

**College of Public Health**  
**Academic Program Student Learning Outcomes**

Program Description	Program Degree	Student Learning Outcomes
<b>Accelerated 4+1 Recreation Therapy</b>	<b>MS</b>	Use factual knowledge of the history and development of the field of recreational therapy (RT) to evaluate the current status and future development of RT in health and human services systems.
		Use strategic thinking and procedural knowledge of research, conceptual models, and theoretical frameworks to create individual and programmatic evidence-based, recreational therapy interventions and services.
		Apply meta cognitive knowledge of human development, function, and relationships in reflective client-centered practice.
		Use conceptual knowledge of health and human services systems to create effective and efficient RT services.
<b>AMERICAN SIGN LANGUAGE</b>	<b>CERT</b>	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.
		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.
<b>APPLIED BIOSTATISTICS</b>	<b>MPH</b>	1: Identify specific examples of selection and information bias and explain how myriad biases could be addressed in the study design and/or analysis.
		2: Explain effect modification and confounding and be able to differentiate each and appropriately employ statistical methods to address each.
		3: Apply advanced statistical methods appropriate for research needs (e.g. hierarchical modeling, mixed-effect models, categorical data analysis, analytical techniques for evaluating spatial data).
		4: Demonstrate expertise in the management of complex data including merging, appending, aggregating and transposing data structures; documenting and recoding variables, and converting data across different analysis software applications.
		5: Framing questions appropriately and implementing active listening skills during biostatistical consultation.
		6: Apply epidemiological methods to the breadth of settings and situations in public health practice
		7: Select quantitative and qualitative data collection methods appropriate for a given public health context
		8: Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
		9: Interpret results of data analysis for public health research, policy or practice
		10: Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings

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<b>APPLIED BIOSTATISTICS (CONT'D)</b>	<b>MPH (CONT'D)</b>	11: 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
		12: Assess population needs, assets and capacities that affect communities' health
		13: Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
		14: Design a population-based policy, program, project or intervention
		15: Explain basic principles and tools of budget and resource management
		16: Select methods to evaluate public health programs
		17: Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
		18: Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
		19: Advocate for political, social or economic policies and programs that will improve health in diverse populations
		20: Evaluate policies for their impact on public health and health equity
		21: Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
		22: Apply negotiation and mediation skills to address organizational or community challenges Communication
		23: Select communication strategies for different audiences and sectors
		24: Communicate audience-appropriate public health content, both in writing and through oral presentation
		25: Describe the importance of cultural competence in communicating public health content
<b>Athletic Training</b>	<b>BSAT</b>	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.
<b>ATHLETIC TRAINING</b>	<b>DAT</b>	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.
		Distinguish the role of an athletic trainer in a public health model.

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<b>ATHLETIC TRAINING</b>	<b>MSAT</b>	1. To prepare graduates for successful clinical practice. A. Provide patient-centered care utilizing evidence-based medicine. B. Utilize reflective practice and healthcare informatics for quality improvement. C. Facilitate the evolution of athletic training relative to its position in public health.
		2. To prepare graduates to be leaders and advocates to enhance clinical and patient outcomes. A. Provide patient-centered education to empower navigation of the healthcare system. B. Promote personal and professional value as an athletic trainer. C. Establish an environment that promotes collaboration in interprofessional practice.
		3. To prepare graduates to practice with cultural competence and professional integrity. A. Identify and describe cultural practices that may influence healthcare for various populations. B. Recognize individual patient characteristics to facilitate care. C. Provide athletic training services according to standards of practice, ethics and law.
		4. To prepare graduates to advance the athletic training profession. A. Synthesize current research to inform clinical practice. B. Educate the community about the profession of athletic training. C. Promote an environment of lifelong learning through professional development and scholarship.
<b>BS Kinesiology Concentration in Exercise and Sport Science</b>	<b>BS</b>	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

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<b>BS Kinesiology Concentration in Physical and Health Ed Teacher Ed</b>	<b>BS</b>	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.
<b>BS Kinesiology Concentration in Pre- Health Professions</b>	<b>BS</b>	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
		4: Students learn to transfer knowledge from one course to another or to their specific health profession interest
<b>CLINICAL RESEARCH AND TRANSLATIONAL MEDICINE</b>	<b>MS</b>	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: Demonstrate competency in biostatistical methods applied to population based and survey data
		3: Design and administration of a population based, independent research study toward completion of a student initiated masters thesis
		4: Critical evaluation of research studies and results
		5: Translation of basic and clinical research to population based health
		6: Ethics in population based research
<b>COMMUNICATION SCIENCES AND DISORDERS</b>	<b>PHD</b>	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.
<b>ENVIRONMENTAL HEALTH</b>	<b>MPH</b>	1. Identify specific examples of selection and information bias and explain how myriad biases could be addressed in the study design and/or analysis.
		2. Explain effect modification and confounding and be able to differentiate each and appropriately employ statistical methods to address each.

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<b>ENVIRONMENTAL HEALTH (CONT'D)</b>	<b>MPH (CONT'D)</b>	3. Use epidemiological, exposure assessment toxicological, and statistical techniques in assessing the risk associated with environmental hazards in the working, residential, and community environments.
		4. Explain in appropriate biological and chemical/physical terms the potential consequences of exposure to hazardous environmental/occupational agents.
		5. Recognize potentially vulnerable populations and identify appropriate course of action for protection and advocacy on their behalf.
		6. Apply epidemiological methods to the breadth of settings and situations in public health practice
		7. Select quantitative and qualitative data collection methods appropriate for a given public health context
		8. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
		9. Interpret results of data analysis for public health research, policy or practice
		10. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
		11. 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
		12. Assess population needs, assets and capacities that affect communities health
		13. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
		14. Design a population-based policy, program, project or intervention
		15. Explain basic principles and tools of budget and resource management
		16. Select methods to evaluate public health programs
		17. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
		18. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
		19. Advocate for political, social or economic policies and programs that will improve health in diverse populations
		20. Evaluate policies for their impact on public health and health equity
		21. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
		22. Apply negotiation and mediation skills to address organizational or community challenges
		23. Select communication strategies for different audiences and sectors
		24. Communicate audience-appropriate public health content, both in writing and through oral presentation
		25. Describe the importance of cultural competence in communicating public health content

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<b>ENVIRONMENTAL HEALTH (CONT'D)</b>	<b>MPH (CONT'D)</b>	26. Perform effectively on interprofessional teams
		27. Apply systems thinking tools to a public health issue
<b>EPIDEMIOLOGY</b>	<b>MPH</b>	1. Apply epidemiological methods to the breadth of settings and situations in public health practice
		2. Select quantitative and qualitative data collection methods appropriate for a given public health context
		3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
		4. Interpret results of data analysis for public health research, policy or practice
		5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
		6. 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
		7. Assess population needs, assets and capacities that affect communities health
		8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
		9. Design a population-based policy, program, project or intervention
		10. Explain basic principles and tools of budget and resource management
		11. Select methods to evaluate public health programs
		12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
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		14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
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		16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
		17. Apply negotiation and mediation skills to address organizational or community challenges
		18. Select communication strategies for different audiences and sectors
		19. Communicate audience-appropriate public health content, both in writing and through oral presentation
		20. Describe the importance of cultural competence in communicating public health content
		21. Perform effectively on interprofessional teams
		22. Apply systems thinking tools to a public health issue
		23. Identify specific examples of selection and information bias and explain how myriad biases could be addressed in the study design and/or analysis.

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EPIDEMIOLOGY (CONT'D)	MPH (CONT'D)	24. Explain effect modification and confounding and be able to differentiate each and appropriately employ statistical methods to address each.
		25. Demonstrate proficiency in selecting the most appropriate study designs in epidemiologic (e.g., ecological studies, randomized trials, cohort, case-control, time series, difference-in-difference)
		26. Estimate and interpret measures of frequency and measures of association
		27. Apply appropriate statistical methods to analyze epidemiologic data.
		28. Write a clear description of the rationale, methods, results and interpretation of an epidemiologic investigation.
		29. Demonstrate proficiency in scientific writing (manuscripts, review of manuscripts, rebuttals to reviewers, grant writing).
EPIDEMIOLOGY	MS	1. Select appropriate study design and statistical method to answer research questions and create/develop key variables such that selection bias, information bias, misclassification error and measurement error are minimized.
		2. Explain effect modification and confounding and be able to differentiate each and appropriately employ statistical methods to address each.
		3. Analyze quantitative data using biostatistics, computer-based programming and software, as appropriate.
		4. Interpret results of data analysis for research and practice
		5. Formulate a clinical or translational research question to be studied in a well-defined population.
		6. Effectively communicate scientific information to multiple audiences (lay audiences and policy-makers) for the purpose of translating science into policy and practice.
		7. Demonstrate proficiency in scientific writing (manuscripts, review of manuscripts, rebuttals to reviewers, grant writing).
EPIDEMIOLOGY	PHD	1. Explain the impact of measurement issues (misclassification and measurement error) on validity of the study.
		2. Explain what effect modification is, how to identify it, and strategies for dealing with it during the analysis.
		3. Explain what confounding is, how to identify potential confounders, strategies for prioritizing concerns regarding confounders, and ability to minimize confounding through design and analysis.
		4. Estimate and interpret measures of frequency and measures of association and understand the inter-relationships between measures and estimate and interpret crude and adjusted measures of association.
		5. Demonstrate understanding of statistical reasoning including distributions, probability, sampling, methods of comparing means, and approaches to estimating relationships/associations among variables as applies
		6. Effectively deliver oral presentations including the appropriate use of audio/visual technologies, e.g., scientific presentations to professional audiences, lectures to students and other teaching.

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EPIDEMIOLOGY (CONT'D)	PHD (CONT'D)	7. Demonstrate proficiency in scientific writing (manuscripts, review of manuscripts, rebuttals to reviewers, grant writing).
		8. Demonstrate high standards of professionalism, responsible conduct of research, and proficiency in academic decision making.
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
		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	Students are prepared to embark on or advance a career in health informatics.



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HEALTH INFORMATICS	MS	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.
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 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.
		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: Describe the policy making process and be able to develop recommendations for new policies or amendments to existing policies.
		11: 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.
		12: Understand economic models relevant to healthcare-seeking, access, use, quality, costs, and healthcare decision-making.

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<b>HEALTH POLICY AND MANAGEMENT (CONT'D)</b>	<b>MPH (CONT'D)</b>	13: Discuss the role of evidence, including different forms of evidence, in the policymaking process and how it does or does not influence the process.
		14: Communicate health policy and management issues using appropriate channels and technologies such as policy briefs, advocacy letters, and op-eds.
		15: Discuss the importance of sound budgeting and financial planning protocols at the programmatic, organizational and systems levels.
		16: Develop a project proposal, including a need-based and theoretical rationale, program objectives, implementation strategies, and program budget
		17: Discuss different leadership styles, the concept of situational leadership and leadership theory
<b>HEALTH PROFESSIONS</b>	<b>BS</b>	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.
		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.
<b>HLTH POLICY + HLTH SERV RESRCH</b>	<b>PHD</b>	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

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HLTH POLICY + HLTH SERV RESRCH (CONT'D)	PHD (CONT'D)	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
KINESIOLOGY	BS	Demonstrate knowledge of anatomy and physiology of the human body.
		Demonstrate knowledge of motor behavior and learning across the lifespan.
		Demonstrate knowledge of the physiological responses of the human body to physical activity.
		Demonstrate knowledge of the biomechanical principles that govern human movement.
		Analyze issues related to physical activity from historical and philosophical perspectives.
		Explain the impact of physical activity on human health and well-being across the lifespan, and describe specific approaches to promote physical activity for different age populations.
		Describe the role of physical activity in the prevention and treatment of major chronic diseases, including mental health conditions.
		Explain the role of nutrition science in health promotion, exercise, and disease prevention, and how to combine nutrition and physical activity efforts when developing wellness programs.
		Plan and lead physical activity and wellness programs for individuals with diverse backgrounds, abilities, and needs.
		Describe the scientific basis for the components of health-related fitness, and prescribe physical activities and exercises to help develop those components in diverse populations of clients.
		Develop ways for clients to manage functional deficits, manage aging, and prevent injuries.
		Describe and apply evidenced-based knowledge about physical activity and the development of self-concept to personalized health and wellness programs.
		Describe how evidenced-based knowledge about Kinesiology/physical activity is created, organized, linked to public health and other disciplines, and disseminated.
		Apply evidence-based knowledge about Kinesiology/physical activity and critical thinking skills to make decisions that improve the health outcomes of clients.
Apply effective behavioral and motivational strategies to optimize participants' adoption and adherence to physical activity, fitness, and wellness programs.		
Utilize and demonstrate effective verbal, written, and technological communication skills to work as a team with other health professionals on behalf of clients.		
Develop and integrate cultural competencies to effectively communicate with and serve individuals from diverse populations.		
LINGUISTICS	CERT	Students will demonstrate their knowledge of the formal structure of language including phonetics, phonology, morphology, and syntax.

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<b>LINGUISTICS (CONT'D)</b>	<b>CERT (CONT'D)</b>	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
<b>MS Kinesiology Concentration in Athletic Training</b>	<b>ATMS</b>	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.
<b>MS Kinesiology Concentration in Integrative Exercise Physiology</b>	<b>MS</b>	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
<b>NEUROMOTOR SCIENCE</b>	<b>MS</b>	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.
		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.
<b>NEUROMOTOR SCIENCE</b>	<b>PHD</b>	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.
<b>NURSING</b>	<b>BSNU</b>	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.

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<b>NURSING (CONT'D)</b>	<b>BSNU (CONT'D)</b>	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.
<b>NURSING</b>	<b>DNP</b>	1: Professional Self-Regulation: Demonstrate an informed primary care practice cognizant of population and context
		2: Health Promotion: Leverage knowledge to improve health outcomes for clients and populations
		3: Disease Prevention: Utilize principles of prevention in primary care and population health
		4: Integrated Care Services: Assume responsibility for developing collaborative systems of care that benefit clients and populations
		5: Ethics of Practice: Engage in ethical professional practice
		6: Evidence-Based Practice: Contribute to the evidence-based literature that emanates from practice initiatives
		7: Life Span Development: Utilize growth and development theories in primary care and population health
		8: Leadership: Influence practice improvements in primary care and population health
		9: Global: Incorporate global determinants of health in primary care and population health
<b>NURSING - ADULT-GERONTOLOGY PRIMARY CARE</b>	<b>DNP</b>	1: Professional Self-Regulation: Demonstrate an informed primary care practice cognizant of population and context
		2: Health Promotion: Leverage knowledge to improve health outcomes for clients and populations
		3: Disease Prevention: 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: Engage in ethical professional practice
		6: Evidence-Based Practice: Contribute to the evidence-based literature that emanates from practice initiatives
		7: Life Span Development: Utilize growth and development theories in primary care and population health Leadership
		8: Influence practice improvements in primary care and population health
		9: Global: Incorporate global determinants of health in primary care and population health

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<b>NURSING - FAMILY-INDIVIDUAL ACROSS THE LIFESPAN</b>	<b>DNP</b>	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: 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: Utilize principles of prevention in primary care and population health
		4: Integrated Care Services: Assume responsibility for developing collaborative systems of care that benefit clients and populations
		5: Ethics of Practice: Engage in ethical professional practice
		6: Evidence-Based Practice: Contribute to the evidence-based literature that emanates from practice initiatives
		7: Life Span Development: Utilize growth and development theories in primary care and population health
		8: Leadership: Influence practice improvements in primary care and population health
		9: Global: Incorporate global determinants of health in primary care and population health
<b>OCCUPATIONAL THERAPY</b>	<b>MOT</b>	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.
<b>OCCUPATIONAL THERAPY</b>	<b>OTD</b>	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.
<b>PhD Kinesiology Concentration in Athletic Training</b>	<b>PHD</b>	Students will be able to critically evaluate research.

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PhD Kinesiology Concentration in Athletic Training (CONT'D)	PHD (CONT'D)	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.
PhD Kinesiology Concentration in Psychology of Movement	PHD	SLO1: Students will be able to critically evaluate research.
		SLO2: 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.

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<b>PHYSICAL THERAPY (CONT'D)</b>	<b>DPT (CONT'D)</b>	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.
<b>PUBLIC HEALTH</b>	<b>BS</b>	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.
		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.



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Program Description	Program Degree	Student Learning Outcomes
<b>PUBLIC HEALTH (CONT'D)</b>	<b>BS (CONT'D)</b>	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.
<b>RECREATION THERAPY</b>	<b>MS</b>	<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 &amp; 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 &amp; 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 &amp; 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 &amp; 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>

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<b>RECREATION THERAPY (CONT'D)</b>	<b>MS (CONT'D)</b>	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.
<b>RECREATIONAL THERAPY</b>	<b>BS</b>	1: Foundational Knowledge: Students exiting the program will demonstrate entry level knowledge of foundational concepts for Recreational Therapy (RT) practice. Overarching areas include: historical foundations and evolution of RT; health and wellness, human developmental stages and human behavior; process, models, and theories of RT practice; RT services and settings, professional organizations, accreditation professional qualifications, standards of practice, and code of ethics (CARTE Competencies 1, 7).
		2: Assessment, Treatment Planning, Documentation, and Evaluation: Upon exiting the program, students will be able to demonstrate the ability to plan, develop, and evaluate individualized treatment plans that identify functional outcome goals, modalities and interventions, based on assessment data collected and evidence regarding the diagnosis and treatment of various disabling conditions, document and evaluate patient/client progress, and prepare discharge plans (CARTE Competencies 2, 3, 5, 6).

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<b>RECREATIONAL THERAPY (CONT'D)</b>	<b>BS (CONT'D)</b>	3: Recreational Therapy Modalities, Treatment/Programs Implementation: Upon exiting the program, students will be able to demonstrate the ability to analyze tasks and activities, lead, modify, and adapt structured recreation activities, and implement RT modalities and treatment/programs (CARTE Competencies 4, 5, 6).
		4: Advanced Disabling Conditions and Recreational Therapy Practice: Upon exiting the program, students will demonstrate an understanding of the prevalence, etiology, pathology, prognosis, characteristics, complications, and course of recreational therapy treatment of individuals diagnosed with various physical, neurological, developmental, and mental health conditions (CARTE Competencies 3, 4, 5).
		5: Managing and Evaluating Recreational Therapy Programs and Practice: Upon exiting the program, students will demonstrate basic competencies needed to manage their RT practice. Overarching areas include: Knowledge of delivery of healthcare, human services, and human resources, research and evidence -practice, finance and fiscal accountability, strategic planning, liability, law, and safety and risk management issues, and ability to apply ethical and conduct standards to practice (CARTE Competencies 6, 7).
<b>RECREATIONAL THERAPY</b>	<b>MS</b>	Use factual knowledge of the history and development of the field of recreational therapy (RT) to evaluate the current status and future development of RT in health and human services systems.
		Use strategic thinking and procedural knowledge of research, conceptual models, and theoretical frameworks to create individual and programmatic evidence-based, recreational therapy interventions and services.
		Apply meta-cognitive knowledge of human development, function, and relationships in reflective client-centered practice.
		Use conceptual knowledge of health and human services systems to create effective and efficient RT services.
<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	<b>MPH</b>	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
		Assess population needs, assets and capacities that affect communities'™ health
		Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
		Design a population-based policy, program, project or intervention
		Explain basic principles and tools of budget and resource management
		Select methods to evaluate public health programs
		Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
		Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
		Advocate for political, social or economic policies and programs that will improve health in diverse populations
		Evaluate policies for their impact on public health and health equity

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Program Description	Program Degree	Student Learning Outcomes
<b>SOCIAL AND BEHAVIORAL SCIENCES (CONT'D)</b>	<b>MPH (CONT'D)</b>	Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
		Apply negotiation and mediation skills to address organizational or community challenges
		Select communication strategies for different audiences and sectors
		Communicate audience-appropriate public health content, both in writing and through oral presentation
		Describe the importance of cultural competence in communicating public health content
		Perform effectively on interprofessional teams
		Apply systems thinking tools to a public health issue
		Apply epidemiological methods to the breadth of settings and situations in public health practice
		Select quantitative and qualitative data collection methods appropriate for a given public health context
		Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
		Interpret results of data analysis for public health research, policy or practice
		Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
		Describe (a) social and behavioral determinants of public health problems across levels of influence (i.e., individual, family, network, organizational, community, policy, physical environment, and culture), and (b) targets of intervention at each level of influence.
		Identify and apply social and behavioral theories, evidence-based methods, and ethical principles in public health interventions, programs and research.
		Identify and critically evaluate contemporary and emerging methods and technology that can advance public health research and practice
		Create or adapt public health interventions to diverse communities based on principles of inclusivity and cultural competencies (e.g., describing how socio-cultural factors shape health outcomes).
Apply principles of risk perception and cognition to the development of health communication messages, interventions, and campaigns to address public health issues in diverse populations.		
<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	<b>PHD</b>	Organize, interpret and effectively communicate public health and social/behavioral science concepts and research findings both orally and in writing.
		Synthesize and critically evaluate the evidence base as well as theoretical and methodological underpinnings of current social and behavioral health programs and research.
		Demonstrate breadth of knowledge about established ethical principles, theories and methods in social/behavioral science research; and identify emerging methods that advance public health research, theory and practice.

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Program Description	Program Degree	Student Learning Outcomes
<b>SOCIAL AND BEHAVIORAL SCIENCES (CONT'D)</b>	<b>PHD (CONT'D)</b>	Translate knowledge about the evidence base into original research that contributes to the advancement of social and behavioral science research, theory or practice.
		Propose, create or translate public health interventions to diverse communities based on principles of inclusivity and cultural competencies.
<b>SPEECH, LANGUAGE &amp; HEARING SCIENCE</b>	<b>BA</b>	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.
<b>SPEECH, LANGUAGE &amp; HEARING SCIENCE</b>	<b>MA</b>	1: The students have demonstrated knowledge of the principles of biological sciences, physical sciences, social/behavioral sciences and statistics. (ASHA 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). (ASHA Std. IV-B)

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Program Description	Program Degree	Student Learning Outcomes
<b>SPEECH, LANGUAGE &amp; HEARING SCIENCE (CONT'D)</b>	<b>MA (CONT'D)</b>	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). (ASHA 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. (ASHA 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. (ASHA 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). (ASHA 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. (ASHA Std. IV-F)
		8: The students have demonstrated knowledge of contemporary professional issues related to Speech Language Pathology. (ASHA Std. IV-G)
		9: The students have demonstrated knowledge about certification, specialty recognition, licensure, and other relevant professional credentials. (ASHA 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. (ASHA 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. (ASHA Stds. IV-C, IV-D, and V-B)