

**Continuous Quality Assessment Plan  
and  
Curriculum Map  
for  
Spring 2016 to Spring 2020**

**Health and Physical Education Department  
(HPED)**

**Chair: Dr. Davidson Umeh**

**October 30, 2015**

## **Mission Statement of the Health and Physical Education Department**

The Health and Physical Education Department is dedicated to providing high quality educational experiences that will foster cognitive, affective, and psychomotor development in health and wellness, physical fitness, stress management, self-defense, and water safety for our students. Through a commitment to quality instruction the Department will provide a learning atmosphere for the development of positive lifestyle habits, increase the potential for productive living, and heighten the quality of healthy life in conjunction with career preparation.

## **Philosophy of Teaching**

The Department of Health and Physical Education believes that successful teaching results from a harmony between what was intended and what actually happens in the classroom. To accomplish this harmony, the instructor must effectively manage a number of factors that can either enhance or hinder this potential harmony. We are always mindful of our goals, class management, subject matter organization, participation quality, and the logical presentation of subject matter.

## **Learning Goals and Outcomes for all HPED Courses**

In preparing a departmental curriculum map, the curriculum committee has developed general learning goals and outcomes that are consistent with the knowledge, skills, and values that are inherent in the mission of the Health and Physical Education Department. Four general learning goals were identified. Each of these learning goals is listed below along with suggested learning outcomes.

The four HPED learning goals are listed below. These are followed by another listing that enumerates the learning outcomes as they are linked to each of the learning goals.

## HPED Learning Goals

### **Goal 1. Knowledge in the Discipline**

Students will understand and demonstrate familiarity with the major concepts, empirical findings, and historical trends in health and physical education.

### **Goal 2. Research Methods in Health and Physical Education**

Students will understand and apply basic methods of measurement, data analysis, and evaluation in health and physical education.

### **Goal 3. Communication Skills**

Students will understand and be able to communicate effectively in language that is consistent with principles of health and physical education.

### **Goal 4. Critical Thinking**

Students will understand and be able to apply critical thinking in discussing impacts of both negative and positive lifestyle behavior and the value of making a lifelong commitment to a healthy lifestyle.

## HPED Learning Outcomes as Linked to the Learning Goals

### **Goal 1. Knowledge in the Discipline**

Students will understand and demonstrate familiarity with the major concepts and historical trends in health and physical education.

### **Suggested Learning Outcomes**

Students will be able to:

1. Identify primary concepts in health and physical education.
2. Identify and explain health and wellness dimensions.
3. Identify health benefits that may be obtained through a healthy lifestyle.
4. Identify and explain the need and value of developing lifetime physical activity skills.
5. Identify and explain the concept of lifetime physical activity.
6. Identify and explain the importance of maintaining a healthy diet and nutrition.
7. Identify and explain concepts of stress management.

## **Goal 2. Research Methods in Health and Physical Education**

Students will understand and apply basic methods of measurement, data analysis, and evaluation in health and physical education.

### **Suggested Learning Outcomes**

Students will be able to:

1. Identify physical activity guidelines of the American College of Sports Medicine (ACSM), the American Heart Association (AHA), and the Department of Health and Human Services (DHHS).
2. Identify different assessment methods to evaluate wellness and physical fitness.
  - (a) Explain how to evaluate the components of wellness.
  - (b) Explain how to evaluate the components of physical fitness.
  - (c) Explain how to evaluate stress management methods.
3. Evaluate the appropriateness of various assessment methods.
  - (a) Explain the purpose of various methods of measurement.
  - (b) Explain methods of data analysis.
  - (c) Evaluate the validity and reliability of data.
4. Understand the value of assessment tools and resulting data.
  - (a) Explain the value of assessments.
  - (b) Explain the value of generalizability in the use of assessment data.
  - (c) Understand and explain the societal values of assessment data.

## **Goal 3. Communication Skills**

Students will understand and be able to communicate effectively in language that is consistent with principles of health and physical education.

### **Suggested Learning Outcomes**

In language that is consistent with health and physical education, students will be able to:

1. Organize arguments in support or against significant issues in health and physical education.
2. Develop a thesis statement on any contemporary health issue

#### **Goal 4. Critical Thinking**

Students will be able to understand health concepts and apply critical thinking in discussing impacts of both negative and positive lifestyle behavior and the value of making a lifelong commitment to a healthy lifestyle.

#### **Suggested Learning Outcomes**

Students will be able to understand and apply critical thinking to:

1. Evaluate the impacts of negative health habits.
2. Analyze positive personal health habits.
3. Reflect and provide logical solutions on projects for a healthy community.
4. Develop arguments for a lifelong commitment to healthy lifestyle practices.

### **Assessment Practices**

In seeking continuous quality assessment (CQA) in the delivery of educational services, the HPED has embarked on a program of regular assessments of department curriculum and pedagogy. The HPED has a number of three credit academically based core courses and several one credit activity courses. Course specific learning objectives have been developed for each of the HPED core courses. The learning goals that have been identified above (Knowledge in the Discipline, Research Methods in Health and Physical Education, Communication Skills, and Critical Thinking) provided the basis for the development of the course specific learning objectives. Following is a listing of the core courses along with the learning objectives that were developed for each course.

## HPED Core Courses Learning Goals and Outcomes

	<b>Learning Objective</b>	<b>Learning Objective</b>	<b>Learning Objective</b>	<b>Learning Objective</b>
	<i><b>Knowledge in the Discipline</b></i>	<i><b>Research Methods in Health and Physical Education</b></i>	<i><b>Communication Skills</b></i>	<i><b>Critical Thinking</b></i>
<b>PED 103 Personal Physical Fitness and Dynamic Health</b>	Learn basic concepts of health and physical education and how to develop a healthy lifestyle program.	Develop research skills including familiarity with library access to the American College of Sports Medicine, Physical Activity Guidelines for Americans, and other related printed and electronic resources.	Acquire the ability to communicate effectively in language that is consistent with principles of health and physical education.	Understand and be able to identify optimal health related physical fitness. Through examination of demographic percentiles be able to make behavior modification suggestions to improve health.
<b>PED 110 Contemporary Health Problems</b>	Be able to identify contemporary health problems and how positive lifestyle habits impact on good health.	Understand how to do research via the library, the internet, and media sources. Have the ability to evaluate current health practices by examining related literature. Be able to analyze existing health conditions and apply concepts for health improvement.	In discussing health concepts be able to understand and communicate effectively in the language of the discipline.	Evaluate how contemporary health problems impact on society, and how to address largely preventable diseases.
<b>PED 172 The Development of Weapons ----- An Historical Perspective</b>	Understand the evolution of weapons development and the use of force including their effects on society, politics, and the economy. Compare and contrast types of weapons and the historical effects of weapons on society.	Understand the research capabilities of the library, the internet, and media sources to find historical data on the development of weapons.	Discuss and write about the development of weapons and the corresponding health impacts associated with using the weapons.	Explain historical and current societal impacts resulting from the development of weapons.

	<b><i>Knowledge in the Discipline</i></b>	<b><i>Research Methods in Health and Physical Education</i></b>	<b><i>Communication Skills</i></b>	<b><i>Critical Thinking</i></b>
<b>PED 180 Stress Management</b>	Understand the scientific foundations of stress management and be able to apply those principles to a healthy lifestyle. Demonstrate the ability to identify methods and strategies for decreasing stressful behavior. Understand the major stressors for college students and be able to identify methods for stress reduction.	Know how to use and apply library and internet resources to find data on stress management.	Be able to discuss stress management concepts, including eustress and negative stress, and how stress control can affect the immune system and overall health.	Analyze the application of concepts of the major stress management theorists.
<b>PED 185 Health Issues in Uniform Services</b>	Understand the health issues that are consistent with uniformed service employment in public safety.	Be familiar with library resources, the use of the internet, and popular databases for health related research. Examine related health and physical education studies and be able to identify and discuss positive healthy lifestyle recommendations for uniformed services personnel.	Be able to report on research and attitudes relating to the health problems of uniformed service personnel.	Analyze health implications of public service and make suggestions for improvements in lifestyle practices
<b>PED 300 Community Programs for Health, Wellness, and Physical Activity</b>	Students will understand the issues that influence the development and maintenance of community programs for health, wellness, and physical activity.	Research via the library, the internet, and media sources and apply data and principles from a variety of governmental and private sources related to community health, wellness, and activity programs.	Formulate a proposal for the design of a model health, wellness, and physical activity program for a particular population. Present the proposal orally to the class in a clear and concise manner with comprehensive supporting evidence.	Review and analyze the effectiveness of existing community programs. Describe and critique regional and national guidelines for health and fitness programs for children, adolescents, adults, and seniors.

**Continuous Quality Assessment Schedule  
for Spring 2016 to Spring 2020**

<b>HPED Core Courses</b>	<b>Spring 2016</b>	<b>Spring 2017</b>	<b>Spring 2018</b>	<b>Spring 2019</b>	<b>Spring 2020</b>
<b>PED 300 Community Programs for Health, Wellness, and Physical Activity</b>	Course was given as Independent study since Fall 2011. Spring 2014 was the first time this course was given fully in class. A pedagogy effectiveness assessment in Spring 2016 will ensure that course learning goals and outcomes are being met.				
<b>PED 180 Stress Management</b>		A pedagogy effectiveness assessment is scheduled for Spring 2017 to ensure that course learning goals and outcomes are being met.			
<b>PED 110 Contemporary Health Problems</b>			A pedagogy effectiveness assessment is scheduled for Spring 2018 to ensure that course learning goals and outcomes are being met.		

HPED Core Courses	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
<p><b>PED 172</b>  <b>The</b>  <b>Development of</b>  <b>Weapons: An</b>  <b>Historical</b>  <b>Perspective</b></p>				<p>A pedagogy effectiveness assessment is scheduled for Spring 2019 to ensure that course learning goals and outcomes are being met.</p>	
<p><b>PED 103</b>  <b>Physical Fitness</b>  <b>and Dynamic</b>  <b>Health</b></p>					<p>A pedagogy effectiveness assessment is scheduled for Spring 2020 to ensure that course learning goals and outcomes are being met.</p>

100 – Level Courses	Exceeds Expectations	Exceeds Expectation	Meets Expectation	Approaches Expectation
200 – Level Courses	Exceeds Expectations	Meets Expectation	Approaches Expectation	Fails to Meet Expectation
300 – Level Courses	Exceeds Expectations	Meets Expectation	Fails to Meet Expectation	Fails to Meet Expectation

<b><u>Topic Focus</u></b>	The topic is focused narrowly enough for the scope of the assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis to be explored. Student builds upon thesis assignment with well-documented and exceptional supporting evidence.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a clearly stated position or hypothesis to be explored.	The topic is too broad for the scope of the assignment and most times may lack a clear presentation in discussion. Student exhibits a basic understanding of the intended assignment but the thesis is not fully supported throughout the assignment.	The topic shows insufficient depth of knowledge in the field of study. Reader has difficulty following the logic used for the thesis and development of the themes.
<b><u>Cohesiveness</u></b>	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources including lectures. Uses evidence appropriately and effectively with sufficient explanation to convince reader of argument.	Throughout the writing, ties together information from a variety of sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources. Begins to interpret the evidence and explain connections between evidence and main ideas.	At times the writer ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among materials obtained from all sources. Author often uses generalizations to support his/her points.	The writer does not tie information together from his or her sources. Disjointedness is apparent. Author's writing does not demonstrate a clear understanding of the materials. May use irrelevant details, misquotes, or erroneous supporting evidence.
<b><u>Citations</u></b>	Properly cites all data obtained from external sources. APA citation style is used in both text and bibliography throughout the written work.	Writing cites most data and information obtained from external sources. APA citation style is used in both text and bibliography.	Writing cites minor data obtained from external sources. Citation style is either inconsistent or incorrect throughout all work.	Insufficient or no resources cited. Citation style is incorrect throughout the entire work.

100 – Level Courses	Exceeds Expectations	Exceeds Expectation	Meets Expectation	Approaches Expectation
200 – Level Courses	Exceeds Expectations	Meets Expectation	Approaches Expectation	Fails to Meet Expectation
300 – Level Courses	Exceeds Expectations	Meets Expectation	Fails to Meet Expectation	Fails to Meet Expectation

<b><u>Knowledge of Facts, Terms, &amp; Concepts</u></b>	Demonstrates comprehensive knowledge of the facts, terms, and concepts. Appropriately indicates how these facts, terms, and concepts are used in the assignment.	Demonstrates a good understanding of the facts, terms, and concepts. Facts, terms, and concepts were not appropriately applied in the assignment.	Demonstrates vague understanding of the facts, terms, and concepts. Lack of clarity in application of the terms, facts, and concepts in the assignment.	Very little understanding of the facts, terms, and concepts. Presentation of facts, terms, and concepts in the assignment are unclear and incoherent.
<b><u>Knowledge of Theories &amp; Dimensions of the Subject Matter</u></b>	Demonstrates a deep understanding of the theories and dimensions in the subject matter. Shows an understanding of how these theories are applied.	Demonstrates a basic understanding of the theories in the subject matter. Theories were not accurately applied in their full context in the assignment.	Demonstrates little understanding of theories in the subject matter. Theories were not applied adequately in the assignment.	Demonstrates very little understanding of theories in the subject matter. Theories were not applied in the assignment.
<b><u>Knowledge of Social-Cultural Spectrum of the Subject Matter</u></b>	Demonstrates a showcase of knowledge with extensive variety of resources identified across different cultural environments. Indicates accurate understanding of the social and cultural influence on the subject matter.	Demonstrates a basic knowledge of the social and cultural aspects of the subject matter. Shows basic understanding of the impact of social and cultural influence on the subject matter.	Demonstrates less than basic understanding of the social and cultural influence on subject matter. Very little evidence provided on the social-cultural impact on the subject matter.	Demonstrates very little understanding of the social and cultural impacts on the subject matter. Very limited evidence related to social and cultural influence in the assignment.

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<b>300 – Level Courses</b>	<b>Exceeds Expectations</b>	<b>Meets Expectation</b>	<b>Fails to Meet Expectation</b>	<b>Fails to Meet Expectation</b>

<b><u>Evidence</u></b>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly and explored.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis regarding the subject matter being discussed. Viewpoints of experts are taken as mostly fact, with little questioning.	Issue/problem to be considered critically is stated but description leave some terms undefined, ambiguities, unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated with little or no clarification or description.
<b><u>Student Position</u></b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position on the topic being discussed. The connections between the parts are clear and highly accurate.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa). The connections between the parts are fairly accurate.	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position. The connections between the parts are somewhat accurate.	Specific position (perspective, thesis, and hypothesis) is stated, but is simplistic and obvious. The connections between the parts are inaccurate to a large degree.
<b><u>Conclusions</u></b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order. The paper briefly considers the implications of the acceptance of the conclusion for a larger argument.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. Conclusion is used to tie up some loose ends, but combines this with a restatement of the introduction.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are not identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are continually oversimplified.

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<b><u>Structure</u></b>	Written work has clear and appropriate beginning, development and conclusion. Paragraphing and transitions are also clear and appropriate. Uses a logical structure appropriate to paper subject, purpose, audience, thesis, and disciplinary field.	Written work has adequate beginning, development and conclusion. Paragraphing and transitions are also adequate for college level writing. Clearly states a thesis but may have minor lapses in development.	Written work has weak beginning, development and/or conclusion. Paragraphing and transitions are also deficient in development. Presents thesis in general terms.	Introduction is weak; organizational patterns show minimal correlation to purpose. Writing meanders; conclusion is weak. Does not have a clear thesis or central idea.
<b><u>Content &amp; Organization</u></b>	The length of the written work provides in-depth coverage of the topic, and assertions are clearly supported and evident. Guides the reader through the chain of reasoning or progression of ideas.	The length of the written work is sufficient to cover topic, but assertions are supported by inconsistent evidence. Some logical links may be faulty, but each paragraph clearly relates to paper's thesis.	Written work does not do an adequate job of covering the assigned topic, and assertions are missing or weakly supported by evidence. Paragraphs have topic sentences but may be overly general and lack coherence.	Writing demonstrates little or no variety in word choice, sentence, and paragraph structure. Many lapses in clarity and conciseness. Level or formality is inappropriate to purpose. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective.
<b><u>Mechanics</u></b>	Written work has no major errors in word selection and use, sentence structure, spelling, punctuation, and grammar usage. Almost entirely free of spelling, punctuation, and grammatical errors.	Written work is relatively free of errors in word selection and use, sentence structure, spelling, punctuation, and grammar. Work may contain a few errors but does not impede the reader's understanding.	Written work has several major errors in word selection and use, sentence structure, spelling, punctuation, and grammar usage. Work contains a few important errors that hinder reader's understanding and ability to see connections between thoughts.	Writing demonstrates consistent incorrect grammar and usage. Piece does not adhere to writing conventions. Mechanical errors make it frustrating for reader to follow the thought process from sentence to sentence.