

SLO/Academic Assessment Plan Revision Form

Check one:

- Certificate Academic Assessment Plan
- Undergraduate Academic Assessment Plan
- Graduate Academic Assessment Plan
- Professional Academic Assessment Plan
- Academic Learning Compact (ALC)
- Student Learning Outcomes (SLO)

Major: HEB MS

College: Health and Human Performance

Effective term and year revisions will take place: Term: fall Year:2016

Revisions requested (check all that apply)

Academic Assessment Plans

ALCs

SLOs

- | | | |
|---|--|--|
| <input type="checkbox"/> Rationale | <input type="checkbox"/> Description of major | <input checked="" type="checkbox"/> SLO |
| <input type="checkbox"/> Mission Alignment | <input type="checkbox"/> Graduation Requirements | <input type="checkbox"/> Assessment Measures |
| <input type="checkbox"/> Curriculum Map | | |
| <input type="checkbox"/> Assessment Timeline | | |
| <input type="checkbox"/> Assessment Cycle | | |
| <input type="checkbox"/> Methods and Procedures | | |
| <input type="checkbox"/> Assessment Oversight | | |
| <input type="checkbox"/> Research | | |
| <input type="checkbox"/> Measurement Tools | | |

Briefly describe the revision(s) including the revised language and provide the rationale/justification for the revision. Templates are available for the curriculum map, assessment timeline, and assessment cycle on the [Institutional Assessment website](#). From the NCHEC website: **Seven Areas of Responsibility were again verified by the 2015 Health Education Specialist Practice Analysis (HESPA) project and serve as the basis of the CHES exam beginning in October 2016.** The HESPA study led to an adjustment to the health education model to include the term “health promotion”. The rationale for the **terminology change to “health education/health promotion”** was because it adds clarity to the scope of the Health Education Specialist’s role both within and external to the profession and would more comprehensively describe the profession.

The Department of Health Education and Behavior align SLO's with NCHEC competencies and areas of responsibilities; therefore, with the addition of a promotion focus, we determined it best to add promotion to our SLO's to better represent NCHEC.

Current SLOs	Proposed SLOs (revision highlighted in yellow)
<ol style="list-style-type: none"> 1. Identify, define, and describe principles and foundations of health education. 2. Assess needs, assets and capacity for health education. 3. Plan health promotion programs. 4. Implement health education programs. 5. Conduct evaluation and research related to health education 6. Administer and manage health education programs. 7. Serve as a health education resource person. 8. Communicate and advocate for health and health education. 9. Illustrate the highest standards of conduct and ethical behavior when making professional decisions in accordance to the Unified Code of Ethics for the Health Education Profession (Coalition of National Health Education Organizations, 2011). 	<ol style="list-style-type: none"> 1. Identify, define, and describe principles and foundations of health education/promotion. 2. Assess needs, assets and capacity for health education/promotion. 3. Plan health promotion programs 4. Implement health education/promotion programs 5. Conduct evaluation and research related to health education/promotion. 6. Administer and manage health education/promotion programs. 7. Serve as a health education/promotion resource person. 8. Communicate and advocate for health and health education and health promotion. 9. Illustrate the highest standards of conduct and ethical behavior when making professional decisions in accordance to the Unified Code of Ethics for the Health Education Profession (Coalition of National Health Education Organizations, 2011).

If revising an **Academic Assessment Plan**, please enter the changes in Compliance Assist and indicate these changes by selecting the appropriate boxes above. Once we receive this approval form, Institutional Assessment will pull your revised plan from Compliance Assist.

If revising an **Academic Learning Compact (ALC)**, please attach both the current ALC and the new revised version.

If revising one or more **Student Learning Outcomes (SLOs)**, please complete the following for each SLO:

1. What types of assessments are or will be used?

- Course-related Exam
 Capstone
 Final Paper/Project/Presentation
 Course Grades
 Course Assessments/Assignments
 Standardized Exam
 Other – please describe here Thesis presentation; Project in -lieu of thesis; C.H.E.S.

2. What assessment methods will be used?

- Rubric
 Exam
 Other – please describe here: Major professor/committee oversees presentations

3. Who applies the method?

- Faculty Committee: typically two members on MS committee
 Single Faculty Member

4. Describe the individual student assessments and the assessment method that will be used to measure each SLO.

Assessment SLOs	Assessment 1
Knowledge	
#1	<i>Thesis Students:</i> Thesis defense
	<i>Project in-lieu of Thesis:</i> Project defense
	<i>Non-Thesis:</i> Certified Health Education Specialist (C.H.E.S.) Exam
Skills	

#2	<i>Thesis Students:</i> Thesis defense
	<i>Project in-lieu of Thesis:</i> Project defense
	<i>Non-Thesis:</i> Certified Health Education Specialist (C.H.E.S.) Exam
#3	<i>Thesis Students:</i> Thesis defense
	<i>Project in-lieu of Thesis:</i> Project defense
	<i>Non-Thesis:</i> Certified Health Education Specialist (C.H.E.S.) Exam
#4	<i>Thesis Students:</i> Thesis defense
	<i>Project in-lieu of Thesis:</i> Project defense
	<i>Non-Thesis:</i> Certified Health Education Specialist (C.H.E.S.) Exam
#5	<i>Thesis Students:</i> Thesis defense
	<i>Project in-lieu of Thesis:</i> Project defense
	<i>Non-Thesis:</i> Certified Health Education Specialist (C.H.E.S.) Exam
#6	<i>Thesis Students:</i> Thesis defense
	<i>Project in-lieu of Thesis:</i> Project defense
	<i>Non-Thesis:</i> Certified Health Education Specialist (C.H.E.S.) Exam
#7	<i>Thesis Students:</i> Thesis defense
	<i>Project in-lieu of Thesis:</i> Project defense
	<i>Non-Thesis:</i> Certified Health Education Specialist (C.H.E.S.) Exam
#8	<i>Thesis Students:</i> Thesis defense
	<i>Project in-lieu of Thesis:</i> Project defense
	<i>Non-Thesis:</i> Certified Health Education Specialist (C.H.E.S.) Exam
Professional Behavior	
#9	<i>Thesis Students:</i> Thesis defense
	<i>Project in-lieu of Thesis:</i> Project defense
	<i>Non-Thesis:</i> Certified Health Education Specialist (C.H.E.S.) Exam

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SLO-AAP|Modify for request 10734

Info

Request: Health Education and Behavior MS

Submitter: Murphy, Suzanne M murphysm@hhp.ufl.edu

Created: 2/2/2016 4:34:56 PM

Form version: 1

Responses

Name of Major: Health Education and Behavior MS

College: Health and Human Performance

Effective Term : Fall

Effective Year: 2016

Request Type: Modify Student Learning Outcome (SLO)

SLO Modifications: SLO

What Types of Assessments Are or Will Be Used?: Capstone

Describe the Other Assessment Type:: Certified Health Education Specialist Exam

What Assessment Methods Will Be Used?: Rubric

Who Applies the Assessment Method?: Faculty Committee

Individual Student Assessments: A. Successful presentation of thesis per department standards and guidelines.

B. Successful presentation of project in-lieu of thesis per department standards and guidelines.

C. Complete the Certified Health Education Specialist (C.H.E.S.) Exam

Description and Rationale: From the NCHEC website: Seven Areas of Responsibility were again verified by the 2015 Health Education Specialist Practice Analysis (HESPA) project and serve as the basis of the CHES exam beginning in October 2016. The HESPA study led to an adjustment to the health education model to include the term "health promotion". The rationale for the terminology change to "health education/health promotion" was because it adds clarity to the scope of the Health Education Specialist's role both within and external to the profession and would more comprehensively describe the profession.

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See attached form for revised language of SLOs.