



ACADEMIC PROGRAM ASSESSMENT ANNUAL REPORT

*This form was designed to assist programs in writing a complete assessment annual report according to current good practices that apply to all disciplines. For purposes of demonstrating growth in program assessment practices to HLC, all programs are asked to submit what assessment work they have done, regardless of whether or not they are able to answer all questions on this form. The deadline for submitting this form to the Provost’s Office ([Upload Link](#)) and your College Dean’s Office is **May 15**. The Provost’s Office will upload your assessment annual report to the Assessment Central website.*

Academic Program	Masters in Health Education/Promotion
Data Collection Period	Fall 2017- Spring 2018
Report Contact	Dr. Amar Kanekar
Date Submitted to College Dean’s Office	4/15/2018

A. Academic Program Overview

1. **Is your program covered by SKIM legislation?** Yes No

Refer to the Guide for a list of SKIM-legislated programs.

2. Academic Program Mission

Your program’s student learning outcomes should tie to your mission. Please state your department’s or program’s mission.

The specific goals of the Masters of Science in the Health Education/Promotion are to build upon the base of knowledge and competencies students must developed during their undergraduate studies, particularly as it relates to the seven areas of responsibilities for a certified health education specialists outlined by the National Commission for Health Education Credentialing (NCHEC) so that students are prepared to take the CHES (Certified Health Education Specialist)/MCHES (Master Certified Health Education Specialist) examinations. An applied approach via hands-on course assignments, case studies and master’s project/thesis work is provided so students can utilize and transfer education to a job type setting. The students in this program are exposed to knowledge and skills through a wide array of courses which include health behavior theories and their application, health program planning and evaluation, organization and management as it pertains to health education specialists and methods and techniques of practicing health education and other special topics. Each of these courses addresses various areas of responsibilities provided by the NCHEC to give a composite understanding of the duties and responsibilities of a practicing health education specialist. This combination provides students with the knowledge and skills to be competent health education specialists as they enter the job market.

3. Student Learning Outcomes for Academic Program

List all student learning outcomes (“At the end of this program, students will be able to...”) for the academic program identified above, and—if your program is covered by SKIM—identify any current outcomes that map to SKIM outcomes. If you prefer to provide the list as an appendix, type “See appendix” in box below and attach appendix to this report. For guidance in writing measurable student learning outcomes and for a list of SKIM outcomes, please see the GUIDE.

c) Apply seven areas of responsibilities of the National Commission for Health Education Credentialing for CHES/MCHES certification throughout their course work.

B. Reflecting on Last Year’s Improvement Plans and Communication

1. Continuous Improvement Initiatives Based on Results from Last Year’s Report

Describe actions taken based on results from your last assessment report (For example, what aspects of the curriculum or student support were revised, developed, or maintained? Did you adjust assessment methods, change learning objectives or revise target achievement levels? If you received feedback from your college assessment committee, how did you incorporate it?)

Based on the last year;s information and my program interpretation, I have included few elective graduate courses which align with the National Commission for Health Education Credentialing in my alignment map. I haven't revised the student learning objectives or the target achievement levels.

2. Involvement/Communication with Program Stakeholders Based on Results from Last Year’s Report

All program assessment reports are posted on college websites. Beyond posting, did you communicate your results with your program’s stakeholders? If so, how, and what feedback did you receive (if any)? (The Guide includes more information on communicating assessment results and involving stakeholders in assessment analysis and results.)

No, I haven’t communicated my report yet with stakeholders but will plan to do that in next few years when I have sufficient data to report.

C. Current Year’s Assessment Report

1. Student Learning Outcome(s) Assessed for This Report

List which specific outcomes are assessed in this report, including any SKIM outcomes. If these map to the SKIM outcomes, please indicate which ones. Refer to the Guide or ualr.edu/assessment/skim/ or the GUIDE for a list of SKIM outcomes and a schedule of SKIM assessment.

a) Design a thesis/project which aligns with the seven areas of responsibilities for a health education specialist as per the National Commission for Health Education Credentialing

b) Apply seven areas of responsibilities of the National Commission for Health Education Credentialing for CHES/MCHES certification via the comprehensive exam

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2. Assessment Methods and Results for Student Learning Outcomes Assessed This Year

Identify and briefly describe method or methods used for each learning outcome assessed and identify the location where the data are stored. Identify the target achievement level for each learning outcome and describe the assessment results. See list of common assessment methods in the Guide for reference.

Student Learning Outcome: a)Design a thesis/project which aligns with the seven areas of responsibilities for a health education specialist as per the National Commission for Health Education Credentialing	
If this outcome maps to SKIM, indicate which SKIM outcome: Written Communication	
Methods	Rubric based evaluation
Data Repository	Blackboard Course shell for thesis/projects
Target Achievement / Benchmark	3 on a 5 point scale -exceptional -unsatisfactory
Results	4

Student Learning Outcome: Apply seven areas of responsibilities of the National Commission for Health Education Credentialing for CHES/MCHES certification via the comprehensive exam	
If this outcome maps to SKIM, indicate which SKIM outcome: Critical Thinking	
Methods	Rubric based Evaluation
Data Repository	Blackboard Course shell for Comprehensive Examination
Target Achievement / Benchmark	3 on a 5 point scale from exceptional-unsatisfactory
Results	4

Student Learning Outcome:	
If this outcome maps to SKIM, indicate which SKIM outcome: Click to Select Goal	
Methods	
Data Repository	
Target Achievement / Benchmark	

Results	
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3. Action Plan Based on Assessment Results for This Year’s Report

Describe conclusions drawn from assessment results and any plans for improvement. For example, what aspects of the curriculum will be revised, developed, or maintained? Will assessment methods be adjusted? Will learning objectives or benchmarks be revised?

There were 2 student learning objectives assessed for 2017-2018 academic year and the results based on a rubric evaluation of the artifacts for this assessment were very favorable. Students were expected to have ' competency benchmark' as a performance based on the artifacts collected and exceeded those expectations. No revisions to the student learning objectives, the artifacts collected or the benchmark evaluation would be done for the following year.

4. Communication to Stakeholders

All program assessment reports are posted on college websites. Beyond posting, will you communicate or have you communicated your results with your program’s stakeholders? If so, how, and what feedback did you receive (if any)? (The Guide includes more information on communicating assessment results and involving stakeholders in assessment analysis and results.)

No, I haven't yet communicated the results with stakeholders but plan to do so in future.

5. Faculty Involvement

For the assessment roles and activities listed below, indicate what percentage of the program’s faculty members were involved in the roles listed below. (This information is requested for reporting to HLC and will not be used for purposes of evaluating faculty workload.)

Creating assessment plan	91-100%
Learning activity design	91-100%
Rubric design	91-100%
Rubric norming	76-90%

Evaluating learning activities	91-100%
Analyzing data	91-100%
Developing improvement plans	91-100%
Communication with stakeholders	0-15%
Other (please describe below)	Click to select Tier

Click or tap here to enter text.

6. Future Professional Development

Are there any areas of assessment, continuous improvement and/or communication with stakeholders in which you would like to have professional development in the coming year?

Yes, I would like to have some professional development in terms of identifying and reaching out to community stakeholders, particularly employers and health education specialist practitioners in the state for their input on the assessment of the Master's curriculum and any suggestions for revising it or changing it to meet the needs of the diverse employers who hire health education specialists. I would also like to maintain a repository of alumni from the program and seek their input from time to time.



ACADEMIC PROGRAM ASSESSMENT PLAN

*This form was designed to assist programs in writing a complete assessment plan according to current good practices that apply to all disciplines. If you choose not to use this form, please consider this form a template or outline and ensure that your plan include all of the components in the form. For guidance and examples, refer to the Assessment Plan GUIDE or send an email to assessmentacademy@ualr.edu. The deadline for submitting this form to the Provost's Office ([Upload Link](#)) and your College Dean's Office is **May 15**. The Provost's Office will upload your updated assessment plan to the Assessment Central website.*

Program Name: Health Education/Health Promotion (Masters)

SKIM Program? Yes No For a list of programs covered by SKIM, see GUIDE.

Disciplinary Accrediting Body (if applicable): Arkansas Department of Higher Education

Department Name: School of Counseling, Human Performance and Rehabilitation

Date Submitted: 4/15/2018

Submitted by: Dr. Amar Kanekar (Name)

501-683-0512 & axkanekar@ualr.edu (Phone & Email)

Section 1. Program or Departmental Mission Statement.

Your program's student learning goals should tie to your mission. Please state your department's or program's mission.

The specific goals of the Masters of Science in the Health Education/Promotion are to build upon the base of knowledge and competencies students must developed during their undergraduate studies, particularly as it relates to the seven areas of responsibilities for a certified health education specialists outlined by the National Commission for Health Education Credentialing (NCHEC) so that students are prepared to take the CHES (Certified Health Education Specialist)/MCHES (Master Certified Health Education Specialist) examinations. An applied approach via hands-on course

assignments, case studies and master’s project/thesis work is provided so students can utilize and transfer education to a job type setting. The students in this program are exposed to knowledge and skills through a wide array of courses which include health behavior theories and their application, health program planning and evaluation, organization and management as it pertains to health education specialists and methods and techniques of practicing health education and other special topics. Each of these courses addresses various areas of responsibilities provided by the NCHEC to give a composite understanding of the duties and responsibilities of a practicing health education specialist. This combination provides students with the knowledge and skills to be competent health education specialists as they enter the job market.

Section 2. Student Learning Outcomes for Academic Program.

List all student learning outcomes (“At the end of this program, students will be able to...”) for the academic program identified above, and—if your program is covered by SKIM—how the SKIM outcomes map to your program outcomes. If you prefer to provide the list as an appendix, type “See appendix” in box below and attach appendix to this document. For guidance on writing measurable student learning outcomes and for a list of the SKIM goals, please see the GUIDE.

- a) Design a thesis/project which aligns with the seven areas of responsibilities for a health education specialist as per the National Commission for Health Education Credentialing
- b) Apply seven areas of responsibilities of the National Commission for Health Education Credentialing for CHES/MCHES certification via the comprehensive exam
- c) Apply seven areas of responsibilities of the National Commission for Health Education Credentialing for CHES/MCHES certification throughout their course work.

Section 3. Curriculum Map.

Attach a map of your program’s curriculum (electives and required courses) that shows where each outcome is taught. There is no one way to structure a curriculum map; for templates, which can also serve as examples, please see the GUIDE.

Section 4. Assessment Methods.

Complete the following table to indicate how each student learning outcome will be assessed (add more rows if needed). A list of common assessment methods can be found in the GUIDE.

Student Learning Outcome	Assessment Method or Learning Activity/Artifact	Course in Which Learning Activity or Assessment Takes Place	Alignment with SKIM outcome(s) or disciplinary accrediting body outcome(s)
1. Design a thesis/project which aligns with the seven	Master's student thesis Master's student project	HHPS 7698 HHPS 7699	N/A

areas of responsibilities for a health education specialist as per the National Commission for Health Education Credentialing			
2. Apply seven areas of responsibilities of the National Commission for Health Education Credentialing for CHES/MCHES certification via the comprehensive exam	Master's Comprehensive Exam	N/A	N/A
3. Apply seven areas of responsibilities of the National Commission for Health Education Credentialing for CHES/MCHES certification throughout their course work	Term paper	HHPS 7303 Evaluation of Health Programs	N/A
4.			N/A
5.			N/A

Section 5. Assessment Cycle Timeline.

Indicate in the table below when assessment data from each student learning outcome will be analyzed (add more rows if needed). It is assumed that artifact collection and continuous improvement efforts will be ongoing.

Length of assessment cycle: Student Learning Objectives 1 and 2 will be analyzed on a continuous basis from year to year. Student Learning Objective 3 will be analyzed every 2 years.

Best practices state that assessment cycles vary between 3-5 years; if your assessment cycle is longer than 5 years, explain why.

Date for next review of assessment plan: Spring 2019
(typically at the end of a cycle, unless a need for revision arises before)

Student Learning Outcome	Semester(s) Artifacts are Collected	Semester Assessment Data is Analyzed	Notes
1. Design a thesis/project which aligns with the seven areas of responsibilities for a health education specialist as per the National Commission for Health Education Credentialing	Fall 2017 Spring 2018 Fall 2018 Spring 2019 Fall 2019 Spring 2020 Fall 2020 Spring 2021 Fall 2021	The semester following the data collection semester	Data will be collected throughout all the semesters as terms for student thesis/project completion vary.
2. Apply seven areas of responsibilities of the National Commission for Health Education Credentialing for CHES/MCHES certification via the comprehensive exam	Fall 2017 Spring 2018 Fall 2018 Spring 2019 Fall 2019 Spring 2020 Fall 2020 Spring 2021 Fall 2021	The semester following the data collection semester	Data will be collected throughout all the semesters as terms for comprehensive exams vary.
3. Apply seven areas of responsibilities of the National Commission for Health Education	Fall 2018 Fall 2020 Fall 2022 Fall 2024	Spring 2019 Spring 2021 Spring 2023 Spring 2025	Data will be collected in alternate Fall semesters and analyzed in Spring semesters as per when the course is offered.

Credentialing for CHES/MCHES certification throughout their course work			
4.			
5.			

Section 6. Continuous Improvement Process.

Document the process your program will use for implementing changes to improve curriculum, student support and assessment practices based on assessment findings.

Data will be obtained and analyzed on a yearly basis to assess program objectives in the Health Education/Promotion coverage areas of program planning, program evaluation, research, and needs assessment aligning with the National Commission for Health Education Credentialing, Areas of Responsibilities and Competencies for Health Education Specialists.

Health Education/Promotion 1) faculty members will meet to reach a consensus of what specifically to assess for the coming year in the Health Education/Promotion program and to find out what the Artifacts and the evaluation rubrics are assessing during the year that relates to the Health Education/Promotion program objectives. Any updated information on the National Commission for Health Education Credentialing will be discussed as far as getting new results and/or adding questions if deemed necessary for the subsequent data collection or rubric revision.

These discussions will be held with the College Assessment Committee, which can provide valuable input to the department on assessment issues, along with input obtained from our students. We will be putting the assessment related documents in a Blackboard Folder and all the department faculty will have access to it.

The faculty will review results of the assessments (evaluated by rubrics for specific learning outcomes). If targets are not met, faculty discuss possible ways to improve and if curricular changes are needed. Curricular changes are first introduced at the departmental level and then submitted to the college and university curriculum committees for approval.

Section 7. Stakeholder Involvement/Communication Plan.

Who are the stakeholders in your program, and how will they be involved in your assessment process? How will they learn about your assessment results and continuous improvement? For more information on involvement and communication with stakeholders, see the GUIDE.

Health education/Promotion faculty members will meet to reach a consensus of what specifically to assess for the coming year in the Health Education/Promotion program and to find out what the College Assessment Committee is assessing during the year that relates to our health education/promotion program objectives.

There may be an opportunity to discuss the assessment finding with a Health Education Advisory Board, which would consist of alumni, students, faculty, employers and community members and their input and feedback will further guide the assessment process. This input could be sought via written and/or verbal survey.

Assessment results and interpretations will be 1) shared with students during the assessment process as an additional check on interpretations. In addition, assessment results will be shared with 2) all department faculty members with discussions on interpretations and on what changes (if any) should be made in the Health Education/Promotion program. Finally, assessment results and interpretations will be shared with 3) the College Assessment Committee and University Assessment Committee for further input on any possible Health Education/Promotion program changes. All of these discussions are also valuable input for planning future assessments.

Alignment of Assessment artifacts with the Seven areas of responsibilities and Competencies from the National Commission for Health Education Credentialing

Program Student Learning Outcomes: Artifacts

1. Artifact 1 End of the program-Student Project/Thesis

Aligns with NCHEC Areas of Responsibilities and competencies

Area 1— 1.1-Plan assessment process for health education/promotion

- 1.2-Access existing information and data related to health
- 1.3-Collect primary data to determine needs
- 1.4- Analyze relationships among behavioral, environmental and other factors that influence health
- 1.5- Examine factors that influence the process by which people learn
- 1.6-Examine factors that enhance or impede the process of health education/promotion
- 1.7. Determine needs for health education/promotion based on assessment findings

Area IV- Conduct evaluation and research related to health Education/Promotion

- 4.2-Develop a research plan for health education/promotion
- 4.3-Select, adapt and /or create instruments to collect data
- 4.4-Collect and manage data
- 4.5-Analyze data
- 4.6- Interpret results
- 4.7-Apply findings

2. Artifact 2 Term Paper- Program Planning and Evaluation Plan

Aligns with NCHEC Areas of Responsibilities and competencies

Area 1— 1.1-Plan assessment process for health education/promotion

- 1.2-Access existing information and data related to health
- 1.3-Collect primary data to determine needs
- 1.4- Analyze relationships among behavioral, environmental and other factors that influence health
- 1.5- Examine factors that influence the process by which people learn

1.6-Examine factors that enhance or impede the process of health education/promotion

1.7. Determine needs for health education/promotion based on assessment findings

Area 11 2.2 Develop goals and objectives

2.3 Select or design strategies/interventions

2.4 Develop a plan for delivery of health education/promotion

Area 1V Conduct evaluation and research related to health education/promotion

4.1- Develop an evaluation plan for health education/promotion

Artifact 3- Comprehensive Examination

Area 1 Assess needs, resources and capacity for health education/promotion

1.1.4-Apply theories and/or models to assessment process

1.4 Analyze relationships among behavioral, environmental and other factors that influence health

1.5 Examine factors that influence the process by which people learn

Area II Plan health Education/Promotion

2.2 Develop goals and objectives

2.2 select design strategies and interventions

2.4 develop a plan for delivery of health education/promotion

Area IV Conduct Evaluation and Research Related to Health Education/Promotion

4.1 develop evaluation plan for health education/promotion

Area VI Serve as a Health Education/Promotion Resource Person

6.1.5-convey health related information to consumer

6.2.2-develop a plan for conducting training

Table I *Course Specific Alignment Map of Health Education and Promotion Graduate Core Courses with National Health Education Credentialing Seven Areas of Responsibilities for Health Education Specialists.*

Health Education Graduate Core Courses	NCHEC's Areas of responsibilities
1. HHPS 7310 –Theoretical Foundations of Health Education	Areas I, II, III, VI, VII
2. HHPS 7303 - Evaluation of Health Programs	Areas I,II, III,IV, VI, VII
3. HHPS 7304 -Intro to Community and Public Health	Areas I, II, III, IV, V, VI,VII
4. HHPS 7311 - Concepts and Methods of Health Education	Areas II, VII

Health Education Graduate Elective Courses

HHPS 5378 Organization and Administration of Health Education Programs-aligns with Area 1, Area IV, Area V

HHPS 5373-Controversial Issues in Health Education-aligns with Area 1, Area VI, Area VII,

Program Learning Outcome 1

Students will be able to complete a project/thesis based on the NCHEC seven areas of responsibilities including competencies

Artifact: Student completed project/thesis

Descriptors	Exceptional	Very good	Competent	Satisfactory	Unsatisfactory
<p><u>Organization</u></p> <p>This deals with organization of the thesis/project under various subsections which involve introduction, literature review, methods, results and discussion & conclusions but not limited to these</p>	<p>Organization of the material in various subsections and has all the subsections addressed completely.</p>	<p>Organization of the material in various subsections but misses some minor elements in the subsections</p>	<p>Organization of the material in various subsections but misses at least 1 components</p>	<p>Organization of the material in various subsections but misses at least 2 components</p>	<p>No organization of the material in subsections.</p>
<p><u>Areas of Responsibilities and Competencies</u></p> <p>This deals with addressing seven areas of responsibilities provided by the National Commission for Health Education Credentialing and includes sub competencies</p>	<p>The project addresses 2 areas of responsibilities set by NCHEC in a detailed manner along with the competencies and sub competencies associated with it</p>	<p>The project addresses at least 2 areas of responsibilities set by NCHEC in a detailed manner along with majority of competencies and sub competencies associated with it</p>	<p>The project addresses less than 2 areas of responsibilities set by NCHEC in a detailed manner along with the competencies and sub competencies associated with it</p>	<p>The project addresses just 1 areas of responsibilities set by NCHEC in a detailed manner along with the competencies and sub competencies associated with it</p>	<p>The project doesn't address any of the seven areas of responsibilities set by NCHEC in a detailed manner along with the competencies and sub competencies associated with it</p>
<p><u>Grammar and citations.</u></p> <p>This deals with proper usage of grammar, sentence</p>	<p>Excellent grammar and sentence structure usage with no errors in citation style</p>	<p>Good grammar and sentence structure overall with few errors and includes</p>	<p>Good grammar and sentence structure usage with no errors and includes</p>	<p>Good grammar and sentence structure usage with few errors and includes</p>	<p>Poor sentence structure and grammar usage along with multiple errors in citation style</p>

structure, along with citations in the 6 th edition APA format		some errors in citation style	some errors in citation style	some errors in citation style	
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Program Learning Outcome 2

Descriptors	Exceptional	Very good	Competent	Satisfactory	Unsatisfactory
<p><u>Organization</u></p> <p>This deals with organization of the comprehensive examination under various subsections/sub questions</p>	Organization of the material in various subsections and has all the subsections addressed completely.	Organization of the material in various subsections but misses some minor elements in the subsections	Organization of the material in various subsections but misses at least 1 subsection/sub questions	Organization of the material in various subsections but misses at least 2 subsections/sub questions	No organization of the material in subsections.
<p><u>Areas of Responsibilities and Competencies</u></p> <p>This deals with addressing seven areas of responsibilities provided by the National Commission for Health Education Credentialing and includes sub competencies</p>	The project addresses more than 4 areas of responsibilities set by NCHEC in a detailed manner along with the competencies and sub competencies associated with it	The project addresses at least 3 areas of responsibilities set by NCHEC in a detailed manner along with the competencies and sub competencies associated with it	The project addresses more than 2 but less than 4 areas of responsibilities set by NCHEC in a detailed manner along with the competencies and sub competencies associated with it	The project addresses not more than 2 areas of responsibilities set by NCHEC in a detailed manner along with the competencies and sub competencies associated with it	The project doesn't address any of the seven areas of responsibilities set by NCHEC in a detailed manner along with the competencies and sub competencies associated with it
<p><u>Grammar and citations.</u></p> <p>This deals with proper usage of grammar, sentence structure, along with citations in the 6th edition APA format</p>	Excellent grammar and sentence structure usage with no errors in citation style	Good grammar and sentence structure overall with few errors and includes some errors in citation style	Good grammar and sentence structure usage with no errors and includes some errors in citation style	Good grammar and sentence structure usage with few errors and includes some errors in citation style	Poor sentence structure and grammar usage along with multiple errors in citation style

Apply seven areas of responsibilities of the National Commission for Health Education Credentialing for CHES/MCHES certification via the comprehensive exam

Artifact: Master’s Comprehensive Examination

Program Learning Outcome 3

Apply seven areas of responsibilities of the National Commission for Health Education Credentialing for CHES/MCHES certification throughout their course work.

Artifact: Term paper: Program Planning and Evaluation Plan

Descriptors	Exceptional	Very good	Competent	Satisfactory	Unsatisfactory
<p><u>Organization</u></p> <p>This deals with organization of the term paper under various subsections which involve planning and evaluation concepts</p>	<p>Organization of the material in various subsections and has all the subsections addressed completely.</p>	<p>Organization of the material in various subsections but misses some minor elements in the subsections</p>	<p>Organization of the material in various subsections but misses atleast 1 components</p>	<p>Organization of the material in various subsections but misses atleast 2 components</p>	<p>No organization of the material in subsections.</p>
<p><u>Areas of Responsibilities and Competencies</u></p> <p>This deals with addressing seven areas of responsibilities provided by the National Commission for Health Education Credentialing and includes sub competencies</p>	<p>The project addresses 2 areas of responsibilities set by NCHEC in a detailed manner along with the competencies and sub competencies associated with it</p>	<p>The project addresses at least 2 areas of responsibilities set by NCHEC in a detailed manner along with majority of competencies and sub competencies associated with it</p>	<p>The project addresses less than 2 areas of responsibilities set by NCHEC in a detailed manner along with the competencies and sub competencies associated with it</p>	<p>The project addresses just 1 areas of responsibilities set by NCHEC in a detailed manner along with the competencies and sub competencies associated with it</p>	<p>The project doesn’t address any of the seven areas of responsibilities set by NCHEC in a detailed manner along with the competencies and sub competencies associated with it</p>
<p><u>Grammar and citations.</u></p> <p>This deals with proper usage of grammar, sentence structure, along</p>	<p>Excellent grammar and sentence structure usage with no errors in citation style</p>	<p>Good grammar and sentence structure overall with few errors and includes some errors in citation style</p>	<p>Good grammar and sentence structure usage with no errors and includes some errors in citation style</p>	<p>Good grammar and sentence structure usage with few errors and includes some errors in citation style</p>	<p>Poor sentence structure and grammar usage along with multiple errors in citation style</p>

with citations in
the 6th edition
APA format

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Course Coverage of Learning Objectives/Goals

	SLO1:	SLO2:	SLO3:
Introduces	HHPS 7302 HHPS 7301	HHPS 7302 HHPS 7301	HHPS 7301
Practices	HHPS 7303 HHPS 7310 HHPS 7302	HHPS 7303 HHPS 7310 HHPS 7304 HHPS 5373 (elective) HHPS 7311	HHPS 7303 HHPS 7310 HHPS 7304 HHPS 5373 (elective)
Demonstrates proficiency	HHPS 7698 HHPS 7699	HHPS 7303 HHPS 7310 HHPS 7304 HHPS 7311 HHPS 5373 (elective)	HHPS 7303 HHPS 7698
Where Artifacts are Collected/ Assessed	HHPS 7698 HHPS 7699	Comprehensive Examination (culmination exam)	HHPS 7303

Curriculum Map for Curricular courses