Karen B. Salmon, Ph.D.
State Superintendent of Schools

TO: Members of the State Board of Education

FROM: Karen B. Salmon, Ph.D.

DATE: December 3, 2019

SUBJECT: Maryland High School Graduation Task Force – Recommendations for Health Education and Technology Education

PURPOSE:

To provide the State Board with information on the Maryland High School Graduation Task Force recommendations for Health Education and Technology Education.

BACKGROUND/HISTORICAL PERSPECTIVE:

The Maryland High School Graduation Task Force was first convened in January 2018 at the request of the State Board and the State Superintendent. The group was to make recommendations to the Board and Superintendent on the Code of Maryland Regulations (COMAR) 13A.03.02 *Graduation Requirements for Public High Schools in Maryland*. Specifically, the Task Force was asked to focus on three areas: credit and program requirements (number of credits, subject areas, and other requirements), assessments, and options for awarding high school diplomas. All decisions were informed by current research, data, and experts.

SUMMARY:

Presently, students are required to earn one-half credit in health education and one credit in technology education for graduation. Information will be shared on the recommendations of the Task Force and the rationale for the recommendations. Proposed revisions to technology education and the incorporation of computer science will also be shared along with additional recommendations.
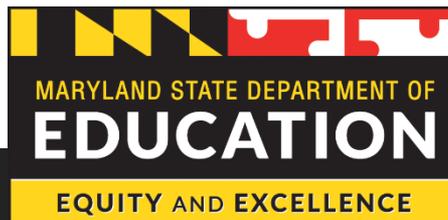
ACTION:

For information only.

Attachments:

High School Graduation Task Force Recommendations: Health Education and Technology Education

High School Graduation Task Force Recommendations

Health Education
and
Technology Education

MARYLAND STATE DEPARTMENT OF
EDUCATION

EQUITY AND **EXCELLENCE**

STATE BOARD MEETING

December 3, 2019

Content/Credit Update

Purpose:

- **Recommendation regarding Health Education**
- **Recommendation regarding Technology Education**

Credit and Program Regulatory Recommendations

Recommendation	State Board August 2019	State Board September 2019	State Board December 2019	Alignment with Commission on Innovation and Excellence in Education*
1.2 Mathematics: Increase credit requirements from 3 to 4 credits; allow Computer Science as math credit	X			Aligned
1.5 Health Education: Increase credit requirement from .5 to 1.0			X	Silent
1.8 Technology Education: Reduce credit requirement from 1.0 to .5			X	Silent
1.9 Graduation Pathway: Eliminate Advanced Technology option; require two pathways - Successful completion of a State-approved Career and Technology Education (CTE) program and/or completion of University System of Maryland (USM) requirements (two years of the same language, Algebra II, and two of three sciences as lab sciences)		X		Aligned
1.B Dual Enrollment: Dual Enrolled students who successfully complete a college course that is aligned with MD standards should receive high school (HS) credit.		X		Aligned

Health Education
Current regulation: COMAR 13A.03.02.03(B)(5)

Students are required to earn one-half credit in Health Education to graduate.

Legislative Requirements

- ☑ Boundaries and Consent 2018 – Age appropriate instruction in consent and personal boundaries

- ☑ Start Talking Maryland 2017 – Opioid prevention education

- ☑ Erin's Law 2016 – Sexual abuse and assault awareness and prevention

- ☑ Breanna's Law 2014 – Hands Only CPR and AED Instruction

- ☑ Student Health, Well Being, and Growth 2012 – Diabetes treatment and prevention lessons

- ☑ Oral Health Education Law 2012 – Oral disease prevention and dental health promotion

Current Health Issues Affecting Youth

Suicide Pornography Opioids
Drugs STIs Anxiety Social Media
Obesity Vaping Lack of sleep
Depression Inactivity Diabetes
Violence Sexual Assault
Sexual Activity Mental Health
Consent Bullying Puberty

Benefits of Health Education

- Health promotion interventions for young people are more effective than efforts aimed to change established, unhealthy behaviors in adults.

- Safe, nonjudgmental environment for discussion of issues.

- Reduces health risk behaviors.

- Focuses on skills-based prevention programs.

- Instills lifelong, positive health behaviors.

- Addresses physical, social, and psychological well-being.

Rationale of the Task Force for Recommendation regarding Health Education

1. All students have to participate in a comprehensive health education instructional program that addresses mental and emotional health, nutrition and fitness, safety and injury prevention personal and consumer health disease prevention and control, and human life and sexuality.

2. In response to opioid crisis, legislation was passed requiring drug addiction and prevention programs at the high school level.

3. Additional legislation mandated programs in sexual abuse and assault instruction.

4. Maryland Youth Risk Behavior/Youth Tobacco survey showed increasing trends in high school student engagement in risky behaviors such as alcohol and drug use, a decline in mental health, and decreased healthy eating and exercise practices.

5. The Maryland State School Health Council and the Health and Physical Education Advisory Board documented the need for increased health coursework to provide sufficient instruction in sexual abuse, drug prevention, suicide prevention, and mental health.

Recommendations of the Task Force

Increase graduation requirement to one full credit in health education.

Discussion

Technology Education
Current regulation: COMAR 13A.03.02.03(B)(8)

Students are required to earn one credit that includes the application of knowledge, tools, and skills to solve practical problems and extend human capabilities.

Recommendation of the Task Force

Require one-half credit in Technology Education aligned with technology education standards or computer science standards, while ensuring that technology education be infused across the entire curriculum at all grade levels.

Recommendation of Maryland State Department of Education

2019-2020
- Name: Technology Education
- Credit: One Credit
- Standards: Maryland Technology Education and Maryland Computer Science Standards
- Courses: Computer Science, Technology Education, and Engineering

2020-2021
- Name: Computer Science and Engineering
- Credit: One Credit
- Standards: Maryland Computer Science Standards and begin transition to Standards for Technological and Engineering Literacy (Maryland is a part of a national development team)
- Courses: Computer Science, Technology Education, and Engineering

2021-2022
- Name: Computer Science and Engineering
- Credit: One Credit
- Standards: Maryland Computer Science Standards and Standards for Technological and Engineering Literacy
- Courses: Computer Science and Engineering

Proposed Revisions to Technology Education

- ✓ Maintain one credit requirement.
- ✓ Phase-out technology education.
- ✓ Focus on computer science and engineering education.
- ✓ Transition technology education certificated teachers to engineering-focused courses.
- ✓ Provide support for teachers to earn certification in computer science.

Rationale for Recommendation regarding Technology Education

- Maryland has high demand for computer science-educated workers, and low supply, especially women.

- All stakeholders agree that computer science education is crucial.

- K-12 exposure leads to post-secondary majors, especially for women and underrepresented minorities.

- Allowing computer science to count towards a technology credit leads to more gender balance.

- Reducing the state's one credit technology graduation requirement to a half-credit stands in stark contrast to the needs and momentum in our State and the nation for computer science education.

MSDE Recommendations for Technology Education Credit

Maintain graduation requirement as one full credit of Technology Education/Computer Science.

Transition to Computer Science/Engineering during 2020-2021 school year.

Discussion