

Date of request: 31-JAN-2018

Request ID: E-2017-HPHE-57

College: E

Department: HPHE

Initiator name: sandra vamos

Initiator email: sandra.vamos@wmich.edu

Proposed effective term: 201940

Does course need General Education approval?: N

Will course be used in teacher education?: Y

If 5000 level course, prerequisites apply to: B

Proposed course data:

New Course HPHE 1502 New course selected: This new course is not seeking approval as a general education course.

1. Proposed course prefix and number: HPHE 1502.
2. Proposed credit hours:1
3. Proposed course title: Teaching Assistantship: Health Education
4. Proposed course prerequisites: HPHE 1500; HPER 1500; HPER 150; 35 hours completed in PHEJ; apply at HPHE office
5. Proposed course corequisites: None
6. Proposed course prerequisites that may be taken concurrently (before or at the same time): None
7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):None
8. Major and/or minor restrictions: Include
9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded: PDEJ, PRPE, HESJ, PRHJ, PESN, and new major codes PHEJ, PHEP should all be included
10. Classification restrictions: Not Applicable
11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded: None
12. Level restriction: Not Applicable
13. List the level (undergraduate, graduate) that is to be included or excluded. Not Applicable

14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both? Not Applicable
15. Is this a multi-topic course? No
16. Proposed course title to be entered in Banner: Teaching Assistantship: HE
17. Is this course repeatable for credit? No
18. Is this course mandatory credit/no credit? Yes
19. Select class type: Supervision or Practicum
20. How many contact hours per week for this course? 2

A. Please choose Yes or No to indicate if this class is a Teacher Education class: Yes

B. Please choose the applicable class level: Both

C. Please choose Yes or No to indicate if this class is a General Education class: No

D. Explain briefly and clearly the proposed improvement. •

Create new course (HPHE 1502) for health education-specific for credit practical experience and the PHEJ program approved in 2017; proposal CHED 786.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.). •

As part of the changes required by the state-mandated merger of the Physical Education and Health Education Teacher Education programs into a combined dual-endorsement major, several courses need to be updated. Please refer to attached Appendix A supporting document for scope of these changes and how this course fits into the context of those revisions. Currently, teaching assistantships (TA) for no course credit are required experiences. The change to add a 1-credit TA for Health Education and Physical Education each simply assigns course credit for required field-based experiences prior to the final student teaching internship.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

1. Orient the candidate to the health literacy skills required of a health-literate educator
2. Work with other candidates to support shared goals and enhance the profession via health literacy practice efforts.
3. Plan, design, and implement health education and health promotion initiatives to enhance health literacy of target groups.

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities. • This is part of the PHEJ pilot revision approved in 2017; proposal CEHD 786.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one. • None

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings. •

No other programs will be impacted, as this course will enroll only PHETE majors.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale. • Benefits are to students (i.e., build health education knowledge and skills) and to prepare students for the real-world teaching workplace. No program conflicts or delays in student graduation with one (1) extra credit being added to the program as a result of this course addition. This will be offered in the fall and spring as needed.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students? • Current (N=53; 32 PETE majors, 3 HETE majors, 18 minors-only) and future students will benefit from this revised curriculum. The "market demand" is reflected by the number of current PETE and HETE candidates. The trend in declining enrollment in both HETE and PETE enrollment across the country has been seen at WMU as well. For the last several years we have struggled to maintain two separate programs, so we anticipate the experimental program will offer a practical solution to mitigate low enrollment numbers. Additional revision of this experimental program offers a more content-specific curriculum that primarily emphasizes physical and health literacy, which we anticipate will increase the marketability of graduates, therefore attracting additional enrollment.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.) •

As part of the changes required by the state-mandated merger of the Physical Education and Health Education Teacher Education programs into a combined dual-endorsement major, several courses need to be updated. Please refer to attached Appendix A supporting document for scope of these changes and how this course fits into the context of those revisions. Currently, teaching assistantships (TA) for no course credit are required experiences. The change to add a 1-credit TA for Physical Education and Health

Education each simply assigns course credit for required field-based experiences prior to the final student teaching internship.

M. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.) None

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section. None

O. Current course description: None

P. Proposed course description: Teaching Assistantship: Health Education This 8-week teaching assistantship is an opportunity to demonstrate a commitment to collegiality, professionalism, and leadership as preparation for the workforce. Health education is a collaborative, innovative endeavor. Health education teacher candidates will work with PHEJ faculty, other students, and/or other community members to gain skills to support shared goals and enhance the profession via health literacy initiatives.

Prerequisites & Corequisites: HPHE 1500, 35 credit hours in completed Credits: 1



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COURSE TITLE

HPHE 1502 – TEACHING ASSISTANTSHIP: HEALTH EDUCATION

INSTRUCTOR NAME

DR. SANDRA VAMOS
Associate Professor, Health Education
Department: Human Performance & Health Education
Email: sandra.vamos@wmich.edu
Office: SRC 1065
Phone: 269-387-2695
Office Hours: By Appointment, Email, Phone
Course Website: eLearning

COURSE TIME & LOCATION

Fall Semester 2019 – TBD

COURSE DESCRIPTION

Welcome to Intern Teaching Seminar (Health Education)

This is a one (1) credit pass/fail practical 8-week teaching assistantship (TA) in health education for pre-service teacher candidates. This TA is an opportunity to demonstrate a commitment to collegiality, professionalism, and leadership as preparation for the health education workforce. Health education is a collaborative, innovative endeavor. Health education teacher candidates will work with PHEJ faculty, other students, and/or other community members to gain skills to support shared goals and enhance the profession via health literacy initiatives.

REQUIRED TEXT

None

Recommended:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. On reserve in library.

A link to an APA style guide may be found at:



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<https://owl.english.purdue.edu/owl/section/2/10/> to assist you with your references.

NOTE: Additional required readings may be identified and assigned during class sessions. The readings may be available in hard copy, online, and/or on reserve in the library.

COURSE OBJECTIVES/COMPETENCIES

At the conclusion of the course, students will be to:

1. Demonstrate the knowledge and skills of a health-literate educator. [participation; health activities/initiatives]
2. Work with other candidates to support shared goals and enhance the profession via health literacy practice efforts. [participation; health activities/initiatives]
3. Plan, design, and implement health education and health promotion learning activities and/or initiatives to enhance health literacy of target groups. [participation; health activities/initiatives]

PREREQUISITES

- HPHE 1500; 35 hours completed in PHEJ; apply at HPHE office

FORMAT

The course will involve: regular meetings with TA instructor; self-directed and small group practical learning activities; self-reflection activities; experiential leadership experiences (class-based; university-based; or community-based) to ensure learning is active, relevant, practical to prepare health educators for the workforce.

***Weekly course outline may be subject to change. Instructor will announce any modifications in class throughout the semester.**

STANDARDS & COMPETENCIES

This Health Education course (i.e. content and activities) is designed to align with and tap into many of the health education teacher preparation standards and responsibilities and competencies of health education specialists recommended by the following national health education organizations. The following standards are commonly used to provide a guide for enhancing preparation and continuing education for health education professionals, while



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providing a foundation for curriculum development, instruction and assessment of student performance related to health education and health promotion.

Health Education Teacher Preparation Standards (SHAPE/CAEP)

Consistent with other teacher preparation programs, the training of school health educators must include a foundation in pedagogical content, knowledge, skills, and dispositions. The following are the 2008 initial health education teacher education standards:

<https://www.shapeamerica.org/accreditation/heteacherprep.aspx>

Eight Standards:

Standard I: Content Knowledge – Candidates demonstrate the knowledge and skills of a health literate educator.

Standard II: Needs Assessment – Candidates assess needs to determine priorities for school health education.

Standard III: Planning – Candidates plan effective comprehensive school health education and programs.

Standard IV: Implementation – Candidates implement health education instruction.

Standard V: Assessment – Candidates assess student learning.

Standard VI: Administration and Coordination – Candidates plan and coordinate a school health education program.

Standard VII: Being a Resource – Candidates serve as a resource person in health education.

Standard VIII: Communication and Advocacy – Candidates communicate and advocate for health and school health education.

National Commission for Health Education Credentialing Inc. (NCHEC) Responsibilities and Competencies of Health Education Specialists

The National Commission for Health Education Credentialing (NCHEC) sets the standards of competence and provides the certification for Certified Health Education Specialists (CHES) through the CHES examination. The CHES designation is one indication of professional competency and commitment to continued professional development. The seven areas of responsibility are a comprehensive set of competencies and sub-competencies defining the role of the health education specialist <http://www.nche.org/credentialing/responsibilities/>

Seven Areas of Responsibility:

Area I: Assess Needs, Assets and Capacity for Health Education



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Area II: Plan Health Education
Area III: Implement Health Education
Area IV: Conduct Evaluation and Research Related to Health Education
Area V: Administer and Manage Health Education
Area VI: Serve as a Health Education Resource Person
Area VII: Communicate and Advocate for Health and Health Education

COURSE EXPECTATIONS

Expectations	Date	Pass/Fail
1. Attendance and participation; regular meetings with instructor(s) /staff / community members; preparation; active discussions; professionalism; collegiality; leadership	Weekly	
2. Planning and Implementing Health Education Activities & Initiatives <ul style="list-style-type: none">This may be class-based, university-based, or community-based. This will be determined by your instructor.	Weekly	
Total		

Specific Expectations

The following is a list of the specific expectations.

1. Attendance & Participation: TA participation is expected and required. Student evaluation is based on interaction, enthusiasm, effort, cooperation, leadership, and professionalism throughout the TA period and completion of the TA activities. Criteria include:

- Dress and act professionally at all times during the entire experience
- Be on time: arrive prior to the start of each class meeting
- Regular and meaningful participation
- Staying on topic and on task
- Demonstrate enthusiasm and cooperation
- Demonstrate leadership skills
- Respectful interactions with classmates, instructors, staff, community



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- Clear and concise communication

2. Health Education Activities and Health Literacy Initiatives: TA participation involves collaborative, innovative endeavors to design and implement relevant health education and health promotion learning activities and/or initiatives to help enhance health literacy of individuals and groups.

Instructor will discuss and assign a TA experience whether class-based, university-based, or community-based. Activities may include the following:

- Class-based:
 - Assist in the management of the class as assigned by the instructor.
 - Teach small groups under the supervision of the instructor.
 - Teach a large group activity under the supervision of the instructor.
 - Teach an entire class period under the supervision of the instructor.
- University and/or community-based:
 - Assist in the design and implementation of existing health education/promotion initiatives with university and/or community partners
 - Determine the needs for health education/promotion for a target group
 - Develop a plan for the delivery of health education/promotion to enhance health literacy
 - Select and design health education strategies for target groups
 - Select the best methods/channels to reach your target group
 - Identify resources to communicate your health education messages
 - Develop and implement health-literate materials to share your health education messages

Note: A Health Education TA Evaluation Form will be provided in class session.

The course meets the following NCATE Health Education Teacher Preparation Standards:

SHAPE Health Education Standards	Learning Objectives	Evaluation Strategies
1. Content Knowledge <ul style="list-style-type: none">• Candidates demonstrate the knowledge and skills of a health literate educator.	1-3	1-2



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3. Planning <ul style="list-style-type: none">Candidates plan effective comprehensive school health education curricula and programs	1-3	1-2
4. Implementation <ul style="list-style-type: none">Candidates implement health education instruction	1-3	1-2
7. Being a Resource <ul style="list-style-type: none">Candidates serve as a resource person in health education	1-3	1-2
8. Communication and Advocacy <ul style="list-style-type: none">Candidates communicate and advocate for health and school health education	1-3	1-2

EVALUATION CRITERIA FOR ASSIGNMENTS

Standard Guidelines for Assignments:

- Late assignments will **not be accepted**. Students must be present in class to submit any in-class assignments. Late work will only be accepted if prior **arrangements** have been made with the instructor based on a medical/emergency situation with documentation. Unless otherwise stated, all assignments are due on the assigned date.
- Any papers 'written' for this course must adhere to the ***Publication Manual of the American Psychological Association (APA), 6th edition***. Papers must be in 12-point Times New Roman font, double-spaced, with 1" margins on all four sides. All references (within the body of the paper and the reference list) must be cited according to the APA manual. All papers should have an introduction and a conclusion. Use proper APA formatted headings (and sub-headings, as appropriate) to help create clarity within your paper. Also be sure to include a title page with your full name and information.
- Any written documents for this course must **include references** to course and other relevant sources and materials, where applicable.
- Be sure to use APA style format throughout entire paper and include citations and references (APA 6th edition style format).
- Please acquaint yourself thoroughly with **WMU's policy on academic integrity and student responsibilities**, found at http://wmich.edu/sites/default/files/attachments/u580/2016/2016-17%20Undergraduate%20Catalog_0.pdf
- Any students requiring accommodation related to disability please identify the nature of



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your accommodation requirements to the course professor at the start of the course.

GRADING SCALE

This TA is a Pass or Fail.

- Please see the WMU Grading System for additional information:
<https://wmich.edu/registrar/policies/grades>

POLICIES

ATTENDANCE POLICY:

- Students are expected to **attend all TA sessions**. Students are expected to arrive class on-time; no early departures. Anticipated absence should be reported to the instructor in advance for excused status.

ASSIGNMENT POLICY:

- Late assignments will **not be accepted**. Electronic submission is unacceptable, unless otherwise noted. All assignments are to follow standard guidelines for assignments provided. Students must be present in class to submit in-class assignments. Late work will only be accepted if prior **arrangements** have been made with the instructor based on a medical/emergency situation with documentation. Unless otherwise stated, all assignments are due on the indicated date at the **beginning of class**.

ACADEMIC INTEGRITY/DISHONESTY:

- Students are responsible for making themselves aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The academic policies addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at:
http://wmich.edu/sites/default/files/attachments/u580/2016/2016-17%20Undergraduate%20Catalog_0.pdf
- If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity



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for a hearing. You should consult with your professor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or exam. **Use of others' work constitutes academic dishonesty.** In addition, offering or providing your work to others is also a form of academic dishonesty (complicity). If you have questions or are confused about what is or is not appropriate regarding this, or other issues of academic integrity, please consult with me during office hours or after class. I am available at those times to discuss anything pertaining to this course. The WMU Writing Center can give you additional help with paraphrasing and citing sources correctly. If you observe other students in this class engaging in any form of academic dishonesty (<https://wmich.edu/conduct/honesty/definitions>) I invite you to approach me in confidence about it. **If you are found responsible for academic dishonesty, you will be assigned a failing grade in this course.**

- This particular class includes group/partner assignments experiences. The final work submitted for grading is expected to be created collaboratively, and to collectively include and reflect your own efforts, knowledge, understanding and expression of ideas. While all group members are to receive the same grade, **it is the instructor's discretion and reserves the right to allocate alternate grade(s) to any group member(s) based on contribution differentials.**
- Students and instructors are responsible for making themselves aware of and abiding by the "Western Michigan University Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures" related to prohibited sexual misconduct under Title IX, the Clery Act and the Violence Against Women Act (VAWA) and Campus Safe. Under this policy, responsible employees (including instructors) are required to report claims of sexual misconduct to the Title IX Coordinator or designee (located in the Office of Institutional Equity). Responsible employees are not confidential resources. For a complete list of resources and more information about the policy see www.wmich.edu/sexualmisconduct.
- In addition, students are encouraged to access the Code of Conduct, as well as **helpful resources and general academic policies** on such issues as diversity, religious observance, and student disabilities:
 - Office of Student Conduct www.wmich.edu/conduct



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- Division of Student Affairs www.wmich.edu/students/diversity
- University Relations Office <http://www.wmich.edu/policies/religious-observances-policy>
- Disability Services for Students www.wmich.edu/disabilityservices

SOME USEFUL HEALTH-RELATED WEB RESOURCES

Active Schools <https://www.activeschoolsus.org/>

American Heart Association. <http://www.heart.org/HEARTORG/>

ASCD/WSCC Resources <http://www.ascd.org/programs/learning-and-health/wsc-model.aspx>

Canada Health Literacy Plan <https://phabc.org/wp-content/uploads/2015/09/IntersectoralApproachforHealthLiteracy-FINAL.pdf>

CDC Adolescent and School Health <https://www.cdc.gov/healthyyouth/>

CDC Bam Body and Mind <https://www.cdc.gov/bam/index.html>

CDC Safe & Healthy Kids and Teens <https://www.cdc.gov/family/kids/index.htm>

CDC Health Literacy <https://www.cdc.gov/healthliteracy/learn/index.html>

CDC Virtual Healthy School <https://www.cdc.gov/healthyschools/vhs/index.html>

Center for School, Health, and Education <http://www.schoolbasedhealthcare.org/>

Division of Adolescent and School Health at CDC <https://www.cdc.gov/healthyyouth/>

Environmental Protection Agency. *Healthy schools, healthy kids.* <https://www.epa.gov/schools>

Edutopia <https://www.edutopia.org/>

Go Ask Alice <http://www.goaskalice.columbia.edu/>



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Health A to Z <https://www.healthline.com/directory/topics>

Healthfinder <https://health.gov/our-work/healthfinder/>

Healthy Universities <http://www.healthyuniversities.ac.uk/healthy-universities/>

Kids Health <https://kidshealth.org/>

Medscape <https://www.medscape.com/>

Michigan Model for Health http://www.michigan.gov/mdhhs/0,5885,7-339-73971_4911_4912_74286---,00.html

Michigan Department of Education <http://www.michigan.gov/mde/>

Michigan Profile for Healthy Youth (MiPHY) http://www.michigan.gov/mde/0,4615,7-140-74638_74639_29233_44681---,00.html

National Center for Health and Health Care in Schools.
<http://www.healthinschools.org/#sthash.epgGfce3.laedYyN2.dpbs>

National Institutes of Health <https://www.nhlbi.nih.gov/health>

Pan-Canadian Joint Consortium for School Health <http://www.jcsh-cces.ca/>

Pubmed <https://www.ncbi.nlm.nih.gov/pubmed/>

Resources for K-12 Health Educators <https://sis.nlm.nih.gov/outreach/k12.html>

SHAPE <https://www.shapeamerica.org/>

University of Maryland School Mental Health <http://www.schoolmentalhealth.org/>

Appendix A Proposed Revisions to PHEJ

The January 1, 2017 program outlined on the following page was approved by the Undergraduate Studies Council at their February 14, 2017 meeting. The program submitted for consideration in the current proposal (dated January 31, 2018) reflects the following changes:

- Add BIOS 1600 and 1610 as pre-requisite options with BIOS 1120
 - This allows transfer students entering WMU with 1600 or 1610 credit (pre-med or science students) allowing any of the 3 classes to serve as a pre-requisite to BIOS 2110.
- Revise current Teaching Assistantship (TA) information to reflect:
 - Add HPHE 1501: *Teaching Assistantship: Physical Education* (1 credit)
 - Add HPHE 1502: *Teaching Assistantship: Health Education* (1 credit)
- Add HPHE 3120
 - This was removed from the original combined program in error.
- Delete HPHE 3540 (*Human Sexuality Education*)
 - This content is being added to HPHE 2200 for one additional credit hour
- Reduce credits of HPHE 4100 from 4 to 2 (retain as: *Intern Seminar: Physical Education*)
- Add a new course (HPHE 4110: *Intern Seminar: Health Education*, 2 credits)
- Reduce credits of HPHE 4750 from 20 to 10 (retain as: *Intern Teaching: Physical Education*)
- Add a new course (HPHE 4770: *Intern Seminar: Health Education*, 10 credits)
- Update credit hour totals to: 72 hrs without intern teaching and 96 including intern teaching