

Health and Human Performance Student Outcomes

Adventure Education

Students who complete a Bachelor of Science in Adventure Education are able to:

1. Display professional competence in the following outdoor skills: backcountry camping, navigation, leave no trace practices, top rope rock climbing, and canoe paddling.
2. Demonstrate effective leadership skills that include professional ethic, vision, communication, decision making, flexible leadership, and tolerance for adversity.
3. Demonstrate effective teaching skills for a variety of outdoor related lessons.
4. Demonstrate the ability to write quality lesson plans.
5. Demonstrate a basic level of ecological literacy in natural environment encounter during the curriculum.
6. Practice professional standards of risk management.
7. Demonstrate backcountry emergency skills at the level of a Wilderness First Responder.
8. Demonstrate competent facilitation skills including assessment of client groups, planning and conducting adventure based learning experiences and promoting transference of learning.
9. Demonstrate the ability of conducting program outcome assessment.
10. Describe and demonstrate risk management administrative practices appropriate to an entry level position in Adventure Education.
11. Display understanding of professional standards of risk management.
12. Is able to perform satisfactory work during an internship in Adventure Education.
13. Is able to find and maintain work in Adventure Education or related field.

Athletic Training

Students who successfully complete the Bachelor of Science or Master of Science in Athletic Training are able to:

1. Demonstrate competency and proficiency in the following entry-level athletic training areas:
 - a. risk management, injury prevention, planning and implementation of prevention strategies
 - b. pathological mechanisms in the development, progression and epidemiology of injuries, illnesses and diseases
 - c. recognition, clinical examination, diagnosis, appropriate referral and management of common risk factors, orthopedic injury, and illnesses in the physically active individual
 - d. providing appropriate care and referral for injuries and illnesses in the physically active individual
 - e. planning, implementing, documenting and evaluating the efficacy of therapeutic modalities in the treatment of injuries and illnesses
 - f. planning, implementing, documenting and evaluating the efficacy of therapeutic exercise programs for the rehabilitation and reconditioning of injuries and illnesses
 - g. pharmacologic applications and governing regulations relevant to the treatment of injuries, illnesses and diseases
 - h. recognize, intervene and refer patients with sociocultural, mental, emotional and psychological behavioral problems and issues
 - i. provide appropriate nutritional advice for active individuals
 - j. development, administration, and management of a healthcare facility for the physically active individual

- k. professional responsibilities and avenues for professional development in the promotion of athletic training
2. Exhibit the use of clinical best practices and evidence-based medicine.
3. Demonstrate use of technological resources in gathering and disseminating educational and professional information
4. Apply the skills required of an entry-level position or advanced graduate work

Exercise and Sport Physiology

Students who complete the Sport Physiology Option in Physical Education are able to:

1. Meet a majority of the knowledge, skills, and abilities (KSA's) associated with CAAHEP accreditation for Exercise Science Programs. The KSA areas will include: Description (section 1.1)
 - a. Pathophysiology and Risk Factors (section 1.2)
 - b. Health Appraisal, Fitness and Clinical Exercise Testing (section 1.3)
 - c. Electrocardiography and Diagnostic Techniques (section 1.4)
 - d. Patient Management and Medications (section 1.5)
 - e. Exercise Prescription and Programming (section 1.7)
 - f. Nutrition and Weight Management (section 1.8)
 - g. Safety, Injury Prevention, and Emergency Procedures (section 1.10)
 - h. Cardiovascular: Pathophysiology and Risk Factors (section 2.2)
 - i. Pulmonary: Pathophysiology and Risk Factors (section 3.2)
 - j. Metabolic: Pathophysiology and Risk Factors (section 4.2)
 - k. Orthopedic/Musculoskeletal: Pathophysiology and Risk Factors (section 5.2)

Health Education Health Promotion Option

In addition to the departmental outcomes, students who complete the Health Promotion option in Health Education in are able to:

1. Demonstrate knowledge of basic health content and current health issues appropriate for an entry level health professional.
2. Assess, plan and implement health promotion programs.
3. Evaluate health promotion programs for process and outcomes
4. Obtain national certification as a certified health education specialist (CHES) from the National Commission of Health Education Credentialing, INC. (NCHEC)

Health Education School Health K-12 Option

In addition to the departmental outcomes, students who complete the School Health K-12 Option in Health Education are able to comply with AAHE 2009 Standards:

1. Standard I: Content Knowledge. Candidates demonstrate the knowledge and skills of a health literate educator.
2. Standard II: Needs Assessment: Candidates assess needs to determine priorities for school health education (SHE).
3. Standard III: Planning: Candidates plan effective comprehensive school health education curricula and programs.
4. Standard IV: Implementation: Candidates implement health education instruction
5. Standard V: Assessment. Candidates assess student learning.

6. Standard VI: Administration and Coordination. Candidates plan and coordinate a school health education program.
7. Standard VII: Being a Resource. Candidates serve as a resource person in health education.
8. Standard VIII: Communication and Advocacy. Candidates communicate and advocate for health and school health education.

Physical Education

In addition to the departmental outcomes, students who complete a Bachelor of Science in Physical Education are able to:

1. Demonstrate disciplinary content and concept knowledge appropriate for an entry level practitioner/professional.
2. Demonstrate competent performance of a variety of psychomotor skills related to physical fitness, sports/games, adventure pursuits, aquatics and rhythmic/expressive movement and psychomotor activities.
3. Describe performance concepts and strategies related to skillful movement and physical activity.
4. Describe and apply biophysical (anatomical, physiological, and biomechanical) and psychosocial concepts to skillful movement, physical activities and fitness.
5. Describe and discuss current issues in the area of human performance based on historical, Philosophical and sociological perspectives
6. Demonstrate knowledge of, and commitment to professional standards and ongoing professional development.

Physical Education Physical Education K-12 Option

In addition to the departmental outcomes, students who complete the Physical Education K-12 Option in Physical Education are able to comply with NASPE 2008 Standards:

1. Standard I: Scientific and Theoretical Knowledge:
Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.
2. Standard II: Skill and Fitness Competence:
Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K – 12 Standards.
3. Standard III: Planning and Implementation:
Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.
4. Standard IV: Instructional Delivery and Management:
Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.
5. Standard V: Impact on Student Learning:
Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.
6. Standard VI: Professionalism:
Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

Physical Education

Physical Education and Health Education, K-12 Option

In addition to the PETC outcomes, students who complete the Physical Education and Health Education, K-12 Option in Physical Education are able to comply with *AAHE 2008 Standards*:

1. Standard I: Content Knowledge. Candidates demonstrate the knowledge and skills of a health literate educator.
2. Standard II: Needs Assessment: Candidates assess needs to determine priorities for school health education (SHE).
3. Standard III: Planning: Candidates plan effective comprehensive school health education curricula and programs.
4. Standard IV: Implementation: Candidates implement health education instruction
5. Standard V: Assessment. Candidates assess student learning.
6. Standard VI: Administration and Coordination. Candidates plan and coordinate a school health education program.
7. Standard VII: Being a Resource. Candidates serve as a resource person in health education.
8. Standard VIII: Communication and Advocacy. Candidates communicate and advocate for health and school health education.

MEd Physical Education

Adventure Learning

In addition to the departmental outcomes, students who complete a Master of Education in Physical Education with a concentration in Adventure Learning are able to:

1. Display professional competence in adventure learning activities and instructional skills by demonstrating a grade of 3.0 or better in PA 5560 courses.
2. Demonstrate effective teaching skills for a variety of adventure related lessons.
3. Demonstrate competence in facilitation skills including assessment of client groups, planning and conducting adventure based learning experiences and promoting transference of learning.
4. Discuss the various forms of diversity that can be found in an adventure learning group, and explain effective professional strategies for respecting this diversity and creating a safe and effective learning environment
5. Explain Adventure Learning's role as a social and individual change agent, and discuss examples of this change observed in the conduct of adventure programming.
6. Display an understanding of and practice professional standards of risk management, with a grade of 3.0 or better on the content exam in EE 5100 Risk Management in Experiential Education.
7. Effectively advocate for adventure learning in their local community or educational setting.

MEd Physical Education

Athletic Administration

In addition to the general departmental outcomes, students who complete a Master of Education in Physical Education with a concentration in Athletic Administration are able to:

1. Demonstrate competency and proficiency in the following areas:
 - a. current issues in high school and Division III college athletic administration
 - b. sport communication
 - c. sport law in athletics
 - d. sport business management

- e. sport marketing
2. Demonstrate conceptual view of the administration of athletic programs.
3. Recognize the foundations of the concepts in athletic administration.
4. Explore problems and context by analyzing them into key elements, meanings and relationships; develop solutions by incorporating knowledge and value-based judgment; cultivate arguments for action; and improve their performance based on critiques.
5. Communicate effectively as required by an athletic administrator, operate well in a team, and convey ideas effectively in written and oral assignments.
6. Demonstrate accepted techniques of research and effectively explain data in written and oral communications.
7. Demonstrate the professional and ethical responsibilities of a college athletic administrator and seek opportunities to grow professionally.

MEd Physical Education Physical Education K-12

In addition to the departmental outcomes, students who complete the Physical Education K-12 Option in Physical Education are able to comply with NASPE 2008 Standards:

1. Standard I: Scientific and Theoretical Knowledge:
Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.
2. Standard II: Skill and Fitness Competence:
Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K – 12 Standards.
3. Standard III: Planning and Implementation:
Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.
4. Standard IV: Instructional Delivery and Management:
Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.
5. Standard V: Impact on Student Learning:
Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.
6. Standard VI: Professionalism:
Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

MEd Health Education Eating Disorders Institute

Students who complete the Eating Disorders program in Health Education are able to:

1. Demonstrate knowledge of basic information in the eating disorders field for entry level eating disorder specialists.
2. Demonstrate knowledge of assessment and treatment modalities of eating disorders.
3. Demonstrate knowledge of medical complications of eating disorders.

4. Demonstrate knowledge of nutrition education, assessment, and counseling of eating disorders.
5. Demonstrate knowledge and skills in an eating disorders capstone experience in a clinical setting or educational/outreach setting.

MEd Health Education Health Promotion

In addition to the departmental outcomes, students who complete the Health Promotion option in Health Education are able to:

1. Demonstrate knowledge of basic health content and current health issues appropriate for an entry level health professional.
2. Assess, plan and implement health promotion programs.
3. Evaluate health promotion programs for process and outcomes
4. Obtain national certification as a certified health education specialist (CHES) from the National Commission of Health Education Credentialing, INC. (NCHEC)

MEd Health Education School Health K-12

In addition to the departmental outcomes, students who complete the School Health K-12 Option in Health Education are able to comply with AAHE 2009 Standards:

1. Standard I: Content Knowledge. Candidates demonstrate the knowledge and skills of a health literate educator.
2. Standard II: Needs Assessment: Candidates assess needs to determine priorities for school health education (SHE).
3. Standard III: Planning: Candidates plan effective comprehensive school health education curricula and programs.
4. Standard IV: Implementation: Candidates implement health education instruction
5. Standard V: Assessment. Candidates assess student learning.
6. Standard VI: Administration and Coordination. Candidates plan and coordinate a school health education program.
7. Standard VII: Being a Resource. Candidates serve as a resource person in health education.
8. Standard VIII: Communication and Advocacy. Candidates communicate and advocate for health and school health education.