

California Association of School Health Educators
POSITION STATEMENT:
ONLINE HEALTH EDUCATION
ADOPTED - January 22, 2011

CASHE believes that while it is best for students to learn in a classroom setting with the support of an instructor and fellow students interacting face-to-face, it is not always possible to do so. Therefore, online courses may sometimes be a necessary and viable alternative to traditional classroom learning.

An online course is defined by the Off-Campus Media and Distance Learning Subcommittee as “a course in which all the content, materials, and instructions that would be made available to students during class in face to face instruction is available online at one location. In addition to the content, materials, and instructions, an exemplary online course site provides opportunities for student/faculty, student/student, and most likely student/content interaction.”¹

Face-to-face techniques to practice refusal skills are critical to students enrolled in health education courses. They allow students to practice refusal skills in the prevention of the six critical behaviors identified by the Center for Disease Control and Prevention:²

- A. Alcohol and Drug Use
- B. Injury and Violence (including suicide)
- C. Tobacco Use
- D. Nutrition
- E. Physical Activity
- F. Sexual Risk Behaviors

When a classroom setting is not possible and online health education courses are established and utilized, CASHE believes it is imperative that the national standards be met. The International Association for K-12 Online Learning (iNACOL) established National Standards for Quality Online Teaching and Programs. The following are the National Standards for Quality Online Teaching:³

- A. The teacher meets the professional teaching standards established by a state-licensing agency or the teacher has academic credentials in the field in which he or she is teaching.
- B. The teacher has the prerequisite technology skills to teach online.
- C. The teacher plans, designs, and incorporates strategies to encourage active learning, interaction, participation and collaboration in the online environment.

D. The teacher provides online leadership in a manner that promotes student success through regular feedback, prompt response and clear expectations.

E. The teacher models, guides, and encourages legal, ethical, safe and healthy behavior related to technology use.

F. The teacher has experienced online learning from the perspective of a student.

G. The teacher understands and is responsive to students with special needs in the online classroom.

H. The teacher demonstrates competencies in creating and implementing assessments in online learning environments in ways that assure validity and reliability of instruments and procedures.

I. The teacher develops and delivers assessments, projects, and assignments that meet standards-based learning goals and assesses learning progress by measuring student achievement of learning goals.

J. The teacher demonstrates competencies in using data and findings from assessments and other data sources to modify instructional methods and content and to guide student learning.

K. The teacher demonstrates frequent and effective strategies that enable both teacher and students to complete self-and pre-assessments.

L. The teacher collaborates with colleagues.

M. The teacher arranges media and content to help students and teachers transfer knowledge most effectively in the online environment.

It is the position of CASHE that it is best for students to learn in a classroom setting with the support of an instructor and fellow students interacting face-to-face. However, when online health education courses are utilized, there must be course monitoring by the teacher, opportunities for interaction between the teacher and student, and opportunities for students taking the course to interact. This will ensure a quality learning experience for the student.

References/Resources:

¹ Suggested Guidelines for Online Courses (December 2005) Off-Campus, Mediated, and Distance Learning Subcommittee of the University Educational Policies Committee; <http://www.csustan.edu/oit/LearningServices>; Online Course Guideline.pdf

² Health Topics/Healthy Youth (November 2010), National Center for Chronic Disease Prevention and Health Promotion, Division of Adolescent and School Health, <http://www.cdc.gov/HealthyYouth/healthtopics/index.htm>

³ National Standards for Quality Online Teaching (August 2010), International Association for K-12 Online Learning; www.inacol.org