# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **Hpe 326 assessment in health education** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |
| A.2. [Proposal type](#type) | **Course: creation** | | | |
| A.3. [Originator](#Originator) | **Susan Clark** | [Home department](#home_dept) | **Health and Physical Education** | | |
| A.4. [Context and Rationale](#Rationale) | **Currently, the Health and Physical Education programs share a course that combines assessment of both disciplines in one assessment course (HPE 326). However, health education classroom assessment skills have not been adequately developed from this shared course. Assessment of physical movement in the gymnasium physical education setting is very different from assessment in the health education classroom. The new course would give teacher candidates the opportunity to fully develop, implement and revise health education assessments. Standard 4: Assessment of the National Standards for Initial Health Education Teacher Education (2018) requires “Health Education candidates use multiple methods of assessment to plan instruction, engage all learners, monitor learner progress, provide meaningful feedback, and reflect on and adjust units and lessons to enhance the acquisition of functional health knowledge and health-related skill proficiency for all learners”. In the HPE 326 course, there will be practice in writing several different types of items and assessments in the cognitive and affective domains. There will be practice writing and implementing skills-based health education lessons aligned with the National Health Education Standards. There will be adequate practice in aligning, designing, implementing, revising and refining rubrics. Teacher candidates will practice collecting and analyzing health education assessment data. Teacher candidates will learn about and practice using informal, formal, pre-, formative and summative health education assessments. Assessments in lessons and units, and how to align these in a curricular map will be practiced. Candidates will lean how to differentiate assessments and to design appropriately-leveled assessments. Data collection, analysis, and reporting will be practiced. Use of technology will be used throughout. How to plan and how to use data-driven instruction, as required by the Rhode Island Department of Education. will be learned.** | | | | |
| A.5. [Student impact](#student_impact) | **Teacher candidates will show competency in Standard 4: Assessment, and they will show skill in developing and interpreting data-driven instruction.** | | | | |
| A.6. [Impact on other programs](#impact) | **none** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **The HPE Department to the best of its ability will modify the faculty course assignments to cover this course.** | | | |
| [*Library*:](#library) | **None** | | | |
| [*Technology*](#technology) | **None** | | | |
| [*Facilities*](#facilities): | **None** | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. | | | | | |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions)) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | New Examples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) |  | **HPE 326** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  | **Assessment in Health Education** |
| B.4. [Course description](#description) |  | **Students will design, administer and analyze skills-based health education assessment instruments.** |
| B.5. [Prerequisite(s)](#prereqs) |  | **HPE 300** |
| B.6. [Offered](#Offered) |  | **Spring** |
| B.7. [Contact hours](#contacthours) |  | **2** |
| B.8. [Credit hours](#credits) |  | **2** |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) |  | **Fieldwork | Lecture** |
| B.12.[Categories](#required) |  | **Required for major** |
| B.13. Is this an Honors course? |  | **NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. |  | **NO** |
| B.15. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Presentations | Papers |**  **Class Work | Quizzes |**  **Performance Protocols | Projects |** |
| B.16. [Redundancy statement](#competing) |  |  |
| B. 17. Other changes, if any |  | |

| B.18**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| 1. Construct unit and lesson health education skills-based performance assessments and prompts aligned with health education standards | SHAPE 4.a,b  RIPTS 2,9,10  RIDE Initiatives 1.4, 1.5, 1.6 | **Performance Assessment**  **Quiz** |
| 2. Construct valid and reliable rubrics (and other evaluation tools) aligned with objectives | SHAPE 4.a,b  RIPTS 2,9,10  RIDE Initiatives 1.4, 1.5, 1.6 | **Rubric Aligned with Performance Assessment** |
| 3. Construct lesson and unit assessments measuring various levels of the affective and cognitive domains and multiple intelligences as they pertain to health education | SHAPE 4.a,b  RIPTS 2,9,10  RIDE Initiatives 1.4, 1.5, 1.6 | **Lesson and Unit Plans**  **Quiz** |
| 4. Accurately analyze health education assessment data from lessons and units. | SHAPE 4.c  RIPTS 2,9,10  RIDE Initiatives 1.4, 1.5 | **Analysis and Reflection** |
| 5. Accurately present health education data findings from lessons and units. | SHAPE 4.c, 5.e  RIPTS 2,9,10  RIDE Initiatives 1.4, 1.5 | **Presentation of Results** |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
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| 1. Assessments 2. Purpose, application and use (data driven instruction) 3. Comprehensive system   2) Guiding Principles of Assessment  A) Validity and reliability  B) Types of assessments (selected response, constructed response, authentic, etc.)  3) Curricular Mapping  A) National Health Education Standards  B) National Health Education Performance Indicators  3) Designing Aligned Assessments  A) Backward design  B) Health Education unit and lesson objectives measured  4) Health Education Performance Assessments  A) Development of student prompt  B) Development of assessments  5) Serving diverse learners in the Health Education classroom  A) Application of learner factors and accessibility needs  B) Differentiating assessments  6) Evaluation tools  A) Rubrics  B) Other evaluation tools (scoring guides, checklists, etc)  7) Technology  A) In assessment development and implementation  B) In data collection, analysis and presentation  8) Analyzing and Presenting Data  A) Informing instruction, students and curriculum  B) Data analysis and presentation |
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## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [curriculum@ric.edu](mailto:curriculum@ric.edu) and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary proposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Susan Clark | Program Coordinator of B.S Health Education |  |  |
| Robin Kirkwood Auld | Chair of Health and Physical Education |  |  |
| Julie Horwitz and/or Gerri August | Deans of FSEHD |  |  |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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