RHODE ISLAND COLLEGE

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

HED 562-01 SEMINAR IN HEALTH EDUCATION (3) FALL 2010

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Department: **Health and Physical Education, MC 131, 456-8045**
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1. COURSE INFORMATION

Catalog: Focus is on research in health education. This is a capstone experience for graduate students in health education and should be among the last 6 credit hours taken in the program. *3 credit hours. Prerequisite: HED 500, 501, 505, 507.* (ELEM 510 strongly recommended) *Offered fall.*

Relationship to Professional Program: This is a required course for all students enrolled in the M.Ed program in health education. It is designed to be a capstone course in the graduate program. Although the course focuses specifically on aspects of instructional, teacher, and program assessment students are encouraged to link the various class readings and projects with previous required courses and professional experiences and to understand how measurement, assessment and evaluation of students and programs will enhance their effectiveness as health educators. Students are expected to demonstrate statistical proficiency with Excel in the computer application of research and evaluation to diverse health education environments.

Learning Objective At the end of the course, students will be able to	***Standards (RIPTS, SPA or NCATE, FSEHD Conceptual Framework)***	***How is it assessed?***
1. Explain measurement, evaluation and assessment	RIPTS 1.1, 2.1,2.5 AAHE 1.(A B); 7. (A, D) CF A.1-A.4	Paper/out of class Discussion-in class
2. Explain reliability, validity, and objectivity	RIPTS 1.1, 2.1, 2.5 AAHE 1. (A, B); 7. (A,D) CF A.1-4	Paper/out of class #1 Discussion-in class
3. Use excel to analyze statistical data	RIPTS 2.3; 2.5 AAHE 2. (B,C,E,F) 4. (A-E) CF A.4; B.2; B.3	Class project #2 Computer lab
4. Design and Analyze Rubrics	RIPTS 2.3, 2.4 AAHE 2 (B,C,E,F) 4 (A-E) CF A.4, B.2, B.3	Class project #3

5. Design and Analyze Survey Data	RIPTS 2.3, 2.4, 9.2-9.4 AAHE 2 (B,C,E,F) 4 (A-E) CF A.4, B.2, B.3	Class project #4
6. Evaluate a program or curriculum	RIPTS 2.3, 2.4, 9.2-9.4 11.2, 11.3 AAHE 2 (B,C,E,F) 4 (A-E) CF A.4, B.2, B.3,	Class discussion
7. Develop an instrument to measure knowledge	RIPTS 2.3, 2.4, 9.2-9.4 AAHE 2 (B,C,E,F) 4 (A-E) CF A.4, B.2, B.3 D.1	Class project #5
8. Analyze, both qualitatively and quantitatively, test data	RIPTS 2.3, 2.4, 9.2-9.4 AAHE 2 (B,C,E,F) 4 (A-E) CF A.4, B.2, B.3 D.1	Class project #5
9. Demonstrate proficiency in assigning grades	RIPTS 2.3, 2.4, 9.2-9.4 AAHE 2 (B,C,E,F) 4 (A-E) CF A.4, B.2, B.3 D.1	Class project #6

2. COURSE TEXTS AND MATERIALS

Required: Ainley, K. I. (2010). *Practical Assessment In Health Education*. Rhode Island College, Providence, Rhode Island.

Supplementary: McDermott, R. J., & Sarvella, P. D. (1999). *Health Education Evaluation And Measurement*. (2nd ed.). United States: McGraw-Hill.

Note. Additional selected readings from: JOPERD, Journal of Health Education, Journal of Public Health and other appropriate sources.

References

1. Banta, T. W. (2007, January 26). A Warning on Measuring Learning Outcomes . *Inside Higher Education*. Retrieved August 10, 2010,
2. Bond, S. L., Boyd, S. E., & Rapp, K. A. (1997). *Taking Stock: A Practical Guide To Evaluating Your Own Programs*. Chapel Hill: Horizon Research.

3. Green, L. W., & Kreuter, M. W. (1999). *Health Promotion Planning: An Educational And Ecological Approach*. (3rd Ed.). Mountain View, CA: Mayfield Publishing Co.
4. Green, L. W., & Lewis, F. M. (2000). *Measurement And Evaluation In Health Education And Health Promotion.* Palo Alto, CA: Mayfield Publishing Co.
5. Telfair, J., Leviton, L. C., & Merchant, J. S. (1999*). Evaluating Health and Human Service Programs in Community Setting*. New Directions For Evaluation, (83),
6. The University of Texas–Houston Health Sciences Center School of Public Health and The Texas Health Department. (2002). *Practical Evaluation Of Public Health Programs*. Atlanta, GA., Centers for Disease Control and Prevention .
7. (2009, December). What States Can Do To Improve Teacher Effectiveness. The Education Trust.

3. COURSE CALENDAR

Week	*Class Topic*	*Readings*	*Assignment*
1	Course introduction, requirements, assignments, lecture-Measurement-Evaluation-Assessment and Uses of	1 & 2	1st homework-paper assignment
--	**NO CLASS – Labor Day**	**--**	
2	Comprehensive Assessment – M.Ed exit requirement Measuring & assessing knowledge	3	
3	Test analysis	4	In-class activity Homework Project Reading-Discus.
4	Traditional and authentic assessment/Rubric Development	5	In-class activity Project
5	Rubric analysis	6	Project In-class activity
--	**NO CLASS – Columbus Day**	**--**	
6	Grading performance	7	Project
7	Survey analysis	Handout	Project

Week	*Class Topic*	*Readings*	*Assignment*
8	Assessing Teacher Effectiveness	8	In-class activity Homework Project
9	TBA	?	
10	Program/Curricular Evaluation	9	In-class activity Homework Project
11	Data Analysis-Excel	Data Analysis-Excel	Computer Lab Worksheet
12	Data Analysis-Excel	Data Analysis-Excel	Computer lab Worksheet
13	**Last Class**	**?**	
14	**FINALS WEEK**	**?**	

4. REQUIREMENTS

Performance Assessments

1. Prepare a brief paper that describes the role of research, evaluation, measurement, and assessment in health education with an appropriate reference page. This involves selecting valid sources of information and using appropriate computerized sources of health-related information (where appropriate). (AAHE. Responsibility I. A.; VIII. A,B,C. - RIPTS 1.1; 1.2; 2.5)

2. Statistically analyze selected data on the computer. This involves demonstrating proficiency in using MS Excel to provide prepare graphs and charts as well as to determine measures of central tendency, variability, correlation, chi-square, and other measures of statistical significance. (AAHE. Responsibility VIII. B. – RIPTS 2.3; 2.4)

3. Develop and administer a survey instrument that will be capable of assessing individual and community needs for health education. This involves not only developing but also analyzing the survey data. (AAHE. Responsibility I. A. – RIPTS 2.3; 2.4; 9.2-9.4)

4. Develop a set of standards; a scoring rubric and assessment protocol to evaluate a health program. This involves locating appropriate standards, developing a valid instrument but also administering and analyzing the results. (AAHE. Responsibility IV. A,B,C,D. – RIPTS 2.3; 2.4; 9.2-9.4)

5. Develop-administer-analyze health knowledge. This involves developing a valid, reliable, and objective health knowledge instrument; administering the instrument to a select audience, and analyzing the results. (AAHE. Responsibility II. C, D. , Responsibility IV A,B,C,D – RIPTS 2.3; 2.4; 9.2-9.4; 11.2; 11.3)

6. Analyze class performance data. This involves applying a number of different grading formats to student performance data. (AAHE. Responsibility IV. A,B,C., Responsibility VII. B,C; - RIPTS 2.3; 2.4; 9.2-9.4; 11.2; 11.3)

*** NOTE: The nature of the homework and projects may change as needed**

Course Expectations

- In order to benefit from this course, you are expected to come prepared (i.e. read assignments, do homework and assigned readings) for each class. Since this is a seminar class, you will be expected to actively participate in each class. It is not possible to actively participate in this course if you are not in class. Please remember that if you are not in the class to get handouts, notes, and assignments you must make arrangements with another student to get these materials for you. Absence, however, is not a legitimate excuse for failing to fulfill class responsibilities and obligations. *You are still responsible for what takes place in class even if you are not in class*! Please do not ask me to send you my class lecture notes.

- Please be mindful of the fact that this is a 2.5 hr. class. It is important that you attend class; arrive on time; and not leave early. Each time you miss class you are missing about 7% of the course. So, you can see what the impact 2 or 3 absences (14% and 21% respectively) will have. If you are planning on several class absences (including vacations), we need to talk early in the course so that you understand the implications of these absences and what impact they may have on your participation and grade. Attendance is taken for each class.

- Unless an exemption is obtained from the instructor, all homework assignments are to be turned in (and presented) when due. You are also expected to do your own work and cite all work properly. If a project requires a presentation you will have that portion of the project deducted from the total point value of the course if you are not in class to make the presentation. (Please see student handbook regarding Academic Honesty) It is up to the instructor's discretion to accept late assignments. So, please let the instructor know if you plan to submit a project -assignment late.

- It is not a common practice to give incompletes. They are only given in extenuating circumstances and only after the student and the instructor develop a written contract. The usual procedure is for incompletes to be resolved (made up) within three weeks. (To be discussed in class).

- If you have any learning disabilities, special needs, or requirements for tests, class projects, or class lectures as determined by the counseling center please let the instructor know so that necessary accommodations can be made. Please refer to Americans with Disabilities Act for further information.

- NO active cell phones in class. Please turn off when in class.

Course evaluation

The grading is based on a percent of the total points. The maximum number of points is 800. This is a performance based course. Your grade will be based on 7 assignments-projects and class presentations. The chart below indicates the value of each assignment.

Assignment	Artifact	Points	RIPTS	AAHE	CF
1- Role of Measurement/Evaluation/ Assessment	Paper	100	1,2	1.A,1.B	A.1. A.4
2- Analysis of statistical data with Excel	Problems	100	5,9	1.A,1.B 4.B,	B.3
3- Design and analysis of rubrics	Rubric problems	100	5,9	1.A,1.B 4.B,	A.4, B.3
4- Development and administration of survey instrument to assess needs	Instrument Problems	100	1,2,5,9	1.A,1.B 4.B,	A.4, B.3
5- Assessment of health knowledge	Test Analysis	100	1,2,5,9	1.A,1.B 4.B,	A.4, B.3
6- Grading student classroom per-formance	Problems Graphs & Charts	100	1,2,5,9	1.A,1.B 4.B,	A.4, B.3
7- Presentations/participation	**Presentations (w/wo handouts)**	**100**	10	6.A 7.A	6.A D.3
Total --		**800**			

The grading format is as follows

A = 752-800 [94%]	B = 672-704 [84%]	C = 592-624 [74%]	D = 512-544 [64%]
A-= 720-752 [90%]	B- = 645-672 [80%]	C- = 560-592 [70%]	D- = 480-512 [60%]
B+ = 704-720 [88%)	C+ = 624-645 [78%]	D+ = 544-560 [68%]	F = < 480 Pts.

5. RIC POLICIES

- Academic Dishonesty Policy (*Rhode Island College Handbook of Policies, Practices, and Regulations* (Spring 2010), Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.): http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28
- Request for Reasonable Accommodations for Students with Disabilities: http://www.ric.edu/disabilityservices/faq.php
- The instructor reserves the right to change the syllabus at any point in the semester to accommodate learners' needs and pace of progress. Students will be notified in class of any changes.
- Students' assignments may be duplicated and utilized anonymously for the Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.