

LSC Use Only
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CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: HP 341 Evaluations in Health and Physical Education
Suggested 20 Character Course Title: Eval in HPE
Department: Health and Physical Education
Contact Person: Dr. Charles Godlasky

II. If a course, is it being Proposed for:

_____ Course Revision/Approval Only
_____ Course Revision/Approval and Liberal Studies Approval
_____ Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

<u><i>Louis A. Clark</i></u> Department Curriculum Committee	<u><i>James D. Mill</i></u> Department Chairperson
<u><i>William M. ...</i></u> College Curriculum Committee	<u><i>Harold ...</i></u> College Dean *
_____ Director of Liberal Studies (where applicable)	_____ Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
to UWUCC: _____		

I. CATALOG DESCRIPTION

HP 341 Evaluation in Health and Physical Education

3 credits

3 lecture hours

(3c-01-3sh)

Evaluation theory, instructional objectives, and cognitive test construction; technical and practical considerations in testing and interpretation of test results in both health and physical education.

PART II DESCRIPTION OF CURRICULUM CHANGE

1. HP 341 Evaluation in Health and Physical Education
3 credits
3 lecture hours
(3c-01-3sh)

Evaluation theory, instructional objectives, and cognitive test construction; technical and practical considerations in testing and interpretation of test results in both health and physical education.

2. The course has been revised to include an emphasis on health-related fitness, physical growth and development of children, and needs assessments in health and physical education.
3. Old syllabus and new course syllabus are enclosed in the proposal.
4. JUSTIFICATION FOR REVISION

The revision was made necessary by the Department of Education's new standards for health and physical education.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

HP 341 Evaluation in Health and Physical Education
3 credits
3 lecture hours
(3c-01-3sh)

Evaluation theory, instructional objectives, and cognitive test construction; technical and practical considerations in testing and interpretation of test results in both health and physical education.

II. COURSE OBJECTIVES

At the completion of this course each student will:

- A. identify relationships that exist between measurement, evaluation and the objectives of the health education and physical education programs.
- B. perform elementary statistical functions and interpret the statistical concepts of research studies.
- C. analyze the physical growth and development of children using the National Center for Health Statistics or The American Medical Association's Growth Charts.
- D. conduct needs assessments and plan intervention techniques toward achieving the 1990 and Year 2000 health objectives for the nation's schools.
- E. distinguish between the health-related and the skill-related components of fitness.
- F. construct valid teacher-made tests.
- G. demonstrate the relationship between the application of measurement results to program accountability.
- H. administer tests in the field of health, physical education and exercise science to peers.
- I. organize, administer and analyze results of the measurement schedule in the health education and physical education programs.
- J. examine and evaluate methods of grading students in health and physical education.

III. COURSE OUTLINE

- A. UNIT I - The Nature of Measurement and Evaluation (5 hours)
 - 1. Definitions and terminology
 - 2. Formative evaluation vs. summative evaluation
 - 3. Norm referenced vs. criteria referenced evaluations

- B. UNIT II - Elementary Statistics (9 hours)
 - 1. Measurement of central tendency
 - 2. Measures of variability
 - 3. Correlation
 - 4. Standard score relationships
 - 5. Research and the significance of difference

- C. UNIT III - Assessing the National Health Objectives and Behavioral Outcomes (1990 and year 2000) (10 hours)
 - 1. The role of prevention
 - 2. Health in the work force
 - 3. Health in the school and non-school setting

- D. UNIT IV - The Characteristics of a Good Test (3 hours)
 - 1. Validity, reliability and objectivity

- E. UNIT V - Test Construction - Cognitive Health Tests (5 hours)
 - 1. Table of specifications
 - 2. Behavioral objectives
 - 3. Common errors and suggestions

- F. UNIT VI - Program Evaluations (6 hours)
 - 1. Course
 - 2. Instructor
 - 3. Program

G. UNIT VII - Grading in Health and Physical Education

(4 hours)

1. Normative
2. Criterion referenced

IV. EVALUATION METHODS

- 10% Completion of homework assignments
(5 assignments: assigned a letter grade)
- 25% Formative evaluations designed to measure student's understanding and application of course content
- 25% Formulation of objectives, a table of specifications, and a teacher-made test. The student will choose one of the health instruction topics from the 1990 or Year 2000 national health objectives. Each of the student objectives will be referenced to specific test questions. In addition, the student will indicate the level of Bloom's cognitive domain measured by each question (for example: knowledge, comprehension, application, analysis, synthesis, or evaluation.)
- 40% Summative evaluations (midterm and final), designed to be comprehensive enough to cover the entire course. Questions will be multiple choice, true and false, and short answer. (20% for each test)

V. REQUIRED TEXTBOOKS AND SUPPLEMENTAL READINGS

A. Textbooks

American School Health Association, (1988).

Achieving the 1990 health objectives for the nation,
Tichenor Publishing.

Safrit, Margaret J., (1990). Measurement in physical education and exercise science, Times Mirror/Mosby.

B. Supplemental Readings

Pollock, Marion, (1987). Planning and implementing health education in schools, Chapter 7 and 8, Mayfield Pub. Co.

*Read, Donald and Greene, Walter. (1980). Creative teaching of health. (Part V: Creative Evaluation and Professional Growth) Macmillan Pub. Co., Inc.

I. BIBLIOGRAPHY

Barrow, H.M. and Rosemary McGhee. (1989). A practical approach to measurement in physical education, Lea and Febiger.

Baumgartner, Ted A. (1987). Measurement for evaluation and exercise science. 3rd ed.: Wm. C. Brown.

*Bloom, Benjamin S. (1956). Taxonomy of educational objectives, McKay, Inc.

Green, Laurence W. (1985). Measurement and evaluation in health education and health promotion. Mayfield Publishing Co.

*Gronlund, Norman E. (1965). Measurement and evaluation in teaching, Macmillian Co.

*Johnson, Barry and Jack Nelson. (1969). Practical measurements for evaluation in physical education. Burgess Publishing Co.

*Mager, Robert F. (1977). Preparing instructional objectives, Fearon Publishing.

*Mathews, Donald K., (1978). Measurement in physical education, Saunders Co.

Nelson, Steven, (1986). How healthy is your school, guidelines for evaluating school health promotion, Published in Collaboration with American Alliance for Health, Physical Education, Recreation and Dance/Association for Advancement of Health Education/American School Health Association.

*Popham, James W. (1980). Evaluating instruction, Prentice Hall, Inc.

*Solleder, Marian. (1979). Evaluation instruments in health education, AAHE - AAHPERD.

Windsor, Richard., et al. (1984). Evaluation of health promotion and education programs, Mayfield Publishing Co.

*Zapka, Jane (Ed.) (1982). Research and evaluation in health education: Volume 3 of SOPHE Heritage Collection Monographs, Third Party Publishing Co.

*historical resource

HP 341 - EVALUATION IN HPE
Course Outline

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Office Hours: M-W 9:15
 M-Th 2:15
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Introduction

In the fields of physical education and exercise science, two concepts assume universal significance—the measurement of motor behavior and the evaluation of performance of physical skills and effectiveness of educational programs. Teachers of physical education should be able to select good tests, administer them properly, and use the results to improve student achievement. Although tests of motor behavior are of predominate interest to the teacher, knowledge tests and tests of affective behavior - such as sportsmanship - are also utilized. Further, the evaluation of instruction, curriculum, and program cannot be ignored. Specialists in fitness or sports centers have similar needs. The status of incoming clients should be evaluated. Their improvement should be monitored on a regular basis. The effectiveness of the center, both programmatically and financially, must be assessed. Indeed, without the tools of measurement and evaluation, indicators of attainment would be limited to totally subjective judgment.

This course was designed to prepare the undergraduate student in physical education or exercise science to effectively implement measurement and evaluation techniques. Since many undergraduate students are now preparing for careers in nonschool settings, the basic principles of measurement are exemplified in both school and nonschool settings.

I. General Course Objectives

1. An understanding of the vital relationships that exist between measurement and evaluation and the objectives of the physical education program.
2. An appreciation for and knowledge of the principles in organizing and administering efficiently the measurement schedule in the physical education program. Efficient administration of the selected test results in more reliable test scores and greater respect for the measurement schedule by pupils and colleagues.
3. A comprehension of basic procedures in analyzing the data collected from the testing program.
4. An understanding of the basic principles underlying the application of measurement results to the physical education program.
5. An acquaintance with the more pertinent tests in the field of physical education and exercise science.

6. An ability to construct valid tests.
7. An evaluation of various methods of grading students in physical education.
8. An ability to perform elementary statistical functions and to interpret the statistical concepts of reasearch studies.

II. Behavioral Objectives

III. Topical Outline

Unit 1 - The Nature of Measurement and Evaluation

Unit 2 - Elementary Statistics

Unit 3 - The Characteristics of a good test

Unit 4 - Test Construction - Skill and knowledge tests.

Unit 5 - Measures of Physical Performance

Unit 6 - Grading to Physical Education

Note: Specific objectives will accompany each unit.

IV. Student Evaluation

- A. The student's completion of frequent homework assignments will constitute 10% of the final grade.
- B. The student's understanding and application of course content as measured by formative evaluations will constitute 25% of the final grade.
- C. The student's ability to formulate objectives, a table of specifications, and a teacher-made test will constitute 25% of the final grade.
- D. The results of a summative evaluation, designed to be comprehensive enough to cover the entire course, will constitute 40% of the final grade.
- E. A student's ability and disposition to respond in class will help the instructor to subjectively determine the grade when the student earns average within two points of the next higher letter grade.

V. References

1. Text: Safrit, Margaret J., MEASUREMENT IN PHYSICAL EDUCATION AND EXERCISE SCIENCE, Times Mirror/Mosby, 1986.

2. Barrow, H.M. and Rosemary McGhee. A PRACTICAL APPROACH TO MEASUREMENT IN PHYSICAL EDUCATION, Lea and Febiger.
3. Bloom, Benjam S. TAXONOMY OF EDUCATIONAL OBJECTIVES McKay Inc., 1956.
4. Gronlund, Norman E. MEASUREMENT AND EVALUATION IN TEACHING, Macmillan Co.
5. Johnson, Barry and Jack Nelson. PRACTICAL MEASUREMENTS FOR EVALUATION IN PHYSICAL EDUCATION.
6. Mager, Robert F. PREPARING INSTRUCTIONAL OBJECTIVES, Fearon Publishing, 1977.
7. Mathews, Donald K., MEASUREMENT IN PHYSICAL EDUCATION, Saunders Co., 1978.
8. Popham, James W. EVALUATING INSTRUCTION, Prentice-Hall, Inc.
9. Safrit, Margaret J. EVALUATION IN PHYSICAL EDUCATION, Prentice-Hall, Inc., 1973.