

College of Public Health
Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
Accelerated 4+1 Recreation Therapy	MS	<p>1: Foundational Knowledge: Students exiting the program will demonstrate and apply knowledge of key foundational concepts for therapeutic recreation practice including: (1) an understanding of theories that guide TR practice (e.g. developmental, psychosocial, leisure, and play theories), (2) concepts and strategies related to behavioral change and (3) types of health and human service systems.</p> <p>2: Understanding Diagnostic Conditions: Students exiting the program will explain and analyze the associated limitations in functioning and community participation associated with health conditions and impairments that are typically seen in health and human service settings employing recreation therapists including conditions and impairments that impact cognitive, physical, sensory and psychological functioning.</p> <p>3: Societal and Environmental Influences on Functioning: Students exiting the program will analyze and critique environmental and societal factors as well as legislative and regulatory issues in terms of their ability to hamper or promote the functioning and community participation of clients with disabilities/chronic illnesses across the lifespan.</p> <p>4: Historical Development & Service Delivery: Students exiting the program will critique, synthesize and judge the profession's contemporary status within health and human services based upon the (1) profession's historical development, (2) various service delivery models associated with therapeutic recreation practice, and (3) variety of services provided by recreation therapists including special recreation, inclusive recreation, leisure education/counseling and recreation therapy services.</p> <p>5: Ethics & Standards of Practice: Students exiting the program will justify the role of standards of practice and ethical guidelines in the delivery of quality recreation therapy services.</p> <p>6: Assessment, Treatment Planning & Documentation: Students exiting the program will justify the various assessment processes and instruments used within the discipline and in health and human service settings as well as the procedures for selecting assessments and the strategies and techniques associated with conducting (e.g. behavioral observation, interviewing, functional skill testing), interpreting and documenting client assessment (e.g. writing goals, objectives, assessment reports, treatment plans).</p>

College of Public Health
Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
Accelerated 4+1 Recreation Therapy (CONT'D)	MS (CONT'D)	7: Treatment Planning, Implementation & Activity Modification: Students exiting the program will develop and justify treatments and/or interventions with consideration of accommodations needed in terms of activity requirements, instructional strategies and/or facilitation techniques due to changes in an individual's functioning as a result of the impairment/chronic illness.
		8: Oral & Written Documentation: Students exiting the program will demonstrate effective communication skills with clients, families and colleagues related to services and treatment outcomes orally (e.g. client rounds, care plan meetings) and in writing (e.g. progress notes, discharge summaries) using a variety of documenting forms.
		9: Modalities, Facilitation & Adaptations: Students exiting the program will design, adapt and facilitate individual or group programs, activities and/or interventions to meet the assessed needs of clients in diverse settings, cultures and contexts using age and culturally appropriate recreation and leisure activities.
		10: Interdisciplinary Knowledge and Collaboration: Students exiting the program will analyze and contrast the role and function of various professions found in health and human service settings and justify the ethical and professional role of recreation therapists in a team environment.
		11: Quality Improvement: Students exiting the program will create written reports justifying staff, programs, management procedures, client outcomes, and quality assurance/improvement services in therapeutic recreation.
		12: Evaluation & Research: Students exiting the program will evaluate and make recommendations for improving therapeutic recreation services/interventions using outcome data and research evidence.
		13: Professionalism: Students exiting the program will appraise their role in advancing the profession, including the requirements for gaining and maintaining credentialing as a recreation therapist, knowledge of the professional organizations and mechanisms for pursuing continuing education.
		14: Evidence Based Practice: Students exiting the program will search and synthesize the literature on topics relevant to recreation therapy practice and demonstrate their ability to translate the knowledge gained into tools that can be used to guide professional practice.
AMERICAN SIGN LANGUAGE	CERT	Students will demonstrate expressive and receptive language skills in American Sign Language at an intermediate-to-advanced level.
		Students will demonstrate knowledge of how modality of production and perception affect language structure.
		Students will demonstrate knowledge of Deaf Culture and an ability to interact effectively and comfortably with members of the Deaf Community.

College of Public Health

Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
AMERICAN SIGN LANGUAGE (CONT'D)	CERT (CONT'D)	Students will demonstrate knowledge of issues concerning the education of the deaf as well as medical vs. cultural views of d/Deafness.
		Students will demonstrate the ability to utilize technology effectively in communications through American Sign Language.
APPLIED BIOSTATISTICS	MPH	1: Describe the roles biostatistics serves in the discipline of public health
		2: .Apply basic statistical methods for summarizing public health data and for inference
		3: Interpret and present results from the application of basic statistical techniques
		4: Describe a public health problem in terms of magnitude, person, time, and place.
		5: Describe a public health problem in terms of magnitude, person, time, and place.
		6: Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.
		7: Apply the basic terminology and definitions of epidemiology.
		8: Calculate basic epidemiology measures.
		9: Apply biological concepts to public health issues and practice.
		10: Describe the major chronic diseases of public health importance, their etiology, and pathological consequences in order to design and evaluate intervention strategies.
		11: Describe the types of infectious agents, their dynamics in the population, and the strategies used in their control and prevention.
		12: Collect, organize and interpret data to present oral, written, graphic and numerical information
		13: Communicate with diverse audiences using a variety of means and channels in formal and informal settings using a variety of means and information technology
Athletic Training	BSAT	To prepare Athletic Training Students for the BOC examination and a successful career as a Certified Athletic Trainer.
		To prepare Athletic Training Students for clinical practice through various experiences under the guidance of Athletic Trainers and other allied health professionals to develop their professionalism, critical thinking, cognitive and didactic skills.
		To prepare graduates to practice with cultural competence and professional integrity.
		To prepare athletic training students to utilize and demonstrate evidence-based practice decision-making.
ATHLETIC TRAINING	DAT	Search and appraise current athletic training literature to enhance patient outcomes.
		Explain and justify evidence-based decision-making and its practical application.
		Devise a plan to highlight leadership and professionalism skills in clinical practice.
		Collaborate effectively with an interdisciplinary healthcare team.

College of Public Health
Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
ATHLETIC TRAINING (CONT'D)	DAT (CONT'D)	Distinguish the role of an athletic trainer in a public health model.
ATHLETIC TRAINING	MSAT	<p>To prepare Athletic Training Students for the BOC examination and a successful career as a Certified Athletic Trainer. A. Review of Educational Competencies and Clinical Proficiencies matrix within the Athletic Training Education Program (ATP) curriculum B. Monitor ongoing changes with the BOC, Commission on Accreditation of Athletic Training Education, and National Athletic Trainers' Association (NATA) C. Assess future ATP needs via assessments (e.g., alumni and employer surveys, Advisory Board meetings, student surveys)</p> <p>To prepare Athletic Training Students for clinical practice through various experiences under the guidance of Athletic Trainers and other allied health professionals to develop their professionalism, critical thinking, cognitive and didactic skills. A. Provide quality clinical experiences (both sexes) through upper and lower extremity, general medical, individual and team sports and equipment intensive clinical setting B. Structure learning opportunities that integrate the classroom, laboratory, and practicum experiences into patient care C. Prepare athletic training students for careers in traditional and emerging settings with diverse populations D. Provide athletic training students with opportunities to communicate with athletic and medical personnel E. Provide athletic training students with internship opportunities to develop professional rapport with athletic and allied health professionals F. Promote and encourage cooperative learning and service orientation for athletic training students</p> <p>To prepare graduates to practice with cultural competence and professional integrity. A. Adhere to and review the NATA Code of Ethics and Pennsylvania State Practice guidelines B. Adhere to and review the Temple University Policy and Procedures Student Handbook C. Prepare students to work in diverse patient settings D. Incorporate ethical decision-making into clinical practice</p> <p>To prepare athletic training students to utilize and demonstrate evidence-based practice decision-making. A. Emphasize the ongoing importance of reading, appraising, and applying research in the athletic training field B. Provide athletic training students with opportunities to communicate with other allied health care professionals through guest lectures, practicums, and/or clinical experiences C. Encourage and facilitate efforts of the athletic training students to attend national, regional, state, or local continuing education symposiums, workshops, or meetings</p>

College of Public Health

Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
BS Kinesiology Concentration in Exercise and Sport Science	BS	1: Students will demonstrate the ability to implement assessment protocols and pre-participation health screening procedures to maximize participant safety and minimize risk
		2: Students will demonstrate the ability to determine participant's readiness to take part in a health-related physical fitness assessment and exercise program
		3: Students will demonstrate the ability to select and prepare physical fitness assessments for healthy participants and those with controlled diseases
		4: Students will demonstrate the ability to conduct and interpret cardiorespiratory, muscular strength, muscular endurance, flexibility, anthropometric, and body composition assessments
		5: Students will demonstrate the ability to implement cardiorespiratory, muscular strength, muscular endurance, and flexibility exercise programs (prescription) using the FITT principle for apparently participants
		6: Students will demonstrate the ability to prescribe and implement exercise programs for participant's with controlled cardiovascular, pulmonary, and metabolic diseases; and other clinical populations
		7: Students will demonstrate knowledge necessary to optimize participant's adoption and adherence to exercise programs and other healthy behaviors by applying effective behavioral and motivational strategies
		8: Students will demonstrate knowledge of exercise science including kinesiology, functional anatomy, exercise physiology, nutrition, psychology, and injury prevention
		9: Students will demonstrate the ability to use effective communication techniques to develop professional relationships with other allied health professionals
BS Kinesiology Concentration in Physical and Health Ed Teacher Ed	BS	1: Students demonstrate thorough knowledge of content and pedagogical skills in planning and preparation.
		2: Students establish and maintain purposeful and equitable environments for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior.
		3: Students, through knowledge of content, pedagogy and skill in delivering instruction, engage students in learning by using a variety of instructional strategies.
		4: Students demonstrate qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.
BS Kinesiology Concentration in Pre-Health Professions	BS	1: Achieve a 3.0 minimum GPA in the KIN core as one component for entry into a professional graduate school
		2: Students learn proficiency in APA formatting, a requirement for professional writing in their professional graduate school program
		3: Students learn to critically evaluate current research in the appropriate literature

College of Public Health

Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
BS Kinesiology Concentration in Pre-Health Professions (CONT'D)	BS (CONT'D)	4: Students learn to transfer knowledge from one course to another or to their specific health profession interest
CLINICAL RESEARCH AND TRANSLATIONAL MEDICINE	MS	1: 1. Complete, in depth understanding of the types of epidemiologic study designs, the pros and cons of each, and the role/limitations of survey data
		2: 2. Demonstrate competency in biostatistical methods applied to population based and survey data
		3: 3. Design and administration of a population based, independent research study toward completion of a student initiated masters thesis
		4: 4. Critical evaluation of research studies and results
		5: 5. Translation of basic and clinical research to population based health
		6: 6. Ethics in population based research
COMMUNICATION SCIENCES AND DISORDERS	PHD	1: Students will demonstrate an understanding of the theoretical and research underpinnings of their chosen areas of study in the of communication sciences and disorders.
		2: Students will be able to evaluate the research in their areas of study to identify gaps in the knowledge base.
		3: Students will demonstrate knowledge of qualitative and/or quantitative research methods and analyses as appropriate for their areas of study.
		4: Students will be able to design research studies as appropriate for their area(s) of research.
		5: Students will be able to understand and adhere to ethical standards of research.
ENVIRONMENTAL HEALTH	MPH	1: Describe environmental health hazards and their potential effects on human health; discuss methods for evaluating risks associated with such hazards; and discuss strategies for preventing or controlling hazards that pose risks to human health.
		2: Apply biological concepts to public health issues and practice
		3: Collect, organize and interpret data to present oral, written, graphic and numerical information
		4: Communicate with diverse audiences using a variety of means and channels in formal and informal settings using a variety of means and information technology
		5: Demonstrate ethical choices, values and professional practices implicit in public health decisions.
		6: Commit to personal and institutional development.
EPIDEMIOLOGY	MPH	1: 1. Describe the roles biostatistics serves in the discipline of public health
		2: Apply basic statistical methods for summarizing public health data and for inference
		3: Interpret and present results from the application of basic statistical techniques
		4: 4. Identify key sources of data for epidemiological purposes.
		5: 5. Describe a public health problem in terms of magnitude, person, time, and place.

College of Public Health

Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
EPIDEMIOLOGY (CONT'D)	MPH (CONT'D)	6: Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.
		7: Apply the basic terminology and definitions of epidemiology.
		8: Calculate basic epidemiology measures.
		9: Apply biological concepts to public health issues and practice.
		10: Describe the major chronic diseases of public health importance, their etiology, and pathological consequences in order to design and evaluate intervention strategies
		11: Describe the types of infectious agents, their dynamics in the population, and the strategies used in their control and prevention.
		12: Collect, organize and interpret data to present oral, written, graphic and numerical information
		13: Communicate with diverse audiences using a variety of means and channels in formal and informal settings using a variety of means and information technology.
		14: Demonstrate ethical choices, values and professional practices implicit in public health decisions
		15: Consider the effect of choices on community stewardship, equity, social justice and accountability
		16: Commit to personal and institutional development.
EPIDEMIOLOGY	MS	1: Detailed understanding of the types of epidemiologic study designs, the pros and cons of each, and the role/limitations of survey data
		2: Demonstrated knowledge of simple and multivariate biostatistical methods applied to population-based and survey data.
		3: Demonstrated knowledge in data management, statistical analysis, and statistical software
		4: Recognition of the ethical considerations in population-based research
		5: Initiation and development, design, analysis and presentation of a student-initiated research project.
		6: Communication of research results both orally, in writing, or poster format
EPIDEMIOLOGY	PHD	1. Describe the roles of biostatistics serves in the discipline of public health
		2. Apply basic statistical methods for summarizing public health data for inference
		3. Interpret and present results from the application of basic statistical techniques
		4. Identify key sources of data for epidemiological purposes
		5. Describe a public health problem in terms of magnitude, person, time and place
		6. Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues
		7. Apply the basic terminology and definitions of epidemiology
		8. Calculate basic and advanced epidemiologic measures

College of Public Health

Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
EPIDEMIOLOGY (CONT'D)	PHD (CONT'D)	9. Apply biological concepts to public health issues and practice
		10. Describe the major chronic diseases of public health importance, their etiology, and pathological consequences in order to design and evaluate intervention strategies
		11. Describe the types of infectious agents, their dynamics in the population, and the strategies used in their control and prevention
		12. Collect, organize and interpret data to present oral, written, graphic and numerical information
		13. Communicate with diverse audiences using a variety of means and channels in formal and informal settings using a variety of means and information technology.
		14. Demonstrate ethical choices, values and professional practices implicit in public health decisions.
		15. Consider the effect of choices on community stewardship, equity, social justice and accountability
		16. Orally communicate, defend and critically evaluate research, methods, practice, or theories.
EXERCISE AND SPORT SCIENCE	BS	Demonstrate knowledge in human anatomy and physiology, exercise science, and nutrition for healthy, clinical, and/or athletic populations.
		Describe how evidence based knowledge in exercise and sports science is created, organized, linked to other disciplines, and disseminated; and apply evidence-based decision making and critical thinking skills to improve the health related and/or performance related outcomes of the population served.
		Conduct pre-participation health screenings and fitness assessments, interpret and analyze results; and develop, implement, and instruct individualized and advanced exercise training programs for apparently healthy, clinical, and/or athletic populations.
		Apply effective behavioral and motivational strategies to optimize participants' adoption and adherence to exercise programs and other healthy behaviors.
		Utilize and demonstrate effective verbal, written, and technological communication skills; and develop and integrate cultural competencies to enhance effective communication with other health professionals and varied populations served.
		Qualify for national certification exams such as the American College of Sports Medicine's (ACSM) Certified Exercise Physiologist and/or National Strength and Conditioning Association's (NSCA) Certified Strength and Conditioning Specialist.
		Integrate and apply knowledge and skills in supervised health-fitness, clinical, and/or sports performance settings.
GLOBAL HEALTH	GRAD	Explain the social, political and economic determinants of health and how they contribute to population health and health inequities

College of Public Health

Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
GLOBAL HEALTH (CONT'D)	GRAD (CONT'D)	Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
		Explain how globalization affects global burdens of disease and chronic conditions
		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
		Apply awareness of cultural values and practices to the design or implementation of health policies or programs
		Describe the importance of cultural competence in communicating public health content
HEALTH INFORMATICS	GRAD	The certificate program in health informatics is a four-course graduate certificate. While the MS in Health Informatics is a fully accredited CAHIIM program, certificate programs are not reviewed by CAHIIM. As such we focus on metrics associated with post completion impressions.
		Students are prepared to embark on or advance a career in health informatics.
HEALTH INFORMATICS	MS	MSHI graduates reported 100% overall satisfaction with the MSHI survey (Source: MSHI Graduate Survey 2017). [In 2015 program satisfaction was 77% and 90% in 2014. For the reporting period of 2017 graduate satisfaction was 44% far below historical averages. Student feedback was used to inform and guide revisions to the MSHI program which became effective in August of 2017.]
		[Career Advancement: Provide career advancement opportunities and routinely assess program placement at or above the 80% mark aggregate across alumni profile and 65% for each graduating class.] MSHI graduates reported 25% of graduates had a complete career change and 25% accepted a new position of greater responsibility at another employer as a result of their participation in the MSHI program. (Source: MSHI Graduate Survey 2017).
		During the capstone phase of the program students are reviewed by a panel of external judges who represent potential employers in the region. Judges evaluate students against a number of key competencies introduced and developed across the program. This feedback is used in conjunction with departmental meetings and student feedback forms during ongoing assessment of curriculum. Reviewers select from categories of "exceeding expectations", "meeting expectations", or "below expectations" for performance across competencies. Across all major domain categories employers routinely selected meets or exceeds expectations. Of five total group assessments only two groups scored below expectations in only one domain area. This feedback is used to monitor and improve the capstone experience as well as in reports to specialty accrediting bodies. We have also included additional commentary in the form of unstructured feedback from hiring employers.

College of Public Health

Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
HEALTH INFORMATION MANAGEMENT	BSHIM	1: Students will be prepared to pass the Registered Health Information Administrator examination (first time test takers) .
		2: Students will demonstrate professional HIM related professional competencies during senior internship such as project management skills
		3: Students will demonstrate effective written and oral communication skills
HEALTH POLICY	PHD	1: Demonstrate a breadth of knowledge about the history and fundamental principles and methods of core areas of public health practice, research, and theory.
		2: Demonstrate knowledge of and adherence to the ethical principles associated with public health research and practice
		3: Synthesize, critically evaluate and generate original research relevant to an area of interest in public health (i.e., health policy, social and behavioral health sciences).
		4: Organize, interpret and effectively communicate public health concepts and research findings orally and in writing
		5: Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.
		6: Describe the policymaking process, including theoretical and conceptual models, from problem definition through implementation and evaluation and be able to identify the relevant actors during each step.
		7: Apply the principles of program planning, development, and evaluation in organizational and community initiatives
		8: Pose innovative and important questions regarding both proposed and currently implemented health policies, informed by systematic reviews of the literature, stakeholder needs, and relevant theoretical and conceptual models
HEALTH POLICY AND MANAGEMENT	MPH	1: Apply knowledge and methods in planning, leading, organizing, administering, and evaluating systems, programs, and policies to address health problems that impact populations in the context of the multilevel structures (global, national, state, local, community, agency, organization, group, team, dyads).
		2: Collect, organize and interpret data to present oral, written, graphic and numerical information.
		3: Communicate with diverse audiences using a variety of means and channels in formal and informal settings using a variety of means and information technology.
		4: Create and communicate a shared vision for a changing future.
		5: Champion solutions to organizational and community challenges.
		6: Energize commitment to goals.
		7: Demonstrate ethical choices, values and professional practices implicit in public health decisions.

College of Public Health

Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
HEALTH POLICY AND MANAGEMENT (CONT'D)	MPH (CONT'D)	8: Commit to personal and institutional development.
		9: Define key historical events, such as legislation and cases that have had a direct influence on current health policies.
		10: Define key historical events, such as legislation and cases that have had a direct influence on current health policies.
		11: Describe the policy making process and be able to develop recommendations for new policies or amendments to existing policies.
		12: Develop a conceptual diagram of the mechanisms of a law, including the legal inputs, the mediators or moderators and the short, intermediate and long-term outcomes, both in terms of environmental or behavioral change, but also health outcomes.
		13: Understand economic models relevant to healthcare-seeking, access, use, quality, costs, and healthcare decision-making.
		14: Monitor and evaluate the effect of local, state, and federal level that impact population health, including both intended and unintended consequences.
		15: Describe how law is implemented with public health agencies at the local, state and federal levels.
		16: Discuss the role of evidence, including different forms of evidence, in the policymaking process and how it does or does not influence the process.
		17: Communicate health policy and management issues using appropriate channels and technologies such as policy briefs, advocacy letters, and op-eds.
		18: Discuss the importance of sound budgeting and financial planning protocols at the programmatic, organizational and systems levels.
		19: Develop a project proposal, including a need-based and theoretical rationale, program objectives, implementation strategies, and program budget
		20: Discuss different leadership styles, the concept of situational leadership and leadership theory
HEALTH PROFESSIONS	BS	Describe the anatomy and physiology of the human body, the various systems and their functions.
		Demonstrate knowledge of the principles of motor control, learning, and development as applied to human movement and rehabilitation.
		Recognize the interactions of physical, mental and social well-being and the implications for providing quality health services.
		Discuss the evidence-base for health care and describe how the existing evidence can effectively be incorporated into the delivery of quality health services.
		Discuss the opportunities and the potential barriers to team-based delivery of health services, including clinicians, social services providers, health educators and researchers.

College of Public Health

Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
HEALTH PROFESSIONS (CONT'D)	BS (CONT'D)	Evaluate the importance of political, social, environmental and ethical issues that may have a direct impact on the provision of health services.
		Demonstrate an understanding of culturally competent and holistic approaches to health services, including implications of health disparities.
		Compare and contrast the approaches to promoting, maintaining or restoring health from the perspectives of various health professions.
LINGUISTICS	CERT	Students will demonstrate their knowledge of the formal structure of language including phonetics, phonology, morphology, and syntax.
		Students will demonstrate their knowledge of the localization of language function in the brain and the effects of brain damage on language.
		Students will demonstrate their knowledge of the connection between the societies and social situations in which they are used.
		Students will demonstrate intermediate proficiency in a foreign language or American Sign Language
MS Kinesiology Concentration in Athletic Training	ATMS	1: Students will be able to critically evaluate research evidence.
		2: Students will be able to create and complete a research project.
		3: Students will be able to present and defend the results of an independent research project.
		4: Students will be able to demonstrate professional skills by attending and/or presenting at local, state, or national conferences.
		5: Students will be able to discuss advanced concepts in brain injury and sensorimotor control systems.
MS Kinesiology Concentration in Integrative Exercise Physiology	MS	1: Students will demonstrate a thorough knowledge of bench-science concepts related to health and disease and exercise/physical activity
		2: Students will demonstrate the ability to translate bench-science concepts into individualized health-related programs of exercise/physical activity
		3: Students will be able to critically review research evidence
		4: Students will be able to develop research hypotheses and study methodology
MS Kinesiology Concentration in Psychology of Movement	MS	SLO1 Students will be able to critically evaluate research.
		SLO2 Students will be able to present on a topic area of interest in exercise and sport psychology.
		SLO3 Students will develop skills to be an effective clinical exercise physiologist (e.g., time management, professionalism, effective communication).
NEUROMOTOR SCIENCE	MS	1: Graduates from the program will assume roles in related fields of employment or doctoral programs, that may include entry into PhD training programs or clinical doctoral programs.

College of Public Health

Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
NEUROMOTOR SCIENCE (CONT'D)	MS (CONT'D)	2: Students will be actively involved in research activities that impact the field of neuromotor science as evidenced by participation in scientific conferences, presentations and publications.
		3: Students will demonstrate satisfactory and timely progress through the program.
NEUROMOTOR SCIENCE	PHD	Graduates from the program will assume roles in related fields of employment or post-doctoral programs, and in some cases faculty positions.
		Students will be actively involved in research activities that impact the field of neuromotor science as evidenced by participation in scientific conferences, presentations and publications.
		Students will demonstrate satisfactory and timely progress through the program.
NURSING	BSNU	1: Assumes accountability for the autonomous provision of generalist nursing practice.
		2: Engages with clients to improve outcomes through health promotion across the lifespan and the continuum of care.
		3: Uses primary, secondary, and tertiary levels of prevention to maximize quality of life and prevent disease.
		4: Collaborates with clients and others in the achievement of optimal health outcomes.
		5: Engages in ethical professional practice.
		6: Applies evidence based practice and research findings to improve nursing care and the health care system.
		7: Incorporates knowledge of developmental processes in the design of care.
		8: Exhibits leadership attributes in a variety of settings to improve health outcomes.
		9: Fosters healthy communities through health promotion and advocacy that is informed by local and global perspectives.
NURSING	DNP	1: 1. Professional Self-Regulation : Demonstrate an informed primary care practice cognizant of population and context
		2: 2. Health Promotion : Leverage knowledge to improve health outcomes for clients and populations
		3: 3. Disease Prevention : Utilize principles of prevention in primary care and population health
		4: 4. Integrated Care Services : Assume responsibility for developing collaborative systems of care that benefit clients and populations
		5: 5. Ethics of Practice : Engage in ethical professional practice
		6: 6. Evidence-Based Practice : Contribute to the evidence-based literature that emanates from practice initiatives
		7: 7. Life Span Development : Utilize growth and development theories in primary care and population health
		8: 8. Leadership : Influence practice improvements in primary care and population health

College of Public Health

Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
NURSING (CONT'D)	DNP (CONT'D)	9: 9. Global : Incorporate global determinants of health in primary care and population health
NURSING - ADULT-GERONTOLOGY PRIMARY CARE	DNP	1: Professional Self-Regulation 1.: Demonstrate an informed primary care practice cognizant of population and context
		2: Health Promotion 2. : Leverage knowledge to improve health outcomes for clients and populations
		3: Disease Prevention 3. : Utilize principles of prevention in primary care and population health Integrated Care Services
		4: Integrated Care Services : Assume responsibility for developing collaborative systems of care that benefit clients and populations
		5: Ethics of Practice 5. : Engage in ethical professional practice
		6: Evidence-Based Practice 6. : Contribute to the evidence-based literature that emanates from practice initiatives
		7: Life Span Development 7. : Utilize growth and development theories in primary care and population health Leadership
		8: 8. : Influence practice improvements in primary care and population health
		9: Global 9. : Incorporate global determinants of health in primary care and population health
NURSING - FAMILY-INDIVIDUAL ACROSS THE LIFESPAN	DNP	1: 1. : Demonstrate an informed primary care practice cognizant of population and context Core Outcomes: Synthesize knowledge from nursing, humanities, and sciences in the implementation of the NP role. Advanced Core Outcomes: Integrate advanced clinical knowledge into clinical practice DNP Core: Integrate professional standards into the NP role Specialty Outcomes: Seek opportunities for life -long learning to provide primary care for increasingly complex clients in context
		2: 2. : Leverage knowledge to improve health outcomes for clients and populations Core Outcomes: Evaluate the impact of contextual influences on the needs of diverse populations and health care delivery systems
		3: Disease Prevention 3. : Utilize principles of prevention in primary care and population health
		4: Integrated Care Services 4. : Assume responsibility for developing collaborative systems of care that benefit clients and populations
		5: Ethics of Practice 5. : Engage in ethical professional practice
		6: Evidence-Based Practice 6. : Contribute to the evidence-based literature that emanates from practice initiatives
		7: Life Span Development 7. : Utilize growth and development theories in primary care and population health
		8: Leadership 8. : Influence practice improvements in primary care and population health

College of Public Health

Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
NURSING - FAMILY-INDIVIDUAL ACROSS THE LIFESPAN (CONT'D)	DNP (CONT'D)	9: Global 9. : Incorporate global determinants of health in primary care and population health
OCCUPATIONAL THERAPY	MOT	Create extraordinary entry-level OT who can adapt to diverse situation
		Create occupational therapists who use client centered and evidence based principles in practice
		Create broad thinkers who imagine occupational therapy's role to promote a person's participation in society considering societal needs, policy, and trends.
		Create inspired thinkers who can bring clinically relevant and fresh perspectives to a situation.
		Create innovators and leaders who can enact individual action and social reform to foster productive and meaningful living.
OCCUPATIONAL THERAPY	OTD	Create occupational therapists who use client centered and evidence based principles in practice
		Create inspired thinkers who can bring clinically relevant and fresh perspectives to a situation.
		Create innovators and leaders who can enact individual action and social reform to foster productive and meaningful living.
		Create broad thinkers who imagine occupational therapy's role to promote a person's participation in society considering societal needs, policy, and trends.
PhD Kinesiology Concentration in Athletic Training	PHD	Students will be able to critically evaluate research.
		Students will be able to create and complete a dissertation.
		Students will be able to present and defend the results of an independent research project (dissertation).
		Students will be able to present at local, state and/or national conferences.
		Students will be able to discuss and interpret data in the area of concussion.
		Students will be able to publish in peer-reviewed journals.
PhD Kinesiology Concentration in Integrative Exercise Physiology	PHD	SLO 1 Students will demonstrate a thorough knowledge of bench-science concepts related to health and disease and exercise/physical activity.
		SLO 2 Students will demonstrate the ability to translate bench-science concepts into individualized health-related programs of exercise/physical activity.
		SLO 3 Students will be able to critically review research evidence.
		SLO 4 Students will develop and complete an independent research project.
		SLO 5 Students will present data findings of research project.
		SLO 6 Students will submit data findings of research project for peer-review publication.
		SLO7 Students will be able to incorporate appropriate statistics and design into a research project.
		SLO8 Students will submit and receive a research grant.
		SLO1 Students will be able to critically evaluate research.
PhD Kinesiology Concentration in Psychology of Movement	PHD	SLO1 Students will be able to critically evaluate research.

College of Public Health

Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
PhD Kinesiology Concentration in Psychology of Movement (CONT'D)	PHD (CONT'D)	The student will complete a dissertation judged by their dissertation committee as pass or fail.
		SLO3 Students will be able to present and defend the results of an independent research project (dissertation).
		SLO4 Students will be able to present on a topic area of interest in exercise and sport psychology.
		SLO5 Students will be able to submit an article to a peer-reviewed journals.
		SLO6 Students will be able to incorporate appropriate statistics and design into a research project.
PHYSICAL THERAPY	DPT	1: Demonstrate professional behaviors in all interactions including those with patients, clients, families, caregivers, other health care providers, other students, consumers, and payers.
		2: Expressively and receptively communicate with all individuals when engaged in physical therapy practice, research, and education.
		3: Competently perform all of the expected entry-level skills as noted by the Evaluative Criteria for Doctor of Physical Therapy Programs as identified by the Commission of Accreditation of Physical Therapy Education.
		4: Incorporate an understanding of the implications of individual and cultural differences when engaged in physical therapy practice, research, and education.
		5: Adhere to legal practice standards, including all federal, state (province or jurisdiction), and institutional regulations related to patient or client care, and to fiscal management.
PUBLIC HEALTH	BS	1: Describe the role of using statistics in the discipline of public health.
		2: Apply basic statistical methods for summarizing data.
		3: Interpret statistical results from published public health data.
		4: Recognize, value and integrate diverse individuals, groups and communities in order to produce public health outcomes.
		5: Describe environmental health hazards and their potential effects on human health.
		6: Discuss strategies for preventing or controlling environmental health hazards that pose risk to human health.
		7: Explain the role of epidemiology as the basic science for Public Health by discussing uses and applications of epidemiology in Public Health.
		8: Advance theories and practices to improve the planning, implementation, and evaluation of health care systems' capacities to address population health problems at multiple levels.
		9: Recognize the dynamics of health policy and its implication for populations' well-being at multiple levels.
		10: Create and communicate a shared vision for a changing future.
		11: Champion solutions to organizational and community challenges.

College of Public Health

Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
PUBLIC HEALTH (CONT'D)	BS (CONT'D)	12: Energize commitment to goals.
		13: Be familiar with the major chronic and infectious diseases of public health importance, including their etiology and pathological consequences.
		14: Demonstrate knowledge in core public health content areas.
		15: Understand and apply individual and group health education techniques.
		16: Demonstrate ethical choices, values and professional practices implicit in public health decisions.
		17: Consider the effect of choices on community stewardship, equity, social justice and accountability.
		18: Commit to personal and institutional development.
		19: Plan for the design, development, implementation and evaluation of strategies to improve individual and community health.
		20: Describe health problems including their social, cultural, environmental and behavioral causes.
		21: Identify basic theories, concepts and models from a range of disciplines of BSS that are used in PH research and practice.
		22: Recognize the local, state, and federal public health systems and how they interact.
		23: Describe how societal, organizational and individual factors influence and are influenced by public health communications.
RECREATION THERAPY	MS	24: Communicate with diverse audiences using a variety of means and channels in formal and informal settings using a variety of means and information technology.
		1: Foundational Knowledge: Students exiting the program will demonstrate and apply knowledge of key foundational concepts for therapeutic recreation practice including: (1) an understanding of theories that guide TR practice (e.g. developmental, psychosocial, leisure, and play theories), (2) concepts and strategies related to behavioral change and (3) types of health and human service systems.
		2: Understanding Diagnostic Conditions: Students exiting the program will explain and analyze the associated limitations in functioning and community participation associated with health conditions and impairments that are typically seen in health and human service settings employing recreation therapists including conditions and impairments that impact cognitive, physical, sensory and psychological functioning.

College of Public Health
Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
RECREATION THERAPY (CONT'D)	MS (CONT'D)	<p>3: Societal and Environmental Influences on Functioning: Students exiting the program will analyze and critique environmental and societal factors as well as legislative and regulatory issues in terms of their ability to hamper or promote the functioning and community participation of clients with disabilities/chronic illnesses across the lifespan.</p>
		<p>4: Historical Development & Service Delivery: Students exiting the program will critique, synthesize and judge the profession's contemporary status within health and human services based upon the (1) profession's historical development, (2) various service delivery models associated with therapeutic recreation practice, and (3) variety of services provided by recreation therapists including special recreation, inclusive recreation, leisure education/counseling and recreation therapy services.</p>
		<p>5: Ethics & Standards of Practice: Students exiting the program will justify the role of standards of practice and ethical guidelines in the delivery of quality recreation therapy services.</p>
		<p>6: Assessment, Treatment Planning & Documentation: Students exiting the program will justify the various assessment processes and instruments used within the discipline and in health and human service settings as well as the procedures for selecting assessments and the strategies and techniques associated with conducting (e.g. behavioral observation, interviewing, functional skill testing), interpreting and documenting client assessment (e.g. writing goals, objectives, assessment reports, treatment plans).</p>
		<p>7: Treatment Planning, Implementation & Activity Modification: Students exiting the program will develop and justify treatments and/or interventions with consideration of accommodations needed in terms of activity requirements, instructional strategies and/or facilitation techniques due to changes in an individual's functioning as a result of the impairment/chronic illness.</p>
		<p>8: Oral & Written Documentation: Students exiting the program will demonstrate effective communication skills with clients, families and colleagues related to services and treatment outcomes orally (e.g. client rounds, care plan meetings) and in writing (e.g. progress notes, discharge summaries) using a variety of documenting forms.</p>
		<p>9: Modalities, Facilitation & Adaptations: Students exiting the program will design, adapt and facilitate individual or group programs, activities and/or interventions to meet the assessed needs of clients in diverse settings, cultures and contexts using age and culturally appropriate recreation and leisure activities.</p>

College of Public Health

Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
RECREATION THERAPY (CONT'D)	MS (CONT'D)	<p>10: Interdisciplinary Knowledge and Collaboration: Students exiting the program will analyze and contrast the role and function of various professions found in health and human service settings and justify the ethical and professional role of recreation therapists in a</p> <p>11: Quality Improvement: Students exiting the program will create written reports justifying staff, programs, management procedures, client outcomes, and quality assurance/improvement services in therapeutic recreation.</p> <p>12: Evaluation & Research: Students exiting the program will evaluate and make recommendations for improving therapeutic recreation services/interventions using outcome data and research evidence.</p> <p>13: Professionalism: Students exiting the program will appraise their role in advancing the profession, including the requirements for gaining and maintaining credentialing s a recreation therapist, knowledge of the professional organizations and mechanisms for pursuing continuing education.</p> <p>14: Evidence Based Practice: Students exiting the program will search and synthesize the literature on topics relevant to recreation therapy practice and demonstrate their ability to translate the knowledge gained into tools that can be used to guide professional practice.</p>
RECREATIONAL THERAPY	BS	<p>1: Foundational Knowledge: Students exiting the program will demonstrate and apply entry level knowledge of key foundational concepts for therapeutic recreation practice including: (1) an understanding of theories that guide TR practice (e.g. developmental, psychosocial, leisure, and play theories), (2) concepts and strategies related to behavioral change and (3) types of health and human service systems.</p> <p>2: Understanding Diagnostic Conditions: Students exiting the program will explain and analyze the associated limitations in functioning and community participation associated with health conditions and impairments that are typically seen in health and human service settings employing recreation therapists including conditions and impairments that impact cognitive, physical, sensory and psychological functioning.</p> <p>3: Societal & Environmental Influences on Functioning: Students exiting the program will analyze and critique environmental and societal factors as well as legislative and regulatory issues in terms of their ability to hamper or promote the functioning and community participation of clients with disabilities/chronic illnesses across the lifespan.</p>

College of Public Health

Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
RECREATIONAL THERAPY (CONT'D)	BS (CONT'D)	<p>4: Historical Development & Service Delivery: Students exiting the program will critique, synthesize and judge the professions's contemporary status within health and human services based upon the (1) profession's historical development, (2) various service delivery models associated with therapeutic recreation practice, and (3) variety of services provided by recreation therapists, including special recreation, inclusive recreation, leisure education/counseling and recreation therapy services.</p> <p>5: Ethics & Standards of Practice: Students exiting the program will justify the role of standards of practice and ethical guidelines in the delivery of quality recreation therapy services.</p> <p>6: Assessment, Treatment Planning & Documentation: Students exiting the program will justify the various assessment processes and instruments used within the discipline and in health and human service settings as well as the procedures for selecting assessments and the strategies and techniques associated with conducting (e.g. behavioral observation, interviewing, functional skill testing), interpreting and documenting client assessment (e.g. writing goals, objectives, assessment reports, treatment plans).</p> <p>7: Treatment Planning, Implementation & Activity Modification: Students exiting the program will develop and justify treatments and/or interventions with consideration of accommodations needed in terms of activity requirements, instructional strategies and/or facilitation techniques due to changes in an individual's functioning as a result of the impairment/chronic illness.</p> <p>8: Oral & Written Documentation: Students exiting the program will demonstrate effective communication skills with clients, families and colleagues related to services and treatment outcomes orally (e.g. client rounds, care plan meetings) and in writing (e.g. progress notes, discharge summaries) using a variety of documenting formats.</p> <p>9: Modalities, Facilitation & Adaptations: Students exiting the program will design, adapt and facilitate individual or group programs, activities and/or interventions to meet the assessed needs of clients in diverse settings, cultures and contexts using age and culturally appropriate recreation and leisure activities.</p> <p>10: Interdisciplinary Knowledge and Collaboration: Students exiting the program will analyze and contrast the role and function of various professions found in health and human service settings and justify the ethical and professional role of recreation therapists in a team environment.</p> <p>11: Quality Improvement: Students exiting the program will create written reports justifying staff, programs, management procedures, client outcomes, and quality assurance/improvement services in therapeutic recreation.</p>

College of Public Health

Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
RECREATIONAL THERAPY (CONT'D)	BS (CONT'D)	<p>12: Evaluation & Research: Students exiting the program will evaluate and make recommendations for improving therapeutic recreation services/interventions using outcome data and research evidence.</p> <p>13: Professionalism: Students exiting the program will appraise their role in advancing the profession, including the requirements for gaining and maintaining credentialing as a recreation therapist, knowledge of the professional organizations and mechanisms for pursuing continuing education.</p>
RECREATIONAL THERAPY	MS	<p>1: Foundational Knowledge: Students exiting the program will demonstrate and apply knowledge of key foundational concepts for therapeutic recreation practice including: (1) an understanding of theories that guide TR practice (e.g. developmental, psychosocial, leisure, and play theories), (2) concepts and strategies related to behavioral change and (3) types of health and human service systems.</p> <p>2: Understanding Diagnostic Conditions: Students exiting the program will explain and analyze the associated limitations in functioning and community participation associated with health conditions and impairments that are typically seen in health and human service settings employing recreation therapists including conditions and impairments that impact cognitive, physical, sensory and psychological functioning.</p> <p>3: Societal and Environmental Influences on Functioning: Students exiting the program will analyze and critique environmental and societal factors as well as legislative and regulatory issues in terms of their ability to hamper or promote the functioning and community participation of clients with disabilities/chronic illnesses across the lifespan.</p> <p>4: Historical Development & Service Delivery: Students exiting the program will critique, synthesize and judge the profession's contemporary status within health and human services based upon the (1) profession's historical development, (2) various service delivery models associated with therapeutic recreation practice, and (3) variety of services provided by recreation therapists including special recreation, inclusive recreation, leisure education/counseling and recreation therapy services.</p> <p>5: Ethics & Standards of Practice: Students exiting the program will justify the role of standards of practice and ethical guidelines in the delivery of quality recreation therapy services.</p>

College of Public Health

Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
RECREATIONAL THERAPY (CONT'D)	MS (CONT'D)	<p>6: Assessment, Treatment Planning & Documentation: Students exiting the program will justify the various assessment processes and instruments used within the discipline and in health and human service settings as well as the procedures for selecting assessments and the strategies and techniques associated with conducting (e.g. behavioral observation, interviewing, functional skill testing), interpreting and documenting client assessment (e.g. writing goals, objectives, assessment reports, treatment plans).</p> <p>7: Treatment Planning, Implementation & Activity Modification: Students exiting the program will develop and justify treatments and/or interventions with consideration of accommodations needed in terms of activity requirements, instructional strategies and/or facilitation techniques due to changes in an individual's functioning as a result of the impairment/chronic illness.</p> <p>8: Oral & Written Documentation: Students exiting the program will demonstrate effective communication skills with clients, families and colleagues related to services and treatment outcomes orally (e.g. client rounds, care plan meetings) and in writing (e.g. progress notes, discharge summaries) using a variety of documenting forms.</p> <p>9: Modalities, Facilitation & Adaptations: Students exiting the program will design, adapt and facilitate individual or group programs, activities and/or interventions to meet the assessed needs of clients in diverse settings, cultures and contexts using age and culturally appropriate recreation and leisure activities.</p> <p>10: Interdisciplinary Knowledge and Collaboration: Students exiting the program will analyze and contrast the role and function of various professions found in health and human service settings and justify the ethical and professional role of recreation therapists in a team environment.</p> <p>11: Quality Improvement: Students exiting the program will create written reports justifying staff, programs, management procedures, client outcomes, and quality assurance/improvement services in therapeutic recreation.</p> <p>12: Evaluation & Research: Students exiting the program will evaluate and make recommendations for improving therapeutic recreation services/interventions using outcome data and research evidence.</p> <p>13: Professionalism: Students exiting the program will appraise their role in advancing the profession, including the requirements for gaining and maintaining credentialing as a recreation therapist, knowledge of the professional organizations and mechanisms for pursuing continuing education.</p> <p>14: Evidence Based Practice: Students exiting the program will search and synthesize the literature on topics relevant to recreation therapy practice and demonstrate their ability to translate the knowledge gained into tools that can be used to guide professional practice.</p>

College of Public Health

Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
SOCIAL AND BEHAVIORAL SCIENCES	MPH	1: Explain the contributions of behavioral and social sciences to public health
		2: Describe health problems including their social, cultural, environmental and behavioral causes
		3: Assure that behavioral and social science theories and concepts are used in planning and evaluating public health programs.
		4: Use behavioral science and health promotion methods in planning and evaluating public health programs
		5: Recognize and address multiple levels of factors (social, behavioral, environmental and systems) that affect public health.
		6: Recognize and apply evidence-based methods in planning, organizing, administering, and evaluating systems and programs to address health problems that impact populations in the context of the individual and multilevel structures (state, local, community, agency, group, family.)
		7: Collect, organize and interpret data to present oral, written, graphic and numerical information
		8: Communicate with diverse audiences using a variety of means and channels in formal and informal settings using a variety of means and information technology
		9: Recognize, value and integrate diverse individuals, groups and communities in order to produce public health outcomes.
		10: Demonstrate ethical choices, values and professional practices implicit in public health decisions and consider the effect of those choices on community stewardship, social justice and accountability.
SOCIAL AND BEHAVIORAL SCIENCES	PHD	1: Demonstrate a breadth of knowledge about the history and fundamental principles and methods of core areas of public health practice, research, and theory.
		2: Demonstrate knowledge of and adherence to the ethical principles associated with public health research and practice
		3: Synthesize, critically evaluate and generate original research relevant to an area of interest in public health (i.e., health policy, social and behavioral health sciences)
		4: Organize, interpret and effectively communicate public health concepts and research findings orally and in writing
		5: Understand and critically evaluate the theories and research base linking social and behavioral factors to population health outcomes
		6: Understand, critically evaluate, and implement social and behavioral programs and interventions relevant to public health.
		7: Identify theoretical underpinnings of social and behavioral public health programs/interventions and effectively translate social and behavioral theories into public health interventions/programs
		8: Critically evaluate and contribute to the advancement of social and behavioral theory or methods related to public health

College of Public Health

Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
SOCIAL AND BEHAVIORAL SCIENCES (CONT'D)	PHD (CONT'D)	9: Understand how socio-cultural factors shape health outcomes in populations and responses of those populations to health interventions.
SPEECH, LANGUAGE & HEARING SCIENCE	BA	1: Students will demonstrate knowledge and application of the organizing principles of language and linguistics and they will demonstrate knowledge of a non-English language.
		2: Students will demonstrate knowledge of the basic sciences of speech-language- hearing including Human Neuroscience, Speech Science, Hearing Science.
		3: Students will demonstrate the ability to apply knowledge of language, linguistics, speech-language-hearing sciences to clinical content and practice. This knowledge includes the ability to distinguish language disorder from language difference.
		4: Students will demonstrate their knowledge of the intersection of psychology with speech and language in the areas of child development, psychology of language, and speech and language development.
		5: Students will demonstrate the ability to read and critique research papers in the field of communication sciences and disorders, including the research design and basic statistics employed.
		6: Students will demonstrate the effective characteristics of oral and written communication.
SPEECH, LANGUAGE & HEARING SCIENCE	MA	1: The students have demonstrated knowledge of the principles of biological sciences, physical sciences, social/behavioral sciences and statistics. (KASA Std. IV-A)
		2: The students have demonstrated knowledge of the basic human communication processes, including their biological neurological, acoustic, psychological, developmental, and linguistic and cultural correlates in the areas of 1) articulation, 2) fluency, 3) voice and resonance, 4) receptive and expressive language in speaking, listening, reading, and writing modalities, 5) Hearing, including the impact on speech and language, 6) Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction), 7) Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning, 8) Social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities), 9) Communication modalities (including oral, manual, augmentative and alternative communication techniques, and assistive technologies). (KASA Std. IV-B)

College of Public Health

Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
SPEECH, LANGUAGE & HEARING SCIENCE (CONT'D)	MA (CONT'D)	3: The students have demonstrated knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the areas of 1) articulation, 2) fluency, 3) voice and resonance, 4) receptive and expressive language in speaking, listening, reading, and writing modalities, 5) Hearing, including the impact on speech and language, 6) Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction), 7) Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning, 8) Social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities), 9) Communication modalities (including oral, manual, augmentative and alternative communication techniques, and assistive technologies). (KASA Std. IV-C)
		4: The students have demonstrated knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders. (KASA Std. IV-D)
		5: The students have demonstrated skills in the screening, assessment, and intervention of communication and swallowing disorders while completing 400 clock hours of supervised clinical experience, including 25 hours of clinical observation and 375 hours in direct patient/clinical contact in the areas of language, articulation, fluency, voice, dysphagia, and hearing disorders with patients/clients across the lifespan. (KASA Std. V-B)
		6: The students have demonstrated knowledge of the standards of ethical conduct as detailed in the Code of Ethics of the American Speech Language Hearing Association (ASHA). (KASA Std. IV-E)
		7: The students have demonstrated knowledge of the processes used in research and the integration of research principles into evidence-based clinical practice. (KASA Std. IV-F)
		8: The students have demonstrated knowledge of contemporary professional issues related to Speech Language Pathology. (KASA Std. IV-G)
		9: The students have demonstrated knowledge about certification, specialty recognition, licensure, and other relevant professional credentials. (KASA Std. IV-H)
		10: The students have demonstrated skills in oral and written and other forms of communication sufficient for entry into professional practice as a Speech Language Pathologist. (KASA Std. V-A)
		11: The students have demonstrated knowledge and skill in working with individuals from culturally/linguistically diverse backgrounds and with client/patient populations across the lifespan. (KASA Std. V-B)