Reports on Summer 2011 Curriculum Development Funded Projects on High Impact Learning Practices

Reports should be no more than four (5) pages in length and should include the following sections:

1) A cover letter – the first page of the report - with this information:

Faculty Members Participating (Please list designated lead first and add rows as needed):

<table>
<thead>
<tr>
<th>Rank</th>
<th>first name</th>
<th>last name</th>
<th>department(s) or program(s)</th>
<th>email address</th>
<th>tel. no.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>Greg</td>
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<td>5-5175</td>
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<td>Professor</td>
<td>Nanette</td>
<td>Tummers</td>
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</tr>
</tbody>
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Abstract

The purpose of this summer curriculum grant was to 1) develop a customized HPE 104 text book, 2) develop online/Blackboard/Vista resources 3) select an assessment tool for use across all sections of HPE 104, 4) train instructors.

2) Project narrative page – not more than 4 pages, including these 4 sections.

Introduction:

The Liberal Arts Program’s HPE 104 Foundations of Health and Wellness is a Tier I required course of all freshmen in their first 30 credits. To service approximately 900 students a year, the Department of Health and Physical Education (HPE) has developed approximately 60 sections of HPE 104 per year taught by both full time faculty and part time faculty. The course is designed to present the various challenges to health and wellness, identify health promotion and illness prevention strategies, develop personal goals, and reduce health and wellness risks.

The HPE 104 Foundations of Health and Wellness course has been the subject of several outcomes assessments. In 2007, Tummers and Kane investigated student behavioral outcomes as a result of the HPE 104 course. Later, in 2009, Kane lead a HPE ad-hoc committee on HPE 104 outcomes based on course content. Both of these course assessments yielded important information that was brought forth for curriculum considerations for future courses. To date nearly 600 students have participated in HPE 104 assessments in the last 2.5 years.

With this summer curriculum development grant, Drs. Kane and Tummers goal was to address high impact education practices, most specifically collaborative assignments and projects. We believe the core abilities within the Liberal Arts CORE Tier 1 reflect high impact practices which “help students develop the self-disciplined habits of mind, and the knowledge and skills that allow them to successfully meet the challenges of everyday life”.


These core abilities include:
  a. productively engage in multiple modes of thinking;
  b. examine, organize, and synthesize information in ways appropriate to a variety of contexts;
  c. communicate effectively orally, visually and in writing;
  d. use scientific methods and concepts and quantitative skills to solve problems and make informed decisions;
  e. understand how a person’s culture influences his/her view of the world;
  f. act in an informed and ethical manner in our global society;
  g. understand the human condition from an historical context; and
  h. foster curiosity and a passion for learning

Objectives:
The overall goals of HPE 104 is to increase student knowledge and skills in increasing physical activity; healthy eating; stress management and decreasing risk e.g. alcohol consumption and sexually transmitted diseases. The goal of this curriculum development project was to develop common collaborative assignments and projects, train instructors, customize a new textbook, and develop blackboard content.

Activities:
1. To address the goals outlined above we developed a customized text book for this course to meet the specific need of our students.

2. Once the text book was identified and customized, we developed Blackboard content.

3. Once these critical changes were made to HPE 104 course delivery, we selected common outcomes assessment items.

4. The next phase of this project was to train our HPE 104 instructors on the new book, Blackboard content and outcomes assessments

Budget:
Stipends per faculty member based on _1_ FLC.

Gregory M. Kane Ph.D. Assistant Professor 1 FLC =$1494.00
Nanette Tummers Ed.D. Associate Professor 1 FLC=$1619.00
Total amount requested $3113.00

REPORTING REQUIREMENT: August 10, 2011
Submit via email a copy of the report as a WORD or pdf file to your academic dean, Dr. Rhona Free, Ms. Diane Moore in Accounting at moored@easternct.edu, AND Ms. Dale Dubina, Center for Educational Excellence at dubinad@easternct.edu. This submitted report will be posted on
the CEE website. Stipends will not be process until paper versions of the final report and a part-time authorization form are received in one packet by Diane Moore in Accounting.

**TERMINATION DATE:** August 22, 2011

Funding must be spent by this date.

If you have any questions on this report submission, please contact Dr. David Stoloff (stoloffd@easternct.edu) in the Center for Educational Excellence.