V. Program Summary

- Describes the philosophy, rationale, and objectives of the specialty program and explains how the program is consistent with the philosophy, rationale, and conceptual framework of the unit.

The Central Michigan University School Health Education Major and Minor incorporate the CMU Teacher Education Program’s CLEAR model as the conceptual framework for planning, developing and implementing the teaching of health education: Concept-and-Knowledge-Driven [C], LEArner Centered [LEA], and Reflective Practice Relevant to Diverse Setting and Roles [Roles]. The central mission of the major and minor in School Health Education is to advance student learning thorough the science of health and its application in developing healthy lifestyles and enhance health related behavior. In order for this to be accomplished, teacher candidates are required to become knowledgeable in specific health content, as well as the process of assessing needs, planning, implementing and evaluating curriculum, and skilled in presenting health education lessons. Due to the nature of the subject, that is being personal as well as academic, as student centered approach is taught and modeled by faculty throughout the department. This is done by creative problem solving, facilitating self expression and emphasizing self-directed learning. The focus on authentic assessment to help teacher candidates to develop the skills for the real world of the classroom experience is stressed throughout the programs. Professional and pedagogical courses offered through teacher education further enhance this approach. It is the intent of the major and minor programs to prepare candidates to be knowledgeable and have the skills to develop quality health programs, be effective educators, and to motivate their students to use what they learn and apply it for a healthy lifestyle.

The School Health Education major(s) and minor(s) are designed to prepare individuals to teach health education within the guidelines provided by the State of Michigan, and to meet the AHEE/NCATE standards. National and State Standards and Benchmarks for Health Education, Health Education Grade Level Content Expectations for K-12 Health Education, Coordinated School Health Programs, Adolescent Risk Factors, and Health Content Areas were integral to the formulation of the program.

As a state institution with an outstanding teacher education program, the School of Health Science faculty members feel an obligation to prepare up-to-date and qualified teachers for placement in schools to become valued members of the educational community. Poor health behaviors, the increasing cost of health care, health risk reduction and the need to increase health literacy justifies the new requirement for graduation implemented recently by the State of Michigan. This new requirement, paired with increased evidence that healthy children make better learners will increase the need to qualified health educators in our schools.
The School Health Education major and minor will demonstrate competencies in:

1. assessing individual and community needs for health education. [R]
2. planning effective school-based health education based on the continuous learning cycle. [LEA]
3. implementing health education programs [C]
4. evaluating effectiveness of school-based health education instruction and programs. [R]
5. coordinating provision of health education services [C]
6. acting as a resource person in health education. [C]
7. communicating health and health education needs, concerns and recourses
8. knowledge of health content in the following areas: [C]
   a. community health
   b. consumer health
   c. environmental health
   d. family life
   e. growth and development
   f. mental and emotional health
   g. injury prevention and safety
   h. nutrition
   i. personal health
   j. prevention and control of disease
   k. substance use and abuse
9. content specific teaching skills will also focus on the secondary level reduction of risk in the following adolescent risk factors [C]
   a. alcohol and drug use,
   b. injury and violence (including suicide),
   c. tobacco use,
   d. nutrition,
   e. physical activity
   f. sexual behaviors
10. evaluates and reflects on educational practice based on broad general knowledge, in-depth knowledge in health content areas, and pedagogical knowledge and support that critique with reference to a sound philosophical foundation and/or research base. [R]
11. teaching central concepts, principles and processes of inquiry and structure of the discipline in ways that make these aspects of subject matter meaningful for students. [LEA]
• Describes the sequence of courses and/or experiences to develop an understanding of the structures, skills, core concepts, ideas, values, facts, methods of inquiry, and uses of technology.

At CMU, teacher candidates complete a balanced sequence of courses and experiences that includes knowledge about their specialization and professional education and related it to the realities of practice in schools and classrooms. The general education studies, a minimum of 40 hours, provide candidates with coursework in Humanities, Natural Science, Social Science and integrative Studies. These studies form the knowledge base to support candidates’ specialized study in School Health Education and in professional education. The combined general education, specialty and professional education course sequence enables candidates to develop an understanding of structure, skills, concepts, ideas, values, facts methods of inquiry and teaching skills that constitute their professional field.

The School Health Education major and minor is required to sign and follow an “authorized” program, as well as qualify for admission to the Teacher Education program. K – 12 Majors take a total of 47-48 credit hours (44 required, 3-4 elective), Secondary Majors take a total of 47-48 credit hours (41 required 6-7 elective) and minors take a total of 24-25 credit hours in School Health Education. Secondary minors take Assessment in Health Education (HSC 526) and Elementary Minors take Health in the Elementary School. (HSC 343) With the development of core concept courses (HSC 223, HSC 224) for the major, these courses will replace the elective option, and the community health class (HSC 317).

All major and minor candidates will receive HIV/AIDS qualification through the required sexuality education course allowing candidates to teach HIV/AIDS in the K-12 system as required my Michigan Sex Education Law. Candidates seeking the K-12 endorsement (Health Major) are required to take Health in the Elementary School, two core concept courses covering 10 content areas, and 6 adolescent risk factors, and a course in teaching sexuality education. Additional content specific courses for the K-12 major are mental health, nutrition, responding to emergencies/first aide, and anatomy/physiology.

The following courses are required to K-12 Majors in School Health Education:
HSC 106 (3) Healthy Lifestyles
HSC 205 (2) Responding To Emergencies
HSC 211 (3) Human Anatomy and Physiology
HSC 222 (3) Sexuality in Health Education
HSC 223 (3) Concepts in Health Education I
HSC 224 (3) Concepts in Health Education II
HSC 313 (1) Field Experience in School Health Education
HSC 340 (3) Curriculum in Health Education
HSC 343 (3) Health Education in the Elementary School
HSC 346 (3) Methods and Resources in Teaching Health Ed
HSC 418 (2) Professional Aspects of Health Education
HSC 536 (3) Assessment in Health Education
HSC 526 (3) Mental Health Workshop
HEV 370 (3) Nutrition
BIO 101 (3) General Biology
PSY 100 (3) Introduction to Psychology
Electives (3-4)
Required Total (47-48)

The following courses are shown on the authorized program as available for elective for majors with advisor’s approval:

- HSC 235 (3) Psychoactive Drugs
- HSC 317 (3) Community Health
- HSC 352 (3) Environmental Health
- HSC 503 (3) Health Implications of Obesity
- HSC 519 (3) Death Education & Suicide Prevention
- HSC 522 (3) Consumer Education
- HSC 537 (1) Stress Reduction Workshop
- HSC 547 (3) Health Risk Identification and Management
- SOC 100 (3) Introduction to Sociology

The following courses are required to secondary minors in School Health Education:

- HSC 106 (3) Healthy Lifestyles
- HSC 205 (2) Responding To Emergencies
- HSC 222 (3) Sexuality in Health Education
- HSC 223 (3) Concepts in Health Education I
- HSC 224 (3) Concepts in Health Education II
- HSC 340 (3) Curriculum in Health Education
- HSC 346 (3) Methods and Resources in Teaching Health Education
- HSC 418 (2) Professional Aspects of Health Education
- HSC 526 (3) Assessment in Health Education

The following courses are required to elementary minors in School Health Education:

- HSC 106 (3) Healthy Lifestyles
- HSC 205 (2) Responding To Emergencies
- HSC 222 (3) Sexuality in Health Education
- HSC 223 (3) Concepts in Health Education I
- HSC 224 (3) Concepts in Health Education II
- HSC 340 (3) Curriculum in Health Education
- HSC 343 (3) Health in the Elementary School
- HSC 346 (3) Methods and Resources in Teaching Health Education
- HSC 418 (2) Professional Aspects of Health Education

Note: HSC 223 (3) Concepts in Health Education I & HSC 224 (3) Concepts in Health Education II will be replacing HSC 317 (3) Community Health and the 2-3 credits of electives listed below, upon reinstatement of K-12 Health education major.
The standards for preparation of Michigan Health Education Teacher (adopted by the state Board of Education in June, 2000) have been reviewed and utilized for improvement and revisions in the School Health Education program at CMU. Faculty in the Community Health Division have reviewed standards and related competencies to assure that the designated course provide attention to the standards and experiences for students, and assessment linked to each skill.

- **Describes how candidates are prepared to utilize a variety of instructional approaches to address the various learning styles of students.**

  A skills-based approach to instruction is utilized both in the conduct of school health education courses on campus, as well as authentic microteaching assignments in area schools.

  In the required curriculum class (HSC 340), candidates are grouped into committees for a semester-long preparation of a K-12 curriculum guide, as a simulation of anticipated school activities. As part of their work on the guide, candidates are required to address age appropriate curriculum development, students in alternative educational settings and cultural diversity.

  Methods in Health Education (HSC 346) focuses on strategies for addressing learning styles, multiple intelligences, and provides experience with lesson plan development and classroom based experience in an Alternative High School (Odyssey) and a middle/high school health classroom experience. Reflection and evaluation of the teaching process provides experience with changes and lesson adjustments required throughout the learning process. This course includes a lab section where candidates experience and evaluate a variety of teaching strategies and resources.

  In the field experience coordinated with the Teacher Education program and the School of Health Education program, candidates spend 30 hours in local schools; observing and helping a health teacher utilize a variety of instructional approaches. In addition, candidates present two lessons to the students in the assigned classroom, with the suggestions, supervisions, and feedback from the cooperating teacher. Students are required to use of Michigan’s Standards and Benchmarks and address cultural diversity in the classroom.

  K-12 majors have experience in the elementary classroom both observing and developing and teaching a health lesson in the K-5 setting. Candidates are also required to develop a teaching strategy with an elementary focus that is age appropriate for the elementary school age student.
• Describes any differences that may exist between elementary or secondary preparation to teach in each major or minor area (e.g., instructional resources, field placements, instructional techniques), if applicable.

The minor is designed to meet the requirements for the secondary OR elementary focus. The Major is for a K-12 program or secondary. Throughout the professional courses, the K-12 focus is stressed, with the experience individualized for the major or minor.

K-12 Health Education Majors and Elementary Health Minors are required to take HSC 343, Health in the Elementary Classroom providing elementary classroom observation; lesson planning, elementary health focused teaching strategy development, and elementary classroom teaching experience. HSC 340, Curriculum in Health Education provides the opportunity for students to develop comprehensive K-12 programs for the broad focus. Throughout the major, opportunities are available for the student who wants additional experience or to focus on elementary health education.

In addition, candidates for K-12 or secondary certification receive specific instruction through the College of Education and Human services course, in preparation for student teaching. Their preparation in EDU courses further prepares them for elementary and/or secondary teaching.

• Describes how the program incorporates gender equity, multi-cultural, and global perspectives into the teaching of the subject area.

The preparation of school health teachers addresses gender equity, diversity and multicultural issues in the already described courses: HSC 313, HSC 340, HSC 343, and HSC 346. The university has diversity requirements for candidates that are met through a variety of methods. This diversity requirement has not been met; student teaching placement will be in a school district that will satisfy this requirement.

The activities required of candidates in their field experience include observing and reflecting on current practice of cooperating teachers as well as gender equity, diversity and culture reflected in lesson plan design and delivery. The Methods course required candidates to incorporate other perspectives in their planning and presentation of health lessons to a diverse group of students.

HSC courses require students to examine lesson design and teaching strategies for bias for gender, culture, sexual minority and adapt these to reflect a broad focus to limit and reduce prejudice.
• Describes how the program prepares candidates to use multiple methods of assessment appropriate to this specialty area.

Assessment is modeled throughout the health education coursework, and introduced for development in HSC 340 (Curriculum) and HSC 346 (Methods). K-12 Health Education majors are required to take HSC 536, Health Education Assessment which focuses on assessment particular to the K-12 health education classroom.

Authentic assessment is both modeled and taught. Students in methods classes participate in the design of a scoring rubric for their own micro-teaching lessons. In addition, candidates are expected to prepare assessment measures both embedded within their curriculum units of instruction including but not exclusively selected response, scoring rubrics, authentic assessment, writing directions, performance checklist, and a variety of assessments developed through the Council of Chief State School Officers, (CCSS0-SCASS) Assessing Health Literacy: Assessment Framework, 1998, 2006.

The Health Professions Building is a state of the art facility including wireless internet capabilities with student supplied, or use of the laptop cart for use of the state collaborative on the assessment of student standards CD which students will utilize throughout the assessment focused coursework, as well as reliable web resources for generation of assessment tools.