**Student Planning Document**

Name: Devon Tapp

Program: MS in Health Promotion Expected Grad Date: May 2021

Earn 9 credits of academic coursework, maintain a 3.2 overall GPA and a B- or better in all courses applied to this certificate. Details provided below:

3 credits of UNIV 679: Introduction to Community Engaged Scholarship

* UNIV 679: Introduction to Community Engaged Scholarship

3 credits of other graduate-level coursework with a Community Engaged component as approved by the Faculty Review Board

* + HLPR650: Healthy Lifestyles: Mind Body Behavior

3 credits of either other graduate-level coursework with a Community Engaged component as approved by the Faculty Review Board or community engaged internships/projects undertaken for credit

* + HLPR803: Advanced Health Promotion Planning

**Requirements**

**E-Portfolio to be reviewed by the Faculty Review Board**

* scholars will submit an e-portfolio to the Faculty Review Board that will include the following:
  + Introduction
  + Thesis/creative work or Final Experience
  + Reflection on Coursework
  + Reflection on Community Engaged Experiences
  + Final Synthesis Paper
  + Complete requirements form

**Appendix D: Assessment Logic Model**

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| Assessment Questions | Measurement | Who is responsible to assess? | When this occurs? |
| Do GCES create an Portfolio that captures their experience? | Completion of Portfolio | Faculty Review Board | Year of certificate completion |
| Are GCES creative in their representation of their Portfolio ? | 1. Use of multimedia (photography, video, podcasts, etc.) 2. Strong citations 3. Updated personal statement on community engagement 4. Rubric | GCES Advisors  Faculty Review Board | GCES Advisors - Annually  Faculty Review Board - year of certificate completion |
| How well do GCES communicate about surrounding community challenges? | 1. UNIV 679 2. 6 credits community engaged courses or internship 3. 2 e-portfolio requirements (community engagement reflection paper and thesis or equivalent research paper) | 1. Instructors of UNIV 679 2. Instructors of coursework/internship supervisor 3. GCES Advisors and Faculty Review Board | Before certificate completion |
| How well do GCES integrate issues surrounding community challenges into their academic work/research? | 1. Student will submit a research paper or creative work which includes extensive engagement with a specific community partner 2. Student will submit a reflection paper on work with community partner through internship or research | GCES Advisors  Academic Advisor(s)  Faculty Review Board | Before certificate completion |
| How well do GCES foster reciprocity within and across a variety of cultural contexts and spectrums of differences? | 1. Complete community engagement work 2. Student will submit a reflection paper on work with community partner through internship or research | GCES Advisors and Faculty Review Board  Academic Advisor(s)  Community partner/internship supervisor | 1. Over the course of student experience 2. Before certificate completion |
| Do GCES define an identity for themselves and describe their approach to contributing to solutions of previously unsolved problems? | 1. Depth of their personal statement on their Portfolio 2. Types of experiences they have had throughout their time at UD and documented in their Portfolio 3. Academic significance of research/creative work | GCES Advisors and Faculty Review Board | Before certificate completion |
| Do GCES have higher GPA than students at their grade level? | Report requested every summer | Institutional Research Office | Annually |
| Do GCES persist and graduate at a higher rate than their peer students? | Report requested after degree completion | Institutional Research Office | Annually |
| What do GCES pursue post graduation? | Survey after degree completion | Career Services Center | Annually  Longitudinally with GCES Advisors and Career Services |