Name: Alison Kraus
Date: 5/21/2023

Assignment:
Competency/Goal/Standard → Assessment → Learning Objective Alignment Worksheet (50 points)

Part 1 (25 points)

The learning objective should be specific, measurable statements that are written in behavioral terms. Learning objectives describe what the learners should be able to achieve at the end of a learning period. The objective lets us know if assessment criteria were met and if aligned correctly, we know that the competency was met.

Step 1: Create five objectives using the four parts of an objective as shown in the course module/video and text below. Each objective is worth 5 points (Condition=1 point, Who= 1 point, Behavior=2 points, and Criterion= 1 Point) for a total of 25 points.

- Condition: Describe the conditions under which the learner will be expected to perform in the evaluation situation
- Who: Define who will be expected to perform (Student, participant, etc.)
- Behavior: Describe the observable action using an appropriate **verb** (Bloom's Taxonomy) along with the task
- Criterion: Make clear how well a learner must perform to be judged adequate
- **Note:** Objectives need to follow the correct order begining with Condition, then the who, the behavior and finally the criterion. Points will be deducted if your objectives do not follow the correct order (see examples below).

Objectives	
1.	By the end of this workshop, the participants will be able to **identify** the principles of a collective impact approach without error.
2.	By the end of this workshop, the participants will be able to **discuss** the strengths and weaknesses of collective impact approaches in 500 words or less.
3.	By the end of this workshop, the participants will be able to **apply** a collective impact approach to a public health or social issue with 95% accuracy (i.e. fidelity to the collective impact best practice model).
4.	By the end of this workshop, the participants will be able to **evaluate** the application of a collective impact approach in 500 words or less.
5.	By the end of this workshop, the participants will be able to **formulate** a draft collective impact proposal plan for their community in less than an hour.

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Part 2 (25 points)

In Part 1 you created measurable learning objectives, and now you will align the five objectives you created to the discipline standards/goals or competencies that apply to the learning objectives and the assessment activity that you will use to collect evidence. Competencies serve as the basis for skill standards that specify the *level of knowledge, skills, and abilities* required for success in the academic program as well as measurement criteria for assessing competency. If you are teaching, you should have program goals, competencies, or standards to use for alignment. If you are not teaching, please contact the instructor for guidance. Each Competency/Goal/Standard → Assessment → Learning Objective is worth 5 points for a total of 25 points.

Note: Competencies listed below are based on Council on Education in Public Health (CEPH) Foundational Competencies.

(Source: https://media.ceph.org/documents/D2_guidance.pdf)

	←Competency/Goal/Standard →	←Assessment→	←Learning Objective→
1.	**CEPH 13** Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	Test (multiple choice and essay) In-class Discussion (Whole class and small group)	By the end of this workshop, the participants will be able to **identify** the principles of a collective impact approach without error.
2.	**CEPH 19** Communicate audience-appropriate public health content, both in writing and through oral presentation	In-class Discussion (Whole class and small group)	By the end of this workshop, the participants will be able to **discuss** the strengths and weaknesses of collective impact approaches in 500 words or less.
3.	**CEPH 9** Design a population-based policy, program, project or intervention	Generate a draft collective impact proposal plan for their community	By the end of this workshop, the participants will be able to **formulate** a draft collective impact proposal plan for their community in less than an hour.
4.	**CEPH 16** Apply leadership and/or management principles to address a relevant issue	Test (multiple choice and essay) In-class Discussion (Whole class and small group)	By the end of this workshop, the participants will be able to **apply** a collective impact approach to a public health or social issue with 95% accuracy.
5.	**CEPH 15** Evaluate policies for their impact on public health and health equity	Complete case study Peer proposal draft review	By the end of this workshop, the participants will be able to **evaluate** the application of a collective impact approach in 500 words or less.