

**Program Report for the  
Preparation of Health Educators**  
American Alliance for Health, Physical Education, Recreation, &  
Dance/American Association for Health Education (AAHPERD/AAHE)

**NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION  
COVER SHEET**

Institution Howard University State DC

Date submitted January 31, 2008

Name of Preparer Denyce S. Calloway, Ph.D.

Phone # 202-806-7183 Email dcalloway@howard.edu

**Program documented in this report:**

Name of institution's program (s) School Health Education

Grade levels for which candidates are being prepared Secondary

Degree or award level Bachelor's Degree

Is this program offered at more than one site?  Yes  No

If yes, list the sites at which the program is offered \_\_\_\_\_

Title of the state license for which candidates are prepared

Washington Metropolitan Area

**Program report status:**

Initial Review

Response to a Not Recognized Decision

Response to National Recognition With Conditions

Response to a Deferred Decision

**State licensure requirement for national recognition:**

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

Yes  No

**Howard University**  
**Department of Health, Human Performance & Leisure Studies**  
**School Health Education**  
**AAHE/NCATE Program Report**

**SECTION I—CONTEXT**

**1. Description of any state or institutional policies that may influence the application of AAHPERD/AAHE standards.**

The Department of Health, Human Performance & Leisure Studies within the College of Arts and Sciences and the School of Education are actively engaged in preparing students for the teaching profession and strictly adhere to the established NCATE standards as well as the standards adopted by the American Alliance for Health Education. The District of Columbia Board of Education mandated in 1994, the creation of a “more comprehensive instructional program for student health education consistent with the goals established by the U.S. Department of Education.” This mandate also required that the Superintendent “establish and maintain a system of teacher training that supports comprehensive school health education through appropriate staff development activities mandated for health and physical education classroom instructors.”...“All individuals seeking a teaching license in the District of Columbia are required to submit evidence of meeting the qualifying scores for all portions of the Praxis I PreProfessional Skills Tests (i.e. Reading, Writing, and Math) and the applicable portions of the Praxis II Subject Area Assessments in the subject area of the license being sought.”

The School of Education requires that all students pass the Praxis I exam prior to student teaching. The School Health Education curriculum incorporates the National Health Education Content Standards and the AAHE standards for preparing health educators. Assessments are designed to ensure compliance with the AAHE and NCATE standards and to address the Health Education content standards during health instruction. Students who major in School Health Education must complete the Professional Education Minor within the School of Education.

**2. Description of the field and clinical experiences required for the program.**

School Health Education students are required to take Methods and Materials of Health Education. This course includes lesson plan development and requires that each student present a minimum of six lesson plans on various health units

based on the national health education content standards. Once the lesson plans are presented and critiqued in the Methods class, students have the opportunity to teach these lessons to students enrolled in D.C. schools for practical experience.

The actual number of hours for this practical experience ranges from 3- 12 hours during the course of the semester. Each student is also required to complete student teaching. The requirements for student teaching are as follows:

**3. Description of criteria for admission, retention, and exit from the program.**

1. Be accepted into the College of Arts and Sciences (CAS) and pursue a CAS major appropriate for the Secondary Education Program
2. Pass Praxis I (see [www.ets.org](http://www.ets.org) or [http://www.k12.dc.us/dcsea/certification/licensing/faq\\_5.html](http://www.k12.dc.us/dcsea/certification/licensing/faq_5.html) for more information about Praxis)
3. Submit application for admission to the Secondary Education Program in the Department of Curriculum and Instruction in the School of Education
4. Once accepted, meet with academic advisor to discuss program scheme and plan of study
5. Remain in good academic standing and register for courses each semester. Maintain a 2.3 cumulative grade point average and a 2.5 gpa in their major and education courses.
6. For students in English, Mathematics, and History pass Praxis II to be eligible to enroll in student teaching (see [www.ets.org](http://www.ets.org) or [http://www.k12.dc.us/dcsea/certification/licensing/faq\\_5.html](http://www.k12.dc.us/dcsea/certification/licensing/faq_5.html) for more information about Praxis)
7. Complete certification coursework at the Howard University School of Education. Only education courses with a grade of "C" or better will be accepted.
8. Submit application for teacher certification to the Office of the Director of Teacher Education in the School of Education

**4. Description of the relationship of the program to the unit's conceptual framework.**

The mission of the School of Education (the Unit hereafter) is to prepare professional educators and human development specialists in teaching, research, service delivery, policy, and advocacy. The conceptual framework, which guides the work of the Unit, sets ultimate unit goals with respect to preparation of educators. All programs in the Unit, including the Early Childhood Teacher Education programs, are designed to prepare candidates to function as reflective educators/practitioners, competent researchers, educational leaders, and change agents. More specifically, the Unit listed seven demonstrable student learning outcomes, which include:

- 1) the ability to think critically
- 2) the ability to analyze and solve problems
- 3) the ability to make ethical decisions
- 4) the ability to apply knowledge by linking theory and practice
- 5) knowledge and understanding of self, history, and community
- 6) the ability to assume leadership roles in the global community

- 7) a demonstration of knowledge, sensitivity, and skills in working with diverse populations

The Unit's conceptual framework is considered adequately universal in guiding all teacher certification programs in the Department of Curriculum and Instruction (C&I), the home department of Early Childhood Teacher Education programs. C&I is committed to the preparation of candidates who are well versed in their teaching fields and have strong teaching abilities. The seven student learning outcomes listed above provide a clear vision for the best attributes that the Unit expects its candidates to possess, which offers guidance to the Early Childhood Education programs in designing, implementing, and evaluating its courses of studies.

**5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system.**

There are several assessments that serve evaluation purposes for all comparable academic programs in the Unit, including the Health Education program. As the only department in the Unit that prepares teacher candidates, C&I also have a set of assessments that are universally conducted with candidates in its certification programs. Such assessments include Praxis I & II examinations, professional portfolio, Teacher Candidate Evaluation Instrument, and an action research project. However, the content in each assessment are program-specific whenever it is applicable.

In addition to the universal assessments implemented throughout the Unit, there are also program-specific assessments built in professional courses to assess candidates' knowledge, skills, and dispositions in the field of health education. Such assessments include unit plans, demonstration of teaching, field teaching experience, comprehensive exams and student teaching.

**Attachment: 1. Program of study**  
**Department of Health, Human Performance & Leisure Studies**

**Health Education Curriculum (School Health)**

**Freshman Year**

<b><i>First Semester</i></b>	<b><i>Credit Hr.</i></b>	<b><i>Second Semester</i></b>	<b><i>Credit Hr.</i></b>
<i>Freshman Seminar</i>	<b>1</b>	<i>English 003</i>	<b>3</b>
<i>English 002</i>	<b>3</b>	<i>Division D (Math)</i>	<b>3</b>
<i>Division D (Math)</i>	<b>3</b>	<i>Foreign Language</i>	<b>4</b>
<i>Foreign Language</i>	<b>4</b>	<i>Division A</i>	<b>3</b>
<i>Division A</i>	<b>3</b>	<i>Division A</i>	<b>3</b>
<i>Division B</i>	<b>3</b>	<i>Fitness II</i>	<b>1</b>
<i>Fitness I</i>	<b>1</b>		
<b><i>Total</i></b>	<b>18</b>	<b><i>Total</i></b>	<b>17</b>

**Sophomore**

<i>English 009</i>	<b>3</b>	<i>Division C</i>	<b>3</b>
<i>Foreign Language</i>	<b>3</b>	<i>Foreign Language</i>	<b>3</b>
<i>Division A</i>	<b>3</b>	<i>Division C</i>	<b>3</b>
<i>Human Anatomy</i>	<b>4</b>	<i>Swimming</i>	<b>1</b>
<i>Foundations of Hlth</i>	<b>3</b>	<i>Division B</i>	<b>3</b>
<i>Health Science for</i>		<i>Women's Health</i>	<b>1</b>
<i>Peer Educators</i>	<b>1</b>	<i>First Aid &amp; CPR</i>	<b>3</b>
<b><i>Total</i></b>	<b>17</b>	<b><i>Total</i></b>	<b>17</b>

**Junior Year**

<i>Health Prob. Child &amp; Yth</i>	<b>3</b>	<i>Women Child. &amp; Families</i>	<b>3</b>
<i>Human Growth &amp; Dev</i>	<b>3</b>	<i>Addictive Behavior</i>	<b>3</b>
<i>Human Sexuality</i>	<b>3</b>	<i>Methods &amp; Mat. H.E.</i>	<b>3</b>
<i>Intro to Research &amp; Stat.</i>	<b>3</b>	<i>Controlling Stress</i>	<b>1</b>
<i>Education 029</i>	<b>3</b>	<i>Education 110</i>	<b>3</b>
<i>Education 039</i>	<b>3</b>	<i>Education 150</i>	<b>3</b>
<b><i>Total</i></b>	<b>18</b>	<b><i>Total</i></b>	<b>16</b>

**Senior Year**

<i>Nutrition for Hlth Majors</i>	<b>3</b>	<i>Education – 135</i>	
<i>MCH Institute</i>	<b>3</b>	<i>(Student Teaching &amp;</i>	
<i>Principals of Speech</i>	<b>3</b>	<i>Management)</i>	<b>9</b>
<i>Philosophy</i>	<b>3</b>		
<i>Elective</i>	<b>3</b>		
<b><i>Total</i></b>	<b>15</b>	<b><i>TOTAL</i></b>	<b>9</b>

**TOTAL CREDITS**

**127**

**Howard University**  
**Department of Health, Human Performance & Leisure Studies**  
**FALL 2006**

<b>Health Education Curriculum (School Health)</b>		
<b>HHPL Requirements</b>		<b>Credits</b>
<i>Foundations of Health Promotion</i>	<i>(HHPL-163)</i>	<i>3</i>
<i>Health Science</i>	<i>(HHPL-159)</i>	<i>1</i>
<i>Anatomy</i>	<i>(HHPL-102)</i>	<i>3</i>
<i>Anatomy Lab</i>	<i>(HHPL-108)</i>	<i>1</i>
<i>Women's Health</i>	<i>(HHPL-160)</i>	<i>1</i>
<i>First-Aid &amp; CPR</i>	<i>(HHPL-112)</i>	<i>3</i>
<i>Health Problems of Child &amp; Yth</i>	<i>(HHPL-157)</i>	<i>3</i>
<i>Human Growth and Development</i>	<i>(HHPL-140)</i>	<i>3</i>
<i>Human Sexuality</i>	<i>(HHPL-153)</i>	<i>3</i>
<i>Intro. to Research and Stat</i>	<i>(HHPL-723)</i>	<i>3</i>
<i>Health of Women, Child &amp; Families</i>	<i>(HHPL-165)</i>	<i>3</i>
<i>Addictive Behavior</i>	<i>(HHPL-755)</i>	<i>3</i>
<i>Methods &amp; Materials of Health</i>	<i>(HHPL-152)</i>	<i>3</i>
<i>MCH Institute</i>	<i>(HHPL-170)</i>	<i>3</i>
<i>Nutrition for Health Majors</i>	<i>(NUTR-161)</i>	<i>3</i>
	<b>Total</b>	<b>39</b>
<b>Minor Requirements</b>		
<i>Students specializing in School Health Education are required to complete the professional education minor in the School of Education</i>		
<i>Educational Psychology: Learning</i>	<i>(SEED- 029)</i>	<i>3</i>
<i>Social Foundations of Urban Education</i>	<i>(SEED-039)</i>	<i>3</i>
<i>Intro. to Educational Tech. &amp; Computers</i>	<i>(SEED-110)</i>	<i>3</i>
<i>Survey &amp; Education of Exceptional Child.</i>	<i>(SEED -150)</i>	<i>3</i>
<i>Student Teaching and Management</i>	<i>(SEED-135)</i>	<i>9</i>
	<b>Total</b>	<b>21</b>

**College of Arts and Science Requirements**

<b>Freshman Seminar</b>	<b>1</b>
<b>English 002</b>	<b>3</b>
<b>English 003</b>	<b>3</b>
<b>Foreign Language (4 courses)</b>	<b>14</b>
<b>Principles of Speech</b>	<b>3</b>
<b>Math (Math 006,007 or 009,010)</b>	<b>6</b>
<b>Philosophy</b>	<b>3</b>
<b>Division A (4 courses)</b>	<b>12</b>
<b>Division B (Afro-Am 005 or 006) (2 courses)</b>	<b>6</b>
<b>Division C ( 2 courses)</b>	<b>6</b>
<b>Division D ( 2 courses)</b>	<b>6</b>
<b>HHPL Requirement (4-1 credit courses)</b>	<b>4</b>

	<i>Total</i>	<i>67</i>
--	--------------	-----------

---

**TOTAL** **127**

## SECTION II— LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the AAHPERD/AAHE standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

Name of Assessment <sup>1</sup>		Type or Form of Assessment <sup>2</sup>	When the Assessment Is Administered <sup>3</sup>
1	[Licensure assessment, or other content-based assessment] <sup>4</sup>	Comprehensive exam, teaching demonstration, field experience; student teaching	Junior and senior Year
2	[Assessment of content knowledge in health education]	Comprehensive exam, course exams, field experiences	Junior and senior year
3	[Assessment of candidate ability to plan instruction]	In-Class Panel Presentation Lesson/Unit Plan evaluation	Health Science Methods course
4	[Assessment of student teaching]	Action Research Report; INTASC Standards Portfolio; Teacher candidate assessment instrument;	Senior year and during student Teaching
5	[Assessment of candidate effect on student learning]	Oral and written exams	During student Teaching
6	[Additional assessment that addresses AAHPERD/AAHE standards <i>(required)</i> ]	Classroom demonstration; lesson plan	Methods course

<sup>3</sup> Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

<sup>4</sup> Identify the type of assessment (e.g., essay, case study, project, comprehensive exam reflection, state licensure test, portfolio).

<sup>5</sup> Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

<sup>6</sup> If licensure test data is submitted as Assessment #1, the assessment and scoring guide attachments are not required. If the state does not require a licensure test, another content based assessment must be submitted (including the assessment and scoring guide).

7	[Additional assessment that addresses AAHPERD/AAHE standards <i>(optional)</i> ]	Content exams	In the Methods course
---	--	---------------	-----------------------

### SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each AAHPERD/AAHE standard on the chart below, identify the assessment(s) in Section II that address the standard. Any one assessment may apply to multiple AAHPERD/AAHE standards.

AAHPERD/AAHE STANDARD <sup>5</sup>	APPLICABLE ASSESSMENTS FROM SECTION II			
<p><b>1. Candidates assess individual and community needs for health education.</b> Candidates obtain health-related data about social and cultural environments, growth and development factors, needs and interests of students. Candidates distinguish between behaviors that foster and those that hinder well-being. Candidates determine health education needs based on observed and obtained data.</p>	X#1	X#2	X#3	X#4
	X#5	X#6	X#7	<input type="checkbox"/> #8
<p><b>2. Candidates plan effective health education programs.</b> Candidates recruit school and community representatives to support and assist in program planning. Candidates develop a logical scope and sequence plan for a health education program. Candidates formulate appropriate and measurable learner objectives. Candidates design educational strategies consistent with specified learner objectives.</p>	X#1	X#2	X#3	X#4
	X#5	X#6	X <input type="checkbox"/> #7	<input type="checkbox"/> #8
<p><b>3. Candidates implement health education programs.</b> Candidates analyze factors affecting the successful implementation of health education and Coordinated School Health Programs (CSHPs). Candidates select resources and media best suited to implement plans for diverse learners. Candidates exhibit competence in carrying out planned programs. Candidates monitor educational programs, adjusting objectives and instructional strategies as necessary.</p>	<input type="checkbox"/> #1	<input type="checkbox"/> #2	<input type="checkbox"/> #3	X#4
	X#5	X#6	<input type="checkbox"/> #7	<input type="checkbox"/> #8
<p><b>4. Candidates evaluate the effectiveness of coordinated school health programs.</b> Candidates develop plans to assess student achievement of program objectives. Candidates carry out evaluation plans. Candidates interpret results of program evaluation. Candidates infer implications of evaluation findings for future program.</p>	<input type="checkbox"/> #1	<input type="checkbox"/> #2	<input type="checkbox"/> #3	X#4
	X#5	X#6	<input type="checkbox"/> #7	<input type="checkbox"/> #8
<p><b>5. Candidates coordinate provision of health education programs and services.</b> Candidates develop a plan for coordinating health education with other components of a school health program. Candidates demonstrate the dispositions and skills to facilitate cooperation among health educators, other teachers, and appropriate school staff. Candidates formulate practical modes of collaboration among health educators in all settings and other school and community health professionals. Candidates organize professional development</p>	X#1	X#2	X#3	<input type="checkbox"/> #4
	<input type="checkbox"/> #5	X#6	<input type="checkbox"/> #7	<input type="checkbox"/> #8

<sup>5</sup> NCATE will provide a link to the full set of AAHPERD/AAHE standards, including indicators/elements/dimensions and supporting explanations

<b>AAHPERD/AAHE STANDARD<sup>5</sup></b>	<b>APPLICABLE ASSESSMENTS FROM SECTION II</b>
programs for teachers, other school personnel, community members, and other interested individuals.	
<b>6. Candidates act as a resource person in health education. Candidates utilize computerized health information retrieval systems effectively. Candidates establish effective consultative relationships with those requesting assistance in solving health-related problems. Candidates interpret and respond to requests for health information. Candidates select effective educational resource materials for dissemination.</b>	<input type="checkbox"/> X#1    X#2    X#3 <input type="checkbox"/> #4 X#5    X#6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>7. Candidates communicate health and health education needs, concerns, and resources. Candidates interpret concepts, purposes, and theories of health education. Candidates predict the impact of societal value systems on health education programs. Candidates select a variety of communication methods and techniques in providing health information. Candidates foster communication between health care providers and consumers.</b>	X#1    X#2    X#3    X#4 X#5    X#6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

## SECTION IV—EVIDENCE FOR MEETING STANDARDS

**#1 (Required)-CONTENT KNOWLEDGE: Data from licensure tests or professional examinations of content knowledge.** AAHPERD/AAHE standards addressed in this assessment could include but are not limited to Standards 1 and 2. If your state does not require licensure tests or professional examinations in the content area, another assessment must be presented to document candidate attainment of content knowledge.

***To ascertain content knowledge in health education, students are required to pass course exams, participate in panel reports, and present lesson plans in the methods class prior to field experience and student teaching.***

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

### **Assessment #1 Teaching Demonstration/Field Experience**

1. Students enrolled in the Methods & Materials of Health Education prepare lesson plans and present lessons to Middle School Students
2. The teaching demonstration is aligned with Standard II: Candidates assess individual and community needs for health education; and Standard III: Candidates implement health education programs. The teaching demonstration assesses the candidate's ability to prepare a lesson plan that includes the national health education content standards, performance indicators (what students will know and be able to do) and performance assessments. The demonstration also assesses the ability to identify and use age appropriate teaching resources and the ability to actively engage students in the learning process.
3. The data analysis reveal that students have a clear understanding of the national health education content standards, performance indicators and learning assessments and they are able to actively engaged students in the learning process.
4. The scoring rubrics for the teaching demonstration are aligned with Standards II and III. The scoring rubrics ranged from 1-10. The candidates scored in the 9-10 range which reveal a thorough knowledge and understanding of the national health education content standards, the content areas, and risk behaviors and are able to align the performance indicators with the performance assessments and present information and teaching strategies that are age-appropriate.
5. Assessment I: Teaching Demonstration is attached

#### **(a) Assessment 1: Teaching Demonstration/Field Experience**

*Students enrolled in the Methods & Materials of Health Education class have an opportunity to present the lessons plans from the in-class teaching demonstration to Middle School students.*

#### **(b) Teaching Demonstration/Field Experience Scoring Guide**

**9- 10:** The student demonstrates a thorough knowledge and understanding of the national health education content standards and is able to synthesize and explain the relationship between the health education standards, the content area and risk behaviors. The candidate is able to align the performance indicators with the performance assessments and the information and teaching strategies are age appropriate.

8-7: The student is able to identify the appropriate national health education content standard in relationship to the topic being covered and the materials and resources used are age appropriate.

6 and below: The student does not adequately address the national health education content standard and align it with the content area being covered. The materials and resources used are not age appropriate. The lesson did not allow students to be actively engaged in the learning process.

**(c) Candidate Data Derived from the Assessment**

Based on the performance of the candidates, standard 2 & 3 were met. The candidates demonstrate a clear understanding of the national health education content standards, performance indicators and learning assessments. They are able to actively engage students in the learning process.

**#2 (Required) CONTENT KNOWLEDGE: Assessment of content knowledge in health education.** AAHPERD/AAHE standards addressed in this assessment could include but are not limited to Standards 1 and 2. . Examples of assessments include comprehensive examinations; GPAs or grades; content major; written interpersonal/presentational tasks; capstone projects or research reports; and other portfolio tasks.<sup>6</sup>

***Content knowledge is also assessed via a comprehensive exam, grades on course examinations, essays and investigative reports.***

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

**Assessment #2**

**Comprehensive Examination**

1. All health education majors are required to take and pass a comprehensive examination after completion of course requirements. The exam is designed to assess concepts related to health promotion and disease prevention, the ability to implement the national health education content standards as well as the AAHPERD/AAHE standards.
2. The comprehensive exam is aligned with Standards I,II,IV, V and VII. This exam (1) assesses the extent to which students can identify and use valid data sources for health-related behavior as a basis for curriculum and program development; (2) analyzes the student's understanding of the PRECEDE-PROCEED Model and how it

---

<sup>6</sup> A portfolio is a collection of candidate work. The information to be reported here requires an assessment of candidates' content knowledge as revealed in the work product contained in a portfolio. If the portfolio contains pieces that are interdependent and the portfolio is evaluated by faculty as one assessment using a scoring guide, then the portfolio could be counted as one assessment. Often the assessment addresses an independent product within the portfolio rather than the complete portfolio. In the latter case the assessment and scoring guide for the independent product should be presented.

- can be used to assess individual and community needs; (3) evaluates the student's understanding of the coordinated school health program and the resources that are needed for effective implementation; (4) appraises the ability of students to demonstrate the interrelationship of the components of a coordinated school health program; and (5) assesses the ability to use the Health Belief Model and other theories of health education and child development theories in curriculum and program planning.
3. Between 2004-2006 there were two students enrolled in the School Health Education Program. Both of these students completed the program and scored between 90 and 100 on the comprehensive exam. Specifically, one student scored 90 and one student scored 95.
  4. The scores in the 90-100 range reflect that the candidates met standards I, II, IV, V & VII and demonstrated proficiency at the highest level based on the scoring rubric.
  5. The Comprehensive Exam is attached.

**(a) Assessment 2: Comprehensive Examination**

The exam is designed to assess concepts related to health promotion and disease prevention, the ability to implement the national health education content standards as well as the AAHPERD/AAHE standards. Specifically, Standards I, II, IV and V are addressed in the following questions.

*(Directions: Please respond to each the following questions. Read each question carefully and be sure to respond to each question component. Each question is worth a total of 20 points.)*

Methods and Materials of Health Education

1. You have been appointed, Coordinator of School Health for a local public school system. What steps need to be taken to ensure that a sound, effective program that adheres to the criteria of a Coordinated School Health Program will be implemented? Specifically address the following: (1) what data sources will be used to assess health-related behaviors?; (2) how will individual and community needs be assessed using the PRECEDE-PROCEED model?; (3) List the 8 components of a Coordinated School Health Program (CSHP) and indicated the role of each component and the resources needed for successful implementation; (4) discuss how the components of the CSHP can share resources and work together; (5) describe the evaluation plan that will be used to determine program effectiveness.

Health Problems of Children & Youth

2. You have been promoted to Principal of the George Washington Carver School for Students with Special Needs. What are the provisions in the Individuals with Disabilities Education Act (IDEA) legislation that will have an impact on your school i.e. what will be the criteria for accepting students, what staff will you need to hire and what services will you need to offer? How will each component of a Coordinated School Health Program be addressed? How will the program be evaluated?

Addictive Behavior

3. The state of Florida has elected you to be the “Drug Czar”. You have been charged with reducing the incidence of illicit drug use in the state. Utilizing the three levels of prevention, what programs, activities, services etc., would you put in place. Specify the target audience for each program, activity or service and the level of prevention that it addresses. Identify and describe data sources that will be used as a basis for designing your program.

### Human Growth & Development

4. Identify and describe the basic components of 5 of the following theories: Freud, Erickson, Skinner, Bandura, Piaget, Lorenz, Bowlby, Hinde, Maslow, Rogers.

### Foundations of Health Promotion

5. The ultimate goal of health education/health promotion is to promote healthy behaviors and reduce the incidence of behaviors that result in morbidity and premature morbidity. In order to achieve this goal, knowledge, attitude and behavior are very important. You have been charged with developing a health and wellness program for your school. (1) Identify the components of the program and the data sources used for justifying the need; (2) how will you use health education theories, i.e. the Health Belief Model and other models of behavior change in program planning ?; (3) Describe in detail, the evaluation plan that you will use to determine program effectiveness.

### **(b) Senior Comprehensive Exam Scoring Guide**

**Each question is worth a total of 20 points and addresses one or more of Standards I, II, IV and V.**

4-5 points: Student thoroughly demonstrates the ability to use multiple data sources and selects valid reliable sources of data to identify health behaviors, using national, state and local surveillance systems and data from instruments that have been validated and are reliable. The candidate is able to effectively analyze data to support program needs and required resources. The candidate demonstrates a thorough knowledge of the PRECEDE- PROCEED Model of program evaluation. Furthermore, the candidate is able to identify gaps in services based on the analysis of available data.

3-4 points: Student clearly identifies valid and reliable sources of data to assess individual and program needs. The candidate is able to explain the PRECEDE- PROCEED model.

2-3 points: Student is able to identify examples of reliable sources of data and a limited understanding of how these data sources can be use to meet individual and program needs.

1-2 points: Student is unable to effectively synthesize information from reliable data sources to assess individual and community needs.

### **(c) Candidate Data Derived from the Assessment**

The students scored 90 and 95 on the senior comprehensive exam.

**#3 (Required) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates can effectively plan classroom-based instruction.** AAHPERD/AAHE standards that could be addressed in this assessment include but are not limited to Standards 3, 4, and 5. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans. ***Preparation of lesson/unit plans that are age appropriate and are based on the national health education content standards must be presented to the Methods class.***

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

### Assessment #3

#### Lesson/Unit Plan Evaluation

1. This assessment evaluates the student's ability to prepare a lesson plan with all of the essential components and the ability to identify age appropriate teaching resources.
2. This assessment is aligned with Standards II & IV
3. The data findings reveal that students had a thorough knowledge of lesson plan preparation and the key elements that should be included.
4. The scoring rubrics are aligned with Standards II & IV.
5. The lesson/Unit Plan Evaluation is attached.

#### (a) Assessment 3: Lesson/Unit Plan Evaluation

Each student must prepare a lesson/unit plan using the following lesson plan format:

Unit Title: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Time Period: \_\_\_\_\_

Instructor: \_\_\_\_\_

National Health Education Standard(s)

1.

2.

Performance Indicators: (What students will know and be able to do)

1.

2.

### Learning Assessments

- 1.
- 2.

Content (*The content is a detailed outline of the information that will be covered in the lesson*)

### Learning Strategies or Experiences

#### Evaluation Techniques

- 1.
- 2.

### Resources (Bibliography)

## **(b) Lesson/Unit Plan/ Scoring Guide**

4-5: The student demonstrates a thorough knowledge and understanding of the national health education content standards and is able to synthesize and explain the relationship between the health education standards, the content area and risk behaviors. The student is able to align the performance indicators with the learning assessments, the information and teaching strategies are age appropriate, and the student actively engaged the class in the learning process.

3-4: The student is able to identify the appropriate national health education content standard in relationship to the topic being covered and the materials and resources used are age appropriate.

2-3: The student does not adequately address the national health education content standard and align it with the content area being covered. The materials and resources used are not age appropriate. The lesson did not allow students to be actively engaged in the learning process.

## **(c) Candidate Data Derived from the Assessment**

Based on the performance of the candidates, standards 2 & 3 were met. The candidates demonstrate a clear understanding of the national health education content standards, performance indicators and learning assessments. They are able to select and develop age appropriate teaching resources.

**#4 (Required) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:** Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. AAHPERD/AAHE standards that could be addressed in this assessment include but are not limited to Standards 3, 4, 5, and 6. The appropriate assessment is the evaluation of student teaching, the internship other clinical experiences.

*The "Teacher Candidate Assessment Instrument" is used to evaluate student teaching. The major advisor completes a minimum of two observations of student teaching. The instrument assesses the following areas: (1) Knowledge of subject matter; (2) Human Development and Learning; (3) Student Diversity; (4) Instructional Strategies; (5) Classroom Organization; (6) Behavior Management; (7) Communication; (8) Instructional Planning Skills; (9) Assessment; and (10) Professional Commitment and Responsibility*

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

#### Assessment #4

##### Teacher Candidate Assessment Instrument

1. This instrument is used to evaluate the level of skill, knowledge, or disposition that is equivalent to an effective beginning teacher.
2. This assessment specifically aligns with Standards I, II, & III.
3. The data findings reveal that the candidates have a high level of skill and knowledge that is necessary to be an effective teacher. One of the candidates was hired as a permanent teacher in the school where she completed her student teaching.
4. The scoring rubrics assess the following:
  - Knowledge of subject matter
  - Human development and learning
  - Student diversity
  - Instructional strategies
  - Classroom organization
  - Behavior Management
  - Communication
  - Instructional planning skills
  - Assessment
  - Professional Commitment and Responsibility
  - Partnerships

On a scale of A-D, with A being the highest score, the candidates scored a B which suggest that the students exhibited the target level of skills to be an effective beginning teacher.

#### (a) Assessment 4: Teacher Candidate Assessment Instrument

(b) (See attachment)

#### (c) Candidate Data Derived from the Assessment

The candidates score a B on this assessment which indicates that their level of skill, knowledge, or disposition is equivalent to that of an effective beginning teacher.

**Howard University  
School of Education  
Department of Curriculum and Instruction**

**TEACHER CANDIDATE ASSESSMENT INSTRUMENT**

**Student:** \_\_\_\_\_ **Student ID.:** \_\_\_\_\_ **Semester/Year:** \_\_\_\_\_

**School System** \_\_\_\_\_ **Name of School:** \_\_\_\_\_

**Location:** \_\_\_\_\_

**School Phone:** \_\_\_\_\_ **Grade / Subject:** \_\_\_\_\_

**School Environment-** (Circle all the appropriate descriptors)  
**Type of Community:** Urban Inner-city Suburban Rural  
**Organization:** Self-contained Team  
 Departmentalized Other

**Rubric**

<b>Rating</b>	<b>Letter</b>	<b>Point Value</b>	<b>Description</b>
<b>Target</b>	T	2	Level of the skill, knowledge, or disposition is equivalent to that of an exceptionally effective beginning teacher.
<b>Acceptable</b>	A	1	Level of the skill, knowledge, or disposition is at least equivalent to that of a minimally successful beginning teacher.
<b>Unacceptable</b>	U	0	Level of the skill, knowledge, or disposition observed was not acceptable for a beginning teacher.
<b>Not Observed (N/O)</b>	N/O	0	The skill, knowledge or disposition was not observed.

<b>INTASC #1: Knowledge of Subject Matter</b>	<b>T</b>	<b>A</b>	<b>U</b>	<b>N/O</b>
Demonstrates proficient knowledge of subject matter				
Encourages students to observe, question, and interpret ideas from diverse perspectives				
Incorporates interdisciplinary strategies that allow students to integrate knowledge and skills				
Demonstrates enthusiasm for subject matter				

<b>INTASC #2: Human Development and Learning</b>	<b>T</b>	<b>A</b>	<b>U</b>	<b>N/O</b>
Plans developmentally appropriate lessons				
Fosters social and personal growth of students				
Incorporates students' prior knowledge and experiences				
Develops students' metacognition and reflective thinking				
Conveys high expectations for learning and achievement				

<b>INTASC #3: Student Diversity</b>	<b>T</b>	<b>A</b>	<b>U</b>	<b>N/O</b>
Constructs lessons to meet individual learning abilities and needs				
Demonstrates a personal awareness of the nature and totality of diversity				
Promotes students' awareness and respect for diversity				
Utilizes supplemental material and outside resources to provide maximal learning for all students				
Connects instruction to students' prior knowledge and experiences				

<b>INTASC #4: Instructional Strategies</b>	<b>T</b>	<b>A</b>	<b>U</b>	<b>N/O</b>
Utilizes different roles in teaching (instructor, facilitator, coach, audience)				
Integrates media and technological resources in teaching				
Reorganizes teaching strategies in response to student performance and feedback				
Arranges learning activities that engage students in critical thinking and problem solving				
Utilizes multiple (at least five) different instructional strategies				

<b>INTASC #5A: Classroom Organization</b>	<b>T</b>	<b>A</b>	<b>U</b>	<b>N/O</b>
Manages learning time and materials efficiently				
Explains routines, directions and procedures clearly; checks for understanding				
Appropriately paces lessons, allowing time for reflection and closure				
Manages duties efficiently with students assuming appropriate responsibility				

<b>INTASC #5B: Behavior Management</b>	<b>T</b>	<b>A</b>	<b>U</b>	<b>N/O</b>
Creates a positive classroom climate of openness, mutual respect, support and inquiry				
Is consistently alert to student behavior				
Provides students with a clear understanding of standards of conduct for various situations				
Remains fair, firm and consistent and shows a caring attitude toward all students				
Uses positive reinforcement and behavior prompts leading to student self-discipline				

<b>INTASC #6: Communication</b>	<b>T</b>	<b>A</b>	<b>U</b>	<b>N/O</b>
Uses appropriate and standard spoken and written language				
Uses levels of questioning to stimulate discussion in different ways for different purposes				
Supports student expression in listening, speaking, and writing				
Demonstrates a sensitivity to linguistic differences				
Uses a variety of media communication tools, including audio-visual aids and computers for instruction and enrichment				

<b>INTASC #7: Instructional Planning Skills</b>	<b>T</b>	<b>A</b>	<b>U</b>	<b>N/O</b>
Constructs lessons that meet curriculum goals and individual student needs				
Shows evidence of daily, unit and term instructional plans				
Writes unit plans that follow state and district guidelines				
Utilizes plans that meet student needs and motivate learning				
Records detailed lesson plans in a plan book				

<b>INTASC #8: Assessment</b>	<b>T</b>	<b>A</b>	<b>U</b>	<b>N/O</b>
Uses both informal and formal assessment techniques to evaluate students' progress and achievement				
Communicates effectively assessment results with students				
Uses assessment results to adjust plans for individuals, small groups and the whole class				
Involves students in self-assessment activities for personal goal setting				
Maintains useful records of student performance				
Demonstrates knowledge of test interpretation for diagnostic and prescriptive purposes				
Demonstrates knowledge of the principle of test construction				
Uses multiple forms of assessment				
Aligns instruction and assessment				

<b>INTASC #9: Professional Commitment and Responsibility</b>	<b>T</b>	<b>A</b>	<b>U</b>	<b>N/O</b>
Uses reflection, self-assessment and learning to evaluate the outcomes of teaching				
Actively seeks feedback from colleagues and builds on suggestions				
Develops positive rapport with faculty and staff members				
Demonstrates professionalism in appearance, manners, dependability, attendance and punctuality				
Participates in professional growth opportunities and joins professional organizations				

**Although it is not Recommended that Student Teachers Work Closely with Families or External Agencies, Each Student Must Exhibit Behaviors Required by INTASC Standard #10. Thus, for Items 1, 2, and 4 Below, Students Can Exhibit the Behaviors Through Simulation Activities.**

<b>INTASC #10: Partnerships</b>	<b>T</b>	<b>A</b>	<b>U</b>	<b>N/O</b>
1. Communicates with families				
2. Seeks to develop cooperative family partnerships in support of student learning				
3. Participates in school/district events				
4. Seeks to involve community agencies in support of student learning				
5. Seeks to engage in collaborative school-based activities with colleagues				

<b>Notes: (strengths, weaknesses, and recommendations)</b>

To calculate letter grades:

1. Add the number of points earned (Target and Acceptable).
2. Use the point system to assign a letter grade.
3. Circle the appropriate letter grade for mid-term and final assessments.

Point System:

<b>Grade</b>	<b>Point Range</b>	<b>Percentage Represented</b>
A	114 - 102	100 – 90
B	101 - 91	89 – 80
C	90 - 80	79 – 70
D	79 - 68	69 – 60
F	67 and below	59 and below

**Mid-Term Assessment or Final Assessment (circle one)**

**Grade Earned (circle one)    A B C D F**

\_\_\_\_\_

Cooperating Teacher (print)

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

\_\_\_\_\_

University Supervisor (print)

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Student Teacher / Intern (print)

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

**#5 (Required) EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning.**<sup>7</sup> AAHPERD/AAHE standards that could be addressed in this assessment include but are not limited to Standards 3, 4, and 5. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys.

**Oral and written exams, behavioral surveys are used to analyze the impact of instruction on student learning.**

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

### **Assessment #5**

#### **Student Portfolio**

1. The results of oral and written exams given to students provides evidence on the candidates effect on student learning.
2. This assessment is aligned with standards II, III,& IV
3. The data findings suggest that students comprehended the information that was being presented based on their performance on written and oral evaluations.

The data provides evidence for meeting standards II, III, and IV.

#### **(a)Assessment 5: Student Portfolio**

During the student teaching practicum, candidates develop professional portfolios, reflective journals to demonstrate their understanding and application of the INTASC standards in the classroom.

#### **(c) Candidate Data Derived from the Assessment**

The students' portfolios and reflective journals reflect a favorable impact on student learning.

---

<sup>7</sup> Effects on student learning include the creation of environments that support student learning.

**#6 (Required): Additional assessment that addresses AAHPERD/AAHE standards.**

Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

**In class panel presentations, service learning, and field work placements are additional assessments that are used to address the AAHE standards.**

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

**Assessment #6**

Classroom Teaching Demonstration

1. This assessment requires that students present a lesson plan to their peers in the Methods & Materials of Health Education class.
2. This assessment is aligned with Standard III.

An analysis of the data findings reveal that students demonstrate knowledge and understanding of the national health education content standards, and are able to synthesize and explain the relationship between the content standards, the content area and risk behaviors as well as align the performance indicators with the performance assessments.

Name of Assessment	Brief Description	AAHPERD/AAHE Standard(s)	Findings	Interpretation of meeting standards
Licensure - Content-based	Praxis I	6,7	Met standard	
Content Knowledge in Health Education	Comprehensive exams, Course exams, lesson plan presentations	1-7	Met standard	Demonstrate in-depth knowledge and the ability to address all of the dimensions of health
Planning classroom based instruction	Lesson plan/unit development	2,	Met standard	The ability to formulate performance indicators that are related to the content standards and age appropriate.
Teacher candidate assessment	Major advisor observation on student teacher	3,4	Met standard	The ability to design innovative

instrument				instructional strategies that support the performance indicators and content standards.
In-Class Panel Evaluation form	Scoring rubric for panel presentation	1,2,3,4,6,7	Met standard	Use valid, reliable resources, and technology to engage students in a meaningful learning experience
Field Placement Agency Evaluation Form	Course exams; portfolios, reflective journals; lesson plan presentations; needs assessment	1-7	Met standard	Demonstrate the ability to apply knowledge in a real, practical setting
Pre- Post Assessments	Assess prior knowledge in Health Science and Women's Health	6,7	Met standard	Increase in knowledge and available resources related to specific health issues
Field Placement Self-evaluation form		1-7	Met standard	Demonstrate the ability to apply knowledge in a real, practical setting



### Health Education Courses and Link to AAHE Standards

<b>Course Title</b>	<b>AAHE Standards</b>	<b>Assessment</b>
Foundations of Health Promotion	1-7	Course exams, class presentations
Health Science for Peer Educators	3,4,6,7	Health-related presentations to Peers
Women's Health	1,6,7	Pre- Post Assessment
Health Problems of Children & Youth	1-7	Service learning and Field Placements
Human Growth & Development	1,6,7	Course exams
Addictive Behavior	1,6,7	Essays, Investigative Reports
Health of Women, Children & Families	1-7	Pre-Post Assessment and Field Placements
Methods & Materials of Health Education	1-7	Demonstration of lesson plans; Field Placements
Human Sexuality	1,6,7	Course exams, panel presentations
MCH Institute	1-7	Group projects; field site visits

## **SECTION V- USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE**

### **(1) Content Knowledge**

Pre-Post test assessments were used to determine increase in knowledge related to Health Science, Women's Health and Maternal and Child Health. The results revealed that students had limited knowledge related to these topics and their knowledge increased significantly as a result of taking these courses.

### **(2) Professional and Pedagogical Knowledge, Skill, and Dispositions**

Information from the student's self- evaluation form for the service learning and field placements as well as the agency evaluation form were used to assess program effectiveness. Base on student self-evaluation, all of the students indicated that they learned something new about their major and were please or very pleased with the overall service learning or field work experience. However, a major challenge was scheduling students to be available to present lessons at schools, during the school day, due to student work and course schedules. To address this issue, efforts to identify after school programs or week-end programs are in process.

### **(3) Student Learning**

**Oral and written examinations are used to assess student learning, along with pre and post assessments.** Based on feed-back from students and from field placement sites, more behavioral surveys and performance-based assessments need to be implemented. The inclusion of more performance-based assessments such as role-playing, interactive games and technology is presently being investigated.

**Attachment A**

<b>Program: School Health Education</b>		
<b>Academic Year</b>	<b># of Candidates Enrolled in the Program</b>	<b># of Program Completers</b>
<b>2004</b>	<b>1</b>	<b>1</b>
<b>2006</b>	<b>1</b>	<b>1</b>

**Candidate Information**

**Attachment B  
Faculty Information**

<b>Faculty Member Name</b>	<b>Highest Degree, Field, &amp; University</b>	<b>Assignment: Indicate the role of the faculty member</b>	<b>Faculty Rank</b>	<b>Tenure Track</b>	<b>Scholarship, Leadership in Professional Associations, and Service</b>	<b>Teaching or other professional experience in P-12 schools</b>
Denyce (Ford) Calloway	Ph.D., Education Psychology Howard University	Associate Chair; Health Education Coordinator	Associate Professor	Yes	<p>1. Principal Investigator, "Substance abuse and HIV Outreach Program (SHOP)", sub-contract through McFarland Associates and the Substance Abuse Mental Health Services Administration, Amount awarded: \$145,341. (2005 - 2008)</p> <p>2. Advocacy Summit, American Association for Health Education (AAHE), Washington, D.C. March 8-10, 2003.</p> <p>3. Member, American Association for Health Education - HBCUs HIV and Comprehensive School Health Education Advisory Committee 2001-present.</p>	<p>1. Conducted teacher training inservice workshop "Resources and Strategies for Health Education/Health Promotion"</p> <p>2. Train the Trainer Workshop, American Heart Association, Washington, D.C., February 6, 2004</p>

<b>Faculty Member Name</b>	<b>Highest Degree, Field, &amp; University</b>	<b>Assignment Indicate the role of the faculty member</b>	<b>Faculty Rank</b>	<b>Tenure Track</b>	<b>Scholarship, Leadership in Professional Associations, and Service</b>	<b>Teaching or other professional experience in P-12 schools</b>
Roberta Hollander	Ph.D., Sociology, American	Faculty, Advisor	Professor	Yes	1. Chairperson, Public Health Education/Healt	1. Advisory Committee, Pilot Program: Health

	University				<p>h Promotion Section, American Public Health Association</p> <p>2. Presider, scientific session, Health Education Responds to Minority Health Issues</p> <p>3. Presider, scientific session, Issues in Maternal and Child Health</p>	Education Certification Program, KDG Consulting
Marge Leppo	Ph.D.; Sport Psychology ; University of Maryland	Faculty, Teaches the Human Growth & Development Course	Professor	Yes	<p>1.Department representative for Undergraduate research</p> <p>2.Editorial review board for "Strategies", American Alliance for HPERD</p>	

**Attachment C  
Sample of Assessments**

- 1. Comprehensive Examination**
- 2. Women's Health Pre-assessment**
- 3. Health Science Pre-assessment**
- 4. Guidelines for In-Class Panel Presentation**
- 5. Scoring Rubric for Panel Presentation**
- 6. Agency Evaluation Form (Field Placements)**
- 7. Agency Evaluation Form (Service Learning)**
- 8. Site-Visit Evaluation Form**
- 9. Student Self-Evaluation Form (Service learning/Field Placements)**

## 1. Comprehensive Examination - Health Education

### Health Problems of Children and Youth

(Respond to one of the two questions in this section: do not respond to both)

1. You have been promoted to Principal of the George Washington Carver School for Students with Special Needs. What are the provisions in the (IDEA) legislation that will have an impact on your school, i.e. what will be the criteria for accepting students, what staff will you need to hire and what services will you need to offer. How will each component of a “Coordinated School Health Program” be addressed?

Or

2. Describe the major remediable defects associated with school age children? For each remediable defects identify the signs and symptoms that may indicate that there may be a problem. Describe the screening procedure for each of the remediable defects that you identify and what needs to be done to correct each defect.

### Methods and Materials of Health Education

3. You are the Coordinator of School Health Education for a local public school system. How would you explain to your staff the role of the National Health Education Standards, Performance Indicators and Learning Assessments in curriculum development? What specific health concerns should be addressed and why? Child development should be taken into consideration when planning health curriculum. What specific child development theories would be helpful in curriculum and program planning and why?

### Addictive Behavior

4. The State of Florida has elected you to be the “Drug Czar”. You have been charged with reducing the incidence of illicit drug use in the state. Utilizing the three levels of prevention, what programs, activities, services etc. would you put in place. Specify the target audience for each program, activity or service and the level of prevention that it addresses.

### Foundations of Health Promotion

5. You have been invited to develop a program to encourage undergraduate students at Howard University to exercise regularly. Select a theory and show how it can be used in program development (needs assessment, etc.).
6. Describe situations in which a health education/health promotion professional uses each of the following concepts in his/her practice:

- A. Informed consent
- B. Confidentiality

### C. Code of Ethics

7. What are the seven Responsibilities and Competencies of Health Educators? Select one and discuss it in detail. Provide examples.
8. Identify the four major settings in which health educators are employed. Select one setting and discuss health educators' responsibilities, advantages and disadvantages in this setting. What is special or unique about health educators working in this setting?
9. Discuss some of the major demographic, societal, political and economic trends taking place in the United States today. How will these trends impact the profession of health education/health promotion? Provide examples.

## 2. Women's Health Pre-assessment

1. Funding for reproductive health and family planning services is provided by the
  - A. WIC program.
  - B. Contraceptive Wellness program.
  - C. Title X program.
  - D. Reproductive Resources program.
2. Which of the following conditions is one of three leading causes of death for U.S. women?
  - A. congenital heart defects
  - B. kidney infections
  - C. lupus
  - D. stroke
3. What is the function of the clitoris?
  - A. sexual arousal
  - B. mucus production
  - C. urine elimination
  - D. the clitoris has no known function
4. Ovaries produce
  - A. FSH and insulin.
  - B. LH and adrenalin.
  - C. estrogen and progesterone.
  - D. growth hormone and melatonin.
5. \_\_\_\_\_ refers to the years immediately before and following a woman's last menstrual period.
  - A. Premens
  - B. Menarche
  - C. Perimenopause
  - D. Anaphase
6. Most women enter and complete menopause between \_\_\_\_\_ years of age.
  - A. 35 and 45
  - B. 45 and 55
  - C. 55 and 65
  - D. 65 and 75
7. Which of the following actions can increase bone density?
  - A. taking iron supplements
  - B. getting plenty of rest
  - C. performing weight-bearing exercise
  - D. all of the above
8. Compared to women, men are more likely to
  - A. successfully commit suicide.
  - B. suffer from clinical depression.
  - C. have borderline personality disorder.
  - D. have eating disorders.

9. Compared to men, women are more likely to
- A. have intense phobias.
  - B. suffer from panic disorders.
  - C. suffer from clinical depression.
  - D. all of the above
10. In 2001, women made up about \_\_\_\_\_ of the labor force.
- A. 17%
  - B. 27%
  - C. 37%
  - D. 47%
11. Women employed full-time with the same job responsibilities and level of performance as their male counterparts earn, on average, \_\_\_\_\_ cents for every dollar earned by men.
- A. 36
  - B. 56
  - C. 76
  - D. 96
12. In the United States, the highest percentage of working women are between \_\_\_\_\_ years of age.
- A. 16 and 24
  - B. 25 and 34
  - C. 35 and 44
  - D. 45 and 54
13. Pregnancy is divided into
- A. 3 trimesters.
  - B. 9 phases.
  - C. 40-week intervals.
  - D. none of the above
14. Fertilization usually occurs in the
- A. fundus of the uterus.
  - B. upper third portion of the fallopian tube.
  - C. follicular tissue of the ovary.
  - D. endometrium of the uterus.
15. Most ectopic pregnancies occur in the
- A. ovary.
  - B. fallopian tube.
  - C. fundus.
  - D. cervix.
16. STDs are most prevalent among women \_\_\_\_\_ years of age.
- A. 15 to 24
  - B. 20 to 29
  - C. 25 to 34
  - D. 30 to 39
17. Which of the following conditions is a systemic illness that results from a bacterial infection?
- A. toxic shock syndrome
  - B. genital wart infection
  - C. AIDS

- D. trichomoniasis
18. The most commonly reported infectious disease in the United States is
- A. chlamydia.
  - B. genital herpes.
  - C. gonorrhea.
  - D. genital warts.
19. Hepatitis \_\_\_\_\_ is the only type of the disease transmitted primarily through sexual contact.
- A. A
  - B. B
  - C. C
  - D. D
20. Which of the following practices is not recommended to avoid vaginal infections?
- A. wearing cotton underwear
  - B. wiping oneself from front to back after going to the bathroom
  - C. using deodorant-free tampons
  - D. douching regularly

### 3. Health Science Pre-assessment

#### Multiple Choice Questions

1. The six dimensions of wellness
  - A. affect health independently of each other
  - B. interact continuously
  - C. seldom influence each other
  - D. demonstrate the separateness of mind and body
2. People born before the turn of the 20<sup>th</sup> century were LEAST likely to contract
  - A. polio
  - B. smallpox
  - C. diphtheria
  - D. heart disease
3. A goal of *Healthy People 2010* is to
  - A. eliminate chronic diseases
  - B. eliminate health disparities among groups
  - C. increase life expectancy beyond 100 years
  - D. reduce the amount of profit that health care providers make
4. The single most important factor in determining an individual's level of health is
  - A. genetics
  - B. health care
  - C. environment
  - D. behavior
5. The first step in a behavior change program is
  - A. choosing a target behavior
  - B. analyzing recorded data
  - C. setting goals
  - D. developing a personal contact
6. Our first relationships outside our family are\_\_\_\_\_.
  - A. friendships
  - B. intimate relationships
  - C. love relationships
  - D. dependent relationships
7. Approximately what percentage of face-to-face exchanges are nonverbal?
  - A. 10%
  - B. 35%
  - C. 50%
  - D. 65%
8. The main function of the scrotum is to \_\_\_\_\_.
  - A. hold the ovaries
  - B. regulate the temperature of the testes
  - C. transport semen
  - D. protect against sexually transmitted diseases
9. Reproductive maturation of boys lags behind that of girls by about \_\_\_\_\_ years.
  - A. 2
  - B. 3
  - C. 4
  - D. 5
10. A contraceptive that physically blocks the sperm from reaching the egg is \_\_\_\_\_.
  - A. a barrier method
  - B. based on hormones
  - C. rarely effective
  - D. irreversible

11. The proof value of an alcoholic beverage is
- A. two times the percentage of alcohol in the beverage.
  - B. half the percentage of alcohol in the beverage.
  - C. equal to the percentage of alcohol in the beverage.
  - D. the percentage of blood volume that is alcohol.
12. Which of the following is the most widespread cause of death among smokers?
- A. stroke
  - B. coronary heart disease
  - C. lung cancer
  - D. emphysema
13. Smoke emitted from the burning end of a cigarette, cigar, or pipe is referred to as \_\_\_\_\_ smoke.
- A. mainstream
  - B. primary
  - C. secondary
  - D. sidestream
14. Alcohol is classified as a/an
- A. depressant
  - B. opioid derivative
  - C. narcotic
  - D. stimulant
15. The average age for someone starting to smoke is
- A. 10
  - B. 13
  - C. 15
  - D. 17
16. The process in which foods you eat are broken down and absorbed is called
- A. respiration
  - B. metabolism
  - C. digestion
  - D. catecation
17. Of the twenty common amino acids, how many of these are termed "essential"?
- A. 3
  - B. 9
  - C. 18
  - D. 29
18. Another name for fats is
- A. lipids
  - B. enzymes
  - C. glycogen
  - D. glycerol
19. The amount of essential body fat in males is about \_\_\_\_ of the total body weight.
- A. 1%
  - B. 3%
  - C. 9%
  - D. 12%
20. The average life expectancy of a child born in the United States in 2002 is \_\_\_\_ years.
- A. 68
  - B. 73
  - C. 77
  - D. 85

#### 4. Guidelines for In-Class Panel Presentation

The purpose of this assignment is for you to become the “expert” authority for the course Panel Topics this semester. You are in charge of “guiding” the class through an interactive experience you think will help us learn the material.

Take risks and be creative in your efforts to teach the class the most important themes, terms, and concepts from your chapter. Follow the steps below and be confident and well prepared for your panel presentation.

EACH STEP IS A MINIMUM REQUIREMENT. YOU MUST DO THE MINIMUM REQUIREMENTS, BUT I HOPE YOU WILL GO WELL BEYOND THEM TO MAKE YOUR PRESENTATION INTERESTING.

REMEMBER, IF YOU ARE BORED BY YOUR PRESENTATION, SO ARE THE REST OF US. IF YOU ARE BORED BY OTHER PEOPLES PRESENTATION, DO NOT COPY IT.

- \_\_\_ Step 1 Pick a topic from the Panel Listing that interests you.
- \_\_\_ Step 2 Sign-up for your panels during the 2<sup>nd</sup> class lecture.
- \_\_\_ Step 3 Read your chapter and take notes on a separate piece of paper. Look for parts of the reading material(s) you think are interesting or that the author(s) stress as important. Look up additional/supplemental information that you feel may be of interest to the class.
- \_\_\_ Step 4 Think about how you could best present the content of your topic to everyone in your class. Games, debates, videos, music, role-plays, and Powerpoint presentations are most popular.
- \_\_\_ Step 5 You may choose an audio/visual aid to help the class learn about your topic. It does not have to be fancy.
- \_\_\_ Step 6 Develop two discussion questions. If your questions can be answered with “yes” or “no” it isn’t a discussion question.
- \_\_\_ Step 7 Develop a two-page (maximum) handout to highlight what you think are the most important parts/themes of the reading materials. Handouts must be doubled-spaced, 12-point font, with 1-inch margins.
- \_\_\_ Step 8 If you experience any difficulty, make an appointment and meet with your instructor at least a week prior to your scheduled presentation to review your work so far.
- \_\_\_ Step 9 Based on your conversation with your instructor, make revisions to your presentation. Make revisions to your handout and copies for everyone.
- \_\_\_ Step 10 Deliver on your promise to make an interesting and fun learning experience for the class.
- \_\_\_ Step 11 Pay attention to the grade/evaluation form on page two of this document and customize your presentation to it. (preparation, clarity, creativity, balance, added value)

**5. SCORING RUBRIC FOR IN-CLASS PANEL PRESENTATIONS –(100 POINTS POSSIBLE)**

TOPIC \_\_\_\_\_ DATE: \_\_\_\_\_

PANEL MEMBERS: \_\_\_\_\_

---

**A. PREPARATION (20 points): Panel members followed the stepwise process on page 1.**

- Signed up for a chapter (4 points)
- Read the chapter and other assigned readings (4 points)
- Picked an audio/visual aid (4 points)
- Developed two discussion questions (4 points)
- Created a one-page handout (4 points)

**TOTAL ‘PREPARATION’ POINTS \_\_\_\_\_**

**B. CLARITY (20 points): Panel members can be heard and understood by others.**

- Can be heard by others (4 points)
- Can be understood by others (4 points)
- Handout is organized, clear, and readable (4 points)
- Presentation is simple and clear (4 points)
- Panel manages time (4 points)

**TOTAL ‘CLARITY’ POINTS \_\_\_\_\_**

**C. CREATIVITY (20 points): Panel members use their personal style in the presentation.**

- Panel generates class discussion (10 points)
- Panel members use one or more of the following: video, music, role plays, journal articles, additional out of class readings, good discussion questions, or ‘what if’ scenarios (5 points)
- Panel member attitudes are positive and upbeat (5 points)

**TOTAL ‘CREATIVITY’ POINTS \_\_\_\_\_**

**D. BALANCE (20 points): Panel members balance content coverage with focus.**

- Highlights main points from the chapter (10 points)
- Effectively criticizes the content of the chapter (5 points)
- Comments on the strengths of the chapter (5 points)

**TOTAL ‘BALANCE’ POINTS \_\_\_\_\_**

**E. ADDED VALUE (20 points): Panel members connect the chapter with other material.**

- Interviews/consults/mentions other authorities (10 points)
- Connects to other materials generated from literature search using appropriate research search engines (i.e. google scholar etc.) (5 points)
- Goes beyond the minimum requirements (5 points)

**TOTAL ‘ADDED VALUE’ POINTS \_\_\_\_\_**

Assignment Score (group score): \_\_\_\_\_

Your Final Score: \_\_\_\_\_

## 6. Agency Evaluation Form (Field Placements)

**Field Placement Site Supervisor:** Please respond to the following questions. Return the completed form to Denyce Calloway, Ph.D. Howard University Burr Gymnasium 6<sup>th</sup> and Girard Street NW Room G-09 Washington, DC 20059 or FAX: 202-806-4894

**Agency Name:** \_\_\_\_\_

**Agency Contact Person:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

**Phone:** \_\_\_\_\_ **Fax:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_

\_\_\_\_ (number of students) Howard University students worked on a field placement project for our agency from \_\_\_\_\_ to \_\_\_\_\_.

**Please describe the field placement project in the space below.**

---

1. Please indicate the extent of your satisfaction with the work performed by the student(s).

- Very Pleased
- Pleased
- Somewhat Displeased
- Very Displeased

2. Did your organization benefit from participating in the Pathways to Maternal and Child Health Professions Program field placement module?

- No
- Yes (please indicate below the primary benefits you received. Check all that apply.)
  - Completed at least one specific task that you otherwise would not have been able to complete

- Met a project deadline that you otherwise would not have been able to meet
- Afforded your organization the opportunity to help a larger number of people
- Helped foster better community relations
- Helped foster a working relationship with Howard University
- Other: \_\_\_\_\_

3. Please indicate below your level of satisfaction with the MCH Professions Program student(s)' performance.

<b><u>Characteristics</u></b>	<b><u>Poor</u></b>	<b><u>Satisfactory</u></b>	<b><u>Excellent</u></b>
a. Reliability	_____	_____	_____
b. Ability to perform assigned tasks	_____	_____	_____
c. Motivation	_____	_____	_____
d. Willingness to learn	_____	_____	_____
e. Met Expectations	_____	_____	_____
f. Communication skills	_____	_____	_____
g. Interest in assigned tasks	_____	_____	_____
h. Workplace demeanor	_____	_____	_____
i. Creativity	_____	_____	_____
j. Overall job performance	_____	_____	_____

4. Do you think the student(s) was/were adequately prepared for the field placement project?  
(Please explain)

5. How could the student(s) have been even more helpful?

6. Will you accept MCH Pathways students next semester?

- Yes
- No (Please tell why)

7. Additional Comments:

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Thank You**

## 7. Agency Evaluation Form (Service Learning)

### Agency Evaluation Form Service-Learning Program Howard University

**Service Site Supervisor:** Please respond to the following questions. Return the completed form to *(insert instructor's name and address)*.

Agency Name: \_\_\_\_\_

Agency Contact Person: \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

\_\_\_\_\_ (number of students) Howard University students worked on a service project for our agency from \_\_\_\_\_ to \_\_\_\_\_.

**Please describe the service project in the space below.**

- 
1. Please indicate the extent of your satisfaction with the work performed by the Howard University service-learner.
    - Very pleased
    - Pleased
    - Somewhat displeased
    - Very displeased
  2. Did your organization benefit from participating in the Howard University Service-Learning Program?
    - No
    - Yes (Please indicate below the primary benefits you received. Mark all that apply.)

- Completed at least one specific task that you otherwise would not have been able to complete
- Met a project deadline that you otherwise would not have been able to meet
- Afforded your organization the opportunity to help a larger number of people
- Helped foster better community relations
- Helped foster a working relationship with Howard University
- Other (Specify: \_\_\_\_\_)

3. Please indicate below your level of satisfaction with the service-learner's performance.

<u>Characteristics</u>	<u>Poor</u>	<u>Satisfactory</u>	<u>Excellent</u>
a. Reliability	_____	_____	_____
b. Ability to perform assigned tasks	_____	_____	_____
c. Motivation	_____	_____	_____
d. Willingness to learn	_____	_____	_____
e. Met expectations	_____	_____	_____
f. Communication skills	_____	_____	_____
g. Interest in assigned tasks	_____	_____	_____
h. Workplace demeanor	_____	_____	_____
i. Creativity	_____	_____	_____
j. Overall job performance	_____	_____	_____

4. Do you think the service-learner was adequately prepared for the service project? Please explain.

5. How could the service-learner have been even more helpful?

6. Will you accept service-learning students from Howard University next semester?

- Yes
- No (Please tell why.)

7. Additional Comments:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Thank You.

### 8. Site Visit Evaluation Form

Site Evaluator: \_\_\_\_\_

Agency Name: \_\_\_\_\_

Agency Contact Person: \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_ (number of students) Howard University students worked on a field placement project for our agency from \_\_\_\_\_ to \_\_\_\_\_.

---

1. Did all of the students report for their assignment?

- Yes
- No

2. Do you have any concerns or questions about the placement or program?

- No
- Yes (please explain) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Were the students prepared for their placements?

- No
- Yes (skip to question \_\_\_\_)

4. How could we have better prepared them for the placement?

## 10. Student Self-Evaluation Form (Service learning/Field Placements)

**To the Field Placement Student:** Please answer the following questions and return the completed form to your instructor by the specified time.

**Student's Name:** \_\_\_\_\_

I worked at the \_\_\_\_\_ (name of agency) from  
\_\_\_\_\_ to \_\_\_\_\_.

**Please describe the field practicum project in the space below.**

- 
1. (a) Did you work as a group or individually? \_\_\_\_\_  
(b) How many persons were in your group? \_\_\_\_\_  
(c) List the names of the people in your group:

2. Did you benefit from participating in the field practicum?

- No (skip to Question4)  
 Yes

3. Please indicate below the primary benefits you received. (Check all that apply.)

Academic

- Learned something new about my major or minor field  
 Provided me with a real-life application of what I learned in the classroom  
 Strengthened my analytical and critical thinking skills  
 Allowed me to use what I have learned inside the classroom to meet community needs  
 Other: \_\_\_\_\_

Personal

- Strengthened my interpersonal and communication skills  
 Exposed me to diverse populations  
 Enhanced my sense of civic responsibility

- Contributed to my intellectual, social, and personal growth
- Promoted my leadership development
- Allowed me to serve as an involved citizen in the community
- Helped me decide to pursue a career in maternal and child health
- Other: \_\_\_\_\_

4. Please indicate below your level of satisfaction with the field practicum experience

<b><u>Characteristics</u></b>	<b><u>Poor</u></b>	<b><u>Satisfactory</u></b>	<b><u>Excellent</u></b>
a. Relation to course work	_____	_____	_____
b. Site supervisor	_____	_____	_____
c. Required time to perform service	_____	_____	_____
d. Working conditions	_____	_____	_____
e. Met expectations	_____	_____	_____
f. Opportunity for creativity	_____	_____	_____
g. Met course objectives	_____	_____	_____
h. hours of service	_____	_____	_____

5. Please indicate the extent of your **overall** satisfaction with your field practicum experience.

- Very Pleased
- Pleased
- Somewhat Displeased
- Very Displeased

6. Do you think you were adequately prepared for the field practicum experience?

- Yes
- No (Please explain)

7. How much did you learn from your field practicum experience?

- More than expected
- As expected
- Less than expected

8. Please provide any additional comments about the field placement experience in the space below.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_