



Program Review Document
Preparation Program: *Health Education Minor*
Date Submitted: *February, 2018*

Certification Level:	<input type="checkbox"/> B-P <input type="checkbox"/> P-5 <input type="checkbox"/> 5-9 <input type="checkbox"/> 5-12 <input type="checkbox"/> 8-12 <input checked="" type="checkbox"/> P-12
Preparation Level:	<input checked="" type="checkbox"/> Initial
Modes of Delivery:	<input checked="" type="checkbox"/> Face-to-Face Only <input type="checkbox"/> Online Only <input type="checkbox"/> Hybrid
Degree Type:	<input type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate (MAT) <input checked="" type="checkbox"/> Undergraduate – Cert Only <input type="checkbox"/> Option 6
Program Codes:	WKU #389 EPSB #23
University Catalog:	https://www.wku.edu/undergraduatecatalog/ http://catalog.wku.edu/graduate/
WKU Quality Assurance Document:	http://www.wku.edu/cebs/caep/

SYLLABI: All Professional Education, Methods Syllabi, and a Sampling of Content Area Syllabi are available on the WKU website http://www.wku.edu/cebs/peu/epsb_prds.php.

Program Description

Health Education Minor Program provides a basic foundation for students desiring preparation in health promotion and disease prevention. The program is delivered face-to-face, online and independent learning. Off-site campuses include Elizabethtown/Fort Knox, Glasgow and Owensboro. The certification in health education may be used in combination with many majors to enhance student’s career opportunities and as preparation for graduate study in a variety of health disciplines. Completion of the minor along with a teaching certifiable major (typically, Physical Education) leads to certification in health education.

1. COURSES: Below are all required courses for this program. Course descriptions are those found in the appropriate WKU catalog (see links above).

- Core Education Courses**

Core Education Courses will vary depending on major chosen. Candidates must complete a teacher certifiable major in order to be recommended for certification in Health Education.

- Completed for the Health Minor**

SEC 483: TEACHING HEALTH - Develops skills, procedures, and strategies for teaching health in the secondary school. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.

- Core Content Courses**

SFTY 171: SAFETY AND FIRST AID - This course is designed to prepare students to provide immediate and temporary care in emergency situations involving accidents or sudden illness. The symptoms and

appropriate first aid for shock, wounds, heart problems, fractures, heat and cold injuries, poisons, and proper methods of transportation will be covered. The course is applicable to all students, especially those pursuing a teaching career here they will be responsible for other students entrusted to their supervision and care.

PH 261: FOUNDATIONS OF HEALTH EDUCATION - An introduction to the discipline of health education, including history, theoretical basis, comparison and contrast of work settings, ethics, professional organizations and perspectives on the future.

PH 365: HUMAN SEXUALITY - This course includes sociological and physiological aspects of human sexuality in relation to family life, courtship, marriage, reproduction, child health, morbidity, and aging. Includes information on sex education in the home, school and community.

PH 381: COMMUNITY HEALTH - Study of international, national, state and local health problems, and the governmental, voluntary and private sectors of the health care system. Emphasis is placed upon preventative strategies appropriate for contemporary public health concerns.

PH 461: COMPREHENSIVE SCHOOL HEALTH - This course examines the application of the components of the comprehensive school health program. Discussion of the role of administrators, teachers, counselors and health service personnel in conducting, coordinating and evaluating the comprehensive school health program. Includes visitation in public schools.

PH 467: DRUG ABUSE EDUCATION - A drug abuse education and prevention course designed to provide current and documented information about abused substances. Includes study of the development, implementation and evaluation of drug prevention programs in the home, school, community and/or place.

BIO 131: HUMAN ANATOMY AND PHYSIOLOGY - A basic anatomy and physiology course designed for students in physical education, home economics and health science careers. Emphasis is placed upon the concept of homeostasis and the relationship of structure and function.

PH 100: PERSONAL HEALTH - Personal problems of students are emphasized and factors influencing behavior related to health in our complex society are explored. The major purpose is for the students to assess their individual behavior in the light of current scientific knowledge concerning mental health: drugs, alcohol and tobacco; health care; selection of health products; disease prevention; nutrition; exercise, rest and relaxation.

HMD 211: HUMAN NUTRITION - Study of nutrients essential to human life and well-being. Nutrients are studied relative to their function in metabolism, sources in food, and relationship to health.

OR

PH 385: ENVIRONMENTAL HEALTH - This course examines the environment and its relationship to health status. Areas of emphasis include food protection, air, water and land pollution, hazardous wastes, and noise and radiation hazards.

OR

PH 456: INDEPENDENT STUDY IN HEALTH AND SAFETY - Specific and detailed analysis of practical problem areas in health and safety. Designed specifically for independent study.

2. INITIAL PREPARATION EARLY FIELD AND CLINICAL EXPERIENCES: The table below delineates the alignment between program courses and the EPSB required categories for early field and clinical experiences

Course Name	Hrs	School Level			Health Program - EPSB REQUIRED EXPERIENCES CATEGORIES							
		ELEM	MIDDLE	HIGH	a. Engage with diverse students	b. Observe in Family Resource or Youth Services Center	c. Tutor	d. Interact with student families	e. Attend school board	e. Attend school-based council	f. Participate in professional learning community	g. Assist teacher/ other school professionals
PH 261	10		X	X		X					X	X
PH 381	10										X	X
SEC 483	8		X	X		X						X
Additional Early field and clinical experiences will vary depending on teacher certifiable major chosen.												
Total Hours	28											

Below is a sample partner program aligned with the PE program fieldwork. Health candidates complete 200 hours in the PE program and at least 28 additional hours in the Health Program. The Health Program Partners with the PE department to provide candidate experiences at all grade levels and in all categories. Specifically PE 320 and PETE 322, which are early and middle methods and field experiences at the elementary level.

Course Name	Hrs	School Level			PE Program - EPSB REQUIRED EXPERIENCES CATEGORIES							
		ELEM	MIDDLE	HIGH	a. Engage with diverse students	b. Observe in Family Resource or Youth Services Center	c. Tutor	d. Interact with student families	e. Attend school board	e. Attend school-based council	f. Participate in professional learning community	g. Assist teacher/ other school professionals
EDU 250	15											
PSY 310	10											
SPED 330	15	X	X	X	X			X				X
LTCY 421	15			X	X		X					
PE 320	15	X			X			X				
PETE 322	35	X			X			X				X
PETE 415	45		X	X	X							X
SEC 478	20		X	X	X							
PE 416	30	X	X	X	X	X			X	X	X	
Total Hours	200											

3. KENTUCKY TEACHER PERFORMANCE STANDARDS ALIGNMENT: The table delineates how the EPP-wide Initial Preparation Key Assessments, aligned to both Kentucky Teacher Performance and InTASC Standards, are embedded in the program.

KEY ASSESSMENTS					
AREA		NAME	STANDARD ALIGNMENT		COLLECTED
			KTS	InTASC	
1	Content Assessment	Praxis II	(1)	(4,5)	Praxis Report
2	Other Content Assessment	Major GPA	(1)	(4)	Prior to Student Teaching
3	Assessment of Professional Capabilities	Praxis PLT	(2-10)	(1-3,6-10)	Praxis Report
4	Clinical Experiences Measure of Teaching Proficiency	Student Teacher Evaluation	1-10	1-10	Varies Depending on Program
5	Measure of Assessment Proficiencies	A: Learning Goals & Pre/Post Assessment B: Analysis of Student Learning	1-3,5-7	1-10	Varies Depending on Program
6	Ability to Diagnose and Prescribe for Personalized Student Learning	Design for Instruction	1,2,5,6	1,4-10	Varies Depending on Program
7	Application of Content Knowledge and Pedagogical Skills	Teacher Work Sample	1-3,5-7,9	1-10	Varies Depending on Program
8	Assessment of Literacy Outcomes	Operational Stance Concerning Content-Area and Discipline-Specific Literacies	1,2,5	1,4-7	Varies Depending on Program
9	Dispositions	Dispositions Form	NA	NA	Admission, Student Teaching, Others based on program
10	KTS Exit Survey	KTS Exit Survey	1-10	1-10	Varies Depending on Program

4. COURSE EXPERIENCES ADDRESSING LEARNED SOCIETY (SPA) STANDARDS: The table below delineates the alignment between program courses and the appropriate SPA standards.

SPA Standard American Association of Health Education (2008)	PH 261	PH 381	PH 461	SEC 483
	Standard I: Content Knowledge. Candidates demonstrate the knowledge and skills of a health literate educator.	X		X
Standard II: Needs Assessment: Candidates assess needs to determine priorities for school health education.	X	X	X	
Standard III: Planning: Candidates plan effective comprehensive school health education curricula and programs.	X	X	X	X
Standard IV: Implementation: Candidates implement health education instruction	X	X	X	X
Standard V: Assessment. Candidates assess student learning.	X	X	X	
Standard VI: Administration and Coordination. Candidates plan and coordinate a school health education program.				X
Standard VII: Being a Resource. Candidates serve as a resource person in health education.	X		X	X
Standard VIII: Communication and Advocacy. Candidates communicate and advocate for health and school health education.	X	X	X	X

5. CURRICULUM CONTRACT:



CURRICULUM CONTRACT

Undergraduate Health Education Minor Certification Program (WKU #389 EPSB #23), Grades P-12

Note: Candidates who complete the minor in health education will be professionally prepared to teach health education (Grades P-12). Candidates seeking teacher certification in health education must complete a teacher certifiable major in order to be recommended for certification in health education.

Candidate Contact Information:

Last Name	First Name	Middle Name/Initial	WKU ID Number
Street	Home Phone Number		Cell Phone Number
City	State	Zip Code	Email Address

Admission Requirements:

To be admitted into a WKU educator preparation program, candidates must meet all minimal criteria described under “Transition Point 1: Admission to Education Preparation Programs.”

CONTENT COURSES (29 HOURS)	HOURS	PROFESSIONAL EDUCATION COURSES (3 HOURS)	HOURS
SFTY 171	1	Completed for Health Minor	
PH 261	3	SEC 483: TEACHING HEALTH	3
PH 365	3		
PH 381	3		
PH 461	3		
PH 467	3		
BIOL 131	4		
Required Electives – 3hrs (choose one)			
HMD 211	3		
PH 385	3		
PH 456	3		
		Teacher Certifiable Major – Hours Vary	
		Candidates must complete a teacher certifiable major in order to be recommended for certification in health education.	
		GENERAL EDUCATION COURSES (44 HOURS)*	HOURS
		Required Course	
		PH 100	3
		Students seeking the Health Education Minor must take PH 100, which can be used to satisfy General Education Category F: Health/Wellness.	

*If General Education courses are not specific to the program, just include this statement in the box above: “See WKU catalog for guidance in selecting appropriate coursework to meet WKU’s General Education requirements.”

Mid-Point Assessment Requirements:

To be admitted into the Student Teaching Semester, candidates must meet all minimal criteria described under “Transition Point 2: Admission to Final Clinical Experience.”

Program Completion Requirements:

1. To complete a teacher preparation program, candidates must meet all minimal criteria described under “Transition Point 3: Program Exit.”
2. Note that additional requirements (described below) must be met in order to be recommended for initial certification.
3. Rules and regulations governing the completion of this program of study have been described above and on the next page. By your signature, you are acknowledging that you understand and accept responsibility for meeting these requirements.

Delineation of EPP-Wide Transition Points – Initial Preparation Program

Transition Point 1: Admission to Education Preparation Programs				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	Approved By
Unit Level Data:	Admission to Teacher Education			
<ul style="list-style-type: none"> • Cumulative GPA • CASE test scores • Application to include: <ul style="list-style-type: none"> – 3 faculty recommendations – Physical (including TB test) – KY criminal background check – Signed KY Code of Ethics 	<ul style="list-style-type: none"> • 2.75+ average or above • Minimum CASE scores required as defined by current state guidelines (demonstrates Critical Thinking and Communication Skills) • 3 positive faculty recommendations (demonstrates their dispositions for teaching indicating their creativity and collaboration skills) • Passing physical • Passing background checks 	Each Month	Office of Teacher Services	Professional Education Council
Transition Point 2: Admission to Final Clinical Experience				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	
Unit Level Data	Successful application to Student Teaching			
<ul style="list-style-type: none"> • GPAs and at least 90+ hours completed (including 75% of content courses) • Completion of required field hours • Completion of Key Assessments • Dispositions scores 	<ul style="list-style-type: none"> • 2.75+ GPA (overall, major, minor, and professional education courses); C or higher in all professional education courses • At least 200 hours documented based on requirements of 16 KAR 5:040 • 2+ holistic score; 2+ per KTS measured • All dispositions average “At Standard” (3+) 	Each Semester	Office of Teacher Services	Professional Education Council
Transition Point 3: Program Exit				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	
Unit Level Data:	Program Exit			
<ul style="list-style-type: none"> • Candidate student teaching • Teacher Work Sample scores • Dispositions scores 	<ul style="list-style-type: none"> • C or Higher • 2+ holistic score; 2+ per KTS measured • All scores “At Standard” (3+) 	Each Semester	Office of Teacher Services	Certification Officer

To be recommended for initial certification, an applicant must document:

Completion of an approved educator preparation program in each desired certification area; Passing score(s) on the appropriate PRAXIS II and PLT exam(s) or other assessments required for each desired certification area; Achievement of at least a 2.75 GPA overall, in each major and minor, and in professional education courses; Attainment of at least a “C” in all professional education courses, including student teaching.

Remediation Opportunities:

TP 1: Candidates may continue to submit Faculty Recommendations until three are positive.

TP 2: Candidates may request additional instruction from faculty and may resubmit Key Assessments in order to improve their scores.

TP 3: Candidates may request additional instruction from faculty and may resubmit the Teacher Work Sample Key Assessment in order to improve their score. Candidates may repeat student teaching.

EPSB Disclaimer: Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at www.epsb.ky.gov for current requirements or contact the EPSB at 502-564-4606 or toll free 888-598-7667.

By signing below, the candidate ensures that he or she has been advised of, understands, and agrees to adhere to all program requirements, including assessment requirements, of the program.

Candidate Name (printed):

Education Advisor's Signature/Date:

Signature

Date

Candidate Signature/Date:

Specialization Advisor's Signature/Date (if needed):

Signature

Date

Signature

Date

****END OF CURRICULUM CONTRACT****