

Amended Program to Show Compliance with New State Standards

Recommendations from Review Panel Regarding Programs to Prepare Teachers of Health (MA)

November 6, 2003

Institution: Grand Valley State University			Previous Review: November 21, 2002		
Program Level	Major (# Credits)	Minor (# Credits)	Group Major (# Credits)	Group Minor (# Credits)	Endorsement Only (# Credits)
Elementary					
Secondary		29			29
K-12					
Source of Standards/Guidelines: Michigan State Board of Education				Pub. Date: June 2000	

Program Assessment Summary/Recommendation		
X	Meets all standards and requirements	Not all standards and requirements are met
		Insufficient documentation for program review
X	Approval	Approval Pending
		Approval Suspended
Standards/Requirements Not Met:		
Additional information needed/action to be taken:		
Comments:		
<ul style="list-style-type: none"> • GVSU is encouraged to establish a guideline for supervising teachers and schools regarding the amount of field experience candidates should receive in health education, specifically as part of ED 331 and ED 431. Candidates should also be expected to observe the teaching of skills-based, developmentally appropriate sexuality education during their field experience, or at some other time during their preparation program. • It seems that not all content addressed in the course outlines is reflected in the student learning objectives for the courses. For example, the PED 299 course description indicates that there will be an overview of the laws that impact school-based health education. However, there is no mention of the law in the course objectives. Similarly, the following important issues are 		

addressed in their respective course descriptions, but not in the course objectives that candidates receive and are assessed on: role of the school district in setting policies and procedures for human sexuality education, the role of the district in involving students, parents, teachers and community groups, cross-curricular program planning to strengthen health education. If candidates are not aware of this content, and consequently not held accountable for this course content, it will be difficult for them to pass the MTTC items based on these benchmarks.

- The PED 299 and 301 courses are very well focused on teaching knowledge and skills essential to the teaching of health education. They are well-structured courses that should help candidates learn the skills necessary to teach health education using best practice.
- However, it seems that the program's ability to meet the content standards and benchmarks continues to rest primarily on these two courses. Other courses could help introduce or reinforce skills specific to the teaching of health education (such as a course focused on the psycho-social-biological aspects of sexuality among youth and young adults.) However, courses of questionable value in helping candidates learn to motivate middle and high school students and their families to live healthily, remain a part of these candidates' preparation. This may put GVSU candidates at risk for failing to pass portions of the MTTC in health education.
- By making its endorsement program mirror its minor program, GVSU has made a commitment to helping returning candidates become prepared to teach health education.