



RHODE ISLAND COLLEGE

*Feinstein School of Education and Human Development
NCATE/RIPA Accreditation*

M.Ed. in Health Education

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PROGRAM OVERVIEW

LEARNING OUTCOMES

<u>LEARNING OUTCOMES</u>	<u>Conceptual Framework: Advanced Competencies</u>	<u>PROFESSIONAL ORGANIZATION STANDARDS</u>
1. Assess individual and community needs for health education	Knowledge: 1 and 4 Pedagogy: 3	Responsibility 1
2. Plan health education strategies, interventions and programs	Knowledge: 1, 2, 3, 4 Pedagogy: 1,2,3 Diversity: 2; Professionalism: 1	Responsibility 2
3. Implement health education	Knowledge: 1 and 4	Responsibility 3

strategies, interventions and programs	Pedagogy: 1, 2 Diversity: 2 Professionalism: 1	
4. Conduct evaluation and research related to health education	Knowledge: 1 and 4 Pedagogy: 1, 2,3	Responsibility 4
5. Administer health education strategies, interventions, and programs	Knowledge: 1 and 4 Pedagogy: 1, 2 Professionalism: 1	Responsibility 5
6. Serve as a health education resource person	Knowledge: 1 and 4 Pedagogy: 1, 2,3 Diversity: 1, 2	Responsibility 6
7. Communicate and advocate for health and health education	Knowledge: 1 and 4 Pedagogy: 2 Professionalism: 1, 2	Responsibility 7
8. Demonstrate proficiency in the use of instructional technology	Knowledge: 1 and 4 Pedagogy: 1, 2 Professionalism: 3	Responsibility 3

PROGRAM DESCRIPTION

The health field is steadily gaining a stronger focus on the prevention of illness and injury, and on the promotion of healthy lifestyles for improving overall health. The Master of Education degree in Health Education at Rhode Island College trains health promotion professionals to design, implement, and evaluate interventions promoting healthy behaviors and lifestyles.

The M.Ed Degree in Health Education provides advanced academic training for individuals employed or planning to seek employment as health educators in academic, clinical, worksite, community, federal, state, and corporate settings.

Graduates are well prepared to take the Certified Health Education Specialist (CHES) exam.

ENROLLMENTS*

<u>ACADEMIC YEAR</u>	<u>ENROLLED</u>	<u>COMPLETED</u>
2009/10	27	7
2008/09	23	7
2007/08	21	6

* Estimated.

FACULTY

1. Kenneth Ainley, Associate Professor, HSD in Health Education,
2. Betty Rauhe, Associate Professor, HSD in Health Education,
3. Karen Berard-Reed, Assistant Professor, M.Ed Health Education, (Doctoral Candidate)
4. Susan Clark, Assistant Professor, Ed.D in Education

<http://aims.ncate.org>

ASSESSMENTS

ASSESSMENT 1. PRIOR CONTENT KNOWLEDGE

DESCRIPTION

The Department of Health and Physical Education uses three (3) criteria to assess prior knowledge for admission to the M.Ed program in Health Education. These criteria are also found on the Advanced Program Recommendation-Candidate Information Sheet. [\(Add link to Advance Program Recommendation/Candidate Information Sheet\)](#). The criteria are:

- Grade point Average
- MAT or GRE scores
- Coursework in Psychology, human physiology or human biology, sociology or anthropology, and health education or health science coursework.

EVALUATION RUBRIC OR INSTRUMENT

Rubric for Assessment of Prior Content Knowledge

GPA	1	2	3	4
	<2.4	2.5-2.9	3.0-3.4	>3.5

MAT or GRE	1	2	3	4
	<25%tile	26th-39th	40th-70th	>75%

Discipline related coursework

Psychology	1	2	3	4
	<2.4	2.5-2.9	3.0-3.4	>3.5

Human Physiology OR Humaiology	1	2	3	4
	<2.4	2.5-2.9	3.0-3.4	>3.5

Sociology or Athropology	1	2	3	4
	<2.4	2.5-2.9	3.0-3.4	>3.5

Health education OR Health science courses	1	2	3	4
	<2.4	2.5-2.9	3.0-3.4	>3.5

MEAN SCORE =

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The above rubric considers two sets of criteria. The first criterion set is the overall GPA as well as the MAT or GRE performance. The second criterion is prior discipline related coursework. In other words coursework taken prior to applying the M.Ed program in Health Education.

In the event that candidates do not earn a rubric score of 3.0 or better for GPA or MAT/ GRE they will be asked to retake either. If, after two unsuccessful attempts to earn a rubric score of 3.0 the candidate may request special consideration for admission. Special consideration will be given to candidates who have earned grades of B+ or better in a minimum of 6 credits of graduate coursework.

In the event the candidate lacks the necessary discipline related prerequisite coursework they will be asked to take a course or two in their area/areas of deficiency. Candidates must earn a grade of B- or better to fulfill their coursework deficiency. Any undergraduate coursework cannot be used in their graduate plan of study.

The data in the following table reflects the combined mean scores for the GPA, the MAT or GRE requirement as well as the prerequisite coursework.

DATA*

<u>ACADEMIC YEAR</u>	<u>N</u>	<u>MEAN SCORES*</u>
2009/10	8	3.4
2008/09	10	3.5
2007/08	9	3.3

* estimated scores.

An examination of the above data reveals that one measure, namely the MAT, has the greatest overall impact in lowering the mean scores. When the MAT is not considered the mean scores are substantially higher. For the 2009/10 academic year the mean score was 3.7 when the MAT was not considered.

ASSESSMENT 2. CONTENT KNOWLEDGE

DESCRIPTION

The Department of Health and Physical Education uses two measures to assess candidate's content knowledge in Health Education. These two measures represent candidate performance in 8 health education courses or approximately 67% of the coursework in the M.Ed. program.

- Measure 1 is the GPA for the required professional HED courses: HED 500, 501, 505, 507, and 562. (See rubric below)
- Measure 2 is the GPA for the three health education elective courses (See rubric below)

EVALUATION RUBRIC

Assessment of Content Knowledge Rubric

GPA for Professional Courses

Course	Grade	GPEquiv.
HED 500		
HED 501		
HED 505		
HED 507		
HED 562		
		Ave.GPA =

Scoring Rubric

1	2	3	4
<2.4	2.5-2.9	3.0-3.4	>3.5

Mean Professional course GPA =

GPA for elective HED Courses

Course	Grade	GPEquiv.
HED ____		
HED ____		
HED ____		
		Ave.GPA =

Scoring Rubric

1	2	3	4
<2.4	2.5-2.9	3.0-3.4	>3.5

Mean HED elective GPA =

Candidates are expected to earn a combined average rubric score of 3.0. However, no grades of less than B can be used in the program. Candidates who receive a grade of less than B (3.0) in any course will be asked to repeat the course. However, if the candidate earns a grade of less than B in one of the three health electives, they will be permitted to substitute this course for another by permission of their advisor and subsequently changing their graduate plan of study.

DATA

<u>ACADEMIC YEAR</u>	<u>N</u>	<u>MEAN SCORES*</u>
2009/10	7	3.7
2008/09	7	3.8
2007/08	6	3.6

* estimated.

ASSESSMENT 3. PROFESSIONAL DISPOSITIONS

DESCRIPTION

Professional dispositions are assessed at several points during the time candidates are enrolled in the M.Ed program. These assessment points are: (1) Admission, (2) Formative, and (3) Summative. The following explains these assessments in more detail.

- (1) At admission candidates submit the following items for review. They include: a professional goals essay, three candidate reference forms, and three performance based evaluations. These are read and evaluated by the program admission committee. The results of these three assessments are graded using a four point scale and the criteria set forth in the candidate information sheet. [\(Add link to Advance Program Recommendation / Candidate Information Sheet\)](#)
- (2) At the formative stage, typically after candidates have completed 12 credits, they complete a modified version of the Candidate Self-Reflection form and submit it to the program coordinator [\(Add link to Modified Candidate Self-Reflections\)](#)
- (3) At the summative stage candidates complete and submit a modified version of the Candidate’s Self-Evaluation of Outcome. [\(Link to Modified Candidate Self-Evaluation of Outcome Form\)](#). Additionally, during the last required professional course, HED 562 Seminar in Health Education, the program coordinator conducts a Faculty Evaluation of Candidate Achievement. [\(Link to Evaluation of Candidate Achievement Form\)](#). In the spring of each year, candidates submit a “capstone project” in the form of a professional–exit portfolio. This portfolio is assessed using the Capstone Performance Assessment form [\(Link to HPE Capstone-Exit Portfolio Rubric\)](#).

INSTRUMENT (OR RUBRIC, IF APPLICABLE)

Admission Instrument for the Assessment of Professional Dispositions

Name: _____

1 Professional Goals Essay:

1	Unsatisfactory
2	Revise/Resubmit
3	Accept
4	Exemplary

2 Candidate Reference Forms:

1	Unsatisfactory
2	With reservation
3	Satisfactory
4	Commendable

3 Performance-Based Evaluation:

1	Questionable
2	With reservation
3	Adequate
4	Strong

DATA

This data is generated from three separate assessment points: (1) Admission data, (2) Formative Assessment and (3) Summative Assessment. These instruments use a scale of 1-4 with four being the best score.

Summative data from the Evaluation of Candidate Achievement form.

<u>ACADEMIC YEAR</u>	<u>N</u>	<u>MEAN SCORES</u>
2009/10	7	3.3
2008/09	7	3.0
2007/08	6	3.1

ASSESSMENT 4. PROFESSIONAL PRACTICE/FIELD-BASED ACTION RESEARCH

DESCRIPTION

Since this M.Ed program requires teacher certification as a condition of acceptance, there is no required internship or clinical experience. However, given the significance of field-based action research, several courses (HED 501, 505, 507 and 562) require projects that encourage candidates to look beyond their world and examine issues or vital statistics that relate more globally and examine the influence of culture and other forces on health and disease.

One such project that may best demonstrate this experience is a major requirement of the course, HED 501 Curriculum Designs in Health Education. This project ([Link to HED 501 Assignment 2 Fall 2010](#)) requires candidates, working independently, to locate a health education curriculum in a local school district and to analyze/evaluate it according to the criteria set forth in CDC's [Health Education Curriculum Analysis Tool \(HECAT\)](#). This analysis tool is designed to help school districts, schools, and others conduct a clear, complete, and consistent analysis of health education curricula based on the [National Health Education Standards](#) and [CDC's Characteristics of Effective Health Education Curricula](#).

Candidates are expected to examine the scope, sequence, and relevance of the content of the curriculum as well as the alignment of the content and objectives with the National Health Education Standards. Candidates are also encouraged to talk to teachers or administrators of the school system whose curriculum they are reviewing.

EVALUATION RUBRIC

The rubric for this assessment has the following components:

4	3	2	1	Organization of information
4	3	2	1	Amount of information
4	3	2	1	Quality of information
4	3	2	1	Mechanics
4	3	2	1	Copy Ready

The specific details of this rubric can be seen by linking to ([Add link to HED 501 Assignment 2 Rubric](#))

 DATA

<u>ACADEMIC YEAR</u>	<u>N</u>	<u>MEAN SCORES</u>
2009/10	11	.90
2008/09	13	.92
2007/08	NA	NA

There is not data available for the 2007/08 academic year since this project was instituted for the first time in the fall of the 2008/09 academic year. Prior to that date there was no field-based research project. This course is only offered in the fall semester.

 ASSESSMENT 5. DIVERSITY

 DESCRIPTION

Diversity is addressed by way of courses and coursework candidates take outside of the department as well as through a variety of experiences in courses required in the professional core of the M.Ed degree. More specifically, diversity is addressed in the following two ways. (1) Our candidates take two courses outside of the HPE department both of which are designed to provide both course work and experience with diverse populations. Candidates choose either FNED 502 or FNED 546 AND SPED 531. (2) The second way is the requirement that all candidates to take HED 501 Curriculum Designs in Health Education.

Outside of our department students are required to take either FNED 502 or FNED 546 and SPED 531

- FNED 502 Social Issues in Education (Department of Educational Studies) explores the social and cultural foundations of education. A requirement of this course is that candidates interview a culturally diverse caregiver and write a report on this experience. [\(Add link to FNED 501 Syllabus\)](#)
- FNED 546 Contexts of Schooling (Department of Educational Studies) examines the social and cultural forces that affect schools. A major requirement of this course is a 15 hour field component where candidates examine the social and cultural forces that affect a particular school. [\(Add link to FNED 546 Syllabus\)](#)
- SPED 531 Universal Design for Educating All Students involves studying the principles and practices of of universal design for teaching, learning, and assessment. The primary course product is a differentiated instruction unit. [\(Add link to SPED 531 Syllabus\)](#)

Within our department candidates are required to take HED 501.

- HED 501 Curriculum Designs in Health Education. This course examines curriculum development within the context of social, political, individual and social needs. The primary product of this course is the development of a health instruction unit that incorporates strategies for all candidates. Through advising candidates are encouraged to take SPED 531 before they enroll in HED 501. [\(Add link to HED 501 Syllabus\)](#)

EVALUATION RUBRIC

Since FNED 502, FNED 546, and SPED 531 are courses taught in the Departments of Educational Studies and Special Education respectively, we do not have access to their rubrics. However links to these departments offer rubric information. [\(Add link to FNED 501 Syllabus\)](#) [\(Add link to FNED 546 Syllabus\)](#)

For the course, HED 501 Curriculum Designs in Health Education, the following assignment description and rubric are provided.

Project Description: The purpose of this project is for you to develop a health or health related instructional unit for a population of your choice.

- Goal
- Standards
- The performance objectives and (learning targets)
- An outline of the content (1/1.1; 2/2.1/ etc.)
- Method-Activities linked to the objectives
- How you will address the needs of ALL students (differentiated unit issues)
- The resources you will use and
- Assessment – Questions to measure mastery of the objectives and lesson

The Rubric: The Rubric consists of the following criteria and can be viewed by linking on to: [\(Add link to HED 501 Assignment 3 and 4 Rubric\)](#)

4	3	2	1	Organization
4	3	2	1	Amount of information
4	3	2	1	Quality of information
4	3	2	1	Adherence to guidelines
4	3	2	1	Mechanics
4	3	2	1	Sources/References.

DATA

<u>ACADEMIC YEAR</u>	<u>N</u>	<u>MEAN SCORES</u>
2009/10	11	3.7 (93%)
2008/09	13	3.6 (90%)
2007/08	12	3.6 (90%)

ASSESSMENT 6. CAPSTONE OR SUMMATIVE EXPERIENCE

DESCRIPTION

A “Capstone-Exit Portfolio” is the capstone or summative experience required in the M.Ed. in Health Education. HED 562 Seminar in Health Education (the last professional course) is offered in the fall of each academic year. While this seminar is designed to examine research and research related issues relating to the assessment of student performance, the last three weeks of this course are used to introduce the candidates to the exit-portfolio project. The last 3 weeks of this course are used to develop the skeleton or framework of the portfolio. Candidates are given a set of instructions and examples before they begin to work on the portfolio. The spring semester is devoted to finishing the finishing the portfolio. Candidates also meet once in January, February, and March with the program coordinator to review their progress. Final copies of the Portfolio are due on the 1st Wednesday of April.

Nature of Capstone-exit portfolio

The purpose of the portfolio is to serve as a capstone experience and demonstrate the skills candidates have developed in the pursuit of their M.Ed. degree in Health Education. [\(Add link to HPE Capstone-portfolio description\)](#) This *capstone/ exit portfolio* should provide evidence of what you have learned or skills you have acquired in the 5 required courses: HED 500, 501, 505, 507 and 562. It should also show, by way of both narrative, charts or matrices, how the seven entry level health responsibilities/competencies are aligned with course work, lectures, and your artifacts.

EVALUATION RUBRIC

The assessment of this capstone experience is a rubric with a 1-4 scale.

The rubric for this exit portfolio consists of the following criteria:

4	3	2	1	The content and purpose of the portfolio including reflection
4	3	2	1	The organization of the portfolio including alignment of artifacts with CHES responsibilities and competencies and HECAT.
4	3	2	1	The amount of information provided
4	3	2	1	The quality of information provided-artifacts should be appropriate and of high quality
4	3	2	1	The mechanics (grammar, spelling and punctuation)
4	3	2	1	Copy ready-quality of presentation.

To see actual portfolio rubric link to [\(Add link to HPE Capstone-Portfolio rubric\)](#)

DATA

<u>ACADEMIC YEAR</u>	<u>N</u>	<u>MEAN SCORES</u>
2009/10	7	3.6
2008/09	7	3.7
2007/08	6	3.3

ASSESSMENT 7. OPTIONAL

DESCRIPTION

While there are no additional formal assessments used in the program, we strongly encourage our candidates take the Certified Health Education Specialist (CHES) exam. Although not a requirement at this time, we are pleased that since 2006, 17 of our graduates have taken and passed the exam.

We were just notified (Fall 2010) that two more recent program completers have passed the exam. We are proud of the fact that the institutional pass rate is currently 100%.

EVALUATION RUBRIC

Since this exam is not offered by Rhode Island College but is offered by the National Commission for Health Education Credentialing, Inc. (NCHEC), we only receive a periodic printout informing us of the number of candidates who pass the exam and the institutional pass rate. This information is available at [\(Add link to CHES_Exam Results\)](#)

DATA

<u>ACADEMIC YEAR</u>	<u>N*</u>	<u>MEAN SCORES **</u>
2009/10	4/4	100% Pass
2008/09	4/4	100% Pass
2007/08	6/6	100% Pass
2006/07	2/2	100% Pass
2005/06	1/1	100% Pass

* number indicates the number who took and passed the exam (ex. 4/4 = four passed/four sat for exam)

** Actual passing scores are not provided to us. We are only informed of how many took the exam and how many passed. Note that the institution has a 100% pass rate.

DATA USE

This was a very useful and revealing experience. For about a year, the health faculty has been talking about revising the M.Ed program. Now, having completed the review process, we have identified areas and weaknesses that need improvement. It is our intention to use these assessments as a guide for future program revisions.

In reviewing our program, it appears that three areas are in greatest need of improvement. The first has to do with diversity; the second with field based experiences; and the third is candidate follow-up. For diversity and field experience we need to strengthen the candidate experience. For candidate follow-up, we need to develop a process/system that will allow us to better follow our program completers.

Since all candidates take Special Education 531 Universal Designs for Educating All Students, they get a good experience in designing a differentiated instruction unit, but we need to capitalize on this experience and do a better job integrating this experience into our Health Education courses. Our plan is to meet with the faculty in the

Special Education Department who teach SPED 531 and come up with some ideas on how best to strengthen the candidates experience.

The second revealing assessment was in the Field Experience requirement. While we are successful in getting our candidates into the field in at least three of our courses as well as FNED 546, it is our opinion that we could enrich this experience. This will also be a focus for the upcoming year.

The third area of deficiency is the candidate follow-up. Once this self-evaluation is completed we plan to meet with the Dean of the Feinstein School of Education and Human Development to discuss how best, with the College resources, we can improve the follow-up process.