In July 2011, the School of Health and Human Sciences (HHS) was established following a year-long planning process. While 2011-12 was officially a year of transition for the new unit, the faculty, staff and students of the School maintained their ongoing record of excellence and high levels of activity in teaching, research and community engagement. The following are highlights of the exciting first year:

**Teaching.** Academic Program Review showcased the excellence of many academic programs in HHS. Two programs in CSD (B.S. and M.A. degrees), the M.S. in Gerontology and three doctoral programs (in HDF, NTR, and PHE) were determined to be ‘Exceptionally Strong in Quality and/or Function/Demand, and should be considered for future investment’ (Chancellor’s Report on APR). Subsequently, committees made recommendations regarding how these programs might use any forthcoming investment to enhance their excellence. Beyond APR, many departments and programs were engaged in extensive modifications to their Student Learning Plans, resulting from feedback from the Student Learning Enhancement Committee (SLEC) as well as departmental reflection stemming from accreditation review. These changes ranged from a complete overhaul of mission, outcomes and measures, to clarification of only a subset of one or more of these elements. Finally, the teaching excellence of individual faculty was recognized: Prof. Jack Register (SWK) received the HHS Teaching Excellence Award, Dr. Aaron Terranova (KIN) received the Gail Hennis Graduate Teaching Award and Dr. Heather Helms (HDF) will receive the UNCG Alumni Teaching Excellence Award for a Tenured Faculty Member at the Fall 2012 Faculty Convocation.

**Research:** Through the support of the HHS Office of Research, HHS faculty developed 76 proposals requesting $39,198,326 during AY 2011-12. Nearly $6 million in external funding was received for research support. Faculty are involved in proposed projects within HHS as well as in collaboration with other schools. As of March 2012, the UNCG Office of Sponsored Programs reported 30 Interdisciplinary proposals submitted in FY 2011-2012. The School of HHS accounted for approximately 30% of these proposals. Students are extensively involved in
the research enterprise. More than 100 papers were published by HHS faculty that included student co-authors. HHS faculty published over 200 refereed papers. Students co-authored more than 150 of the over 300 presentations made by faculty in HHS during 2011-12. The research expertise of HHS faculty is well-respected nationally and internationally, as demonstrated by the over 1000 pre-publication reviews completed by HHS faculty during the year. As an investment in future research endeavors, the Office of Research was able to distribute $207,629 to faculty and students. This funding supports summer stipends for grant writing and manuscript preparation, equipment purchases, summer graduate assistantships, and travel and data collection.

Community engagement and service: The School of Health and Human Sciences was chosen to “beta test” engaged scholarship for UNCG. HHS is a model for UNCG on how to promote and measure community engagement, under the leadership of Dr. Bob Wineburg, HHS Director of Community Engagement. As an initial step, faculty were surveyed regarding the extent of their community involvement. Faculty reported 781 affiliations with a range of community groups and organizations. One example of community engagement in HHS extends to the North Carolina borders through the active Telepractice Program in the Speech and Hearing Program at Gateway University Research Park. Remote and underserved school districts across North Carolina are beginning to utilize telepractice to meet the communication needs of their students—and finding success. Rural and small districts often have a difficult time recruiting qualified speech-language pathologists. Approximately eighteen hundred telepractice sessions were delivered to North Carolina schools in 2011-12, in Perquimans County in eastern NC and Yancey County in the western part of the State. Another example involves the Department of Nutrition, Jigna Dharod continues her research with the Montagnard Dega Association to recruit and advance research and understanding food insecurity related issues among Montagnard refugee families in North Carolina. She also works with agencies and programs that directly work with refugee families, such as RING network, WIC office, and the Church World Services Resettlement Agency.
1a: Talking Points: The New School of Health and Human Sciences Transition Year
Providing Department: School of Health and Human Sciences

Talking Point
The 2011 – 2012 AY was a year of transition for the new School of Health and Human Sciences. Dean Celia Hooper appointed several transition committees to complete important work associated with the creation of a new school. The Governance Committee was charged with creating three documents: HHS Governance; HHS Promotion & Tenure Policies, Guidelines, and Procedures; and HHS Academic Professional Promotion and Reappointment Policies. The Strategic Planning Committee was charged with creating vision, mission, and values statements, along with primary goals and strategies that would guide the new school in its teaching, research and community engagement. The documents produced by the Governance and Strategic Planning committees underwent careful review. All faculty were given the opportunity to provide feedback either on Blackboard or during departmental meetings. The documents were completed by the end of the academic year and are now available on the HHS website (http://www.uncg.edu/hhs/hhs-faculty-docs.html).

The Events and Culture Committee was created to review traditions of the former schools and to choose events and award ceremonies for the coming years that would recognize our past and celebrate the new school. Dr. Hooper also appointed the Marketing and Communications Committee to align HHS branding efforts with the overall UNCG Integrated Marketing and Strategic Communication (IMSC) committee on which she served as co-chair. Through their efforts HHS has led the way in aligning our messaging with the UNCG brand guide on our website and in our other communication efforts. The committees appointed by the Dean had representation from a broad range of departments and programs within HHS.

HHS, through outreach to Department Chairs and alumni, received nominations for a new Alumni Association. Dean Hooper personally invited each nominee to join the HHS Alumni Association Board of Directors (BOD), and ensured that each discipline within the school was represented. The BOD met in January 2012 to select a president, vice-president, and secretary, and to begin planning events that would have broad appeal to alumni of all ages and disciplines. Also in January 2012, the call went out to all HHS alumni for nominations for the alumni awards that would acknowledge the exemplary accomplishments of our many alumni. This activity culminated with the HHS Awards Ceremony in April 2012 when thirteen alumni were recognized for their accomplishments.

Audience: Internal: [ ]
Audience: External: [ ]
Start Date: 7/1/2011
End Date: 6/30/2012
Related Items
There are no related items.

1b: Talking Points: Academic Program Review
Providing Department: School of Health and Human Sciences

Talking Point
Academic Program Review showcased the excellence of many academic programs in HHS. Two programs in CSD (B.S. and M.A. degrees), the M.S. in Gerontology and three doctoral programs (in HDF, NTR, and PHE) were determined to be ‘Exceptionally Strong in Quality and/or Function/Demand, and should be considered for future investment’ (Chancellor’s Report on APR). Subsequently, committees made recommendations regarding how these programs might use any forthcoming investment to enhance their excellence. The B.S. in Community Youth Sport Development (in KIN) was identified as a program with challenges related to demand or function. Provost Perrin agreed that the program could be studied further to see if a more appropriate department home, such as Community and Therapeutic Recreation, could be identified, following a request by Dean Hooper. The face-to-face B.S. in Health Studies program was recommended for discontinuation; this program will now be offered only online. Also recommended for discontinuation was the Ed.D. in Exercise and Sport Science (KIN). Again, at the request of the Dean, the Provost allowed additional time to study this program to see if a more appropriate delivery method be identified. The M.A. in Conflict Resolution (both face-to-face and online programs) which was recommended for re-location from the Division of Continual Learning,
will join HHS as its permanent academic home beginning July 1, 2012

**Audience: Internal:**
**Audience: External:**

**Start Date:** 7/1/2011  
**End Date:** 6/30/2012  

**Related Items**
There are no related items.

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**1c: Talking Points: Community Engagement**

**Providing Department:** School of Health and Human Sciences

**Talking Point**
The School of Health and Human Sciences was chosen to “beta test” engaged scholarship for UNCG. We will provide a model for UNCG on how to promote and measure community engagement - this work will position UNCG as a system-wide leader in this important area. To tell the HHS Engagement story, Dean Celia Hooper appointed Dr. Bob Wineburg, the Jefferson Pilot Excellence Professor, as HHS Director of Community Engagement. Dr. Wineburg’s first charge was to obtain a data driven picture of HHS engagement with a Community Engagement Survey, compiled with the help of a committee of faculty with projects deeply rooted in the community. The survey, with an astounding 83% response rate, describes what engagement looks like in terms of duration, faculty status, outcomes, challenges, and needs.

Our data showed that we are in the community and in organizations on many levels with our faculty reporting 781 affiliations. It was recognized however, that our courses have many elements of connection to community locations, but we are not in the community with curricula. Now, with our committee structure in place, and a movement to extend the classroom to the community, we have the chance to introduce courses with a much stronger connection to our partners. Dr. Wineburg has done this experimentally by teaching with a community partner as a co-instructor, with agency leaders and students in full collaboration, at the downtown Self Help Center where there are 30 nonprofits and 25 human service organizations. This fall, Dr. Wineburg will offer a school-wide course in Grant Writing for Health and Human Service Agencies at the Self Help Center site. He will utilize two “labs,” (last semester's course and this new course) to determine how we might implement other community-based courses with different, but relevant content, and different faculty, with an eye on hybrid online work as well.

**Audience: Internal:**
**Audience: External:**

**Start Date:** 7/1/2011  
**End Date:** 6/30/2012  

**Related Items**
There are no related items.

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**1d: Talking Points: Interdisciplinary Courses in the School of Health and Human Sciences**

**Providing Department:** School of Health and Human Sciences

**Talking Point**
The planning of interdisciplinary courses that meet the needs of graduate students in HHS began in August of 2011. The Associate Dean for Graduate Studies, Dr. Dave Demo led the initiative. Stakeholder meetings and focus group discussions were held with students, department chairs, and directors of graduate study (DGS) to plan courses that meet the specific needs of students in HHS, that would not duplicate current course offerings, and that would not conflict with other course sequences. As a result, in Spring of 2013, HHS statistics offerings will be expanded by offering a multiple regression course. The course will be co-taught by Associate Dean for Research Bill Dudley and Department of Human Development and Family Studies Chair Mark Fine. Dr. Demo is exploring student populations who need this course as well as ways to cross-list it, with the ultimate goal to develop it as an HHS course with an HHS prefix. Drs. Demo, Dudley, and Fine discussed possible course content with HHS Department Chairs, DGS, and students, and a formal course proposal will be submitted for GSC approval this fall. Other courses being planned include a course on grant writing and community engagement to be offered on the downtown campus in Fall, 2012, and a Professional Development course taught by Dr. Demo in Spring, 2013. In the latter course, students will learn about professional ethics, vita and website preparation, submitting manuscripts to academic journals, and job market preparation including academic interviewing.

**Audience: Internal:**
**Audience: External:**

**Start Date:** 7/1/2011  
**End Date:** 6/30/2012  

**Related Items**
There are no related items.
1e: Talking Points: Research Accomplishments  
Providing Department: School of Health and Human Sciences

Talking Point
Through the support of the Office of Research, HHS faculty developed **76 proposals** for requests of **$39,198,326 during AY 2011-12**. Faculty are involved in proposed projects within HHS as well as in collaboration with other schools. As of March 2012, the Office of Sponsored Programs reports 30 total Interdisciplinary proposals submitted in FY 2011-2012. The School of HHS accounted for approximately 30% these proposals.

The Office of Research reports almost $6 million in new and ongoing research support in grants and contracts from external sources. From the start of the fiscal year Dr. Bill Dudley, the Associate Dean for Research, and his staff took on a key role in the finances of the School by identifying sources of salary support from these external sources which were critical to the funding of the Graduate Student stipends. Through their remarkable efforts $468,000 was identified. Additionally, in bringing salary support anomalies to the attention of the School and University administrators, the need to develop a policy related to external support of workload was identified. As a result, a University Task Force on External Funding of Faculty Workload will meet this summer. This task force is a direct outgrowth of conversation with Provost Perrin and Vice Chancellor Shelton regarding the critical need for university policy on various aspects of external funding of workload; Dr. Dudley will be a key member of that task force.

The Office of Research was proud to be able to distribute $207,629 to faculty and students in support of their research activities. Fifteen faculty received a total of $87,500 in summer support allowing them to devote time to grant writing and manuscript preparation. In addition, two faculty members shared $19,595 allowing them to purchase critical equipment for their research laboratories. Eleven graduate assistants received summer assistantships, and $8,000 was awarded to one faculty member as support for two years of data collection. Faculty and students also received $18,329 in travel support to attend conferences and trainings, and a total of $61,954 was set aside for various needs such as doctoral dissertation data collection, gift cards for study participants, manuscript editing, grant writing workshops, and salary support for statistics experts.

**Audience: Internal:** 🔴  
**Audience: External:** 🔴  
**Start Date:** 7/1/2011  
**End Date:** 6/30/2012  
**Related Items:** There are no related items.

1f: Talking Points: Diversity and Inclusiveness  
Providing Department: School of Health and Human Sciences

Talking Point
The Department of Human Development and Family Studies (HDFS) conducted a self-study of how responsive the department is to issues of diversity and inclusiveness, with the help of Cathryn Schmitz, Director of the UNCG Conflict and Peace Studies Program. Dr. Schmitz gathered data from focus groups with graduate students in the spring of 2010 and a report was made to the faculty in the fall. As a follow-up, in 2011 and 2012, HDFS systematically interviewed both faculty and graduate students regarding the climate in the department with regards to race, class, and culture. These interviews revealed strengths in how they were handling these issues, but also some identified areas for improvement, particularly in terms of the training of graduate students. As a result, a graduate course in "Race, Class, and Culture" will be offered for the first time in the Spring, 2013 semester. The goal is to enhance the graduate curriculum by focusing more attention on the cultural foundations of development and their implications for families, by focusing systematically on demographic and other variations within and across societies, and by highlighting other diversities in human experience including those related to sexual orientation and ability. HDFS also made their Diversity Committee a standing (as opposed to an "ad hoc") committee and has plans for it to be much more active in 2012-2013 than it has been in the past, including conducting some trainings and workshops for faculty and students to help them all be more sensitive to issues pertaining to race, class, and culture.

**Audience: Internal:** 🔴  
**Audience: External:** 🔴  
**Start Date:** 7/1/2011  
**End Date:** 6/30/2012
1g: Talking Points: Telepractice
Providing Department: School of Health and Human Sciences

Talking Point
During AY 2011-12, five graduate students were trained to use telepractice technology to deliver services to school-age children throughout North Carolina. These services were delivered to two rural school systems (one in eastern and one in western North Carolina) from the Speech and Hearing Program at the Gateway University Research Park. The graduate clinicians were supervised by UNCG clinical faculty Ms. Colette Edwards and Ms. Sena Crutchley. Services were provided to elementary school students in individual sessions as well as small groups. Team meetings for Individualized Education Programs were conducted through videoconferencing as well. During therapy a facilitator who was present onsite at the school was available to assist the clinician by helping children follow instructions and/or monitoring the children’s behavior. Agendas from each session and newsletters from each grading period were sent home to foster communication with parents. The children enjoyed the interactive nature of telepractice as well as the daily themes such as weather, pets, and transportation. Data collected from sessions throughout the school year support the effectiveness of telepractice as a service delivery model.

Remote and underserved school districts across North Carolina are beginning to utilize telepractice to meet the communication needs of their students—and finding success. Rural and small districts often have a difficult time recruiting qualified speech-language pathologists. During 2011-12, we devoted a full time speech-language pathologist, Sena Crutchley, to Perquimans County Schools. The relationship with this county has spanned over three years, providing services to students at Hertford Grammar School, and adding Perquimans County Middle Schools this year as well. In the mountains of North Carolina, we initiated speech-language services with Yancey County Schools. These efforts focused on students at Clearmont Elementary School (kindergarten through 5th grade). Services to this school were under the direction of Colette Edwards. Approximately eighteen hundred telepractice sessions were delivered to North Carolina schools in 2011-12.

Audience: Internal: "
Audience: External: "
Start Date: 7/1/2011
End Date: 6/30/2012

Related Items
There are no related items.
2: School of Health and Human Sciences Progress on Strategic Plan

Providing Department: School of Health and Human Sciences

Start Date: 7/1/2011
End Date: 6/30/2012

Strategic Plan Complete: ✔

Related Items
There are no related items.
3a: Administrative Institutional Effectiveness Highlights: Personal Health Information Safety and Security

Providing Department: School of Health and Human Sciences

Administrative Institutional Effectiveness Highlight

The protection of personal health information is of utmost importance to HHS units that provide a direct service to the public – such as the Speech and Hearing Center. To that end, the needs of the Center, the resources within the university, and the need to maintain the privacy and security of patients'/clients' information was considered when various software options were explored. This year, the Center purchased software that will not only increase efficiencies but that also ensures the confidentiality, integrity, and security of electronic protected health information, as required under HIPAA.

Start Date: 7/1/2011
End Date: 6/30/2012

Related Items
There are no related items.

3b: Administrative Institutional Effectiveness Highlights: Electronic Student Portfolio System

Providing Department: School of Health and Human Sciences

Administrative Institutional Effectiveness Highlight

The MS Genetic Counseling program has successfully transitioned to a fully electronic student portfolio system. Folders set up for each student on the shared (N:/) drive are used by faculty and students to build a student portfolio that includes documentation of student work (reports, completed assignments), evaluation (grade sheets for projects/courses), clinical training activities (electronic logbook, case summary sheets, rotation goals and evaluation forms), capstone experience (final report, final presentation), and community engaged learning (electronic logbook of experiences). The files are backed up to an external hard drive at the end of each semester. When a student has completed the program the files are copied to two CDs – one is given to the student and the other is placed in the student’s permanent record.

Start Date: 7/1/2011
End Date: 6/30/2012

Related Items
There are no related items.

3c: Administrative Institutional Effectiveness Highlights: Diversity and Inclusiveness Self Study

Providing Department: School of Health and Human Sciences

Administrative Institutional Effectiveness Highlight

The Department of Human Development and Family Studies (HDFS) conducted a self-study of how responsive their department is to issues of diversity and inclusiveness, with the help of Cathryne Schmitz, Director of the UNCG Conflict and Peace Studies Program. Dr. Schmitz gathered data from focus groups with graduate students in the spring of 2010 and a report was made to the faculty in the fall. As a follow-up, in 2011 and 2012, HDFS systematically interviewed both faculty and graduate students regarding the climate in the department with regards to race, class, and culture. These interviews revealed both some strengths and challenges in how they were handling these issues, particularly in terms of the training of graduate students. As a result, HDFS faculty are developing a new graduate course in “Race, Class, and Culture” that will be offered for the first time in the Spring, 2013 semester. Their goal is to enhance the graduate curriculum by focusing more attention on the cultural foundations of development and their implications for families, by focusing systematically on demographic and other variations within and across societies, and by highlighting other diversities in human experience including those related to sexual orientation and ability. HDFS also made their Diversity Committee, chaired by Dr. Andrea Hunter, a standing (as opposed to an “ad hoc”) committee. Under the direction of Dr. Hunter, this type of initiative will broaden to the level of the School in the coming academic year.

Start Date: 7/1/2011
End Date: 6/30/2012

Related Items
There are no related items.

3d: Administrative Institutional Effectiveness Highlights: Joint Masters in Social Work Student Survey

Providing Department: School of Health and Human Sciences
**Administrative Institutional Effectiveness Highlight**

Data from JMSW student survey related to implicit curriculum (environment within which the explicit curriculum is delivered) informed a decision to always invite students to faculty meetings, provide more assistance to formalize and support the student organization, and support student efforts to organize around their own interests. As a result, this past year we had JMSW students in attendance at every monthly faculty meeting, and the JMSW Student Organization for the first time became recognized as a formal student group at UNCG which will now provide them with some additional benefits and supports.

**Start Date:** 7/1/2011  
**End Date:** 6/30/2012

**Related Items**

There are no related items.
Student Learning Enhancement Highlight (Academic Units Only)

4a: Student Learning Enhancement Highlights: Curriculum Changes Resulting from Program and SLEC review

Providing Department: School of Health and Human Sciences

Student Learning Enhancement Highlight

Most departments and programs in HHS made extensive modifications to their 2011-12 Student Learning Plans, based on feedback from the Student Learning Enhancement Committee (SLEC-based on 2009-2010 data) and departmental reflection stemming from accreditation and Academic Program Review. These changes ranged from a complete overhaul of mission, outcomes and measures, to clarification of only a subset of one or more of these elements (learner centered).

Examples of these actions include (not exhaustive):

In HDF: Revise Undergraduate Student Learning Objectives (SLOs) and accompanying measures of success for each

This objective was achieved during 2011-2012. Although SLOs had been revised during 2010-2011, this action had been initiated at the departmental level without any formal guidelines provided by the Office of Planning and Assessment. For the first time, such guidelines were provided in the Fall of 2011. Using these guidelines, the Undergraduate Committee developed and proposed new SLOs and Indicators of Success for each SLO. These were approved by the HDFS faculty in the Fall, 2011 semester for use during the 2011-2012 academic year.

In CTR: The Department of Community and Therapeutic Recreation developed and adopted a new conceptual model whereby two of the three undergraduate concentrations (Leisure Services Management, Commercial Recreation, and Event Management) were merged into one new concentration, Community Recreation, whose curriculum reflects current trends in the field. In addition, focus on services across the lifespan is highlighted. The development of this model was data driven from three primary sources: (a) professional trends identified by the Department of Labor’s, Occupational Outlook Handbook 2010-2011, (b) reports from two consultant visits to our department, and (c) active use of our Professional Advisory Committee. In addition, the data required by the UNCG Program Review report criteria allowed our department to view our department from new perspectives of demand, function, and quality.

In Gerontology: In 2011-2012 after completing the program review, the Gerontology Program made the following adjustments to enhance the students’ educational experience:

The student portfolio, which had been optional and is introduced during the student’s first fall semester in the program, became a requirement for all master students for graduation. The final portfolio is now a requirement of GRO 651: Integrative Seminar and may be entered to be recognized for exceptional classification to be recognized at the Gerontology Program’s annual spring Recognition and Awards Ceremony. The portfolios are reviewed by two or more professionals, who are either faculty, visiting faculty, advisory professionals, or professionals in the field of gerontology. This spring year ten portfolios were reviewed.
**4b: Student Learning Enhancement Highlights: Department of Nutrition curriculum changes**

**Providing Department:** School of Health and Human Sciences

**Student Learning Enhancement Highlight**

The Department of Nutrition made a number of important changes to their undergraduate programs, based on intern exit interview feedback and in order to keep pace with current trends in the field of nutrition:

In the Dietetic Internship (DI) program, "End of Life Nutrition" was added to better prepare students for their practicum experience. To keep pace with current trends in the field of nutrition, the *Academy of Nutrition and Dietetics Nutrition Care Manual and Pediatric Nutrition Care Manual* were added as references for use by interns throughout the entire internship. To support our DI curriculum and better prepare students for the hospital practicum, an *Observational Experience - A Body in Parts*, led by museum docent at The Weatherspoon Art Museum was added to enhance learning on the subject of providing care for the hospitalized patient.

A major curricular change in the undergraduate Dietetics curriculum was the creation of a separate International Nutrition course and then refocus of the prior Community and International Nutrition course to Community Nutrition (and the International Nutrition component provided the basis for the newly created, separate International Nutrition course. This was done to incorporate more information and student learning experiences in both areas which are key to the future professional careers of our students.
Delaware Out-of-Classroom Faculty Activity Study (Academic Units Only)

5: School of Health and Human Sciences Delaware Out-of-Classroom Faculty Activity Study (Academic Units Only)

Providing Department: School of Health and Human Sciences
Delaware Data Complete: ✔
Start Date: 7/1/2011
End Date: 6/30/2012

Related Items
There are no related items.
Accreditation Activity

6: School of Health and Human Sciences Accreditation Activity
Providing Department: School of Health and Human Sciences

Accreditation Activity Information
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Check if Information is Accurate: ☒
Start Date: 7/1/2011
End Date: 6/30/2014

Related Items
There are no related items.

Filter Criteria
Prepared by: Kathleen Williams
Start Date: 7-1-2011
End Date: 6-30-2012
Filter Options: N/A