



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2020	Course: CSAD 250 Speech/Language Internships Seminar	Section: 01
Meeting Days: Wednesday	Meeting Times: 6:00-7:50 PM	Location: Folsom Hall 1051
Instructor: James Chuchas, M.A. CCC-SLP	Email: james.chuchas@csus.edu	Phone: 916-278-4867
Office Location: Folsom Hall 2000 Cubicle D	Office Hours/Appointments: Please contact me by e-mail to schedule office hours appointment. Office Hours: Tuesdays: 2:00pm to 3:00pm **SUBJECT TO CHANGE	

Catalogue Course Description:

CSAD 250. Speech/Language Internships Seminar.

2 Units

Prerequisite(s): [CSAD 228A](#), [CSAD 228B](#), [CSAD 228C](#), [CSAD 229A](#), [CSAD 229B](#), [CSAD 229C](#), [CSAD 241S](#), [CSAD 242A](#), [CSAD 242B](#), [CSAD 242C](#), [CSAD 243A](#), [CSAD 243B](#), [CSAD 243C](#), [CSAD 244](#), [CSAD 245](#).

Corequisite(s): [CSAD 295I](#), or [CSAD 295M](#), or [CSAD 295P](#), or [CSAD 295S](#).

Term Typically Offered: Fall, Spring

Assessment, scheduling and conducting language speech and hearing programs in schools. Related issues including scope of practice, managed care, interagency cooperation and transdisciplinary approaches.

Place of Course in Program

The course objectives have been designed to be in direct support of the American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition listed at the end of the syllabus; the following California Commission on Teacher Credentialing (CTC) Education Teacher Credentials Program Design Standards: Standards 1, 2, 3, 4, 5, 6, 7, and 8; The following Speech-Language Pathology Services Credential Program Design Standards: SLP Standard 4, 5, 6, 7, and 8; And the Special Class Authorization Standards 1, 2, 3, 4, and 5.

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
Disciplinary knowledge: <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	Yes
Communication: <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	Yes
Critical thinking/analysis: <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	Yes
Information literacy: <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	Yes
Professionalism: <i>Demonstrate an understanding of professional integrity.</i>	Yes
Intercultural/Global Perspectives: <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i>	Yes

Course Learning Outcomes:

GRADUATE

Mastery of each student-learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

CSAD 250 SPECIFIC STUDENT LEARNING OUTCOMES:

The student:

1. will become aware of the history of education.
2. will identify and discuss legal issues involved in treatment of clients in the school setting.
3. will review and discuss the types of clients and associated treatment models in the school setting (articulation, fluency, voice & resonance, receptive and expressive language, hearing impaired, etc.) (pull-out, push-in, consultative, collaborative, etc.)
4. will review and discuss the relationship between language and speech disorders and academics (oral and written communication).
5. will identify and discuss professional, legal, and ethical practices related to practice in the schools, including state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities, transition and transitional planning, etc.
6. will identify and discuss academic assessment procedures (literacy, written language arts, and quantitative concepts) appropriate for the school age client with and without severe disorders of language.
7. will review and discuss different service delivery models including Response to Intervention.
8. will review and discuss different communication modalities for public school settings (oral, manual, AAC).
9. will review and discuss service delivery to culturally and linguistically diverse clients.
10. will review and discuss California state standards and statewide testing and curriculum approaches in the areas of reading/language arts/writing/math.
11. will review curriculum-relevant assessment (standardized and non-standardized) and the writing of curriculum-relevant goals.
12. will review and discuss providing access to the curriculum commonly taught in public schools by adapting and relating curriculum to students' backgrounds, interests, and abilities.
13. will review and discuss methods for initial and ongoing speech and language assessment that provides data to drive selection and modification of instructional strategies, activities, and materials that appeal to and challenge the diverse abilities and interests of students.
14. will review and discuss common curriculum adoptions in the language arts, writing, and mathematics and their delivery to students with speech and language impairments.
15. will review service to health impaired clients in the schools, including service to medicated clients.
16. will identify and discuss methodology related to the use of speech assistants in school settings.
17. will identify and discuss different approaches for helping clients maintain their behavior.

18. will review and discuss pedagogical approaches for curricular instruction (literacy, written language arts, and quantitative concepts) in both general education and special day classroom settings.
19. will review and discuss processes used in research and the integration of research principles into evidence-based clinical practice.
20. will review and discuss cognitive and social aspects of communication and various communication modalities in school settings.
21. will review and discuss standards of ethical conduct, contemporary professional issues, and certification, licensure, and credentials.
22. will review and discuss strategies for effective interaction with students, families, and related professionals in school settings.
23. will identify and discuss methods to self-evaluate the effectiveness of his/her practice.
24. will review and discuss state and district data maintained in student's files (California English Language Development Test-CELDT, California statewide standards testing, etc.) and the implications of such data on student's speech and language and learning profile.

Course Learning Outcomes	Components Indicating Competency	Grades Received
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14	PPT Presentation Assignments, Class Research Discussion Assignments, IFSP & Transition Planning Assignments	
12, 14, 17, 18	PPT Presentation Assignments, Class Research Discussion Assignments, Language Arts & Math Observation Assignment	
15, 16, 19, 20 , 21	PPT Presentation Assignments, Class Research Discussion Assignments	
22, 24	PPT Presentation Assignments, Class Research Discussion Assignments, Psychologist Interview & Language Arts, Math Observation Assignments	
23	PPT Presentation Assignments, Class Research Discussion Assignments, Effective Supervision & Learning Reflection Assignment	

Textbooks and Materials:

Required Texts:

1. Moore, B. & Montgomery, J. (2018). *Speech-Language Pathologists in Public Schools, Making a Difference for America's Children*. Third Edition. Pro-ed.

Online Resources:

Access to CSUS CANVAS

Course Requirements/Components:

Class Attendance & Discussion Participation: (75 points). Students can earn **up to 75 points** for class attendance and active participation in classroom discussions. Prompt and professional attendance is **required**. Because this is a seminar class, discussion and contributions are the main responsibilities of enrolled students. If you are absent, you cannot participate. Your final participation grade, therefore, is dependent upon attendance. Absences must be reported prior to the start of class by e-mail or text on my cellphone. Everyone starts the semester with **75 points for Discussion/Participation**. A student may have **NO MORE THAN TWO** reported absences per semester before possibly losing points. For your first **two absences** you will not lose points. Subsequently, if you are absent, you could possibly lose **25 discussion/participation pts for each class absence after the second absence**.

CLASS TIME TARDINESS: Students are expected to arrive to class on time. A student may have **NO MORE THAN TWO LATE ARRIVALS TO CLASS** before losing Discussion/Participation Points. Any student arriving to class late more than two times could result in a loss of **10 discussion/participation points for each time late after the FIRST TWO TARDIES**. **If you will be late to class for some reason, PLEASE TEXT INSTRUCTOR PRIOR TO THE BEGINNING OF CLASS.**

Please bring required items for discussion on required days (such as goal sheets, screening examples, curriculum materials, etc.). Please complete research assignments ahead of time so that you are ready to discuss them during class.

Classroom Presentations: (75 points). Each Intern Student will be required to present a Power Point on certain assigned topics as covered in chapters or parts of chapters from the texts: *Making a Difference for America's Children and/or School Programs in Speech-Language Pathology*. Your presentation must be in power point format. It must cover all of the important points regarding the topic in the chapter, but should not be a laundry list of facts OR a chapter outline. You must teach your peers what they need to know about the important legal and procedural information in an interesting and useful way. **You should also research specific topic outlined in the chapter to insure that statistics and/or information as indicated in the text are current and if necessary incorporate researched up to date information in your presentation.** Power Points should be sent to instructor the day before the assigned date of presentation so it can be posted on SacCT. The complete power point series should provide each student a handbook for beginning practice as an SLP in the public school setting. Students should make arrangements to have laptop computer for presentation. Presentation should be around 15 minutes.

SEVEN- (7).... WRITTEN ASSIGNMENTS: Total of: 150 (points)

#1) Written Observation of Master Clinician: (15 points)- **DUE Wednesday, January 29

Written Observation of Master Clinician- due in class by the second week of class.

#2) Psychologist Interview (25 points) **DUE: Wednesday, February 26: Meet with the school psychologist at your site and compare speech/language and psychologist reports on a student that is being tested or has previously been tested for a full team evaluation. Ask them to explain their Psych testing to you for this student. Ask School Psychologist and Master Clinician to share their thoughts about the relationship between the psychological assessment and speech and language testing in the IEP process. For student in question, what were the commonalities or differences in the psych and speech/language assessment findings? What were the placement outcomes? Any other insights that you might have discovered? **Write up at least a one page document or more with your findings.** Be prepared to discuss in class.

#3) ISFP to IEP Transition (20 points): **DUE: Wednesday, March 4: Participate in an IFSP to IEP transition planning meeting for student and write up a two page document regarding your experience in the IFSP to IEP transition planning process.

#4) Secondary Transition (20 points): **DUE: Wednesday, March 11: Meet with SLP at High School or Middle School Level to discuss how they address transition planning for their students on their caseload. Participate in the evaluation, implementation, and planning of an Individual Transition Plan for a student at the Secondary Level. Write up a two page document regarding your experience, discussion and participation in Individual Transition Plan process.

#5) Observation of Language Arts and Math Lessons (30 points) ** DUE: Wednesday, Marh 18: Observe one general education math lessons at different grade levels and one general education language arts lesson. Write up each in a **one page document**. Is the lesson from a curriculum adoption? If so, which? What is the teaching objective? Describe the teacher's methodology when teaching the lesson. Any modifications? Describe the performance of general education students and as well as those students who have IEPs.

#6) Multicultural IEP Assignment (20 pts): ** DUE: Wednesday, March 25. Participate in an IEP where a multi-lingual interpreter is being utilized and write up a one page document concerning your experience during this IEP.

#7) Effective Supervision & Learning Reflection: (20 points):DUE: Wednesday, April 22.**

Please write a one page reflection focusing on **two (2) key concepts** from Dr. Pieretti's Spring 2019 Presentation.

Supervision Workshop and the Effective Supervision and Learning Powerpoint. Please describe the ways in which these concepts related to your itinerant internship experience in the Public Schools and how they will inform on your supervision of Student Clinicians, Student Interns, and/or SLPAs in the future.

OTHER ASSIGNMENTS: Total of: (50 pts)

- Completion of Master Clinician Thank You Letters: (20 points) **DUE: Wednesday, April 8

Completion of letters to Master Clinicians and Directors of Programs is mandatory. These letters should be proofread by the instructor and can then be printed on letterhead provided by the instructor. You will be provided with department letterhead and envelopes.

- Evaluation of Master Clinician and Schools Internship Sites (Two Separate Forms) : (30 points).

****DUE: Wednesday, April 15**

Evaluation of Master Clinician and Schools Internship Sites is mandatory – to be completed on CALIPSO

****PLEASE NOTE REGARDING ASSIGNMENTS: ALL ASSIGNMENTS MUST BE COMPLETED AND TURNED IN BY DUE DATE UNLESS INSTRUCTOR GIVES PERMISSION FOR OTHER DUE DATE. IF ANY ASSIGNMENT IS NOT TURNED IN, STUDENT WILL NOT RECEIVE POINTS FOR THAT ASSIGNMENT, AND YOUR LETTER GRADE WILL BE DROPPED ONE LETTER GRADE FOR EACH MISSING ASSIGNMENT**

Grading Policy:

GRADING INFORMATION based on Maximum total of 350 POINTS:

The course final grade will be computed as total points earned out of the maximum total of **250 points**. Letter grades will be assigned as follows:

Points	Grade	Points	Grade
350-331	A	266-257	C
330-314	A-	256-243	C-
313-303	B+	242-233	D+
302-292	B	232-222	D
291-278	B-	221-208	D-
277-267	C+	208- 0	F

Course Policies/Procedures:

Please refer to Course Requirements & Component Section

TENTATIVE Course Schedule/Outline:

(**NOTE: Subject to change)

WEDNESDAY, JANUARY 22

Discussion: Buy books? **Do application for graduation!!!** Review class syllabus and discuss chapters for reading and outline assignments. Determine presentation dates.

Review Fourth Semester Clinical Competencies sheet. Share details about your placement

Reading Assignment Due: None

HOMEWORK!!!! We need your completed schedules/locations by next Tuesday night. NO EXCEPTIONS!!!!!!!

Discuss the goal sheet provided to you in your internship packet and develop initial goals for your internship together with your Master Clinician.

WEDNESDAY, JANUARY 29

**** DUE Written Assignment #1: Master Clinician Observation Due (15pts)**

Discussion: Placement updates/experiences to share/questions. Bring in and share your district's criteria for placement in the speech and language program. What exit criteria, if any, exist?

Reading Assignment Due: Read: Moore & Montgomery Chapter 1 & Chapter 2; Assigned Power Point Presentations

Research Assignment Due: Obtain information about district's placement and exit criteria for speech and language qualification criteria.

WEDNESDAY, FEBRUARY 5

Discussion: Placement updates/experiences to share/questions. Assessment and placement IEP forms from your respective districts. **Reading Assignment Due:** Read Moore & Montgomery, Chapter 3 Appendix B. Assigned

Power Point presentations. **Research Assignment Due:** Be prepared to discuss IEP forms that your district uses in the assessment and placement process including procedures/forms for SCREENING if utilized by district. Bring in SCREENING TOOLS used.

WEDNESDAY, FEBRUARY 12

Discussion: Placement updates/experiences to share/questions. Grouping strategies. Articulation methods.

Reading Assignment Due: Read Moore & Montgomery, Chapter 4 . Assigned Power Point Presentations

Research Assignment Due: Ask you Master Clinician about techniques for articulation therapy they utilize and ask them how they choose which students are in which groups. Be prepared to discuss.

WEDNESDAY, FEBRUARY 19

Discussion: Placement updates/experiences to share/questions. Grouping strategies. Articulation methods.

Reading Assignment Due: Read Moore & Montgomery, Chapter 5

Discussion: Behavior Management **Research Assignment Due:** Bring in behavior management system that you and/or your Master Clinician have in place. Focus both on the positive things that are done to reinforce behavior and on the consequences of inappropriate behavior. How does this system fit into the school-wide behavior management process if any? Be ready to share and discuss.

WEDNESDAY, FEBRUARY 26

Discussion: Placement updates/experiences to share/questions. Service delivery models.

Reading Assignment Due: Read Moore & Montgomery, Chapter 6 Assigned Power Point Presentations.

Research Assignment Due: Ask your Master Clinician about service delivery models they have used and which they find useful at your site. Ask them how goals are written in the district (goal banks, etc.) and how they make them curriculum-relevant. Bring in any supporting materials if any. Is RTI being used for SPT? How? **Be prepared to discuss.**

**** DUE: WRITTEN Research Assignment #2- Psychologist Interview- Due- (25pts):** Meet with the school psychologist at your site and compare speech/language and psychologist reports on a student that is being tested or has previously been tested for a full team evaluation. Ask them to explain their Psych testing to you for this student. Ask School Psychologist and Master Clinician to share their thoughts about the relationship between the psychological assessment and speech and language testing in the IEP process. For student in question, what were the commonalities or differences in the psych and speech/language assessment findings? What were the placement outcomes? Any other insights that you might have discovered? **Write up at least a one page document or more with your findings.** Be prepared to discuss in class.

WEDNESDAY, MARCH 4

Discussion: Placement updates/experiences to share/questions.

Reading Assignments Due: Read Moore & Montgomery Chapter 7. Assigned Power Point presentations.

Research Assignment Due: Ask your Master Clinician how suspected autistic spectrum disorders (ASD) referrals are handled and processed including assessment procedures. Discuss service delivery options/ models for ASD students in your assigned District. Be prepared to discuss.

**** DUE Written Assignment #3: ISFP to IEP Transition (20 points):** Participate in an IFSP to IEP transition planning meeting for student and write up a two page document regarding your experience in the IFSP to IEP transition planning process.

WEDNESDAY, MARCH 11- Dr. Hagge - Medical Internship Information (Date subject to change)**

****DUE Written Assignment #4) Secondary Transition (20 points):** Meet with SLP at High School or Middle School Level to discuss how they address transition planning for their students on their caseload. Participate in the evaluation, implementation, and planning of an Individual Transition Plan for a student at the Secondary Level. Write up a two page document regarding your experience, discussion and participation in Individual Transition Plan process.

WEDNESDAY, MARCH 18

Discussion: Placement updates/experiences to share/questions and Interview Information

Reading Assignment Due: Read Moore & Montgomery Chapter 8. Assigned Power Point presentations.

*****DUE: WRITTEN Research Assignment #5 – Observation of General Education Language Arts & Math Lessons: (30pts):** Observe one general education math lessons at different grade levels and one general education language arts lesson. Write up each in a **one page document**. Is the lesson from a curriculum adoption? If so, which? What is the teaching objective? Describe the teacher’s methodology when teaching the lesson. Any modifications? Describe the performance of general education students and as well as those students who have IEPs.

WEDNESDAY, MARCH 25

Discussion: Placement updates/experiences to share/questions. Be ready to discuss difficult IEPs, Conflicts, Mediations/Due Process.

Reading Assignment Due: Read Moore & Montgomery Chapter 9. Assigned Power Point Class Presentations

Handouts: Special Education Do’s and Don’ts handouts.

Obtain information from Master Clinician regarding difficult IEPs, IEP conflicts, and Due Process (Mediations and/or Hearings) if any; What was done to help in these conflicts? What did or didn’t work in these situations? Is there any informal resolution/problem solving process available to parents prior to filing for Due Process Mediation/ Hearing in your assigned District? If so, describe process. Be prepared to discuss above items in class

****DUE Assignment #6) Multicultural IEP Assignment (20 pts):** Participate in an IEP where a multi-lingual interpreter is being utilized and write up a one page document concerning your experience during this IEP.

*******NO CLASS- APRIL 1: SPRING BREAK : MARCH 30 – APRIL 3 *******

WEDNESDAY, APRIL 8

Discussion: Placement updates/experiences to share/questions.

Reading Assignment Due: Read Moore & Montgomery Chapter 10 . Assigned Power Point presentations.

Master Clinician Thank You Letters DUE (10pts): Email to me: Rough Draft **Thank You Letters** to your Master Clinicians, the Director of the Speech Programs, the principals at your sites. Be sure to include a positive paragraph about your Master Clinician’s skills in the letters to the principals and directors.

WEDNESDAY, APRIL 15

*****DUE: Evaluation of Master Clinician and Schools Internship Sites (Two Separate Forms) : (30 points).***

Evaluation of Master Clinician and Schools Internship Sites is mandatory – to be completed on CALIPSO - Certification, Credentialing, and Licensing paperwork discussion

Discussion: Placement updates/experiences to share/questions. Assigned Power Point Presentations.

Research Assignment Due: Review the following websites and print out instructions and forms for paperwork submission to begin the process for obtaining the following:

California License:

Speech-Language Pathology and Audiology Licensing Board. www.speechandhearingca.gov

ASHA CCC:

American Speech Language Hearing Association www.ASHA.org

Credential: You need to apply and be recommended by the Credentialing Office on campus. You do not apply directly to the California Commission on Teacher Credentialing.

WEDNESDAY, APRIL 22

Discussion: Placement updates/experiences to share/questions. **Complete remaining Power Point Presentations. Complete : Licensure, CCC, and California Licensure Procedures/Paperwork**

*****DUE: Written Assignment #7- Effective Supervision & Learning Reflection: (20 points):***

Please write a one page reflection focusing on **two (2) key concepts** from **Dr. Pieretti's Spring 2019-**

Supervision Workshop and the Effective Supervision and Learning Powerpoint. Please describe the ways in which these concepts related to your itinerant internship experience in the Public Schools and how they will inform your won supervision of SLPAs, Student Clinicians, and Student Interns in the future.

WEDNESDAY, APRIL 29

Discussion: Placement updates/experiences to share/questions. Interviewing Strategies.

Complete any remaining Power Point Presentations. Questions re: Licensure, CCC, and California Licensure. Turn in any late assignments/ paperwork. Class Evaluations

WEDNESDAY, MAY 6, Last Class.

Discussion: related to Licensure/ ASHA Certification/ California Credentialing

Turn in any late assignments/paperwork.

Monday, MAY 9

Finals Week

Additional Information

Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State's Academic Honesty Policy & Procedures:

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sac State's Academic Honesty Policy & Procedures at the following website: <http://www.csus.edu/umannual/student/stu-0100.htm>

Definitions: At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” **Plagiarism** is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution.” Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Basic Needs Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available.

<https://www.csus.edu/basicneeds/>

Other Resources

Testing Center: <https://www.csus.edu/testing/>

Library: <https://library.csus.edu/>

Services to Students with Disabilities: <https://www.csus.edu/sswd/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

Case Manager, Office of Student Affairs: <https://www.csus.edu/student/casemanager/>

Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

CSAD 250. Speech/Language Internships Seminar

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: certification, specialty recognition, licensure, and other relevant professional credentials.

Standard IV-F: Research

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

Standard V-A: Oral and Written Communication

- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

