



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

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| Semester/Year: Spring 2022 | Course: CSAD 228C Methods: Speech Disorders III | Section: 01 |
| Meeting Days: Thursdays | Meeting Times: 3:00-3:50 | Location: FLS 2206B (Neuro Lab – Clinic) |
| Instructor: Debra Harms, MA CCC-SLP | Email: debra.harms@csus.edu | Phone: (916) 278-2935 916-716-8918 text only, or emergencies |
| Office Location: Folsom Hall 2000 cubicle A | Office Hours/Appointments: By appointment | |

Catalogue Course Description:

CSAD 228C Methods: Speech Disorders III 1 Unit

Prerequisite(s): [CSAD 218](#), [CSAD 228B](#); [CSAD 221](#) may be concurrent; instructor permission.

Corequisite(s): [CSAD 229C](#).

Term Typically Offered: Fall, Spring

Techniques and materials for assessing and treating clients with disordered speech secondary to developmental disabilities and syndromes, degenerative diseases or complex problems associated with English as a second language (ESL). Discussions of cases in the current caseload.

Place of Course in Program

The purpose of this graduate course is to introduce you to methods, materials, and procedures in use with children and adults who demonstrate multiple communication disorders, emphasizing speech disorders secondary to developmental disabilities, syndromes, degenerative disease, motor speech disorder, and those requiring augmentative and alternative communication. CSAD 229C is a co-requisite.

The goal of CSAD 228C is to assist you in building problem solving and critical thinking skills. You are encouraged to be an active participant and bring topics to discuss with the class. Topics may include, but are not limited to: challenges with clients, therapy techniques, assessment, etc. This class is primarily conducted in a seminar and discussion format.

| 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> | Y |
| Communication: <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i> | Y |
| Critical thinking/analysis: <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i> | Y |
| Information literacy: <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i> | Y |
| Professionalism: <i>Demonstrate an understanding of professional integrity.</i> | Y |

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. You are required to track your 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.

You should track your progress towards meeting each learning outcome by listing your grades on the table below during the course of the semester.

CSAD 228C SPECIFIC STUDENT LEARNING OUTCOMES:

Upon completion of this course, you will:

- 1) Discuss and identify major categories to be addressed in an interview
- 2) Demonstrate ability to use appropriate tools and techniques in assessing clients with multiple speech and/or language disorders
- 3) Design appropriate and effective measures to obtain an accurate baseline
- 4) Write professional reports with all pertinent case history information
- 5) Present data clearly and accurately in reports and other forms of written documentation and oral report
- 6) Develop specific, measurable, attainable, results oriented, time-bound goals
- 7) Describe and implement appropriate techniques to accurately measure and report treatment outcomes
- 8) Integrate goals into the client's functional daily living by providing home carryover activities
- 9) Involve caregivers in the therapy and/or home carryover process through participation in treatment planning, therapy, and planning of home carryover activities
- 10) Facilitate discussions and demonstrate critical thinking skills with other students through class presentations
- 11) List and describe behavior management and reinforcement techniques
- 12) Discuss a variety of treatment activities
- 13) Identify and implement techniques to effectively communicate with other students, clinical instructors and other professionals
- 14) Identify and make appropriate referrals

| Course Learning Outcome | Components Indicating Competence | Grades Received |
|-------------------------|---|-----------------|
| 1,4 | Client Chart Review and Interview Questions | |
| 2,3,7 | Assessment Plan | |
| 12,11 | Materials Presentation | |
| 13 | Weekly Self Reflection | |
| 10,13 | Attendance/Participation | |
| 8,9,10,14 | Community Resources Presentation | |

Textbooks and Materials:

None, however handouts and materials will be shared and uploaded to Canvas.

Online Resources:

Canvas: This course is embedded into a Web Course format. You *must* have an active CSUS email and use CSUS's Canvas platform to access handouts, course assignments, class discussions and class email.

Course Requirements/Components:

A Mock IEP Simulation will take place on Saturday March 12, 2022 (3 sessions with at least 11 groups in each session). This will be on Zoom. Participating departments include speech-language pathology, special education, teacher credential programs, school nursing, administration candidates, and educational psychology. The purpose of the Mock Individual Education Plan meeting with graduate students across multiple education disciplines in an interdisciplinary/interprofessional simulation results is to improve knowledge of the IEP process, and increase understanding and collaboration between disciplines. You will be part of a team, in a strength-based focused IEP process, presenting your results and discussing needs for student support, options for services. All disciplines' documentation, agenda, and student history will be provided. Preparation and planning will be completed in your Methods class.

Assignments

Chart Review and Interview Questions: Submit a brief outline of interview questions for your client(s).

Assessment Plan: Submit an outline of your planned assessment. This includes and what information you plan to obtain and how you will assess each given area.

Client Summary Presentation: A summary of your clients that states age, diagnosis, pertinent medical history, past and current intervention, assessment tools used, and goals.

Community Resources Presentation: This presentation will focus on a disability or organization.

Materials Presentation: You will discuss a therapy material or assessment or website material that you used during the semester.

Weekly Self-Reflection: Students will submit a reflection on a session of therapy each week (10 total). Focus will be on appreciating success/learning and identifying areas for growth.

Grading Policy:

Your grade will be based on the total points you achieve for the semester out of the total possible. Letter

grades will be as follows:

| | | | |
|---------------|---------------|---------------|-----------------|
| 95-100%.....A | 90-94%.....A- | 87-89%.....B+ | 83-86.....B |
| 80-82%.....B- | 77-79%.....C+ | 73-76%.....C | 70-72%.....C- |
| 67-69%.....D+ | 64-66%.....D | 60-63%.....D- | Below 60%.....F |

| | |
|--|------------------|
| Chart Review, Assessment Plan, Interview Questions | 100 points |
| Community Resources Presentation | 50 points |
| Materials Presentation | 50 points |
| Weekly Self-Reflection | 10x10 points=100 |
| Attendance/Participation | 50 points |
| Mock IEP participation/preparation | 50 points |

Letter grades are assigned according to the following scores

| % | Letter |
|--------------|--------|
| 95-100 | A |
| 90-94 | A- |
| 87-89 | B+ |
| 83-86 | B |
| 80-82 | B- |
| 77-79 | C+ |
| 73-76 | C |
| 70-72 | C- |
| 67-69 | D+ |
| 64-66 | D |
| 60-63 | D- |
| 59 and below | F |

Course Policies/Procedures:

Attendance. This course involves verbal interaction among the students and the instructor. You cannot really “get” what was covered in class via notes from a classmate. A modified Socratic method will be employed, whereby students will be called upon randomly to contribute to classroom discussions. Because of this, class attendance is required. Roll will be taken for the entire group each day and roll will be taken on an individual basis via this Socratic method: If you are not in class or not present when your name is selected for discussion, you will be considered absent. You must report absences to me **via email prior** to class meetings. Excused absences will be granted for documented emergencies or conflicts: ***You must provide written documentation of the emergency or conflict to the instructor.*** All other absences will be considered unexcused. **Two or more (2) unexcused absences will result in your final grade dropping one letter grade via reduction of the 100 participation points.** Working as a Speech-Language Pathologist requires being present, on time, and prepared. Practicing those skills now will prepare you for what this career will be like. If you do need to miss a class, you are responsible for all materials covered in your absence. This means you must get any materials handed out during your missed session from a classmate, not the instructor.

Class meetings and participation: Interactive lecture + discussion + observation format will be followed. Because this is a seminar, active listening, participation, and problem solving is expected. For example, when you are listening to another student present his/her ideas, you should take notes and offer suggestions. Comments such as “I agree” or “great idea,” are okay. Substantive participation (e.g., comments that help advance the discussion, or that help develop a new angle on a problem) is considered to be far more meaningful participation. Speech-Language Pathology is a profession in which you need to actively problem solve at all times.

Professional behavior and “Netiquette”: Grades for this class are earned. Again, if you have a concern about a grade on an assignment or exam, a good idea is to email me to explain your concern. It is not appropriate professional behavior to email me at the end of the semester with a request to “bump up” your grade.

Technology use: It is a course expectation that you will participate fully in class discussion and give classmates and discussion your full and undivided attention. You are not permitted to engage in other homework or extracurricular activities during class time. “Multitasking” will not be permitted. Please silence your cellphone to avoid distractions during class time.

Recording: To facilitate your learning (practice in note-taking) and out of respect for fellow classmates (to allow all students to feel comfortable actively participating in class discussion), you are not permitted to audio or video record lectures. If you require an accommodation and additional support in note-taking, please come see me.

TENTATIVE Course Schedule/Outline:

Please note: each class will have a seminar component in which students may discuss challenges or ask questions

| <u>Week</u> | <u>Topic</u> | <u>Reminders/Due Dates</u> |
|-------------|--|--|
| 1 | Course overview, review syllabi Discussion: Chart Review and Interview Questions ORIENTATION and PLANNING | |
| 2 | Discussion: Assessment Plan, Client Summary Discussion: Tests for different areas, DYNAMIC ASSESSMENT Discussion: Behavior Management and Reinforcement | Client Chart Review and interview questions due |
| 3 | DYNAMIC ASSESSMENT Goal writing review and Baseline data Using Interpreters?? Cueing, Fading, Reinforcement | Clinic starts this week! Assessment Plan due 02/10/22 |
| 4 | Discussion: Clients and Initial Case Reports Goals writing, EBP | Bring goal plans/ideas |
| 5 | Students present Client Summaries from Chart Review | Reflection on Action report |
| 6 | Student present client summaries from Chart Review, first sessions Discussion: Prompting and visual schedules PREPARE MOCK IEP | Reflection on Action report Client Summary Presentation Due 03/03/22 |
| 7 | Materials MOCK IEP March 12 | Be prepared to discuss materials used, needed |
| 8 | Identify target Community Resources and Discussion: IEP, IFSP Roles, collaboration | Reflection on Mock IEP Materials share due 03/17/22 |
| 9 | Discussion: IEP, IFSP roles, collaboration continued | Reflection on Action report |
| 10 | Students present Community Resources Presentation | Community Resources Handout Due 04/07/22 Reflection on Action report |

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|----|---|--|
| 11 | Students present Community Resources Presentation | Reflection on Action report |
| 12 | Discussion: Parent involvement and home carryover | Reflection on Action report Review docs to prepare! |
| 13 | Guest Speaker? | Reflection on Action report |
| 14 | Discussion: Collecting Final Data and Review of semester with parent and reporting progress | Reflection on Action report |
| 15 | Discussion on clinical practice: what you have learned! | Reflection on Action for Mock IEP |
| 16 | Finals Week- No Class | |

Additional Information

Pandemic Response

Note: In the event a faculty member is not available during the semester for whatever reason, students will be contacted and advised how the course will proceed. This may include a change in instructor and/or modality.

Course Modality: Most of Spring 2022 CSAD courses are being taught synchronously.

Attendance Policy: Students who become ill or are placed under quarantine during the COVID-19 pandemic will not be penalized. Please email me if you become sick and follow the guidelines below.

Grading Policy: Course assignments (late work, due dates) will be adjusted so as not to penalize students who become ill or are placed under quarantine during the COVID-19 pandemic.

Health & Safety Information:

If you are sick, stay home and do not attend class. Notify your instructor. Please self-diagnose if you are experiencing any COVID- like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care. You are asked to report any possible COVID related illnesses/exposures to SHCS via this link [COVID-19 Illness/Exposure Report Form](https://www.cdc.gov/coronavirus/2019-ncov/index.html). Expect a call from SHCS within 24 hours. The CDC provides a good source of information regarding COVID-19 and a way to self-check symptoms: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

Students must adhere to COVID-19 policies regarding mask wearing and vaccinations as described on the CSUS website. Please see <https://www.csus.edu/compliance/risk-management/coronavirus.html> and <https://www.csus.edu/return-to-campus/return-to-campus-faq.html> for more information and updates.

Online Learning

For additional information, please review the CSAD Handbooks website:

<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.html>

Zoom/ Online Instruction privacy and relevant rights and responsibilities:

Any time that a class session is recorded during the COVID-19-related Remote Instruction Period, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:

Only students enrolled in the subject class during the Remote Instruction Period may view the recording.

- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose.

Students who violate this will be subject to student discipline, up to and including expulsion.

- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

Important Tips for Success as an Online Learner

There are some basic technical skills and requirements that you will need to have to be successful in this online course. If you have difficulties using Canvas, please go to this website: <https://www.csus.edu/information-resources-technology/canvas/canvas-for-students.html>

- ***Begin planning now for private, uninterrupted time in your schedule*** to complete the assignments – preferably in at least one-hour blocks and at least three times a week. It can be easy to fall behind!
- *Check your email account regularly* for updated information. We will be using your Saclink email account for communication. Use Saclink e-mail for private messages to the instructor and other students.
- Read directions carefully.
- For online communication, conventions of on-line etiquette ("netiquette"), which include a courtesy to all users, will be observed.

Attitudes & Technical Skills Required

You will find that the following attitude will significantly contribute to your success in this online class:

- A positive attitude towards technology
- An open mind towards online education
- Willingness to share your experiences with others
- Strong analytical and critical thinking skills for when you "get stuck"
- Resourcefulness - don't be afraid to click on links and explore and ask questions
- Time management

Online learning requires only basic technical skills:

- Be competent with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Possess internet navigation skills
- Update your Internet browser
- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

Technical Assistance

Seek help when you can't access Canvas or class materials.

- For technical assistance, contact the IRT Help Desk. Visit AIRC 2005 during [open hours](#) to speak with the IRT Service Desk Team, or call (916)278-7337. [IRT website.](#)
- For assistance with course materials, contact your instructor

Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: [Don't Fall for a Phishing Scam](#)
- Use anti-virus, anti-spyware, and anti-malware software. [Sac State's Software and Tools](#) available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone. Use strong passwords that include a combination of letters and numbers that no one can guess.

Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities. Visit the [Mobile section](#) of the [Canvas Guides](#) website for more 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/umanual/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.

Department Policy on Use of APA format

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

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.

Inclusivity:

Students in this class are encouraged to speak up and participate online through Zoom classes or discussion posts. Each of us must show respect for each other because our class represents a diversity of beliefs, backgrounds, and experiences. I believe that this is what will enrich all of our experiences together. I recognize that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community or if you have a specific need, please contact me early in the semester so that we can work together to help you become an active and engaged member of our class and community. This text was adapted from CSU Chico and Winona State University's posts.

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.

Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please immediately contact Services for Students with Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. SSWD is located on the first floor of Lassen Hall 1008. Phone is 916-278-6955 and e-mail is sswd@csus.edu. For a complete listing of services and current business hours visit <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>

Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the [CARES website](#).

Title IX

The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their experience to me or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

Sac State is committed to supporting students and fostering a campus environment free of sexual misconduct and gender-based discrimination. If a student chooses to disclose to a faculty or staff member an experience related to sexual misconduct which includes rape, relationship violence, or stalking, all faculty and staff are obligated to report this disclosure to the university's Title IX Coordinator. Sac State's Title IX Coordinator is Mary Lee Vance. Please

email equalopportunity@csus.edu or (916) 278-5770. Upon receipt of the report, the Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including resolution options for holding accountable the person who harmed you. Students who elect not to discuss their experience with the Title IX Coordinator can speak confidentially to the following confidential resources:

Student Health & Counseling Services at The WELL On Campus

Phone Number: 916-278-6461

Website: www.csus.edu/shcs

Campus Confidential Advocate – Laura Swartzen

Email: weave@csus.edu

On Campus Phone Number: 916-278-5850 (during business hours)

WEAVE 24/7 Hotline: 916-920-2952

CSUS Grading Policy

Information for students regarding grading is provided here:

<https://www.csus.edu/umannual/acad/umg05150.htm>

Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation : Rachel Stark, MS, AHIP, stark@csus.edu
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- Student Health and Counseling Services: Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost.
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>
- Crisis Assistance and Resource Education Support (CARES): If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away. The CARES office provides case management support for any enrolled student.

<https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>

- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>

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

CSAD 228C Methods: Speech Disorders III

Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: phonology, articulation disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: communication modalities, including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding articulation.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of assessment and intervention regarding communication modalities.

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.

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.

Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: biological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: psychological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.