

Assessment #2 (Required)

Assessment of Content Knowledge in Health Education

Part 1. *Description of the assessment*

There are six courses selected which are in clear alignment with AAHE Standards in order to assess Content Knowledge in Health Education. Standards of Assessment, Planning, Implementation, Evaluation, Coordination, Resource, and Communication are best addressed in these courses. In addition, candidates are also required to earn at least a B- in HED 221: Nutrition, HED 410: Stress Management, HED 431: Drug Education, HED 102: Personal Health, and HED 101: Human Sexuality. The courses grouped here, selected for their direct alignment with AAHE Standards, and their support of candidates development into the Health Education profession, are HED 202: Principles of Health Education; HED 300: Concepts of Teaching Health Education; HED 303: Community Health Education; HED 325: Assessment in Health and Physical Education; HED 404: Organization and Administration of School Health Programs; and HED 418: Practicum in Health Education.

In HED 202: Principles of Health Education, candidates become familiar with the Health Education profession. The basic principles of health education in school and community settings are studied. Focus is on professional and personal philosophy, the influence of technology, entry-level responsibilities, and the future of the profession. Emphasis is on philosophy, history, and practice of health education, utilizing the knowledge base to develop a reflective practitioner. Interwoven throughout the course are aspects of the cultural diversity and global perspective of health education: past, present, and future. Candidates are given opportunity to reflect upon the numerous and varied factors that influence and affect the profession of health education and promotion from the local to the state to the federal to the international domain. It requires the student to look beyond his/her immediate environment and take a more global perspective of Health Education and Health Promotion. As an introduction to the profession of Health Education, the course provides candidates with a professional foundation, utilizing guest speakers, additional readings, and technology, from which they will develop, incorporate and reflect upon previous health content, cognate and professional courses to build a strong knowledge base. This course also assesses candidates ability to be resourceful, and helps them start to build a resource “database” for themselves in order to be a helpful resource to future students.

HED 404: Organization and Administration of School Health Programs aligns with all Standards and is therefore an obvious choice for this Assessment. Emphasis is placed on objectives of school health, the nature of comprehensive school health, and the process of curriculum and program development. As the policies, responsibilities, and duties required to establish and maintain state-of-the-art school health curriculum, programs, standards, and performance indicators call for an understanding of numerous aspects of health education. This course assists candidates to comprehend their function in the process. Candidates are encouraged to analyze their own view of the ethics involved in the creative process. This course is designed to give candidates opportunities to explore current aspects of the school health program. Candidates are expected to investigate the decision making process that occurs when goals, objectives, and contents, that make up comprehensive school health are established. Candidates are expected to use the Internet to investigate the information available in the area of school health programs. Candidates will review current local, state, and national school curricula and programs and reflect upon and connect the information covered in class to that of the established materials. Multicultural issues surrounding school health program are discussed as essential elements in the planning of school health programs. Candidates are asked to develop a global perspective of school health programs by examining several school health initiatives of other countries. The culminating features of this course involve planning a health education forum, developing the structure of a health curriculum, and analyzing some aspect of a school health program.

HED 300: Concepts of Teaching Health Education is the analytical study of teaching health education. Included are teaching models, technical skills of teaching, instructional planning, classroom management strategies, and several observational techniques. School visits are required. The course provides candidates with an understanding of curriculum as well as the role of the teacher.

Methods and issues of assessment are covered in HED 325: Assessment in Health and Physical Education. Emphasis is on techniques and principles used in the construction, administration, and quantification of measuring devices for evaluation purposes. Interpretation of standardized tests of ability, aptitude, achievement, interest, and personality are also discussed. The course is designed to acquaint candidates with tests used for appraising academic growth of candidates; application of specific evaluative activities associated with student progress; evaluation of learning outcomes; and evaluating the affective domain. Emphasis is placed on the instructionally oriented design and construction of teacher-made tests. Attention is also given to descriptive statistical analysis, norms, standardization, validation procedures, and estimation of reliability.

In HED 418: Practicum in Health Education, candidates learn to enhance classroom preparation and presentation of comprehensive health education. Included is the development of lesson and unit plans and supervised teaching experiences in school settings. The intent of the course is to acquaint the learner with the basic roles of needs assessment, program planning, program implementation and program evaluation which the successful health teacher must fulfill. It is intended to increase the learner's comprehension of the health teaching/learning process in both the elementary and secondary grade levels. Candidates will learn to develop lessons utilizing a global perspective which demonstrates a respect for diversity. Candidates also utilize technology to access valid data and instructional tools.

In HED 300: Community Health Education, candidates engage in research, discussions and presentations on the critical issues of community health. Included are interpretations of vital statistics, special populations and communicable diseases. Candidates learn the core functions and elements of public and community health. Emphasis is placed on assessing and planning community health programs, epidemiology, the role of behavior and environment on health, and finding health resources. Candidates investigate the structure and functions of health service organizations. The course helps candidates to understand and build respect for diverse communities. The course emphasizes the professional roles and duties of a health educator in a variety of communities – from the classroom community to the world community.

Please see below for further evidence of alignment with AAHE Standards.

Part 2. Alignment with AAHE Standards

Alignment Matrix Organized by Course

| Course Name & No. | AAHE Standards Addressed by Course | Brief Description of Meeting Standards |
|---|---|---|
| HED 202: Principles of Health Education | I: A, B, C; II: A, B, C, D; III: A, B, C, D; IV: A, B, C, D; V: A, B, C, D; VI: A, B, C, D; VII: A, B, C, D | Candidates are introduced, throughout the course, to the standards for the first time in their program. Candidates take part in discussions, small group presentations, and projects that relate to the standards, in order to build an understanding of the standards. |
| HED 300: Concepts of Teaching Health Education | I: A,C; II: B, C, D; III: A, B, C, D; IV: A; VII: A, B | Candidates practice writing standards-based lessons driven by learner and contextual factors. Candidates incorporate a variety of instructional strategies, technologies, and resources to ensure developmentally appropriate instruction. Candidates create instructional objectives and assessment strategies to measure student learning. Candidates plan, implement, and reflect upon lessons in a micro-teaching format. |
| HED 303: Community Health Education | I: A, B, C; VI: A, C, D; VII: A, B, C | See Course Title |
| HED 325: Assessment in Health and Physical Education | IV: A, B, C, D | Methods and issues of classroom community-based assessment are covered. Emphasis is on techniques and principles used in the construction, administration, and quantification of measuring devices for evaluation purposes. Interpretation of standardized tests of ability, aptitude, achievement, interest, and personality is also discussed. |
| HED 404: Organization and Administration of School Health Programs | All standards and key elements. | All standards and key elements are addressed in this course to varying degrees. A focus of instruction and assessment in this course is for candidates to develop competencies in Standard V: Coordinating provision of health education programs and services. This is accomplished through investigations of policy, CSHPs, and the planning, implementation and evaluation of TDV workshops. Standard VI: Candidates act as a resource person in health education and Standard VII: Candidates communicate health and health |

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| | | <p>education needs, concerns, and resources are also focal points. Candidates practice and demonstrate these skills through class work and the TDV in-service workshop project. The other standards are addressed along side these focal points. While they do not represent the main purpose of the course in the scheme of the overall program,</p> |
| <p>HED 418: Practicum in Health Education</p> | <p>I:A,B,C; II:A,B,C,D; III:A,B,C,D; IV:A,B,C,D; V:A,B,C,D; VI:A,D; VII:A,C</p> | <p>Candidates practice writing standards-based lessons incorporating a variety of instructional strategies and resources. Candidates plan lessons, research content, develop assessments with rubrics, and implement instructional units for use during two field placements K-12. Candidates also collaborate with the community, professionals and families in order to practice working within the CSH model.</p> |

Part 3. Grade Policy and Minimum Expectations

a. CHANGES IN GRADE REQUIREMENTS*

There have been changes. Candidates should consult with their Advisors. As of Fall 2005, all incoming freshman and transfers are required to attain minimum of a “B-” grade in all PED and HED courses.

*From RIC Health and Physical Education Department - *Reed and Head* Document, 2010.

b. See Attachment- “Status Report and Program Requirements”

c. GRADING SYSTEM*

Academic standing is based on grade points, which are related to letter grades as indicated:

| Letter Grade | Grade Points per Semester Hour |
|---------------------|---------------------------------------|
| A (excellent) | 4.00 |
| A- | 3.67 |
| B+ | 3.33 |
| B (good) | 3.00 |
| B- | 2.67 |
| C+ | 2.33 |
| C (satisfactory) | 2.00 |
| C- | 1.67 |
| D+ | 1.33 |
| D (low pass) | 1.00 |
| D- | 0.67 |
| F* (failure) | 0.00 |

*From Rhode Island College Catalog, 2010-2011

Part 4. Data Table**Mean GPA in Health Education Courses for Candidates Admitted to the HED Program**

| Semester | Number of Candidates Student Teaching* | Mean GPA in Content Courses |
|-------------|---|-----------------------------|
| Spring 2010 | 8 | 3.67 |
| Fall 2009 | 5 | 3.60 |
| Spring 2009 | 15 | 3.46 |
| Fall 2008 | 0 | N/A |
| Spring 2008 | 13 | 3.47 |
| Fall 2007 | 1 | 3.48 |
| Spring 2007 | 9 | 3.57 |
| Fall 2006 | 8 | 3.71 |
| Spring 2006 | 16 | 3.67 |

*Note: n =number of candidates student teaching during semester indicated. “Placements” in other sections of this report can be a slightly different n if the candidate is majoring in Health Education only. Therefore the candidate has two placements. Furthermore, data representing “program completers” may vary slightly from this if program requirements were not complete at the time of student teaching. This happens in only rare cases.

Part 5. Brief analysis of data findings

All candidates are required to take the six content courses used for this assessment. We grouped the data by semester and by the group of candidates who student taught during that semester. We combined their course grades and calculated an average score for each group of candidates for each semester. The data shows a consistent and excellent grasp of content knowledge. Average scores ranged from 3.46 to 3.67, which is a B+ to an A- on the college grading scale. Students are required to earn at least a B- in all HED courses, including courses not used for this assessment. If students do not earn at least a B-, they must take the course again. The data is an indication that candidates show proficiency and excellence in knowledge of the health education field. The candidates who complete student teaching are prepared and possess the necessary knowledge and skills of the Standards and Key Elements. The Standards addressed by these courses are extensive and well aligned, so we feel confident the course content and instruction within this group of courses is on target. We expect to continue to see the results remain high.