

Date of request: 31-JAN-2018

Request ID: E-2017-HPHE-56

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 4755

New course selected: This new course is not seeking approval as a general education course.1.

Proposed course prefix and number: HPHE 4755.

Proposed credit hours: 10

3. Proposed course title: Intern Teaching: Health Education

4. Proposed course prerequisites: All coursework completed. Take concurrently with HPHE 4110:  
Intern Seminar: Health Education

5. Proposed course corequisites: HPHE 4110: Intern Seminar: Health Education

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):  
HPHE 4110: Intern Seminar: Health Education

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad): The  
default grades are D for undergraduates

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, HESJ, PESN, and new major code PHEJ should all be included

10. Classification restrictions: Include

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or  
excluded: SR

12. Level restriction: Include

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: Intern Teaching: Health Ed

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?10

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

.•Add health education intern teaching course (HPHE 4755)to address gap for health education in the new physical/health dual major program.

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

.• Given the new pilot dual major in Physical and Health Teacher Education: K-12, a health education seminar and health education internship is needed to be added to the program to prepare students for both physical education and health education teaching experiences. 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.

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. Write complete functional lesson and unit plans for use during the student teaching experience.

2. Develop management strategies to address student misbehavior given school-based experiences.

3. Analyze a minimum of three personal teaching performances using course criteria (reflective practitioner strategies) and develop a written report of strengths, weaknesses, and goals to improve performance.

4. Set teacher and student behavioral goals based on the data collected by the WMU supervisor in written form.

5. Evaluate personal performance in written form on a daily, weekly and semester basis.

6. Demonstrate a personal commitment to professionalism by joining a state or national health-related association and attending one meeting of the group within a 12-month period before or during intern teaching.

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. None

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. None

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.)

- No adverse effect on resources. Recently hired faculty with expertise in health education will help support this in collaboration with the WMU Office of Field Placements.

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: New course

P. Proposed course description: HPHE 4755 Intern Teaching: Health Education

This course represents the final experience of the student's curriculum during which an application of all knowledge and skills acquired is facilitated. Through the experiences provided in this course, students develop the skills and knowledge necessary for certification as a health education teacher in the state of Michigan.

Graded on a Credit/No Credit basis.

Prerequisites & Corequisites: Prerequisite: Department approval. Corequisite: HPHE 4110.

Credits: 10

## **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 4755: *Intern Seminar: Health Education*, 10 credits)
- Update credit hour totals to: 72 hrs without intern teaching and 96 including intern teaching



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### COURSE TITLE

**HPHE 4755 - Intern TEACHING: Health Education**

### INSTRUCTOR NAME

**DR. SANDRA VAMOS**

Associate Professor, Health Education

Department: Human Performance & Health Education

Email: [sandra.vamos@wmich.edu](mailto:sandra.vamos@wmich.edu)

Office: SRC 1065

Phone: 269-387-2695

Office Hours: By Appointment, Email, Phone

### COURSE TIME & LOCATION

Spring Semester 2019

### COURSE DESCRIPTION

#### Welcome to Intern Teaching: Health Education

This course represents the final experience of the student's curriculum during which an application of all knowledge and skills acquired is facilitated. Through the experiences provided in this course, students develop the skills and knowledge necessary for certification as a health education teacher in the state of Michigan.

Congratulations. You are ready to begin what should be the most rewarding, yet challenging semester of your college career. You will participate in your intern teaching (HPHE 4755) and intern seminar (4110) for health education concurrently.

#### Some Terms:

- **Intern Teacher (IT):** student enrolled in HPER 4110 and 4755



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- **Mentor Teacher (MT):** the public school subject area supervisor
- **Office of Field Placements (OFP):** the office at WMU responsible for coordination and oversight of all WMU teacher education student teacher education placements; collaborates with HPHE and your instructor during your placement

The intern teaching Graded on a Credit/No Credit basis.

### REQUIRED TEXT

None

### COURSE OBJECTIVES/COMPETENCIES

At the conclusion of the course, students will be to demonstrate competence in the following areas:

1. Write complete functional lesson and unit plans for use during the student teaching experience.
2. Develop management strategies to address student misbehavior given school-based experiences.
3. Analyze a minimum of three personal teaching performances using course criteria (reflective practitioner strategies) and develop a written report of strengths, weaknesses, and goals to improve performance.
4. Set teacher and student behavioral goals based on the data collected by the WMU supervisor in written form.
5. Evaluate personal performance in written form on a daily, weekly, and semester basis.
6. Demonstrate a personal commitment to professionalism by joining a state or national health-related association and attending one meeting of the group within a 12-month period before or during intern teaching.

### PREREQUISITES

- Prerequisite: Department approval.

### FORMAT

- Practicum





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

#### 2008 SHAPE Health Education Teacher Preparation Standards

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)





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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.nchec.org/credentialing/responsibilities/>

### **Seven Areas of Responsibility:**

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

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

### **TEACHING PLACEMENTS**

The Office of Field Placements (OFP) at WMU is responsible for the coordination and oversight of all field experiences (student teaching) associated with teacher education curricula. <https://wmich.edu/internteaching> HPHE students, faculty, and collaborate with OFP

### **INTERN TEACHING REQUIREMENTS & EVALUATION STRATEGIES**

\*Mentor Teachers must be assigned/approved by WMU

\*Completion of all data and reporting by the IT and MT using WMU's Tk20 by the timelines provided

1. Mandatory attendance of all assigned intern teaching school days
2. Completion of all assignments related to intern teaching (via webportfolio)

### **RELATIONSHIP AMONG NCATE HEALTH EDUCATION STANDARDS, LEARNING OBJECTIVES, & EVALUATION**



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

SHAPE Health Education Standards	Learning Objectives	Evaluation Strategies
<b>1. Content Knowledge</b> <ul style="list-style-type: none"><li>Candidates demonstrate the knowledge and skills of a health literate educator.</li></ul>	1-5	1-2
<b>2. Needs Assessment</b> <ul style="list-style-type: none"><li>Candidates assess needs to determine priorities for school health education</li></ul>	1-5	1-2
<b>3. Planning</b> <ul style="list-style-type: none"><li>Candidates plan effective comprehensive school health education curricula and programs</li></ul>	1-5	1-2
<b>4. Implementation</b> <ul style="list-style-type: none"><li>Candidates implement health education instruction</li></ul>	1-5	1-2
<b>5. Assessment</b> <ul style="list-style-type: none"><li>Candidates assess student learning</li></ul>	1-5	1,2
<b>6. Administration and Coordination</b> Candidates plan and coordinate a school health program	1-5	1,2
<b>7. Being a Resource</b> <ul style="list-style-type: none"><li>Candidates serve as a resource person in health education</li></ul>	1-6	1,2
<b>8. Communication and Advocacy</b> <ul style="list-style-type: none"><li>Candidates communicate and advocate for health and school health education</li></ul>	1-6	1,2

### GRADING SCALE

PASS/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 intern teaching classes**. Students are expected to



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arrive class on-time; no early departures. Anticipated absence should be reported to the instructor/MT in advance for excused status.

### 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](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 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 professor'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





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



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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/>

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

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

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](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](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/>



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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/>