

Learning Objective	Description	Assessment	Aligned Goals
<i>Critical Health Literacy</i>	Students will be able to translate information from the key areas of health and physical expression to make recommendations for interventions through research, outreach and teaching.	Final Cumulative Portfolio Items: *Yearly Community Action Research Event *Examples of Statistical and Analytic Studies *Artistic, Creative, Play Products	Promote the core tenets of the nine components of health typical of standard higher education curricula (i.e., physical, emotional, intellectual, interpersonal, cultural, spiritual, environmental, financial, occupational) by normalizing alternative lenses of gender, sexuality, race and/or ethnicity, socioeconomic status, etc. Increase the number of underrepresented populations in STEM fields and post undergraduate study.
<i>Health Communication</i>	Students will be able to consume and produce effective interpersonal and multimedia health communications (marketing, advocacy, impact).	Final Cumulative Portfolio Items: *Written Statement of Critical Health Values and Projected Goals *Written Health Philosophy *Multimedia project	Create leaders in decolonizing STEM education, careers, and post undergraduate research. Prepare students to use protocols of research in STEM fields and post undergraduate study.
<i>Interpret Health Related Research</i>	Students will be able to critically analyze, evaluate, and disseminate current health-related research efficiently and effectively.	Final Cumulative Portfolio Items: *Examples of Statistical and Analytic Studies	Create leaders in decolonizing STEM education, careers, and post undergraduate research. Prepare students to use protocols of research in STEM fields and post undergraduate study.
<i>Historical Knowledge of Health</i>	Students will be able to employ the knowledge and skills gained by studying the past to understand contemporary issues, to challenge inaccurate or unsupported claims, to make careful comparisons across time, space, and culture, and to take informed positions.	Final Cumulative Portfolio Items: *Deconstructing Language Around Decolonization *Audio/Visual interview with aspirational figure	Promote the core tenets of the nine components of health typical of standard higher education curricula (i.e., physical, emotional, intellectual, interpersonal, cultural, spiritual, environmental, financial, occupational) by normalizing alternative lenses of gender, sexuality, race and/or ethnicity, socioeconomic status, etc.
<i>Social Justice</i>	Students will be able to advocate for social justice in health and action research.	Final Cumulative Portfolio Items: *Yearly Community Action Research Event *Producing an Action Product	Promote the core tenets of the nine components of health typical of standard higher education curricula (i.e., physical, emotional, intellectual, interpersonal, cultural, spiritual, environmental, financial, occupational) by normalizing alternative lenses of gender, sexuality, race and/or ethnicity, socioeconomic status, etc.
<i>Solve Real-World Problems</i>	Solve/explore unstructured real-world problems that require teamwork and contributions from diverse disciplines to demonstrate independent learning skills and enthusiasm for the field.	Final Cumulative Portfolio Items: *Deconstructing Language Around Decolonization *Producing an Action Product *Yearly Community Action Research Event	Prepare students to use protocols of research in STEM fields and post undergraduate study.