

TO: Committee on Teacher Education (CTE)
School of Education – Indiana University

FROM: Keith Chapin
Physical Education Teacher Education (PETE) Program
Department of Kinesiology

RE: Changes in course numbers in the Health Education and Physical Education cognates

1-Description of change in Program

At the December 9, 2003 meeting of the Committee on Teacher Education (CTE), “cognates” in Health Education and Physical Education received approval. Both of the “new” cognates included EDUC M314/M303 in the list of required courses. Continued development of the cognates has resulted in a need to request a change in the course numbers. The Health Education cognate requests that HPER courses H352/H353 be allowed to replace EDUC M314/M303. In like manner, HPER P314/P303 is replacing EDUC M314/M303 in the Physical Education cognate.

2-Rationale

In the very near future, EDUC M314/M303 will no longer be available due to a change by the School of Education to content-specific methods courses. Thus, the proposed changes in course numbers reflect a need to replace EDUC M314/M303 in the Health Education and Physical Education curricula. This is specifically true for HPER P314/P303 and HPER H352/H353.

3-Faculty staffing

For several years now, the faculty of the PETE Program has taught a PE-specific section of EDUC M314/M303. Thus, the change will have no impact on the PETE Program. Health Education faculty will take on the instructional responsibilities for H352/H353.

4. Principle standard documentation

The courses are essential to meeting the INTASC standards.

5-Integration with existing programs

The change is consistent with the direction of other “secondary”-level programs in the School of Education

6-Implementation timeline

Both H352/H353 and P314/P303 are being taught during the present semester. H452/H453 is on the books for the First Semester of 2004-05.

Department of Applied Health Science
--Undergraduate School Health Education--
Curriculum Change Proposal
✓ New Courses

Approved by
Department of Applied Health Science
Health Education Committee
September 10, 2003

Background:

Beginning in Fall 2003, the School of Education discontinued EDUC M314 General Methods of Secondary Education, a course on teaching strategies previously required of secondary education majors in all subjects except physical education. Prior to the 2003-2004 academic year, all secondary education majors took EDUC M314, followed by one teaching strategies course in their focus subject area. In the case of health education, the follow-on course was EDUC M458-
Methods of Teaching Health and Safety. EDUC M303 Laboratory-Field Experience, involving peer microteaching, was a co-requisite to EDUC M314 and EDUC M403 Laboratory-Field Experience, involving observation in schools, is a co-requisite to M458. This School of Education change necessitates that all secondary teacher preparation programs, including health education, develop and provide courses that address the teaching competencies, content and skills previously included in EDUC M314 plus those currently included in EDUC M458.

Proposed New Courses

Attached are proposals for new courses in secondary health education that will replace M314/M303 and M458/M403. Besides meeting the challenge posed by School of Education program changes, the proposed courses address two recognized deficiencies that could not be adequately addressed in the past. The current curriculum 1) does not include a course clearly devoted to curriculum development and implementation and 2) provides only limited coverage of assessment.

Four new courses are being proposed. The first proposed course focuses on curriculum development, lesson planning, unit planning, curriculum implementation, and advocacy. The second proposed course builds on the first (a pre-requisite) and includes in-depth study of teaching and assessment strategies introduced in the first course. It also includes detailed study of the essential health knowledge and skills that should be taught in middle and high school and effective classroom management strategies. The curriculum and instruction course will have a 1 credit school observation co-requisite course. The strategies and assessment course will have a 1 credit peer microteaching co-requisite course. Both courses address key competencies and sub-competencies of the Indiana Professional Standards Board Standards for Teachers of Health Education (IPSB) and Certified Health Education Specialist (CHES). Both courses also rely on the newly-adopted Indiana Academic Standards for Health Education.

**SUMMARY OF
PROPOSED HPER/AHS COURSES AND
REPLACED SCHOOL OF EDUCATION COURSES**

PROPOSED HPER/AHS COURSES	NUMBER CREDITS	GRADE	REPLACED SCHOOL OF ED. COURSES	NUMBER CREDITS	GRADE
H352 Secondary School Health Curriculum and Instruction	3	A-F	M314 General Methods of Secondary Education (Eliminated prior to 2003-2004 academic year)	3	A-F
H353 Field Observation	1	S/F	M303 Laboratory/Field Placement (Eliminated prior to 2003-2004 academic year)	1	S/F
H452 Secondary School Health Strategies and Assessment	3	A-F	M458 Methods of Teaching Health and Safety (Proposed to not offer)	3	A-F
H453 Microteaching Lab for Health Education	1	S/F	M403 Laboratory/Field Placement	0	S/F

Academic Calendar Placement:

As currently planned, H352 Secondary School Health Curriculum and Instruction and H353 Field Observation will be taught in the spring semester in conjunction with a parallel graduate course, H601 Curriculum Development in Health Education. H452 Secondary School Health Strategies and Assessment and H453 Microteaching Lab will be taught in the fall semester in conjunction with a comparable graduate course, H502 Instructional Strategies for Health Education.

Students completing a health education major or health education cognate will take H352 Secondary School Health Curriculum and Instruction and H353 Field Observation during the second (spring) semester of their junior year. They will take H452 Secondary School Health Strategies and Assessment and H453 Microteaching Lab during the first (fall) semester of their Senior year. This sequencing was built into the respective TAB sheets approved during the 2002-2003 academic year. It is imperative that students take these courses in the required sequence as the latter builds on the former.

Proposed Course Number: H352

Course Title:

- Secondary School Health Curriculum and Instruction (3 credits)

Prerequisites:

- Admission to the School of Education Teacher Education Program

Co-requisite:

- H353 Field Observation (1 credit)

Course Description:

P: Admission to the School of Education Teacher Education Program. Professional competencies for planning and implementing middle and high school curricula based on assessed needs. Behavioral theories, effective curriculum characteristics, content standards, adolescent characteristics and health risks, curriculum analysis, lesson and instructional unit structures. Students prepare lesson and unit plans.

Primary Objectives:

Following completion of the course, students will be able to:

- Discuss the contribution of Coordinated School Health Programs (CSHP) and Comprehensive School Health Education (CSHE) to the well being and academic success of secondary school students.
- Differentiate the role of school health education related to education reform from its role related to attaining public health objectives.
- Relate the practical, theoretical, and research basis for the Indiana Academic Standards for Health Education and Benchmarks.
- Explain the importance of basing curriculum decisions on the developmental characteristics and needs of adolescents and current health risk behaviors.
- Analyze exemplary health curricula that address major adolescent health risk behaviors.
- Select/ design appropriate and effective health lessons within age-, developmentally-, and culturally-appropriate units of study that are consistent with the Indiana Academic Standards for Health Education.
- Relate steps involved in implementing health curricula in secondary schools.
- Advocate for delivery of effective health instruction in secondary schools.
- Demonstrate the ability to present well in a classroom setting.
- Demonstrate the ability to apply effective group process skills.

Textbooks:

- Meeks, L., Heit, P., and Page, R. (2003). *Comprehensive School Health Education Totally Awesome Strategies for Teaching Health*, 3rd Edition. Boston, McGraw Hill
- Indiana Department of Education (2002).
Indiana Academic Standards for Health Education
http://doe.state.in.us/standards/standards2000_health.html

Brief Course Outline:

- I. Relationship between Coordinated School Health Program(CSHP) and Comprehensive School Health Education (CSHE)
 - a. Eight component model of CSHP
 - b. CSHE as one component
 - c. Support for healthy behaviors in CSHP
- II. Federal and State initiatives related to CSHE
 - a. Education goals
 - i. No Child Left Behind
 1. Content Standards
 2. Safe and Drug Free Schools
 3. Evidence-based curricula
 - ii. Knowledge, attitudes, skills, intentions
 - b. Health goals
 - i. 2010 Health Objectives for the Nation
 - ii. Healthy behavior
- III. Origins of Indiana Academic Standards for Health Education and Benchmarks
 - a. Behavioral theory
 - b. Characteristics of effective curricula
 - c. National standards and progress indicators
 - d. Indiana state statutes
 - e. Traditional health topics
- IV. Media Literacy
 - a. Analyzing media messages
 - b. Impact on health behavior
 - c. Crafting media messages
- V. Standard Curriculum Terms
 - a. Curriculum
 - b. Instructional Units
 - c. Lessons
 - d. Scope
 - e. Sequence

f. Age/developmental appropriateness

VI. Assessing Needs

- a. Developmental characteristics
 - i. Middle school students
 - ii. High school students
- b. Health risk behaviors
 - i. Six CDC priority risk behaviors
 - ii. Indiana YRBS data

VII. Lesson Planning

- a. Instructional objectives
- b. Content
 - i. Essential health promotion/disease prevention knowledge
 - ii. Knowledge of essential skills
- c. Teaching strategies
 - i. Knowledge
 - ii. Skills
 - iii. Technology
- d. Assessment
- e. Formats
 - i. Lesson plan
 - ii. Assessment planning chart

VIII. Unit Planning

- a. Topic and target health behavior
- b. Multiple lessons
 - i. Introductory lesson
 - ii. Knowledge lessons
 - iii. Skill lessons
 - iii. Culminating Lesson
 - iv. Inclusion of Audiovisuals
 - v. Inclusion of Technology

X. Curriculum Implementation

- a. Implementation steps
- b. Supports to implementation
- c. Barriers to implementation

VIII. Advocacy

- a. Stakeholders and decision makers
- b. District mission and goals
- c. Messages

**RESOURCES FOR
SCHOOL HEALTH EDUCATION,
CURRICULUM, INSTRUCTION, AND ASSESSMENT**

- Centers for Disease Control and Prevention (draft). Health education curriculum assessment tool (HECAT). Atlanta, GA: U.S. Public Health Service.
- Fetro, J.V. (2000). Personal and social skills level 1. Santa Cruz, CA: ETR Associates.
- Fetro, J.V. (2000). Personal and social skills level 2. Santa Cruz, CA: ETR Associates
- Fetro, J.V. (2000). Personal and social skills level 3. Santa Cruz, CA: ETR Associates
- Holubee, E.J. Johnson, D. Johnson, R. (1994). Cooperative learning in the classroom. Alexandria, VA: Association for Supervision and Curriculum Development.
- Jensen, E. (1998). Teaching with the brain in mind. Alexandria, VA: Association for Supervision and Curriculum Development.
- Joint Committee on National Health Education Standards (1995). Achieving health literacy: an investment in the future. Atlanta, GA: American Cancer Society.
- Joyce, B.R., Calhoun, E.F. (1996). Creating learning experiences the role of instructional theory and research. Alexandria, VA: Association for Supervision and Curriculum Development.
- Lohrmann, D. K. (1993). Overview of curriculum design and implementation. In B.S. Mahoney & L.K. Olsen (Eds.), Health Education Teacher Resource Handbook. Millwood, NY: Kraus International Publications.
- Lohrmann, D. Wooley, S.F. (1998). Comprehensive school health education. In Marx, E. Northrop, D. Wooley, S.F. (eds). Health is academic: A guide to coordinated school health programs. New York: Teachers College Press. pp. XXXX.
- Marx, E., Northrop, D. (1995). Educating for health: A guide to implementing a comprehensive approach to school health education. Newton, MA: Education Development Center Inc.
- Skowron, J. (2001). Powerful lesson planning models. Arlington Heights, IL: Skylight Professional Development.
- Telljohann, S.K., Wolford Symons, C., Miller, D.F. (2001). Health education elementary and middle school applications. Boston, MA: McGraw Hill.

Proposed Course Number: H353

Course Title:

- Field Observation (1 credit, S/F)

Pre-requisite:

- Admission to the School of Education Teacher Education Program

Co-requisite: H352 Secondary School Health Curriculum

Description: Observation and limited participation in a secondary school with a designated health teacher for a minimum of 20 clock hours. Students compile logs and summaries of their experiences. Must take concurrently with H352. S/F grade only.

Major Objectives:

Following completion of the course, students will be able to:

- Relate the organization and structure of a secondary school.
- Describe typical duties and responsibilities of secondary health teachers.
- Analyze and critique observed teaching practices

Brief Course Outline:

- I. What to focus on during school observations
 - a. Organizational dynamics
 - b. Common teacher duties
 - c. School and classroom climate
- II. Teaching activities to "try out" during school observations
 - a. Assist with classroom management
 - b. Work with individual students or small groups
 - c. Teach part or all of a lesson
 - d. Order AV materials and equipment
 - e. Work with technology
- III. Reporting school observation experiences
- IV. Reflecting on school observation experiences

Proposed Course Number: H452

Course Title:

- Secondary School Health Strategies and Assessment (3 credits)

Prerequisites:

- Admission to the School of Education Teacher Education Program AND
- Completion of H352 Secondary School Health Curriculum and Instruction with a grade of C or better.

Co-requisite:

- Take concurrently with H453 Microteaching Lab for Health Education (1 credit)

Course Descriptions:

Professional health education competencies in use of multiple teaching and assessment strategies, including technology. In-depth study of essential middle and high school health concepts. Skill development in construction of assessment tools. Students analyze and demonstrate lessons from proven curricula. P: HPER H352 with grade of C or better.

Primary Objectives:

Following completion of the course, students will be able to:

- Relate the practical, theoretical, and research basis for the Indiana Academic Standards for Health Education and Benchmarks.
- Determine appropriate and essential health content for middle and high school students.
- Employ a range of student-centered, active learning strategies, including technology, in a classroom setting.
- Explain the use of assessment for improving student learning and teacher/course effectiveness.
- Construct tools for assessing student achievement in health.
- Design a plan for employing effective practices to establish an orderly and supportive classroom climate.
- Anticipate and manage controversy related to health education.
- Recognize and exhibit essential characteristics of effective secondary school health teachers.
- Demonstrate the ability to apply effective group process skills.

Textbooks:

- Meeks, L., Heit, P., and Page, R. (2003). *Comprehensive School Health Education Totally Awesome Strategies for Teaching Health*, 3rd Edition. Boston, McGraw Hill
- Indiana Department of Education (2002). *Indiana Academic Standards for Health Education*
http://doe.state.in.us/standards/standards2000_health.html

Brief Course Outline:

- I. Characteristics of Effective Health Teachers
 - a. Personal style
 - b. Command of subject matter
 - c. Teaching skills
 - d. Classroom management
- II. Indiana Academic Standards for Health Education and Benchmarks
 - a. Middle School
 - b. High School
- III. Key Skills
 - a. Stress management
 - b. Communication
 - c. Recognizing and avoiding risky situations
 - d. Problem solving/decision making
 - e. Goal setting and planning
 - f. Accessing information
 - g. Advocacy
- IV. Teaching strategies
 - a. Strategies for teaching knowledge
 - b. Strategies for teaching skills
- V. How to teach essential Middle and High School Knowledge and Skills
 - a. Mental health/stress management
 - b. Intentional and unintentional injury
 - c. Tobacco use prevention
 - d. Alcohol and other drug use prevention
 - e. Nutrition
 - f. Physical activity
 - g. HIV/STD and pregnancy prevention
 - h. Disease prevention

- VI. Developing assessment tools
 - a. Selected response
 - b. Constructed response
 - c. Product
 - d. Performance
 - e. Process

- VII. Classroom management
 - a. Effective structures
 - b. Classroom climate
 - c. Individual differences
 - d. Dealing with difficult discipline situations

- VIII. Health Education Controversy
 - a. Sources of controversy
 - b. Strategies for preventing controversy
 - c. Strategies for managing controversy

**RESOURCES FOR
SCHOOL HEALTH EDUCATION,
CURRICULUM, INSTRUCTION, AND ASSESSMENT**

Cummings, C. (2000). *Winning strategies for classroom management*. Alexandria, VA: Association for Supervision and Curriculum Development.

Fetro, J.V. (2000). *Personal and social skills level 1*. Santa Cruz, CA: ETR Associates.

Fetro, J.V. (2000). *Personal and social skills level 2*. Santa Cruz, CA: ETR Associates.

Fetro, J.V. (2000). *Personal and social skills level 3*. Santa Cruz, CA: ETR Associates.

Greenberg, J.S. (2004). *Health education and health promotion: learner-centered instructional strategies*, 5th Ed. New York: McGraw-Hill.

Holubee, E.J. Johnson, D. Johnson, R. (1994). *Cooperative learning in the classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

Jensen, E. (1998). *Teaching with the brain in mind*. Alexandria, VA: Association for Supervision and Curriculum Development.

Joint Committee on National Health Education Standards (1995). *Achieving health literacy: an investment in the future*. Atlanta, GA: American Cancer Society.

- Lohrmann, D. Wooley, S.F. (1998). Comprehensive school health education. In Marx, E. Northrop, D. Wooley, S.F. (eds). Health is academic: A guide to coordinated school health programs. New York: Teachers College Press. pp. XXXX.
- Marcus, S.A., McDonald, P. (1990). Tools for the cooperative classroom. Paletine, IL: Skylight Publishing Inc.
- Marzano, R. J. (2003). What works in schools: translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development.
- Skowron, J. (2001). Powerful lesson planning models. Arlington Heights, IL: Skylight Professional Development.
- Strange, J. (2002). Qualities of effective teachers. Alexandria, VA: Association for Supervision and Curriculum Development.
- Telljohann, S.K., Wolford Symons, C., Miller, D.F. (2001). Health education elementary and middle school applications. Boston, MA: McGraw Hill.
- Tzannetakis-Zaccone, P. (2000). Ready for teaching health: Preparing the student teacher for school health. Reston, VA: American Association for Health Education American Alliance.
- Wiggins, G., McTighe, J. (1998). Understanding by design. Alexandria, VA: Association for Supervision and Curriculum Development.
Also see: http://www.pgcps.pg.k12.md.us/~croom/understanding_by_design.htm

High Quality Health Education Curricula

Michigan Model Educational Materials Center <http://www.emc.cmich.edu>

What's Food Got to Do With It? Grades 7-8
Help Yourself to Good Nutrition Grades 9-12
It's Time to Move Grades 7-8
It's No Mystery: Tobacco is a Killer Grades 7-8
Teens Campaign Against Tobacco Grades 9-12
Teens Voice Solutions to Alcohol, Tobacco and Other Drugs Grades 9-12
HIV, AIDS, and Other STDs Grades 7-8
Puberty the Wonder Years, Grades 5-7
The Two R's for Stopping Assault and Preventing Violence Grades 7-8
Protect a Friend—Share Your Skills Grades 7-8
Managing Conflict and Preventing Violence Grades 9-12

Hazelden <http://www.hazelden.org/>

The Minnesota Smoking Prevention Program

ETR Associates <http://www.etr.org/>

Draw the Line Grade 7
Draw the Line Grade 8
Safer Choices
Focus on Kids
Puberty and Reproduction
Project TNT (tobacco use prevention)

RMC (Rocky Mountain Center for Health Education and Promotion) <http://www.rmc.org/>

Healthy Sexuality 3rd Edition

EDC (Educational Development Center) <http://www2.edc.org/THTM/>

Aggression, Victims and Bystanders

National Health Promotion Associates, Inc. <http://www.lifeskillstraining.com/>

Life Skills Training (ATOD prevention)

Proposed Course Number: H453

Course Title:

- Microteaching Lab for Health Education (1 credit, S/F)

Pre-requisite:

- Admission to the School of Education Teacher Education Program and
- Completion of H352 Secondary School Health Curriculum and Instruction with a grade of C or better.

Co-requisite: H452 Secondary School Health Strategies and Assessment

Description: Application of professional competencies through presentation of secondary-level lesson segments and complete lessons. Emphasis on use of active-learner teaching strategies. Student presentations are recorded and critiqued. Must take concurrently with H452. S/F grade only.

Major Objectives:

Following completion of the course, students will be able to:

- Demonstrate effective use of multiple strategies for teaching health knowledge.
- Demonstrate effective use of multiple strategies for teaching health skills.
- Demonstrate effective use of multiple strategies for assessing student achievement.
- Demonstrate the ability to facilitate learning in a classroom setting.

Brief Course Outline:

- I. Motivating introductions
- II. Knowledge based lessons with appropriate assessments
- III. Skill based lessons with appropriate assessments
- IV. Use of AV materials in lessons
- V. Use of technology in lessons