

**American University of Beirut
Faculty of Health Sciences**

Department of Health Promotion and Community Health

**HPCH 333
Social Marketing for Health Promotion
[2 Credits]**

**Course Syllabus
Fall Semester, Academic Year: 2019-20**

Class time and location

Dates, times: **Mondays, 5:30-7:10 pm**
Classroom: **332**

Course Instructor

Name: **Dr. Marco Bardus**
Office: **302**
Email: **mb141@aub.edu.lb**
Office hours: **exclusively by appointment (email the instructor to request a meeting)**

Course description

In this course, students will learn the theoretical underpinnings of social marketing, a framework used to develop strategies aimed to address social and public health issues and to design effective, sustainable, and ethically sound public health campaigns. As a service-learning course, students apply concepts acquired into the development of a social marketing plan for a local community partner organization, responding to selected public health issues.

Total Credits: **2**
Format: **Lecture & Discussion**
Lecture hours: **50 mins/week (face-to-face) [1 credit]**
Home work: **2-3 hours/week [1 credit]**

Prerequisites

Theory in Health Promotion (HPCH 331) and Evaluation (PBHL 303)

Course learning objectives (LOs)

By the end of the course, students will **be able to**:

- 1 Differentiate between social marketing, non-profit, public sector, and commercial marketing. **[HPCH-CC1]**
- 2 Describe social marketing framework and its core principles (positioning statement, SMART objectives, marketing mix). **[HPCH-CC1]**
- 3 Provide a rationale for a health promotion program based on evidence and context. **[HPCH-CC2]**
- 4 Plan a feasible health promotion program based on theory, evidence, and principles of social justice and sustainability. **[HPCH-CC2]**
- 5 Apply appropriate theory and methods in the development of health communication programs and tools. **[HPCH-CC2]**
- 6 Use traditional or social media and technology in health promotion programming, based on evidence and relevance to context. **[HPCH-CC2]**
- 7 Present a social marketing plan orally and in writing to lay and professional audiences. **[HPCH-CC3]**
- 8 Analyze the role of a health promotion practitioner as an agent of social change. **[HPCH-CC5]**

- 9 Apply a framework of ethics, equity, social/environmental justice, and human rights to health promotion research, practice, and policy. [HPCH-CC5]
- 10 Apply effective interpersonal communication and group interaction skills (listening, openness to others' ideas, preparation, contribution, leadership).

HPCH Concentration Competencies (HPCH-CC)

- **HPCH-CC1** Demonstrate a critical understanding of multidisciplinary theories/frameworks utilized in health promotion research and practice.
- **HPCH-CC2** Employ theoretical knowledge and methodological skills in health promotion program planning, implementation, monitoring, and evaluation.
- **HPCH-CC3** Conduct rigorous quantitative and qualitative research for health promotion.
- **HPCH-CC5** Promote social justice and equity in health promotion research, practice, and policy.

Competencies of the Council on Education for Public Health (CEPH) mapped to HPCH 333

The following core competencies are reinforced in this course but are fully covered and assessed in other courses:

- CC2. Select quantitative and qualitative data collection methods appropriate for a given public health context.
- CC6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.
- CC7. Assess population needs, assets and capacities that affect communities' health.
- CC8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
- CC9. Design a population-based policy, program, project or intervention.
- CC11. Select methods to evaluate public health programs.
- CC13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
- CC17. Apply negotiation and mediation skills to address organizational or community challenges.
- CC18. Select communication strategies for different audiences and sectors.
- CC19. Communicate audience-appropriate public health content, both in writing and through oral presentation.
- CC20. Describe the importance of cultural competence in communicating public health content.

Pedagogical approach

This course is based on Service learning, a pedagogical approach that “combines academic instruction, meaningful service to the community and critical reflective thinking to enhance student learning and social responsibility. [...] Service learning differs from volunteerism and internship through its use of structured, critical inquiry and the importance placed on establishing partnerships with communities and generating mutual benefit”¹.

Service learning allows students to experience non-traditional classroom teaching, which is a way of “sharing” and “receiving” knowledge and expertise with and from the community partners involved. This will lead to enhanced learning for students and a greater benefit to the community. Through this service learning experience, students are expected to become “vectors of change”² for the organizations they are working with. They are expected to be proactive negotiators, operating at the same time as consultants and as learners. Considered that social and health issues will be covered, a strong emphasis on the application of ethical and professionalism principles will be made throughout the course.

Transportation to the community partner sites

Transportation to and from the sites will be covered and arranged by the CPHP of the Faculty of Health Sciences. All members of a group will share one taxi to and from the site. No reimbursement will be made for transportation reserved and paid by the student. A final schedule of visits will be

¹ Duquesne University, Office of Service Learning (2008, October). Syllabus Template for Classes with Service-Learning Components.

² Domegan, C., & Bringle, R. G. (2010). Charting social marketing's implications for service-learning. *Journal of Nonprofit & Public Sector Marketing*, 22(3), 198–215. <http://doi.org/10.1080/10495142.2010.483272>.

agreed upon between the students, the course instructor, and the partner. Students should meet with the community partner organization **at least 4 times** during the semester in order to better understand the situation and issue analyzed and to develop a sounder, more realistic and feasible social marketing plan (i.e., the main course requirement).

Modes of delivery

The course is delivered through face-to-face classroom lectures and activities. Face-to-face discussions involve case studies and analyses of existing campaigns, leading to the development of a strategic social marketing plan for the community partner organization, based on solid **group work**.

Assigned Text Book and Required readings

The topics of this course are covered in the manual “*Social Marketing: Changing Behaviors for Good*”, edited by Nancy Lee & Philip Kotler (citation below) and supplemented by readings and guides available on Moodle and listed at the end of the syllabus.

Lee, N. R., & Kotler, P. (2016). *Social Marketing: Changing Behaviors for Good* (5th ed.). Thousand Oaks, CA: Sage Publications.

Students may purchase this book from any preferred online or offline retailer, as well as from AUB bookstore and AUB library. Students might use an earlier version of the book (4th edition), which is also available from AUB Library.

Depending on the class’ interests, additional or alternative readings may be assigned and posted on Moodle.

Students are required to prepare the readings before class and are expected to cover the content of the manual.

Course requirements and student evaluations

Students will be evaluated on the following assessments. Detailed information will be shared with the students two weeks before the due date.

Table 1. Modes of assessment mapped to course learning objectives

Mode of assessment	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	LO9	LO10
1. Social Marketing Principles online quizzes (20% individual)	X	X								
2. Social Marketing Plan (20% individual, 30% group)										
a. First draft (15% individual)			X	X	X	X			X	
b. Final report (25% group)			X	X	X	X	X		X	
c. Community partner eval. (5% group)							X	X		X
d. Peer evaluation (5% individual)										X
3. Reflections (20% individual)										
a. First reflection (5% individual)								X	X	
b. Second reflection (15% individual)								X	X	
4. Quality participation (10% individual)	X	X						X		

Table 2. Description of assessment methods

Assessment method	Date (tentative)	LOs covered	Grade percentage
1. Social Marketing Principles online quizzes (20% individual)	After sessions #2, 3, 4, and 6	LO1, 2	20%
Individual assignment: Students will complete a series of 4 self-paced, short quizzes on Moodle, which are aimed to test their understanding of Social Marketing concepts and principles.			
2. Social Marketing Plan		LO2-10	50%
Group and individual assignment: The social marketing plan is the core output of this course. This will be done in groups of 4-5 students. Following the service learning approach, groups will work closely with a local organization and produce a plan that will clearly lay out recommendations for a campaign that the organization could implement. The intervention must be carefully developed according to the Social Marketing principles discussed in class. The plan should follow the 10 steps in the social marketing planning process: 1) describe the background, purpose, and focus; 2) conduct a situation analysis; 3) select target audiences; 4) set behavior objectives and goals; 5) identify target audience barriers, benefits, the competition, and influential others; 6) develop a positioning statement; 7) develop a strategic marketing mix (4ps); 8) develop a plan for monitoring and evaluation; 9) establish budgets and find funding sources; 10) complete an implementation plan. Groups will work as consultants/social marketing experts. Groups will be purposefully formed according to students' expertise and interest towards the topic rather than according to convenience and existing friendships. This assessment consists of the following inter-connected parts.			
2a. First draft	After session #13	LO2-6, LO9	15%
Individual assignment: Students will develop drafts of the final plan, which consists of 10 separate steps or parts. They will equally divide the tasks so that each student will be evaluated individually on the quality of the first draft. The content of the plan needs to be validated by the			

Assessment method	Date (tentative)	LOs covered	Grade percentage
community partners and students must engage with them before completing this task. Hence, students are expected to visit the sites a minimum of 4 times during the semester to gather all possible information regarding the topic at hand and the views of the organization; each team member, in turn, will take minutes of the meetings in turn and write brief summary reports (strictly for internal use). These summaries will be used for the draft, so they will be also assessed and graded. The students in group will present their consolidated final draft in class to get feedback from their peers and from the instructor. The instructor will also provide more detailed feedback on the draft document.			
2b. Final report	After session #14	LO2-7, LO9	25%
Group assignment: This is the final document that will be shared with the organization. This document will expand on the draft and incorporate the feedback provided by the instructor and the peers before presenting to the community partner sites; presentations will take place after the end of the semester.			
2c. Community partner evaluation	After session #14	LO10	5%
Group assignment: The community partner will fill a final evaluation form assessing the group performance and attitude towards the project.			
2d. Peer evaluation	After session #14	LO10	5%
Individual assignment: Students will be asked to anonymously evaluate their peers in terms of: listening skills, openness to others' ideas, preparation, contribution to the group work, and leadership.			
3. Reflections	After sessions #2 and 14	LO8-9	20%
Individual assignment: As part of the service learning course evaluation, students will write two guided reflections (one at the beginning, one at the end of the semester) on their experience with the service learning partner organization. The grade is distributed as follows: First reflection [5% of total grade]: This reflection should delve into their first impression and speculate on the expected outcomes of the experience. Second and final reflection [15% of total grade]: The second reflection should discuss the experience under the light of the social marketing framework, elaborating on implications for public health practice and social marketing. The second reflection is expected to clearly demonstrate an improvement from the previous reflection.			
4. Quality participation	February (after sessions #3, #6, #12)	LO1-2, LO8	10%
Individual assignment: Students are required to complete the readings prior to class to allow improved participation. Students will be evaluated on the quality of both in class-related discussions and two online discussions on Moodle forums , aimed at critically reflecting on social marketing as a discipline, and on their role as students and health promotion practitioners as agents of social change.			

Policies and other general notes:

- **Attendance and participation:** In accordance with the AUB Catalogue “Students who miss more than one-fifth of the sessions of any course in the first ten weeks of the semester (five weeks in the case of the summer term) are dropped from the course if the faculty member has stated in the syllabus that attendance will be taken”. Attendance is regularly taken.
- **Lateness:** It is important to show up in class on time to avoid disruptions and missing important information. Punctuality also means meeting deadlines. Late assignments will receive an automatic 5% deduction. Arriving to class late will also negatively impact the attendance grade (taken online on Moodle). If for any reason students cannot meet a deadline or cannot attend a class, they should inform the instructor in advance by email.
- **In-class etiquette:** 1) **Side talks are not acceptable:** they distract from the main discussion and are disrespectful to others and the instructor. 2) **mobile phone use in class is not allowed.** Using mobile phone in class is a form of disrespect towards the instructor and your colleagues and it creates unnecessary distractions. Mobile phones must be put silent and away from your view, for the entire duration of the class; 3) **Laptops/netbooks:** These may be used only for classroom activities and can be used for taking notes if their use does not disturb others.

- **Moodle:** This course relies heavily on Moodle as a learning management system. The instructor uses it for sharing information, announcements, course activities, additional readings and different other materials, and for keeping track of attendance. Students are responsible for being aware of related announcements and materials which are shared on this platform. Most communications and announcements are posted via forums, and participation in the forums is highly encouraged and recommended, as part of the grade is based on active participation. Students should also post questions on Moodle forums instead of emailing the instructor (if the questions are not of personal nature). Answers to general questions might be beneficial for the whole class; this facilitates good and efficient communication.
- **Academic Integrity:** Education is demanding and time management is essential. Do not hesitate to use the resources around you but do not cut corners. Cheating and plagiarism will not be tolerated. Please review the **Student Code of Conduct** in your handbook and familiarize yourself with definitions and penalties. If you are in doubt about what constitutes plagiarism, ask your instructor because it is your responsibility to know. The American University of Beirut has a strict **anti-cheating** and **anti-plagiarism** policy. Penalties include failing marks on the assignment in question, suspension or expulsion from University and a permanent mention of the disciplinary action in the student's records.
- **Writing:** Written communication is essential for communication, health education and behavioral science. Students are expected to proofread and spell-check any written documents before submission. Points will be deducted from the grades for low quality writings. Students are encouraged to contact **AUB's Writing Center**, located in Ada Dodge Hall, 2nd floor or West Hall, 3rd floor. Appointments can be booked online: aub.mywconline.com, over the phone (Ext. 4077) or by walking in.
- **Professionalism and confidentiality with SL sites.** The service learning component requires that students work off campus with partner institutions. It is essential to maintain a high degree of professionalism, confidentiality, and respect (time and proper dress code) to all parties involved. Before the start of the service learning activity, a contract detailing the responsibilities and expectations of each party will be prepared and signed.
- **Inclusive education:** Students with special needs and that anticipate difficulties with the content or format of the course due to physical or learning disabilities should contact the instructor and/or their academic advisor, as well as the Counseling Center in the Office of Student Affairs (Ext. 3196) as soon as possible to discuss their learning needs. If you have a disability, for which you may request accommodation in AUB classes, consult the website for more information and [make arrangements with the Coordinator](#). Also, please see the instructor of this course privately in regard to possible support services that can be provided to you.
- **Non-Discrimination – Title IX – AUB:** AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at www.aub.edu.lb/titleix. **To report an incident**, contact the University's Title IX Coordinator Trudi Hodges at 01-350000 ext. 2514, or titleix@aub.edu.lb. An anonymous report may be submitted online via EthicsPoint at www.aub.ethicspoint.com.

Detailed course outline

Legend: Face-to-face sessions (**blue**), Visit to community partner site (**green**), Assignment deadlines (**dark red**).

Session/Date (delivery mode)	Topics	Readings	Relevant Assignment (where your learning on this will be assessed)
Session #1 Sep 9	Introduction to the course	(Grier et al., 2005; SMNEC, 2003)	
Session #2 Sep 16	Principles of Social Marketing -Short quiz #1	Chapters 1-2 (NSMC, 2010; Firestone et al, 2017; Truong, 2014)	Assignments 1, 2
Sep 16-22	Schedule first visit		Assignment 2, 3
Session #3 Sep 23	Situation analysis & target audience selection	Chapters 4-5	Assignments 1, 2
Session #4 Sep 30	Target audience selection, goals & objectives -Short quiz #2	Chapters 5-8 (Vodicka, Shelton & Cassell, 2010)	Assignments 1, 2
Sep 24-Oct 5	Schedule second visit		Assignment 2, 3
Oct 6	First reflection due		Assignment 3
Session #5 Oct 7	Target audience insight and formative research	Chapters 5-8 (El Harakeh, Madi & Bardus, 2017)	Assignments 1, 2
Session #6 Oct 14	Positioning statement and Marketing Mix -Short quiz #3	Chapters 9-14 (Cole et al., 2016; Ledford, 2012)	Assignments 1, 2
Session #7 Oct 21	Pre-testing and piloting: developing communications	Chapter 3, 13-14 (Uhrig, et al., 2010)	Assignments 1, 2
Session #8 Oct 28	Preparing for formative research: developing questions and tools -Short quiz #4	Chapter 3 (Suggs et al, 2011)	Assignments 1, 2
Oct 14-Nov 1	Schedule third visit to the site to conduct formative research		Assignment 2, 3
Session #9 Nov 4	Formative research: learning from the target audience's insight	Chapter 3 (Ryan et al., 2015)	Assignment 2
Session #10 Nov 11	Developing Monitoring and Evaluation Plans	Chapter 16-17 (Askelson et al., 2015)	Assignment 2
Session #11 Nov 18	Developing Implementation Plans	Chapter 16-17 (Lagarde; Askelson et al., 2015)	Assignment 2
Session #12 Nov 25	Reflecting on Social Marketing: Nudging and behavioral economics -online discussion	(Velema et al., 2017; French, 2011)	Assignments 2, 4
Nov 12-Nov 29	Schedule fourth visit to the site to agree on implementation plan		Assignment 2, 3
Session #13 Dec 2	Reflecting on Social Marketing: Ethical considerations -guest lecture -online discussion	(Hastings & Angus, 2011; Saunders et al., 2014 Domegan & Bringle, 2010 or Bardus et al., 2019)	Assignments 2, 4
Dec 3	Social Marketing Plan: Draft due		Assignment 2
Session #14 Dec 4-7*make-up session	Final project plan finalizations and in class presentations		Assignment 2
Dec 11	Second reflection due		Assignment 3

Session/Date (delivery mode)	Topics	Readings	Relevant Assignment (where your learning on this will be assessed)
Dec 15	<i>Social Marketing Plan: Final version due</i>		Assignment 2
TBD	<i>Schedule final visit to present the plan to the community partner and discuss implementation options</i>		Assignment 2, 3

Note: * Project Draft is an ongoing assessment/activity that students will undertake using Google Docs or other software tools for collaborative writing. The activity is assessed in the last part of the course.

Course Readings- organized by date

* Indicates required readings.

Weeks 1-3: Principles of Social Marketing

Centers for Disease Control and Prevention (CDC). (2003). CDCynergy Lite: Social Marketing Made Simple. Atlanta, GA.

Firestone, R., Rowe, C. J., Modi, S. N., & Sievers, D. (2017). The effectiveness of social marketing in global health: a systematic review. *Health Policy and Planning*, 32(1), 110–124. doi:10.1093/heapol/czw088

*Grier, S., & Bryant, C. A. (2005). Social Marketing in Public Health. *Annual Review of Public Health*, 26(1), 319–339. doi:10.1146/annurev.publhealth.26.021304.144610

*Social Marketing National Excellence Collaborative (SMNEC). (2003). *Social Marketing and Public Health: Lessons from the Field*. Turning Point National Program, University of Washington, USA.

The NSMC. (2010). Social marketing national benchmark criteria. Retrieved from <http://www.thensmc.com/resources/publications/>

Truong, V. D. (2014). Social Marketing A Systematic Review of Research 1998–2012. *Social Marketing Quarterly*, 20(1), 15–34. doi:10.1177/1524500413517666

Week 4: Target audience selection, goals and objectives

*Vodicka, S., Shelton, M., & Cassell, J. (2010). Segmenting Beyond Demographics: North Carolina's Use of Two Tools to Segment Audiences for Obesity Prevention. *Cases in Public Health Communication & Marketing*, 4, 101–130.

Week 5-6: Developing exchange propositions and marketing mix

Cole, G. E., Keller, P. A., Reynolds, J., Schaur, M., & Krause, D. (2016). CDC MessageWorks: Designing and Validating a Social Marketing Tool to Craft and Defend Effective Messages. *Social Marketing Quarterly*, 22(1), 3–18. doi:10.1177/1524500415614817

*El Harakeh, A., Madi, F., & Bardus, M. (2017). Development of Strategies to Promote Solid Waste Management in Bourj Hammoud, Lebanon. In G. Hastings & C. Domegan (Eds.), *Social Marketing: Rebels with a Cause* (3rd Edition, pp. 390–405). Routledge.

Haldeman T., & Turner, J.W. (2009) Implementing a Community-Based Social Marketing Program to Increase Recycling. *Social Marketing Quarterly*, 15(3):114-127.

Ledford, C. J. W. (2012). Changing Channels A Theory-Based Guide to Selecting Traditional, New, and Social Media in Strategic Social Marketing. *Social Marketing Quarterly*, 18(3), 175–186. doi:10.1177/1524500412460671

Week 7-9: Pre-testing and piloting

Uhrig, J., Eroğlu, D., Bann, C., Wasserman, J. L., & Guenther-Grey, C. (2010). Systematic Formative Research to Develop HIV Prevention Messages for People Living with HIV. *Social Marketing Quarterly*, 16(3), 23–59. doi:10.1080/15245004.2010.500442

Ryan, E., Bockh, E., Tolley, E.E., Pack, A.P., Mackenzie, C., Olawo, A., & Githuka, G. (2015). Positioning Microbicides for HIV Prevention in Kenya: A Case Study. *Social Marketing Quarterly*, 21(2), 100–114. doi:10.1177/1524500415583058

*Suggs, L.S., Rots, G., Jacques, J., Vong, H., Mui, J. Richardson, B., & Team IS2SD (2011). “I’m Allergic to Stupid Decisions”: An m-health campaign to reduce youth alcohol consumption. *Cases in Public Health Communication & Marketing*, 5, 111–135.

Week 10: Monitoring & Evaluation

- *Askelson, N.M., Golembiewski, E.H., DePriest, A.M., O'Neill, P., Delger, P.J., & Scheidel, C.A. (2015) The Answer Isn't Always a Poster: Using Social Marketing Principles and Concept Mapping With High School Students to Improve Participation in School Breakfast. *Social Marketing Quarterly*; 21(3):119-134. doi: 10.1177/ 1524500415589591
- French, J., Merritt, R., & Reynolds, L. (2011). The importance of evaluation. In J. French, R. Merritt, & L. Reynolds (Eds.), *Social Marketing Casebook* (pp. 245–261). London: SAGE Publications Ltd.
- Dickey, M. K., John, R., Carabin, H., & Zhou, X.-N. (2015). Program Evaluation of a Sanitation Marketing Campaign Among the Bai in China A Strategy for Cysticercosis Reduction. *Social Marketing Quarterly*, 21(1), 37–50. doi:10.1177/1524500415569548

Week 11: Planning implementation

- Askelson, N.M., Golembiewski, E.H., DePriest, A.M., O'Neill, P., Delger, P.J., & Scheidel, C.A. (2015) The Answer Isn't Always a Poster: Using Social Marketing Principles and Concept Mapping With High School Students to Improve Participation in School Breakfast. *Social Marketing Quarterly*; 21(3):119-134. doi: 10.1177/ 1524500415589591
- *Lagarde, F., Kassirer, J., & Lotenberg, L. D. (2012). Budgeting for Evaluation Beyond the 10% Rule of Thumb. *Social Marketing Quarterly*, 18(3), 247–251. doi:10.1177/1524500412460635

Week 12-13: Reflecting on Social Marketing & Service Learning

- *Domegan, C., & Bringle, R.G. (2010). Charting Social Marketing's Implications for Service-Learning. *Journal of Nonprofit & Public Sector Marketing*, 1(3), 198–215. doi:10.1080/10495142.2010.483272
- *Bardus, M., Domegan, C., Suggs, L.S., & Mikkelsen, B.E. (2019) Engaging Students and Communities through Service Learning and Community-Academia Partnerships: Lessons from Social Marketing Education. In *Evaluating the Gaps and Intersections Between Marketing Education and the Marketing Profession* (pp. 84–116). Hershey, PA: IGI Global. doi:10.4018/978-1-5225-6295-5.ch008.
- *French, J. (2011). Why nudging is not enough. *Journal of Social Marketing*, 1(2), 154–162. doi:10.1108/20426761111141896
- Hastings, G., & Angus, K. (2011). When is social marketing not social marketing? *Journal of Social Marketing*, 1(1), 45–53. doi:10.1108/20426761111104428
- *Saunders, S.G., Barrington, D.J., & Sridharan, S. (2014). Redefining social marketing: beyond behavioural change. *Journal of Social Marketing*, 5(2), 160–168.
- *Velema, E., Vyth, E. L., & Steenhuis, I. H. M. (2017). Using nudging and social marketing techniques to create healthy worksite cafeterias in the Netherlands: intervention development and study design. *BMC Public Health*, 17(1), 63. doi:10.1186/s12889-016-3927-7

Appendix –I Mapping of Course Learning Objectives to HPCH Concentration Competencies and CEPH Competencies

	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	LO9	LO10	Other CORE and/or Concentration courses	Assignment where Competency primarily assessed
HPCH-CC1	A	A									HPCH 331 HPCH 334 HPCH 335	Assignment 1, 3, 4
HPCH-CC2			A	A	A	A					HPCH 334 HPCH 335	Assignment 2
HPCH-CC3							A				HPCH 334	Assignment 2
HPCH-CC5								A	A		HPCH 331 HPCH 334 HPCH 335	Assignment 2, 4
CEPH CC2					R							Assignment 2
CEPH CC6			R	R					R			Assignment 2
CEPH CC7					R	R						Assignment 2
CEPH CC8			R			R						Assignment 2
CEPH CC9						R						Assignment 2
CEPH CC11					R	R						Assignment 2
CEPH CC13				R		R						Assignment 2
CEPH CC17										R		Assignment 2,3,4
CEPH CC18						R					HPCH 301	Assignment 2
CEPH CC19						R				R	HPCH 301	Assignment 2
CEPH CC20						R				R	HPCH 301	Assignment 2

A = Distinct competency is primarily assessed in my course

I = Distinct competency is only Introduced in my course but assessed in another course

R = CEPH core competency or Distinct conc. is reinforced in my course