California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2025	Course: CSAD 228C Methods: Speech Disorders III.	Section: 01
Meeting Days: Thursdays	Meeting Times: 12:00-12:50	Location: clinic
Instructor: Dr. Lisa D'Angelo	Email: dangelo@csus.edu	Phone: 530-400-1970 text preferred
Office Location: Folsom Hall 2316	Office Hours/Appointments: By appointment and Wednesdays 3-4:30, Thursdays 12-1:30 Monday 2:15-3:00 Tuesday 12:00-1:00 Wednesday 2:15-3:00 Thursday 3:00-3:30 Friday 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 student clinicians 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 students in building problem solving and critical thinking skills. Students are encouraged to be active participants 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: *Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.*	Y
Communication: *Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.*	Y
Critical thinking/analysis: *Demonstrate the ability to be creative, analytical, and critical thinkers.*	Y
Information literacy: *Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.*	Y
Professionalism: *Demonstrate an understanding of professional integrity.*	Y
Intercultural/Global Perspectives: *Demonstrate relevant knowledge and application of intercultural and/or global perspectives.*	Y

CSUS CSAD MS Program Learning Outcomes

The course must provide Competency Enriched Activities (e.g., content and opportunities) for students to learn so that each student can **demonstrate professional attributes and abilities.** To that end, identifying and articulating the ASHA Professional Competencies and Foundational Knowledge, and/or clinical skills that you acquire in this course and during your time at Sac State are critical to becoming career ready and your success both as a student and post-graduation. In this syllabus, assignments, readings, in-class activities, and exams are all opportunities where you can enhance and gain the professional and foundational competencies and skills that employers are seeking and the field requires. This will occur throughout this course including class conversations and will contribute to your ability to identify and articulate these competencies and skills when applying for leadership roles, internships, employment, doctoral programs, fellowships, and more. Note: Failure to meet professional competencies may result in an Academic Performance Improvement Plan (A-PIP) or Clinical Performance Improvement Plan (C-PIP.)

CSUS CSAD MS Program Learning Outcomes		
Competency Area:	**Examples of Skills to be Demonstrated:**	**Competency Enriched Activity (CEA)**
Accountability:		
•Adhere to the professional codes of ethics, the speech-language pathology scope of practice documents, professional fiduciary responsibility for each client/patient/student served, and federal state, and institutional regulations and policies related to the profession of speech-language pathology and its services, including compliance with confidentiality issues related to the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).	• Comply with all HIPAA and FERPA requirements. • Comply with all of ASHA's code of ethics.	**This Course:** • Plan, Assessment, Interview Summary • Report **The Program:** • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences • All CSU Compliance Trainings, completed by the end of the first week of the semester
• Differentiate service delivery models based on practice sites (e.g., hospital, school, private practice).	• Demonstrate understanding of SLP service differences between employment settings. • Demonstrate understanding of differences between levels of care in medical SLP services.	**This Course:** • Clinic practice, Grand Rounds **The Program**: • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences

• Demonstrate an understanding of the effects of their actions and make appropriate changes as needed.	• Demonstrate awareness, understanding, and ability to perform professional problem solving, communication repair, and resolution including on-time behaviors for clinic, notes, assignments, meetings, orientations, misunderstandings, etc.	**This Course:** • Grand Rounds **The Program**: • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
• Explain the health care and education landscapes and how to facilitate access to services in both sectors.	• Demonstrate understanding and ability to advocate for clients/loved ones across the lifespan. • Educate and facilitate client/family self-advocacy knowledge and skills.	**This Course:** • Community Resources Presentation • Grand Rounds **The Program:** • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE)Learning Experiences
Effective Communication Skills		
• Demonstrate the ability to communicate in a responsive and responsible manner with clients/patients/students, communities, and interprofessional team colleagues and other professionals.	• Demonstrate active listening skills, respect, and understanding of multiple perspectives in all written and/or oral communications. • Respond to others in a timely, thoughtful, considerate, reflective, and respectful manner.	**This Course:** • Grand Rounds • Client and Family TX sessions • Communication with School SLP and other members of the team **The Program:** • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
Evidence-Based Practice		
• Access and critically evaluate information sources, apply information to appropriate populations, and integrate evidence in provision of speech-language pathology services.	• Identify, discuss, use, and integrate EBP into all aspects of clinical work and plan of care including assessments, therapeutic approaches, goals, education, counseling, etc..	**This Course:** • Treatment planning • Grand Rounds • Materials Share Presentation **The Program:** • Clinic Orientation • Internship Orientation

		• Professional Development Series • Interprofessional Education (IPE) Learning Experiences
Professional Duty		
• Demonstrate knowledge of one's own role and those of other professions to appropriately assess and address the needs of the individuals and populations served.	• Understand the role that an SLP performs in all clinical services • Demonstrate understanding and ability to provide the highest level of care in meeting the needs of clients including the provision of education, resources, home exercise programs, counseling, etc.	<u>**This Course:**</u> • Grand Rounds • Interprofessional IEP Simulation • Collaborate with outside professionals <u>**The Program:**</u> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
• Demonstrate knowledge of the roles and importance of interdisciplinary/ interprofessional assessment and intervention and be able to interact and coordinate care effectively with other disciplines and community resources.	• Identify the four domain areas of IPE (CERT). • Recognize and model respect, teamwork, collaboration, and professionalism with other disciplines. • Educate and advocate for the profession with other disciplines during all interactions.	<u>**This Course:**</u> • Grand Rounds • Interprofessional IEP Simulation <u>**The Program:**</u> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
• Demonstrate knowledge of the roles and importance of individual and collective (e.g., local, national organizations) advocacy for clients/patients/students' right to care.	• Understand and perform the role of an advocate • Advocate at all levels for those that our profession serves.	<u>**This Course:**</u> • Grand Rounds • Community Resource Presentation <u>**The Program:**</u> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
• Demonstrate knowledge of the role of clinical teaching and clinical modeling as well as supervision of students and other support personnel.	• Understand, acknowledge, respect, and learn from clinical instructors and supervisors.	<u>**This Course:**</u> • Grand Rounds • Client and Family Training/Education

		The Program:
	• Model and perform professionalism when interacting with all clinic assistants and staff.	• Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences

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 228C SPECIFIC STUDENT LEARNING OUTCOMES:

Upon completion of this course the student will be able to:
1) Students will discuss and identify major categories to be addressed in an interview
2) Students will demonstrate ability to use appropriate tools and techniques in assessing clients with multiple speech and/or language disorders
3) Students will design appropriate and effective measures to obtain an accurate baseline
4) Students will write professional reports with all pertinent case history information
5) Students will present data clearly and accurately in reports and other forms of written documentation and oral report
6) Students will develop specific, measurable, attainable, results oriented, time-bound goals
7) Students will describe and implement appropriate techniques to accurately measure and report treatment outcomes
8) Students will integrate goals into the client's functional daily living by providing home carryover activities
9) Students will involve caregivers in the therapy and/or home carryover process through participation in treatment planning, therapy, and planning of home carryover activities
10) Students will facilitate discussions and demonstrate critical thinking skills with other students through class presentations
11) Students will list and describe behavior management and reinforcement techniques
12) Students will discuss a variety of treatment activities
13) Students will identify and implement techniques to effectively communicate with other students, clinical instructors and other professionals
14) Students will identify and make appropriate referrals

Course Learning Outcome	Components Indicating Competence	Grades Received
1,4,5	Client Chart Review and Interview Questions	
2,3,7	Assessment Plan, Client Summary	
12,11	Materials Presentation	
6, 7, 10,13, 14	Grand Rounds Discussions	
10,13	Attendance/Participation	
8,9,10,14	Community Resources Presentation	

Textbooks and Materials/ Online Resources:

NO Textbook. Canvas: This course is embedded into the Canvas 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/Assignments

Chart Review and Interview Questions: Submit a brief outline of interview questions for your client(s) with the **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. 1 form per client=2 total due.

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 diagnosis/disorder or organization or resource.

Materials Presentation: The student will discuss a therapy material or assessment or website materials that they used during the semester.

Weekly Grand Rounds: Students will reflect, discuss, and collaborate on specific topics and self-reviews of sessions. A Problem Solving Focus Approach will be utilized as a group with client cases. Focus will be on appreciating success/learning, and identifying areas for growth, discussing client challenges and change/progress, and working together as a collaborative team. Participation will be measured verbally and in short written format in class.

Grading Policy:

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

Chart Review, Assessment Plan, Interview Questions	100 points
Community Resources Presentation	50 points
Materials Presentation	50 points
Grand Rounds Collaboration	100 points
Sim IEP participation	100 points
Attendance/Participation	50 points
Client Presentation/Sharing	50 points
	Total= 500

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

Attendance. This course involves verbal interaction among the students and the instructor. You cannot really "get" what was covered in class via classmates' notes. 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.   If you are not in class or not present when your name is selected for discussion, you will be considered absent. This also means that working on therapy materials and other assignments during the class is not allowed.

You must report absences to Dr. D'Angelo **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 50 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.

Assignments: Assignments are due throughout the semester. Presentations and Grand Rounds sharing of information is expected per the syllabus. The assignment may have a different due date than the exact date of the sharing presentation. Please make note. Late assignments can impact your grade, so please note the due dates. Only documented medical excuses will be accepted for late or missing assignments. **The Simulation IEP on March 8 (Saturday) is required.**

Class meetings and participation: Interactive lecture + discussion+ collaboration 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.

TENTATIVE Course Schedule/Outline:
Please note: each class will have a seminar component in which students may discuss challenges or ask questions

Week	Topic	Reminders/Due Dates
1	Course overview, review syllabi Discussion: Chart Review and Interview Questions **IN-PERSON ORIENTATION AND PLANNING**	
2	Discussion: Assessment Plan, Client Summary Discussion: Tests for different areas, Dynamic, Standardized, Checklists, Observations **Discussion: Behavior Management and Reinforcement**	1)Client Chart Review and interview questions 2) Assessment Plan due Grand Rounds
3	Goal writing review and Baseline data Using Interpreters **Discussion: Prompting and visual schedules Reinforcement**	Clinic starts this week! **Grand Rounds**

4	**Discussion: Clients and Initial Case Reports** **Goals writing, EBP, SOAP notes**	Bring goal plans/ideas **Client Summary Presentation Due**
5	Students present Client Summaries from Chart Review, initial meetings with clients and caregivers; **Discussion: AAC**	**Prepare for IEP**
6	Natural Language Acquisition/Gestalt Learners **Discussion: Cueing, Fading, Reinforcing, Chaining**	**Prepare for IEP**
7	How to progress treatment/modify goals/family carryover/functional treatment	**SIMULATION IEP March 8 REQUIRED**
8	Identify target Community Resources and Discussion: IEP, **Discussion: IFSP Roles, collaboration**	**Grand Rounds**
9	Progress, data collection to document change	**Materials Share**
10	**Progress, Problem Focused Approach**	**Grand Rounds**
11	Students present Community Resources Presentations	**Community Resources Handout Due**
12	**Discussion: Parent involvement and home carryover**	**Grand Rounds**
13	Guest speaker tentative	
14	**Discussion: Collecting Final Data and Review of semester with parent and reporting progress**	**Grand Rounds**
15	**Discussion on school internships, interviewing, resume**	**Grand Rounds**
16	Finals Week- No Class 😊	

Additional Information

Hornet Honor Code

https://www.csus.edu/student-affairs/_internal/_documents/hornet-honor-code.pdf

As proud members and representatives of the Sacramento State Hornet community, we commit ourselves to actively promoting honesty, integrity, respect, and care for every person, ensuring a welcoming campus environment, and striving to help every member of our Hornet family feel a strong sense of belonging.

As Hornets, we will:

- Promote an inclusive campus and community
- Listen and respect each other's thoughts, interests, and views Value diversity and learn from one another
- Engage daily with mutual trust, care, and integrity
- Support a culture of honor and adhere to campus policies for honesty, ethics, and conduct
- Be proud to be Sac State Hornets.

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:
https://sacramentostate.policystat.com/policy/11300038/latest

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. Prefer 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 Disability Access Center (DAC), 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 Disability Access Center (DAC) 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, DAC provides consultation and serves as the information resource on disability related issues to the campus community. DAC 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 **dac@csus.edu** Additional information can be found on the DAC website: https://www.csus.edu/student-affairs/centers-programs/disability-access-center/

Crisis Assistance & Resource Education Support (CARES) 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 Crisis Assistance & Resource Education Support (CARES) website to learn more about your options and resources available. https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/

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: https: https://www.csus.edu/student-life/health-counseling/counseling/

Campus Confidential Advocate Email: weave@csus.edu

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

WEAVE 24/7 Hotline: 916-920-2952

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/testing/

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

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

Sacramento State Disability Access Center (DAC): https://www.csus.edu/student-affairs/centers-programs/disability-access-center/

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

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

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

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.