

Degree Program: <u>Health Sciences</u>
Department and College: <u>Health Sciences Department, CSAM</u>
Degree type (AA, AS, BA, BS , BBA, BSE, BSW): <u>BS</u>
Prepared by: <u>Laurie Knight/Bennie Prince</u>

Submitted to College Assessment Committee on <u>April 22, 2009</u> Approved on _____
Submitted to Provost Assessment Advisory Group on _____ Approved on _____

1. Program Responsibilities and Standards:

Health Education Promotion

The assessment process of the community health promotion degree uses an evaluation procedure recommended by the National Commission for Health Education Credentialing, Inc. (NCHEC). The focus of the NCHEC process is curriculum development in the seven areas of responsibility recognized as comprising the core of knowledge required for a certified health educator. The community health promotion curriculum is designed so that these seven areas of responsibility are covered in our courses. The seven areas of responsibility for a health education specialists outlined by the NCHEC have been adopted and serve as the health sciences health education promotion program standards. Upon completion of the program of student in health education promotion each student will be able to:

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|---|--------------------|
| I Assess Individual and Community Needs for Health Education Student Learning | Responsibility I |
| II Plan Health Education Strategies, Interventions, and Programs | Responsibility III |
| Implement Health Education Strategies, Intervention, and Programs | Responsibility IV |
| Conduct Evaluation and Research Related to Health Education | Responsibility V |
| V Administer Health Education Strategies, Interventions, and Programs | Responsibility VI |
| Health Education Resource Person | Responsibility VII |
| Advocate for Health and Health Education | Communicate and |

Health and Exercise Science emphasis in Secondary Education

The assessment of the health and exercise science in secondary education emphasis area is based on the State Department of Physical Education, Wellness, & Leisure program standards. These goals encompass the knowledge and competencies necessary for a secondary teacher of physical education, wellness, and leisure. Students completing the health and exercise science emphasis in secondary education tract will:

Standard One: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects.

Standard Two: The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:

Standard Three: The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:

Standard Four: The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:

Standard Five: The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:

2. Program Responsibilities and Standards:

Community Health Promotion

The learning objectives for the Health Education Promotions emphasis are broken down into responsibilities and competencies (objectives). The objectives are as follows:

Responsibility I Assess Individual and Community Needs for Health Education Student Learning

Competency A – Access existing health-related data

Competency B- Collect health related data

Competency C- Distinguish between behaviors that foster and hinder well being

Competency D- Determine factors that influence learning

Competency E- Identify factors that foster or hinder the process of health

Responsibility II Plan Health Education Strategies, Interventions, and Programs

Competency A - Involve people and organization in program planning

Competency B- Incorporate data analysis and principles of community organization

Competency C- Formulate appropriate and measurable program objectives

Competency D- Develop a logical scope and sequence plan for health education practice

Competency E- Design strategies, interventions, and programs consistent with specified objectives

Competency F- Select appropriate strategies to meet objectives

Competency G- Assess factors that affect implementation

Responsibility III Implement Health Education Strategies, Intervention, and Programs

Competency A- Initiate a plan of action

Competency B- Demonstrate a variety of skills in delivering strategies, interventions, and programs

Competency C- Use a variety of methods to implement strategies, interventions, and programs

Competency D- Conduct training programs

Responsibility IV Conduct Evaluation and Research Related to Health Education

Competency A- Develop plans for evaluation and research

Competency B- Review research and evaluation procedures

Competency C Design data collection instruments

Competency D-Carry out evaluation and research plans

Competency E- Interpret results from evaluation and research

Competency F- Infer implications from findings for future health-related activities

Responsibility V Administer Health Education Strategies, Interventions, and Programs

Competency A- Exercise organizational leadership

Competency B- Secure fiscal resources

Competency C- Manage human resources

Competency D- Obtain acceptance and support for programs

Responsibility VI Serve as a Health Education Resource Person

Competency A- Use health-related information resources

Competency B-Respond to request for health information

Competency C- Select resource materials for dissemination
Competency D- Establish Consultative Relationships

Responsibility VII Communicate and Advocate for Health and Health Education

Competency A-Analyze and respond to current and future needs in health education
Competency B-Apply a variety of communication methods and techniques
Competency C- Promote the health education profession individually and collectively
Competency D- Influence health policy to promote health

Health and Exercise Science emphasis in Secondary Education

The program learning standards (objectives) for health and exercise science emphasis in secondary education prepare students to understand and be knowledgeable of the following objectives:

Standard One: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:

- 1.1. How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure;
- 1.2. A multicultural perspective of Physical Education, Wellness and Leisure;
- 1.3. How to relate higher disciplinary knowledge to other subject areas;
- 1.4. How students' conceptual frameworks and their misconception of an area of knowledge can influence their learning;
- 1.5. The teacher has enthusiasm for the discipline(s) he/she teaches and helps connect it to everyday life;
- 1.6. The teacher realizes that subject matter knowledge is not a fixed body of facts, but is a complex and ever-evolving construct of ideas;
- 1.7. The teacher accepts multiple perspectives;
- 1.8. The teacher values interdisciplinary teaching and learning;
- 1.9. The teacher keeps abreast of new ideas and understandings in higher discipline;
- 1.10. The teacher approaches the discipline critically and evaluates new claims and interpretations in the field;
- 1.11. The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understandings;
- 1.12. The teacher represents and uses a variety of viewpoints, theories, "ways of knowing," methods of inquiry, and standards of evidence characteristic of the discipline.
- 1.13. The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence characteristic of the discipline.
- 1.14. The teacher includes multicultural perspectives in his/her lessons and conveys to learners how knowledge is developed from the vantage point of the culture.
- 1.15. The teacher creates interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.
- 1.16. The teacher ensures that what is taught and what is learned is accurate.
- 1.17. The teacher communicates effectively through reading, writing, speaking, and listening, and assists students in doing the same.

Standard Two: The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:

- 2.1. Principles of curriculum design and how to plan lessons, units, and courses of study;
- 2.2. How to apply interdisciplinary approaches to curriculum design;
- 2.3. Recognition of the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches;
- 2.4. How to teach students to communicate effectively through reading, writing, listening, and speaking;
- 2.5. How to ask questions to stimulate discussion as well as creative and critical thinking;
- 2.6. How to use various instructional technologies to address individual and group needs;
- 2.7. How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development;
- 2.8. The teacher is willing to respond with different approaches until students succeed;
- 2.9. The teacher is disposed to be a learner about organization, presentation, and assessment of content;
- 2.10. The teacher is inclined to use a variety of resources;
- 2.11. The teacher is open to and appreciates multiple perspectives of the disciplines and of the students;
- 2.12. The teacher is willing to explore and use technology as an instructional tool in the classroom;
- 2.13. The teacher is committed to improving practice based on a variety of assessments, both formal and informal;
- 2.14. The teacher is committed to lifelong learning;
- 2.15. The teacher plans lessons, units, and courses of study that are appropriate to the students, to the content, and to single discipline or interdisciplinary course objectives;
- 2.16. The teacher adapts the curricula to accommodate individual student abilities and needs;
- 2.17. The teacher evaluates and utilizes teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness;
- 2.18. The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives;
- 2.19. The teacher effectively integrates the communication skills of reading, writing, listening, and speaking into all curricula;
- 2.20. The teacher asks questions to stimulate discussion as well as creative and critical thinking;
- 2.21. The teacher creates learning experiences which encourage critical and creative thinking, problem-solving, and other higher order thinking skills;
- 2.22. The teacher uses technology, as appropriate, to improve learning and instruction;
- 2.23. The teacher constructs and uses a variety of assessment techniques to assess student growth and development;
- 2.24. The teacher uses feedback and assessment to improve practice;
- 2.25. The teacher provides opportunities for students to acquire the skills necessary to become lifelong learners.

Standard Three: The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:

- 3.1. Concepts of human growth and development;
- 3.2. How to evaluate and apply appropriate techniques and strategies based on different learning theories;
- 3.3. How to evaluate and use a variety of materials to support different instructional strategies;
- 3.4. How students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions;
- 3.5. An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain;
- 3.6. The importance of peers to intellectual development;
- 3.7. How to find information and services to support students;
- 3.8. The teacher is willing to provide and maintain a positive classroom environment;
- 3.9. The teacher believes that all children can learn at high levels and persists in helping all children achieve success;
- 3.10. The teacher accepts the responsibility to create an environment that motivates students to learn by building on their strengths and interests.
- 3.11. The teacher appreciates individual variations among students, shows respect for their diverse talents and abilities, and is committed to helping them develop their self confidence and competence.
- 3.12. The teacher is willing to find and use different teaching materials, teaching techniques, and strategies to meet the learning needs of students.
- 3.13. The teacher recognizes that all students are capable of sharing knowledge.
- 3.14. The teacher applies concepts of human growth and development to classroom instruction.
- 3.15. The teacher varies instruction using different learning techniques and strategies as appropriate for his/her students and the content.
- 3.16. The teacher selects, procures, and maintains appropriate materials to support different instructional strategies.
- 3.17. The teacher stimulates student reflection on prior knowledge, links new ideas to familiar ones, and makes connections to students' experiences.
- 3.18. The teacher provides students with opportunities for active engagement, for testing of ideas and materials, and for assuming responsibility for shaping their learning tasks.
- 3.19. The teacher provides opportunities for both individual and group learning.
- 3.20. The teacher finds and uses information and services to support students.
- 3.21. The teacher flexibly applies appropriate learning theories for individual students.
- 3.22. The teacher creates an environment which motivates students to learn by building on their strengths and interests.

Standard Four: The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:

- 4.1. A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling;
- 4.2. How students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values;
- 4.3. The importance of treating others with respect and dignity;
- 4.4. How to communicate effectively with multiple audiences;
- 4.5. The teacher respects, accepts, and supports ALL students.
- 4.6. The teacher appreciates the importance of effective communication.
- 4.7. The teacher is committed to the expression of democratic values in the classroom and in school.
- 4.8. The teacher promotes positive interpersonal relationships among students/parents/guardians, and the community.
- 4.9. The teacher expresses empathy and warmth in interpersonal relationships.
- 4.10. The teacher treats all others with the same respect and dignity with which he/she expects to be treated.
- 4.11. The teacher communicates effectively with diverse populations among students, parents/guardians, peers, and community.
- 4.12. The teacher creates an environment which nurtures self-confidence, self-respect, and competence.
- 4.13. The teacher considers the development of character, aspiration, and civic virtues in making instructional decisions.

Standard Five: The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:

- 5.1. The importance of reflecting on practice to improve instruction;
- 5.2. How to translate, evaluate, and apply current education research;
- 5.3. Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy;
- 5.4. An understanding of the process of change;
- 5.5. An understanding of schools as organizations within the larger community context;
- 5.6. An understanding of the importance of family/guardian involvement;
- 5.7. An understanding of how student groups function and influence people and how people influence students;
- 5.8. The teacher is committed to research, reflection, assessment, and learning as an ongoing process;
- 5.9. The teacher appreciates the need for change in a dynamic organization;
- 5.10. The teacher believes that he/she can make an important contribution to enhancing the education of students and to school improvement;
- 5.11. The teacher is willing to collaborate in school-improvement activities;
- 5.12. The teacher reflects on his/her teaching to improve instruction;
- 5.13. The teacher utilizes research to improve instruction;
- 5.14. The teacher assumes responsibility for his/her own professional development;

- 5.15. The teacher fulfills his/her legal obligations as represented by statute, regulation, school board directive, court decision, or other policy;
- 5.16. The teacher works collaboratively for student and school improvement;
- 5.17. The teacher seeks and uses human, material, community, and financial resources to improve student learning and to improve the school;
- 5.18. The teacher is an advocate for student learning and school improvement;
- 5.19. The teacher develops and maintains a professional presence and maintains a professional growth plan.

3. Courses Addressing Objectives:

_____. The NCHEC goals for the health education promotion program are addressed throughout the coursework required of a health education promotion major (Refer to the attached curriculum map). Overall assessment of the new 2009-2010 NCHEC Responsibilities Matrix will take place in Spring 2009 and the results will indicate courses that need to will be designated to collect student portfolio and artifacts. The data for this will be collected and the end of the year along with students GPA.

The goals for the health and exercise science emphasis in secondary education are addressed throughout the HSCI coursework. The State Standards of Physical Education, Wellness, & Leisure (SSPEWL) goals are measured through the use of the PRAXIS Series exams, Senior Portfolios, student artifacts, cooperating teacher assessment, university supervisor assessment, and evaluating student disposition (Refer to the attached curriculum map).

4. Objectives Assessment, Methods, Design, and Timeline:

Community Health Promotion Goals and Objectives: The community health promotion goals are assessed using the following procedures: (1) each course required for the community health promotion degree was assessed by the professor/instructor teaching that course (most current evaluation was conducted in 2006 by email, the NCHEC course matrix will be implemented again Fall 2009). The courses were assessed using the format outlined by NCHEC, which covers the seven areas of responsibility for a certified health education specialist; the competencies and the associated sub competencies (Health Education Promotion goals and objectives). This data provides the department with individual course contributions to meeting each objective. (2) A senior examination is given, which is an objective test of one hundred questions covering the seven areas of responsibility for a certified health education specialist (this exam was initially developed as a collaborative effort with the Arkansas Health Education Credentialing Board and over a two-year period produced an instrument with demonstrated reliability and validity). (3) Also included in our assessment was a student and program review by a Health Sciences Community Advisory Board. This advisory board is comprised of professional community health educators. This advisory board responsibilities will be reviewing student and program data, making recommendations and providing information on the readiness and abilities of students who participate in the HSCI internship program. (4) Objectives are also measured within individual courses by using exams, projects, discussions, portfolios and other classroom forms of assessment.

Health and Exercise Science in Secondary Education

The Health Sciences Assessment Committee reviewed all data from these instruments and as a result of the data analysis a schedule was developed. The NCHEC course evaluations are completed on a five year cycle. The comprehensive senior exam is offered upon completion of the HSCI internship that all students must complete. Health and exercise science in secondary education students are required to successfully complete all required PRAXIS Series exams before a degree can be awarded.

Standard 1 Candidates' knowledge of content. This standard is being met by Candidate knowledge is measured via the Praxis II assessments required for licensure, the PEWL degree plan, the GPA Boss worksheet and GPA SCED minor. These measures are incorporated into candidates' portfolios via UALR's Chalk & Wire assessment system. Data from these assessments indicate that candidates have ample knowledge of content

Standard 2. The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following Candidates’ ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions. Candidates’ ability to understand and apply pedagogical and professional content knowledge, skills and dispositions are assessed in a number of components including lesson plans, unit overviews, curriculum maps, disposition assessments and internship evaluations that include Pathwise criteria. Data from these assessments indicate that candidates score at the “proficient” levels in most cases.

Standard 3. Candidate effects on P-12 student learning. Candidate effects on P-12 are measured via teacher work samples that incorporate and analysis of grade 7-12 students pre-and post-test scores. Data indicate That candidates consistently have a positive effect on student learning in grades 7-12.

Standard 4. Evidence of meeting state standards. Candidates’ portfolios include artifacts from courses and experiences throughout their program of study. The portfolios provide evidence that program curriculum and assessments are aligned with state standards

ASSESSMENT TIMELINE Short Overview:

May 2009

1. First meeting of the health advisory board since 2003, new roles, responsibility, meets every Two years.
2. All data will be collected on all assessments and stored in Health Science Assessment blackboard course shell beginning in May 2009 and stored in blackboard Health Science Assessment according to calendar year.

HS/SCED	2005	2007	2008	2009	2010
Standard 1	GPAX	GPAX	GPAX	GPAX	GPAX
Standard 2	PPWDST	PPWDST	PPWDST	PPWDST	PPWDST
Standard 3	STP	STP	STP	STP	STP
Standard 4	STP	STP	STP	STP	STP
Standard 5	STR	STR	STR	STR	STR

HS/Health Ed Promotion

Responsibility 1	NGPA	I		S	NGPA
Responsibility 2	NGPA	I		S	NGPA
Responsibility 3	NGPA	I		S	NGPA
Responsibility 4	NGPA	I		S	NGPA
Responsibility 5	NGPA	I		S	NGPA
Responsibility 6	NGPA	I		S	NGPA
Responsibility 7	NGPA	I		S	NGPA

Short Overview of Assessment instruments: Health Education Promotion: N= NCHEC Course Matrix , GPA, S=Health Science Advisory Board Survey, I= Instructor Course Survey

Health and Exercise Science emphasis in Secondary Education:

X= PRAXIS P = Portfolio, PW=Pathwise student teaching evaluations cooperating teacher, university supervisor, D=disposition student teaching evaluation cooperating teacher, university, GPA, ST=student work samples- pre post test scores & analysis, R=student reflects on teaching experience

Curriculum Assessment Map: Health Education Promotion

		Responsibility 1: Assess Individual and Community Needs for Health Education Student Learning Add D, E			
Courses and Activities	How Outcomes are Addressed and Assessed	Summary of Responsibility 1 and its subtopics 1A-1E			
HSCI 1370	Emphasis: Assessed:	Somewhat Project			
HSCI 3372	Emphasis: Assessed:	None Not Assessed			
HSCI 3374	Emphasis: Assessed:	Extensive Exam & Project			
HSCI 3377	Emphasis: Assessed:	None Not Assessed			
HSCI 4371	Emphasis: Assessed:	Extensive Paper & Exam			
HSCI 4373	Emphasis: Assessed:	Extensive Exam & Discussion boards			
HSCI 4374	Emphasis: Assessed:	Extensive Exam, Paper, & Presentation			
HSCI 4376	Emphasis: Assessed:	Extensive Presentation, Paper, & Exams			
HSCI 4378	Emphasis: Assessed:	Extensive Paper			
HSCI 4379	Emphasis: Assessed:	Somewhat Project			
HSCI 3195 HSCI 3196	Emphasis: Assessed:	None Not Assessed			
HSCI 4695	Emphasis: Assessed:	None Not Assessed			
HSCI 2401	Emphasis: Assessed:	None Not Assessed			
HSCI 3402	Emphasis: Assessed:	None Not Assessed			
HSCI 4402	Emphasis: Assessed:	None Not Assessed			

Curriculum Assessment Map: Community Health Promotion

		Responsibility II: Responsibility II Plan Health Education Strategies, Interventions, and Programs			
Courses and Activities	How Outcomes are Addressed and Assessed	Summary of Responsibility 2 and its subtopics 2A-2E			
HSCI 1370	Emphasis: Assessed:	None Not Assessed			
HSCI 3372	Emphasis: Assessed:	None Not Assessed			
HSCI 3374	Emphasis: Assessed:	Little Project			
HSCI 3377	Emphasis: Assessed:	None Not Assessed			
HSCI 4371	Emphasis: Assessed:	Somewhat Assignments & Discussions			
HSCI 4373	Emphasis: Assessed:	None Not assessed			
HSCI 4374	Emphasis: Assessed:	Somewhat Project and Paper			
HSCI 4376	Emphasis: Assessed:	None Not Assessed			
HSCI 4378	Emphasis: Assessed:	None Not Assessed			
HSCI 4379	Emphasis: Assessed:	Little Project			
HSCI 3195 HSCI 3196	Emphasis: Assessed:	None Not Assessed			
HSCI 4695	Emphasis: Assessed:	None Not Assessed			
HSCI 2401	Emphasis: Assessed:	None Not Assessed			
HSCI 3402	Emphasis: Assessed:	None Not Assessed			
HSCI 4402	Emphasis: Assessed:	Somewhat Not Assessed			

Curriculum Assessment Map: Community Health Promotion

		Responsibility III Implement Health Education Strategies, Intervention, and Programs		
Courses and Activities	How Outcomes are Addressed and Assessed	Summary of Responsibility 3 and its subtopics 3A-3D		
HSCI 1370	Emphasis: Assessed:	None Not Assessed		
HSCI 3372	Emphasis: Assessed:	None Not Assessed		
HSCI 3374	Emphasis: Assessed:	None Not Assessed		
HSCI 3377	Emphasis: Assessed:	None Not Assessed		
HSCI 4371	Emphasis: Assessed:	Extensive Paper & Assignments/Discussions		
HSCI 4373	Emphasis: Assessed:	None Not assessed		
HSCI 4374	Emphasis: Assessed:	Extensive Project and Paper		
HSCI 4376	Emphasis: Assessed:	None Not Assessed		
HSCI 4378	Emphasis: Assessed:	None Not Assessed		
HSCI 4379	Emphasis: Assessed:	Little Project		
HSCI 3195 HSCI 3196	Emphasis: Assessed:	None Not Assessed		
HSCI 4695	Emphasis: Assessed:	None Not Assessed		
HSCI 2401	Emphasis: Assessed:	None Not Assessed		
HSCI 3402	Emphasis: Assessed:	None Not Assessed		
HSCI 4402	Emphasis: Assessed:	Somewhat Project		

Curriculum Assessment Map: Community Health Promotion

		Responsibility IV Conduct Evaluation and Research Related to Health Education			
Courses and Activities	How Outcomes are Addressed and Assessed	Summary of Responsibility 4 and its subtopics 4A-4F			
HSCI 1370	Emphasis: Assessed:	None Not Assessed			
HSCI 3372	Emphasis: Assessed:	None Not Assessed			
HSCI 3374	Emphasis: Assessed:	None Not Assessed			
HSCI 3377	Emphasis: Assessed:	None Not Assessed			
HSCI 4371	Emphasis: Assessed:	Little Paper & Assignments			
HSCI 4373	Emphasis: Assessed:	None Not assessed			
HSCI 4374	Emphasis: Assessed:	Somewhat Group Activities			
HSCI 4376	Emphasis: Assessed:	None Not Assessed			
HSCI 4378	Emphasis: Assessed:	Somewhat Paper & Exam			
HSCI 4379	Emphasis: Assessed:	Little Project			
HSCI 3195 HSCI 3196	Emphasis: Assessed:	None Not Assessed			
HSCI 4695	Emphasis: Assessed:	None Not Assessed			
HSCI 2401	Emphasis: Assessed:	None Not Assessed			
HSCI 3402	Emphasis: Assessed:	None Not Assessed			
HSCI 4402	Emphasis: Assessed:	None Not Assessed			

Curriculum Assessment Map: Community Health Promotion

		Responsibility V Administer Health Education Strategies, Interventions, and Programs		
Courses and Activities	How Outcomes are Addressed and Assessed	Summary of Responsibility 5 and its subtopics 5A-5D		
HSCI 1370	Emphasis: Assessed:	None Not Assessed		
HSCI 3372	Emphasis: Assessed:	None Not Assessed		
HSCI 3374	Emphasis: Assessed:	Little Not Assessed		
HSCI 3377	Emphasis: Assessed:	None Not Assessed		
HSCI 4371	Emphasis: Assessed:	Extensive Paper, Assignments, & Exams		
HSCI 4373	Emphasis: Assessed:	None Not assessed		
HSCI 4374	Emphasis: Assessed:	None Not assessed		
HSCI 4376	Emphasis: Assessed:	None Not Assessed		
HSCI 4378	Emphasis: Assessed:	Little Paper		
HSCI 4379	Emphasis: Assessed:	None Not Assessed		
HSCI 3195 HSCI 3196	Emphasis: Assessed:	None Not Assessed		
HSCI 4695	Emphasis: Assessed:	None Not Assessed		
HSCI 2401	Emphasis: Assessed:	None Not Assessed		
HSCI 3402	Emphasis: Assessed:	None Not Assessed		
HSCI 4402	Emphasis: Assessed:	None Not Assessed		

Curriculum Assessment Map: Community Health Promotions

		Responsibility VI Serve as a Health Education Resource Person			
Courses and Activities	How Outcomes are Addressed and Assessed	Summary of Responsibility 6 and its subtopics 6A-6D			
HSCI 1370	Emphasis: Assessed:	Somewhat Project			
HSCI 3372	Emphasis: Assessed:	None Not Assessed			
HSCI 3374	Emphasis: Assessed:	Somewhat Project			
HSCI 3377	Emphasis: Assessed:	None Not Assessed			
HSCI 4371	Emphasis: Assessed:	Extensive Exams, Paper, & Assignments			
HSCI 4373	Emphasis: Assessed:	Extensive Exams, Paper, & Assignments			
HSCI 4374	Emphasis: Assessed:	None Not assessed			
HSCI 4376	Emphasis: Assessed:	Extensive Paper & Presentation			
HSCI 4378	Emphasis: Assessed:	Somewhat Paper			
HSCI 4379	Emphasis: Assessed:	Little Project			
HSCI 3195 HSCI 3196	Emphasis: Assessed:	None Not Assessed			
HSCI 4695	Emphasis: Assessed:	None Not Assessed			
HSCI 2401	Emphasis: Assessed:	None Not Assessed			
HSCI 3402	Emphasis: Assessed:	None Not Assessed			
HSCI 4402	Emphasis: Assessed:	None Not Assessed			

Curriculum Assessment Map: Community Health Promotions

		Responsibility VII Communicate and Advocate for Health and Health Education			
Courses and Activities	How Outcomes are Addressed and Assessed	Summary of Responsibility 7 and its subtopics 7A-7D			
HSCI 1370	Emphasis: Assessed:	Little Project			
HSCI 3372	Emphasis: Assessed:	None Not Assessed			
HSCI 3374	Emphasis: Assessed:	Somewhat Project			
HSCI 3377	Emphasis: Assessed:	None Not Assessed			
HSCI 4371	Emphasis: Assessed:	Extensive Exam, Assignments, & Paper			
HSCI 4373	Emphasis: Assessed:	Somewhat Exam & Assignments/Discussions			
HSCI 4374	Emphasis: Assessed:	Somewhat Papers and Projects			
HSCI 4376	Emphasis: Assessed:	Somewhat Projects and Exams			
HSCI 4378	Emphasis: Assessed:	Somewhat Paper			
HSCI 4379	Emphasis: Assessed:	None Not Assessed			
HSCI 3195 HSCI 3196	Emphasis: Assessed:	Little Summary Paper			
HSCI 4695	Emphasis: Assessed:	Somewhat Summary Paper & Senior Exam			
HSCI 2401	Emphasis: Assessed:	None Not Assessed			
HSCI 3402	Emphasis: Assessed:	None Not Assessed			
HSCI 4402	Emphasis: Assessed:	None Not Assessed			

Curriculum Assessment Map: Health and Exercise Science Emphasis in Secondary Education

		Standard One: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:		
Courses and Activities	How Outcomes are Addressed and Assessed	Summary of subtopics 1.1-1.17		
HSCI 1370	Emphasis: Assessed:	Somewhat Exams		
HSCI 2372	Emphasis: Assessed:	Extensive Exams & Presentations		
HSCI 2302	Emphasis: Assessed:	Extensive Exams & Projects		
HSCI 2401	Emphasis: Assessed:	None Not Assessed		
HSCI 3310	Emphasis: Assessed:	Little Exams		
HSCI 3310 HSCI 3320	Emphasis: Assessed:	Little Exams		
HSCI 4376	Emphasis: Assessed:	None Not Assessed		
HSCI 3302	Emphasis: Assessed:	None Not Assessed		
HSCI 3372	Emphasis: Assessed:	None Not Assessed		
HSCI 3402	Emphasis: Assessed:	Somewhat Exams & Discussions		
HSCI 4330	Emphasis: Assessed:	None Not Assessed		
HSCI 4340	Emphasis: Assessed:	Somewhat Exams & Paper		
HSCI 4350	Emphasis: Assessed:	Extensive Exams & Presentations		
HSCI 3320	Emphasis: Assessed:	None Not Assessed		

Curriculum Assessment Map: Health and Exercise Science in Secondary Education

		Standard Two: The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:.				
Courses and Activities	How Outcomes are Addressed and Assessed	Summary of subtopics 2.1-2.27				
HSCI 1370	Emphasis: Assessed:	None Not Assessed				
HSCI 2372	Emphasis: Assessed:	Somewhat Exams				
HSCI 2302	Emphasis: Assessed:	Little				
HSCI 2401	Emphasis: Assessed:	None Not Assessed				
HSCI 3310	Emphasis: Assessed:	None Not Assessed				
HSCI 3210 HSCI 3220	Emphasis: Assessed:	Little Presentations				
HSCI 4376	Emphasis: Assessed:	None Not Assessed				
HSCI 3302	Emphasis: Assessed:	Somewhat Exams				
HSCI 3372 HSCI 4372	Emphasis: Assessed:	None Not Assessed				
HSCI 3402	Emphasis: Assessed:	Extensive Exams & Portfolios				
HSCI 4330	Emphasis: Assessed:	None Not Assessed				
HSCI 4340	Emphasis: Assessed:	Somewhat Exams				
HSCI 4350	Emphasis: Assessed:	None Not Assessed				
HSCI 3320	Emphasis: Assessed:	None Not Assessed				

Curriculum Assessment Map: Health and Exercise Science in Secondary Education

		Standard Three: The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:	
Courses and Activities	How Outcomes are Addressed and Assessed	Summary of subtopics 3.1-3.25	
HSCI 1370	Emphasis: Assessed:	None Not Assessed	
HSCI 2372	Emphasis: Assessed:	None Not Assessed	
HSCI 2302	Emphasis: Assessed:	None Not Assessed	
HSCI 2401	Emphasis: Assessed:	None Not Assessed	
HSCI 3310	Emphasis: Assessed:	None Not Assessed	
HSCI 3310 HSCI 3320	Emphasis: Assessed:	None Not Assessed	
HSCI 4376	Emphasis: Assessed:	None Not Assessed	
HSCI 3302	Emphasis: Assessed:	None Not Assessed	
HSCI 3372	Emphasis: Assessed:	None Not Assessed	
HSCI 3402	Emphasis: Assessed:	None Not Assessed	
HSCI 4330	Emphasis: Assessed:	None Not Assessed	
HSCI 4340	Emphasis: Assessed:	None Not Assessed	
HSCI 4350	Emphasis: Assessed:	None Not Assessed	
HSCI 3320	Emphasis: Assessed:	Extensive Exams, Papers, & Discussions	

Curriculum Assessment Map: Health and Exercise Science in Secondary Education

		Standard Four: The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following:	
Courses and Activities	How Outcomes are Addressed and Assessed	Summary of subtopics 4.1-4.13	
HSCI 1370	Emphasis: Assessed:	None Not Assessed	
HSCI 2372	Emphasis: Assessed:	None Not Assessed	
HSCI 2302	Emphasis: Assessed:	None Not Assessed	
HSCI 2401	Emphasis: Assessed:	None Not Assessed	
HSCI 3310	Emphasis: Assessed:	None Not Assessed	
HSCI 3310 HSCI 3320	Emphasis: Assessed:	None Not Assessed	
HSCI 4376	Emphasis: Assessed:	None Not Assessed	
HSCI 3302	Emphasis: Assessed:	None Not Assessed	
HSCI 3372	Emphasis: Assessed:	None Not Assessed	
HSCI 3402	Emphasis: Assessed:	None Not Assessed	
HSCI 4330	Emphasis: Assessed:	None Not Assessed	
HSCI 4340	Emphasis: Assessed:	None Not Assessed	
HSCI 4350	Emphasis: Assessed:	None Not Assessed	
HSCI 3320	Emphasis: Assessed:	Extensive Exams, Papers, & Discussions	

Curriculum Assessment Map: Health and Exercise Science in Secondary Education

		Standard Three: The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:	
Courses and Activities	How Outcomes are Addressed and Assessed	Summary of subtopics 3.1-3.25	
HSCI 1370	Emphasis: Assessed:	None Not Assessed	
HSCI 2372	Emphasis: Assessed:	None Not Assessed	
HSCI 2302	Emphasis: Assessed:	None Not Assessed	
HSCI 2401	Emphasis: Assessed:	None Not Assessed	
HSCI 3310	Emphasis: Assessed:	None Not Assessed	
HSCI 3310 HSCI 3320	Emphasis: Assessed:	None Not Assessed	
HSCI 4376	Emphasis: Assessed:	None Not Assessed	
HSCI 3302	Emphasis: Assessed:	None Not Assessed	
HSCI 3372	Emphasis: Assessed:	None Not Assessed	
HSCI 3402	Emphasis: Assessed:	None Not Assessed	
HSCI 4330	Emphasis: Assessed:	None Not Assessed	
HSCI 4340	Emphasis: Assessed:	None Not Assessed	
HSCI 4350	Emphasis: Assessed:	None Not Assessed	
HSCI 3320	Emphasis: Assessed:	Extensive Exams, Papers, & Discussions	

Curriculum Assessment Map: Health and Exercise Science in Secondary Education

		Standard Five: The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:	
Courses and Activities	How Outcomes are Addressed and Assessed	Summary of subtopics 5.1-5.19	
HSCI 1370	Emphasis: Assessed:	None Not Assessed	
HSCI 2372	Emphasis: Assessed:	None Not Assessed	
HSCI 2302	Emphasis: Assessed:	None Not Assessed	
HSCI 2401	Emphasis: Assessed:	None Not Assessed	
HSCI 3310	Emphasis: Assessed:	None Not Assessed	
HSCI 3310 HSCI 3320	Emphasis: Assessed:	None Not Assessed	
HSCI 4376	Emphasis: Assessed:	None Not Assessed	
HSCI 3302	Emphasis: Assessed:	None Not Assessed	
HSCI 3372	Emphasis: Assessed:	None Not Assessed	
HSCI 3402	Emphasis: Assessed:	None Not Assessed	
HSCI 4330	Emphasis: Assessed:	None Not Assessed	
HSCI 4340	Emphasis: Assessed:	None Not Assessed	
HSCI 4350	Emphasis: Assessed:	None Not Assessed	
HSCI 3320	Emphasis: Assessed:	Extensive Exams, Papers, & Discussions	

