

**Amended Program to Show Compliance with New State Standards
Recommendations from Review Panel Regarding Programs to Prepare
Teachers of Health (MA)**

October 2002

Institution: Eastern Michigan University					
Program Level	Major (# Credits)	Minor (# Credits)	Group Major (# Credits)	Group Minor (# Credits)	Endorsement Only (# Credits)
Elementary		24			
Secondary		24			
K-12					
Source of Standards/Guidelines: Michigan State Board of Education				Pub. Date: June 2000	

Program Assessment Summary/Recommendation			
Meets all standards and requirements	X	Not all standards and requirements are met	Insufficient documentation for program review
Approval	X	Approval Pending	Approval Suspended
Standards/Requirements Not Met:			
<u>Standard 1</u>			
<p>This standard specifically addresses many of the health issues that are addressed across the curriculum at EMU. EMU's curriculum looks at these issues from the perspective of a young adult. The courses need to be enhanced so that they address these issues as they relate to youth, the intended audience of the pre-service teachers. Minimal revision is required to bring the program in compliance with this standard.</p> <p>There is no mention of the basic skills that the state has deemed essential for every health teacher. Specifically, no curriculum mentions training in decision making, peer resistance skills or goal setting. Communication skills are listed on the matrix as being covered in three different courses, but the only course that conveys the teaching of communication skills in the syllabi is HLED 360. Standard 1.2.3 specifically addresses these skills and while EMU's self-report indicates that they are meeting this standard in 5 different courses, there is nothing in the syllabi for these courses that substantiates their claim. Conflict resolution is an elective instead of part of the required curriculum. Standard 1.2.4 addresses the skills necessary for conflict resolution. Again, there is no supporting evidence in the syllabi.</p>			
<u>Standard 2</u>			

The courses that are used to define compliance with this standard are not adequate. At no point in the courses identified do students conduct a needs assessment or analyze the results of that assessment. They are neither selecting nor applying appropriate data gathering information. In the nutrition class, they locate nutrition information on the web for a presentation. While it is good that they do this, the intention of Standard 2 is that they be able to evaluate the health needs of the particular population they are serving (i.e. Hudson Elementary School) and the nutrition requirement does not prepare them for this. Nothing listed in the other class syllabi does either. The class that seems to have the most potential for meeting this requirement is HLED 350, Scientific Foundations of Health Education, which is not required. Students may select HLED 250, Communicable and Non-communicable Diseases, instead. HLED 250 does not meet Standard 2 in any way.

Standards 3, 4, 5 and 6 are seriously deficient. There is a severe deficiency in the actual planning, implementation and evaluation of school based health instruction. There are 2 classes where curriculum appears on the syllabi. It appears for one week each time, totaling about 5 hours of instruction.

There is no secondary methods class, no class requires students to obtain teaching experience and no class requires students to teach in an actual school setting. Only one class has lesson plan development as a requirement, HLED 360, Concepts in School Sex Education. Since this is a minor program where student teaching is required only in the major, students can graduate from this program with certification in health education without ever teaching a health lesson.

Standards 7 through 9

Most of the courses have some emphasis on helping students gain the skills required in Standards 7 - 9. In order to completely fulfill this requirement, however, pre-service teachers will need to be in direct contact with school children. I recommend that they be given the opportunity to apply these skills to a group of real school children.

Additional information needed/action to be taken:

The elementary methods class needs to address planning, implementation and evaluation of health education (reviewers recommend that it be increased to 3 credit hours); a secondary methods course needs to be designed and required; it would be beneficial for all of the content classes, nutrition, drugs, disease, etc to address issues specific to the health of youth grades K-12 and specific teaching techniques for each content area. Students need to be required to develop unit plans and individual lesson plans designed for skill based learning and they need to become proficient in performance based assessment. They need practice teaching both with their peers and in actual school settings. Reviewers recommend that either new courses are designed to accommodate this or existing courses are revised to meet these standards.

Comments:

The program employs faculty who are strong in the area of health education. It is difficult to meet the State Standards with a minor program but it can be done with 24 credits. Since EMU is requiring 24 credits already, they can come into compliance by revising their curriculum. If they replace the elective with a secondary methods class, and revise the core courses to meet the Michigan State Standards, they can achieve compliance. However, it may be beneficial for them to offer two separate programs, one in Elementary Health and one in Secondary Health. They can do this by using the same 21 credits for the core classes and offering 2 separate methods classes, one at the elementary level and one at the secondary level.

The program is also very strong in requiring computer literacy. This will be especially beneficial when pre-service teachers in the program are required to use those skills in the application of health education.

Based on the materials submitted, as it currently exists, this program is not yet in compliance with the Michigan State Standards, established in June 2000. The new standards require that teacher preparation programs have a strong skill based component, thus programs that were traditionally based on content will require significant revisions to become compliant under the new standards. Eastern Michigan University's program is still highly content oriented.