 30 hours in health classroom
- Standard 7.3 Interpret and respond to requests for health information and services. Identify and describe candidate activities and assignments in HSC 205, 340, and 526 related to the interpret and respond to requests focus of this standard.
  - HSC 205 – students respond to emergencies and first aid requirements
  - HSC 526 (see course table/chart)

- Standard 7.3.2 Provide guidance to students for selecting valid health information and services. Identify and describe candidate activities and assignments in HSC 205, 313, and 346 related to the providing guidance to K12 students focus of this standard.
  - HSC 205 (remove)
  - HSC 313 – field experience – 30 hours in health classroom
  - HSC 346 (see course table/chart)

- Standard 7.3.3 Employ a wide range of approaches in referring students, parents, and staff ... . Identify and describe candidate activities and assignments in HSC 418 and 526 related to the employing wide range of approaches to refer K12 students, etc. focus of this standard.
  - HSC 418 – reflected within specific advocacy plans/presentations
  - HSC 526 (see course table/chart)

- Standard 7.4 Select effective educational resource materials for dissemination. Identify and describe candidate activities and assignments in HSC 205, 211, 222, 313, 340, and 343 related to the selecting of effective resources focus of this standard.
  - HSC 205
  - HSC 211 – course no longer required (anatomy/physiology)
  - HSC 222 – advisory committee simulation, SIECUS Guidelines Group Discussion.
  - HSC 313 – field experience – 30 hours in health classroom, teaching of two lessons during experience.
  - HSC 340 – Students work in curricular groups to develop a unit plan for grades 6–8 or 9–12.
  - HSC 343 – Students teach a lesson in the K-5 classroom age-appropriate, linked to the GLCE.

- Standard 7.4.1 Assemble educational materials of value to the health of children, youth and families. Identify and describe candidate activities and assignments in HSC 205, 222, 313, and 343 related to the assembling of health materials focus of this standard.
• Standard 7.4.2 Evaluate the worth and applicability of resource materials for given audiences. Identify and describe candidate activities and assignments in HSC 222, 313, and 340 related to the evaluating focus of this standard.

- HSC 222 – removed
- HSC 313 – field experience – 30 hours in health classroom, teaching of two lessons during experience
- HSC 340 – Students work in curricular groups to develop a unit plan for grades 6–8 or 9–12.

• Standard 7.4.4 Compare and utilize appropriate methods for distributing educational materials. Identify and describe candidate activities and assignments in HSC 313 and 340 related to the compare and utilize focus of this standard.

- HSC 313 (remove)
- HSC 340 – Students work in curricular groups to develop a unit plan for grades 6–8 or 9–12.

• Standard 8.1 Interpret concepts, purposes and theories of school health education. Identify and describe candidate activities and assignments in HSC 313, 340, 343, and 418 related to the interpreting focus of this standard.

- HSC 313 (remove)
- HSC 340 – coordinated school health, dimensions of wellness, Characteristics of Quality Curriculum (functional knowledge, essential health skills, researched-based, etc.) See Quality Curriculum PowerPoint©
- HSC 343 – Reading/Discussion Chapter # 2 Telljohann
- HSC 418 – Definition of health education lecture/PowerPoint©

• Standard 8.1.1 Evaluate the state of the art of school (health) education. Identify and describe candidate activities and assignments in HSC 313, 340, and 418 related to the evaluating focus of this standard.

- HSC 313 (remove)
- HSC 340 (See Quality Curriculum PowerPoint©)
- HSC 418 – Observation and interview assignments

• Standard 8.1.5 Analyze major responsibilities of the health education teacher with a coordinated school health program. Identify and describe candidate activities and assignments in HSC 340, 343, and 418 related to the analyzing
Standard 8.2. Predict the impact of societal value systems on school health education programs. Identify and describe candidate activities and assignments in HSC 222, 340, and 526 related to the predicting focus of this standard.

- HSC 222 – Advisory Committee Simulation (see sample & handout folder)
- HSC 340 – Lecture: Barriers to Health Education (see lecture/PowerPoint©)
- HSC 526 (see course table/chart)

Standard 8.2.1 Investigate social forces causing opposing viewpoints regarding health education needs and concerns regarding young people. Identify and describe candidate activities and assignments in HSC 222 and 340 related to the investigating social forces focus of this standard.

- HSC 222 – Lecture: Controversies in Sex Education
- HSC 340 – Lecture: Barriers to Health Education (see course table/chart)

Standard 8.2.2 Employ a wide range of strategies for dealing with controversial health issues. Identify and describe candidate activities and assignments in HSC 222 and 340 related to the employing a wide range strategies focus of this standard.

- HSC 222 (see course table/chart) Readings and advisory committee communication
- HSC 340 – Controversial Issues & Barriers to Health Education: Lecture

Standard 8.3 Communicate effectively with students, family members, school personnel, and community health professionals with a team approach. Identify and describe candidate activities and assignments in HSC 340 related to the communicating effectively in team approach focus of this standard.

- HSC 340 – HSAT/SHI simulation & Coordinated School Health lecture (see course table/chart)
- HSC 418 (added) – advocacy plan/presentation

Standard 8.3.1 Function as liaison between the school (students and staff) and health services organizations, including consumer groups. Identify and describe candidate activities and assignments in HSC 340 related to the liaison focus of this standard.
HSC 340 – HSAT/SHI simulation & Coordinated School Health lecture

- Standard 9.1 Reflect on and revise teaching practice based on self-assessment and assessment of students. Identify and describe candidate activities and assignments in HSC 313, 340, and 418 related to the reflect and revise focus of this standard.

  - HSC 313 (students in mid-tier experience are required to develop and teach two different lessons, linked the GLCE/Merit Curriculum depending on the level)
  - HSC 340 – Students develop completed unit/curricular plan and reflect and revise before implementation in HSC 346 - Methods in School Health Education.
  - HSC 346 (added) (see course table/chart)
  - 418 (removed)

**Additional information needed/action to be taken:**

**Comments:**

Institution may want to review the contribution of HSC 211 to the K12 major program, especially as BIO 101 is also required as a cognate and the current K12 major program exceeds the minimum of 30 semester hours required by 8 to 9 semester hours of HSC coursework and by 17 to 18 semester hours when cognate courses are considered.

  - (HSC 211 has been dropped from the required coursework for both majors and minors in school health, but is listed as an elective to accommodate the requests of faculty members for this requirement/option to continue for School Health majors. It has been dropped for School Health minors as the majority of minors are Physical Education majors, and this course is required for that major.)

Institution should consider applying for approval to offer these health program options as additional endorsement for existing certificates.

  - (This program has been offered at an additional endorsement for existing certificates during the “fast track program” which expires in June 2010.)