

**Appendix B**  
**Knowledge and Skills Acquisition (KASA) Form**  
**To Track Prerequisite Standards for Certification in Speech-Language Pathology**

Department of Communication Sciences and Disorders  
West Chester University, West Chester, PA  
(Updated 8-10-14)

<b>Student:</b>	<b>Address:</b>
<b>Email:</b>	<b>Phone:</b>
<b>Date of Enrollment:</b>	<b>Anticipated Graduation Date:</b>

**Description of the Form**

The purpose of this form is to provide students with a means of tracking their achievement of the knowledge and skills standards established by the American Speech-Language and Hearing Association (ASHA) in partial fulfillment of prerequisites leading to the Certificate of Clinical Competence (CCC) in speech-language pathology and/or audiology.

Each page of the form includes five columns of information:

- Column 1 - Codes representing performance standards
- Column 2 - WCU courses that address each corresponding standard
- Column 3 - Course content that addresses each corresponding standard
- Column 4 - Criteria or tasks by which the acquisition of a standard is assessed
- Column 5 - Student performance codes: "T" ("Target"), "A" ("Acceptable"), and "U" ("Unacceptable")

To meet a performance standard, a student must receive a performance code of "T" or "A". The code of "T" (Target) indicates that a standard was met on the initial assessment. An "A" (Acceptable) indicates that the standard was met following remediation, and "U" (Unacceptable) indicates that the student failed to meet the standard, even after remediation. The performance code awarded to a student for a given KASA standard will be determined by a course instructor (for a knowledge standard) or a clinical supervisor (for a skill standard).

The requirements for receiving a performance code of "T" for a standard will be stated explicitly in the syllabus of each course. If a student fails to earn a "T" for a particular knowledge standard in an academic course, a remediation plan will be developed by the instructor of the course for that standard. If a student fails to meet a skill standard in a clinical course, he or she will have additional opportunities in a subsequent practicum.

The Department will make every effort to ensure that students are exposed to diverse clinical experiences that offer the opportunity to demonstrate every one of the clinical standards included in the KASA. However, in some rare instances, a KASA standard may pertain to a disorder-specific clinical skill that a student has not had the opportunity to demonstrate during any of his or her clinical practicum courses. In these rare instances, the WCU clinical supervisor for the student's last affiliation practicum will provide the student with alternative opportunities for meeting such a standard. These alternative opportunities may involve case study assignments (written or oral) and/or role-play activities.

When students have received a performance code of 'T' or "A" for each KASA standard, the Graduate Coordinator will certify that the student has met ASHA's KASA standards. This (together with completion of the MA degree) will qualify the student to apply for the Clinical Fellowship (CF) experience, which is a prerequisite for earning ASHA's Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP).

If a student does not meet the requirements of a KASA standard, a performance code of "U" will be documented in the student's records by the instructor for that standard, and the Graduate Coordinator will not be able to verify that the student has met ASHA's KASA standards. Students who fail to meet any KASA standard may lose their eligibility to qualify for CF and (ultimately) for CCC-SLP.

### **Tracking and Validating a Student's Acquisition of KASA Standards**

- **KASA Form**: During the graduate student orientation for each new cohort, all students are provided with a blank copy of this KASA form. They are encouraged to use this form to track the acquisition of their own standards when provided with information from the graduate coordinator, class instructors, clinical supervisors, and their advisors.
- **Tracking KASA Standard IV-A**: Prior to the beginning of the first semester of the graduate program, students will be informed of whether their undergraduate coursework includes content that meets all aspects of Standard IV-A. If a student is missing any of this content, he or she will be asked to complete or to CLEP a course to address each missing

content area. It is highly recommended that courses in statistics and lifespan development (if missing) be completed as early as possible in the student's graduate program.

- **Tracking of KASA Knowledge Standards**

During each academic course, instructors will provide students with feedback about their performance of tasks designed to assess the acquisition of standards targeted in the class.

At the end of each semester, each course instructor will send a **KASA Knowledge Summary List** to each faculty advisor. Each List will indicate the status of each student/advisee regarding each knowledge standard addressed in that instructor's course.

Advisors will transfer information from each **KASA Summary List** to each student's **Student Progress Status Report (SPSR) form**. An updated copy of this form will be provided to each student during the following semester, and it will be maintained in the student's academic file.

- **Tracking of KASA Skills Standards**

During each clinical course, clinical instructors/supervisors will provide each student with feedback for their acquisition of the standards targeted during that clinical practicum.

At the end of each semester, each clinical instructor/supervisor will send a **KASA Skills Summary List** for each clinic student to the Clinic Director. The Clinic Director will then distribute each student's **KASA Skills Summary Lists** to his or her faculty advisor.

Advisors will transfer information from each KASA Summary List to **SPSR form**.

Students will receive an updated copy of their SPSR form during the following semester, and a copy will be maintained in each student's academic file.

- **Student access to his/her KASA status**

As indicated above, students will be informed throughout each semester about their performance of the standards addressed in each course that they are taking, and they will be encouraged to document this information on their own copy of the **KASA form**.

As also indicated above, each student will receive a copy of his or her **SPSR form**, which will contain the advisor's documentation of a student's acquisition of KASA standards based on feedback from course and clinical instructors.

If there is a discrepancy between the documentation established by the student and that established by the advisor, the student, the advisor, and the instructor(s) can meet as a team (if needed) to verify the data.

- **Validation of the Student's Completion of KASA Standards**

At the end of each student's curriculum, his/her advisor sends the completed SPSR form to the CSD Graduate Coordinator. The Coordinator reviews this information and uses it to determine if the student has completed the program's requirements to qualify for CF and CCC-SLP. When this is the case, the Graduate Coordinator signs ASHA's Verification form and provides a copy to the student.

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

Standards	Course addressing standard:	Objective: The student will:	Key assessment and criterion:	Performance
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Performance codes: Target, Acceptable, Unacceptable

Standard IV-A. The applicant must demonstrate knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.			Criterion	Grade(s) Received	Code
	<b>NOTE:</b> Please document course number, title, year, and institution where completed				
<b>IV-A1. Biological sciences</b> Courses must be taken in a department other than CSD		Acceptable courses should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy & neurophysiology, genetics, veterinary science).	Passing Grade		
<b>IV-A2. Physical sciences</b> Courses must be taken in a department other than CSD		Acceptable courses include physics or chemistry.	Passing Grade		
<b>IV-A3. Statistics</b> Courses must be taken in a department other than CSD		The acceptable course is statistics.	Passing Grade(s)		
<b>IV-A4. Social/Behavioral sciences</b> Courses must be taken in a department other than CSD		Acceptable courses include psychology, sociology, anthropology, or public health.  Students in WCU's graduate program are required to meet this standard by having completed a course in <b>lifespan development</b> .	Passing Grade(s)		

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Standards	Course Addressing Standard	Learning Outcome: The student will...	Assessment Procedures and Criterion:	Performance
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**Standard IV-B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic & cultural bases [PDE Standards I.B & I.G]**

*If a student fails to demonstrate these knowledge competencies in a subsequent clinical experience, a remediation plan must be established.*

**IV-B1. Basic Human Communication Processes**

<b>IV-B1a. Biological</b>	SPP523 Voice Disorders	Demonstrate knowledge of the anatomical structures for producing voice & speech	3 Exams, Case Study	
<b>IV-B1b. Neurological</b>	SPP516 Adult Neurogenic Speech and Language Disorders	Demonstrate knowledge regarding the neurological bases of communication; Neuroanatomy and neurophysiology related to speech and language including instrumental assessments of the central nervous system (CNS) and prevention of CNS dysfunction	Formal tests, writing assignments, presentation, discussion, and case Study assignments	
<b>IV-B1c. Acoustic</b>	SPP523 Voice Disorders	Demonstrate ability to measure and interpret acoustic properties of voice production	3 Exams, Case Study	
	SPP543 Therapy for Hearing Impaired	Demonstrate the manner in which frequency and amplitude pertain to the measurement of human hearing	1 Exam	
		Basic knowledge of hearing loss on acoustical interpretation of speech	Be able to re-create the audiogram of sounds 3/5 criteria; Test 2	
<b>IV-B1d. Psychological</b>	SPP 524 Fluency Disorders	Demonstrate knowledge of psychological characteristics as related to etiology and secondary effects	Exam 2, assessment report, case study project	
<b>IV-B1e. Dev./Lifespan</b>	SPP 526 Articulation Disorders	Demonstrate knowledge of the developmental/lifespan progression of communication.	Earn a minimum of "B" on class examinations and papers that address this information.	
	SPP 511 Child Language I	Describe the overall developmental progression of infants, toddlers, and preschoolers.	Class discussion, quiz	
	SPP 512 Child Language II	Describe the overall developmental progression of school-age children, adolescents, and young adults	Class discussion, quiz	

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Standards	Course Addressing Standard	Learning Outcome: The student will...	Assessment Procedures and Criterion:	Performance
<b>IV-B1f. Linguistic</b>	SPP511 Child Language I	Describe the processes & products of comm. development during the prelinguistic, emerging language, and preschool period.	Class discussion, quiz	
	SPP512 Child Language II	Describe the processes and products of oral and written language development during the school-age and young adult periods.	Class discussion, quiz	
	SPP526 Articulation Disorders	Describe the precepts of the theories of speech sound development, as well as the available normative information on phonetic and phonological development.	Earn a minimum of "B" on class examinations and papers that address this information.	
<b>IV-B1g. Cultural</b>	SPP524 Fluency Disorders	Identify the cultural and ethnic influences on fluency behavior	Exam 2, case study, assessment project	
	SPP516 Adult Neurological Speech and Language Dis.	Cultural & ethnic influences on clinical practice	Formal tests, group discussion, group presentation	
<b>IV-B2. Basic Swallowing Processes</b>				
<b>IV-B2a. Biological</b>	SPP582 Dysphagia	Anatomy and physiology related to the normal swallow and the disordered swallow, including the oral, pharyngeal, and (to a lesser extent) esophageal phase of swallowing	Formal tests, writing assignments, class/small group discussion Case Study	
<b>IV-B2b. Neurological</b>	SPP582 Dysphagia	Anatomy and physiology related to the normal swallow and the disordered swallow, including the oral, pharyngeal, and (to a lesser extent) esophageal phase of swallowing	Formal tests, writing assignments, class/small group discussion Case Study	
<b>IV-B2c. Acoustic</b>	SPP582 Dysphagia	Identify the sounds of swallowing using cervical auscultation	Group discussions, formal tests, class presentations, Case Study	
<b>IV-B2d. Psychological</b>	SPP582 Dysphagia	Counseling patients and their caregivers regarding dysphagia	Formal tests, writing assignments, presentation, discussion, Case Study	
<b>IV-B2e. Dev./Lifespan</b>	SPP582 Dysphagia	Causes and (to a lesser extent) prevention of those conditions that can cause dysphagia; description of the most common disorders of swallowing	Formal tests, writing assignments, presentation, discussion	
<b>IV-B2f. Linguistic</b>	SPP582 Dysphagia	N.A.	N.A.	N.A.
<b>IV-B2g. Cultural</b>	SPP582 Dysphagia	Causes and prevention of conditions that can cause dysphagia; description of the most common swallow disorders	Formal tests, writing assignments, presentation, discussion	

Standards	Course Addressing Standard	Learning Outcome: The student will...	Assessment Procedures and Criterion:	Performance
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**Standard IV-C. The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas: C1, C2, C3, C4, C5, C6, C7, C8, C9, C10. [PDE Standards I.B, I.C, & I.J]**

**If a student fails to demonstrate these knowledge competencies in a subsequent clinical experience, a remediation plan must be established.**

#### **IV-C1. Articulation (nature of disorders and differences)**

<b>IV-C1a. Etiologies</b>	SPP526 Articulation	Delineate the current available theories of normal and non-normal speech sound production.	Earn a minimum of « B » on Paper #1 (Nature, Etiology, Prevention of Speech Sound Disorders) and related Final Exam items.	
	SPP516 Adult Neurogenic S/L Disorders	Identify the motor speech disorder associated with motor system disease processes	Formal tests, writing assignments, presentation, discussion Case Study	
<b>IV-C1b. Characteristics</b>	SPP526 Articulation	Describe the salient characteristics which differentiate articulation delays/disorders from phonological delays/disorders, as well as the characteristics which differentiate these conditions from DAS.	Earn a minimum of « B » on Paper #2 (Characteristics & Evaluation of Speech Sound Disorders) and related Final Exam items.	
	SPP516 Adult Neurogenic S/L Disorders	Differentially diagnose the motor speech disorder associated with the various dysfunctions of the motor system	Formal tests, writing assignments, presentation, discussion Case Study	

#### **IV-C2. Fluency (nature of disorders and differences)**

<b>IV-C2a. Etiologies</b>	SPP524 Fluency Disorders	Demonstrate knowledge of causes and theories of fluency disorders and potential factors that affect fluent speech production	Exam 1, theory discussion group activity, article summaries	
<b>IV-C2b. Characteristics</b>	SPP524 Fluency Disorders	Demonstrate knowledge of characteristics of stuttering and maintenance of fluency disorders	Exam 1, writing assignment, case study project	



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Standards	Course Addressing Standard	Learning Outcome: The student will...	Assessment Procedures and Criterion:	Performance
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**IV-C3.Voice and resonance, including respiration and phonation (nature of disorders and differences)**

<b>IV-C3a. Etiologies</b>	SPP523 Voice Disorders	To understand and be able to apply relevant theories, facts, and research findings related to etiology of voice disorders	3 Exams, Case study	
<b>IV-C3b. Characteristics</b>	SPP523 Voice Disorders	To understand and be able to apply relevant theories, facts, and research findings related to etiology, course, prevention, diagnosis, and treatment of voice disorders.	3 Exams, Case study	

**IV-C4. Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities (nature of disorders and differences)**

<b>IV-C4a. Etiologies</b>	SPP516 Adult Neurogenic S/L Disorders	Neuroanatomy and neurophysiology related to language including instrumental assessments of the CNS & prevention of CNS dysfunction	Formal tests, writing assignments, class/small group discussion, Case Study	
	SPP511 Child Lang I	Identify etiological factors associated with dev. comm. impairments at the prelinguistic, emergent lang, & preschool lang stages	Quiz, class discussion, case study assignments	
	SPP512 Child Lang II	Identify etiological factors associated with developmental language impairments at the elementary and high school language levels.	Quiz, class discussion, case study assignments	
<b>IV-C4b. Characteristics</b>	SPP516 Adult Neuro S/L Dis	Characteristics of aphasia and similarities/differences from other neurogenic language and communication disorders	Formal tests, writing assignments, class/small group discussion Case study	
	SPP511 Child Lang I	Identify characteristic patterns of impairment demonstrated by learners at the prelinguistic, emerging lang. and preschool lang. levels.	Quiz, class discussion, case study assignments	
	SPP512 Child Lang II	Identify characteristics of lang. impairments demonstrated by learners at the elementary and high school levels	Quiz, class discussion, case study assignments	

Standards	Course Addressing Standard	Learning Outcome: The student will...	Assessment Procedures and Criterion:	Performance
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**III-C5. Hearing, including the impact on speech and language (nature of disorders and differences)**

<b>IV-C5a. Etiologies</b>	SPP543 Rx for Hearing Imp	Describe etiologies and different impacts	3 exams	
<b>IV-C5b. Characteristics</b>	SPP543 Rx for Hearing Imp.	receptive and expressive language, social aspects of communication, communication modalities and their evidenced based impact	3 exams	
		Begin to understand the world of hearing impairment from the point of view of the hearing impaired individual		

**IV-C6. Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction; nature of disorder)**

<b>IV-C6a. Etiologies</b>	SPP582 Dysphagia	Anatomy and physiology related to the normal swallow and the disordered swallow, including the oral, pharyngeal, and (to a lesser extent) esophageal phase of swallowing	Formal tests, writing assignments, presentation, discussion Case Study	
		Causes and (to a lesser extent) prevention of those conditions that can cause dysphagia; description of the most common disorders of swallowing	Formal tests, writing assignments, presentation, discussion	
<b>IV-C6b. Characteristics</b>	SPP582 Dysphagia	Anatomy and physiology related to the normal swallow and the disordered swallow, including the oral, pharyngeal, and (to a lesser extent) esophageal phase of swallowing	Formal tests, writing assignments, presentation, discussion Case study	
		Causes and (to a lesser extent) prevention of those conditions that can cause dysphagia; description of the most common disorders of swallowing	Formal tests, writing assignments, presentation, discussion	

Standards	Course Addressing Standard	Learning Outcome: The student will...	Assessment Procedures and Criterion:	Performance
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**IV-C7. Cognitive aspects of communication (attention, memory, sequencing, exec. functioning; nature of disorders & differences)**

<b>IV-C7a. Etiologies</b>	SPP516 Adult Neurogenic S/L Disorders	Identify the cognitive comm. Symptoms associated with TBI, RHD, and dementia.	Formal tests, writing assignments, presentation, discussion, Case study	
	SPP511 Child Lang I	Identify cognitive deficits that can impact communication development by learners at the prelinguistic, emergent, and early lang. stages	Quiz, class discussion, case study assignments	
	SPP512 Child Lang II	Identify cognitive deficits that can impact the development of language by learners at the elementary and high school level	Quiz , class discussion, case study assignments	
	SPP543 Therapy for Hearing Impaired	Cognitive aspects of language; Auditory Processing Disorder's impact on attention, memory, sequencing	Final exam; 3/5	
<b>IV-C7b. Characteristics</b>	SPP516 Adult Neurogenic S/L Disorders	Describe appropriate intervention strategies to remediate the cognitive deficits characteristic of TBI, RHD, and dementia	Formal tests, writing assignments, presentation, discussion Case study	
	SPP511 Child Lang I	Identify characteristics of cognitively-based impairments of communication in learners at the prelingual, emerging language, and preschool language stages.	Quiz, class discussion, case study assignments	
	SPP512 Child Lang II	Identify characteristics of cognitively-based language impairments in students at the elementary and high school levels.	Quiz, class discussion, case study assignments	
	SPP543 Therapy for Hearing Impaired	Demonstrate an understanding of the cognitive functions necessary for successful communication	Exam	

Standards	Course Addressing Standard	Learning Outcome: The student will...	Assessment Procedures and Criterion:	Performance
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**IV-C8. Social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities; nature of disorders and differences)**

<b>IV-C8a. Etiologies</b>	SPP516 Adult Neurogenic S/L Disorders	Identify the pragmatics deficits associated with cerebral disease processes	Formal tests, writing assignments, presentation, discussion; Case study	
	SPP511 Child Lang I	Identify social deficits that impact communication development by learners at the prelinguistic, emerging language, and preschool language levels.	Quiz, class discussions, case study assignments	
	SPP512 Child Lang II	Identify the social deficits that impact the development of language by students at the elementary and high school levels.	Qui, class discussions, case study assignments	
	SPP543 Therapy for Hearing Impaired	Demonstrate an understanding of the etiological factors that impact social skills and communication	Exam 3/5	
<b>IV-C8b. Characteristics</b>	SPP516 Adult Neurogenic S/L Disorders	Perform diagnostic tasks that assess communication pragmatics in cerebral disease processes	Formal tests, writing assignments, presentation, discussion Case study	
	SPP511 Child Lang I	Identify the characteristics of social-communicative disorders of learners at the prelingual, emerging language, and preschool language stages.	Quiz, class discussion, case study assignments	
	SPP512 Child Lang II	Identify the characteristics of social-communication disorders of learners at the elementary and high school levels.	Quiz, class discussion, case study assignments	
	SPP543 Therapy for Hearing Impaired	Demonstrate knowledge of the impact of social skills on communication	Exam	

Standards	Course Addressing Standard	Learning Outcome: The student will...	Assessment Procedures and Criterion:	Performance
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**IV-C9. Comm. modalities (including oral, manual, augmentative and alternative communication techniques, and assistive technologies)**

<b>IV-C9a. Characteristics</b>	SPP543 Therapy for Hearing Impaired	Knowledge of assessment and intervention of assessing communication mode and intervening by accelerating effectiveness of communication mode in all environments	Written test and or case study; 3/5 is the criteria for acceptable and target	
	SPP516 Adult Neurogenic S/L Disorders	Differential diagnosis and treatment (including counseling, behavioral, prosthetic, augmentative/alternative, and environmental approaches) of specific aphasia subtypes	Formal tests, writing assignments, class/small group discussion Case Study	

**Standard IV-D:** For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates. *[PDE Standards I.D, I.E., I.F, I.H, I.J, I.K, I.L, and II.F]*

**IV-D1. Articulation (knowledge of the principles and methods of prevention, assessment, and intervention)**

<b>IV-D1a. Prevention</b>	SPP526 Articulation	Describe the course of primary, secondary, and tertiary prevention of speech sound disorders.	Earn a minimum of « B » on Paper #1 (Nature, Etiology, Prevention of Speech Sound Disorders) and on related Final Exam items.	
	SPP516 Adult Neurogenic S/L Disorders	Demonstrate secondary prevention skills through intervention tasks	Formal tests, writing assignments, presentation, discussion	
<b>IV-D1b. Assessment</b>	SPP526 Articulation	Describe the theoretical, categorical, and descriptive approaches to evaluation	Earn a minimum of "B" on Paper #2 (Characteristics, Nature, Evaluation of Speech Sound Disorders) and on related Final Exam items.	
	SPP516 Adult Neurogenic S/L Disorders	Demonstrate assessment techniques for dysarthria and apraxia of speech	Formal tests, writing assignments, presentation, discussion. Case study	

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<b>Standards</b>	<b>Course Addressing Standard</b>	<b>Learning Outcome: The student will...</b>	<b>Assessment Procedures and Criterion:</b>	<b>Performance</b>
	SPP543 Rx for Hearing Imp.	Characteristic s of articulation patterns	Final examination; 3/5	
<b>IV-D1c. Intervention</b>	SPP526 Articulation	Describe the theoretical, categorical, and descriptive approaches to treatment of speech sound disorders.	Earn a minimum of "B" on Paper #3 (Dx/Rx of Speech Sound Disorders) and on related Final Exam items.	
	SPP516 Adult Neurogenic S/L Disorders	Demonstrate treatment techniques for dysarthria and apraxia of speech.	Formal tests, writing assignments, presentation, discussion, Case study	
	SPP543 Rx for Hearing Imp	Characteristic s of articulation patterns	Final examination; 3/5	
<b>IV-D2. Fluency (knowledge of the principles and methods of prevention, assessment, and intervention)</b>				
<b>IV-D2a. Prevention</b>	SPP524 Fluency Disorders	Demonstrate knowledge of theories of prevention of fluency disorders	Exam 1, case study project group discussions, assessment report	
<b>IV-D2b. Assessment</b>	SPP524 Fluency Disorders	Demonstrate knowledge of assessment of fluency disorders	Exam 2, assessment report, case study project	
<b>IV-D2c. Intervention</b>	SPP524 Fluency Disorders	Demonstrate knowledge of various aspects of fluency therapy	Exam 2, assessment report, case study project, article summaries	
<b>IV-D3. Voice and Resonance (knowledge of the principles and methods of prevention, assessment, and intervention)</b>				
<b>IV-D3a. Prevention</b>	SPP523 Voice Disorders	To understand and be able to apply relevant theories, facts, and research findings related to prevention of voice disorders	3 Exams, Case study	
<b>IV-D3b. Assessment</b>	SPP523 Voice Disorders	To understand and be able to apply relevant theories, facts, and research findings related to etiology, course, prevention, diagnosis, and treatment of voice disorders	3 Exams, Case study	

Standards	Course Addressing Standard	Learning Outcome: The student will...	Assessment Procedures and Criterion:	Performance
<b>IV-D3c. Intervention</b>	SPP523 Voice Disorders	To understand and be able to apply relevant theories, facts, and research findings related to treatment of voice disorders	3 Exams, Case study	
<b>IV-D4. Receptive &amp; Expressive Lang. (knowledge of the principles &amp; methods of prevention, assessment, &amp; intervention)</b>				
<b>IV-D4a. Prevention</b>	SPP516 Adult Neurogenic S/L Disorders	Principals in aphasia treatment	Formal tests, writing assignments, class/small group discussion, Case study	
	SPP511 Child Lang I	Identify prevention strategies appropriate for learners at the prelingual, emergent language, and preschool language stages	Quiz , group discussions, case study assignments	
	SPP512 Child Lang II	Identify prevention strategies appropriate for learners at the elementary and high school levels.	Quiz group discussions, case study assignments	
<b>IV-D4b. Assessment</b>	SPP516 Adult Neurogenic S/L Disorders	Principles in aphasia diagnosis	Formal tests, writing assignments, class/small group discussion Case study	
	SPP543 Therapy for Hearing Impaired	Knowledge of hearing disorder impact and assessment on speech and lang. dev.	Case study- 3/5 is acceptable, 5 is target	
	SPP511 Child Lang I	Identify assessment strategies appropriate for learners at the prelinguistic, emerging language, and preschool language stages.	Quiz , class discussion, case study assignments	
	SPP512 Child Lang II	Identify assessment strategies appropriate for impairments of language at the elementary and high school age levels	Quiz, group discussions, and case study assignments	
<b>IV-D4c. Intervention</b>	SPP516 Adult Neurogenic S/L Disorders	Principals in aphasia treatment	Tests, writing assignments, class/small group discussion, Case Study	
		Differential diagnosis and treatment (including counseling, behavioral, prosthetic, augmentative/alternative, and environmental approaches) of specific aphasia subtypes	Formal tests, writing assignments, class/small group discussion	
	SPP543 Therapy for Hearing Impaired	Knowledge of hearing disorder impact and assessment on speech and language intervention	Case study- 3/5 is acceptable, 5 is target	

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Standards	Course Addressing Standard	Learning Outcome: The student will...	Assessment Procedures and Criterion:	Performance
	SPP511 Child Lang I	Identify interventions appropriate for learners at the prelinguistic, emerging language and preschool language levels.	Quiz , class discussion, case study assignments, analysis of treatment efficacy research	
	SPP512 Child Lang II	Identify interventions appropriate for learners at the elementary and school-age levels	Quiz, class discussions, case study project, Rx efficacy assignment	
IV-D5. Hearing, including the impact on speech & language (knowledge of principles & methods of prevention, assess. & treatment)				
IV-D5a. Prevention	SPP543 Therapy for Hearing Impaired	Prevention of Hearing disorders	Noise assessment, case study, test	
		Demonstrates the knowledge of principles and methods of prevention	Case study using 3/5 to be competent; 5 is target	
IV-D5b. Assessment	SPP543 Therapy for Hearing Impaired	Knowledge of assessment and intervention of assessing communication mode and intervening by accelerating effectiveness of communication mode in all environments	Written test and or case study; 3/5 is the criteria for acceptable and target	
		Demonstrates the knowledge of principles and methods of assessment	Case study using 3/5 to be competent; 5 is target	
IV-D5c. Intervention	SPP543 Therapy for Hearing Impaired	Knowledge of assessment and intervention of assessing communication mode and intervening by accelerating effectiveness of communication mode in all environments	Written test and or case study; 3/5 is the criteria for acceptable and target	
		Demonstrates the knowledge of principles and methods of intervention	Case study using 3/5 to be competent; 5 is target	
IV-D6. Swallowing (knowledge of the principles and methods of prevention, assessment, and intervention)				
IV-D6a. Prevention	SPP582 Dysphagia	various clinical & instrumental evaluation techniques involved in the oral, pharyngeal, and esophageal diagnostic process	Formal tests, writing assignments, presentation, discussion Case Study	



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Standards	Course Addressing Standard	Learning Outcome: The student will...	Assessment Procedures and Criterion:	Performance
		behavioral, surgical, medical, prosthetic and pharmacological treatments for dysphagia; counseling patients/caregivers re: dysphagia	Formal tests, writing assignments, presentation, discussion Case Study	
		Legal & ethical issues associated w/ Dx/Rx individuals with dysphagia	Formal tests, writing assignments, presentation, discussion	
<b>IV-D6b. Assessment</b>	SPP582 Dysphagia	various clinical and instrumental evaluation techniques involved in the oral, pharyngeal, and esophageal diagnostic process	Formal tests, writing assignments, presentation, discussion Case Study	
		behavioral, surgical, medical, prosthetic and pharmacological Rx for dysphagia; patients/caregiver counseling/education	Formal tests, writing assignments, presentation, discussion	
		Legal and ethical issues associated with Dx/Rx individuals with dysphagia	Formal tests, writing assignments, presentation, discussion	
<b>IV-D6c. Intervention</b>	SPP582 Dysphagia	Clinical & instrumental procedures for assessment of the dysphagia (oral, pharyngeal, & esophageal processes)	Formal tests, writing assignments, presentation, discussion, Case study	
		behavioral, surgical, medical, prosthetic and pharmacological treatments for dysphagia; counseling patients and their caregivers regarding dysphagia	Formal tests, writing assignments, presentation, discussion	
		Legal and ethical issues associated with diagnosing/treating individuals with dysphagia	Formal tests, writing assignments, presentation, discussion	

Standards	Course Addressing Standard	Learning Outcome: The student will...	Assessment Procedures and Criterion:	Performance
<b>IV-D7. Cognitive aspects of communication (knowledge of principles &amp; methods of prevention, assessment &amp; intervention)</b>				
<b>IV-D7a. Prevention</b>	SPP516 Adult Neurogenic S/L Disorders	Demonstrate secondary prevention skills for cognitive symptoms through Rx tasks.	Formal tests, writing assignments, presentation, discussion	
	SPP511 Child Lang I	Identify procedures appropriate for the prevention of cognitively-based comm. disorders at the prelinguistic, emerging language, and preschool language stages	Quiz, class discussions, case study assignments	
	SPP512 Child Lang II	Identify procedures appropriate for the prevention of cognitively-based language disorders for learners at the elementary and high school levels	Quiz, class discussions, case study assignments	
<b>IV-D7b. Assessment</b>	SPP516 Adult Neurogenic S/L Disorders	Demonstrate assessment tasks for patients with TBI, RHD, and dementia.	Formal tests, writing assignments, presentation, discussion, Case Study	
	SPP511 Child Lang I	Identify procedures appropriate for the assessment of cognitively-based communication disorders by learners at the prelingual, emerging language and preschool language levels.	Quiz, class discussion, case study assignments	
	SPP512 Child Lang II	Identify procedures appropriate to assess cognitively-based lang. dis. of students at the elementary and high school levels.	Quiz, class discussion, case study assignments	
<b>IV-D7c. Intervention</b>	SPP516 Adult Neurogenic S/L Disorders	Demonstrate cognitive intervention tasks for patients with TBI, RHD, and dementia.	Formal tests, writing assignments, presentation, discussion, Case Study	

Standards	Course Addressing Standard	Learning Outcome: The student will...	Assessment Procedures and Criterion:	Performance
	SPP511 Child Lang I	Identify procedures appropriate for the treatment of cognitively-based communicative disorders in learners at the prelingual, emerging language and preschool language stages	Quiz, class discussion, case study assignments, critique of treatment efficacy research	
	SPP512 Child Lang II	Identify procedures appropriate for the treatment of cognitively-based language disorders in learners at the elementary and high school levels	Quiz, class discussion, case study assignments, critique of treatment efficacy research	
<b>IV-D8. Social aspects of communication (knowledge of principles &amp; methods of prevention, assessment, &amp; intervention)</b>				
<b>IV-D8a. Prevention</b>	SPP516 Adult Neurogenic S/L Disorders	Demonstrate secondary prevention skills, reducing the disability of social communication tasks, through Rx tasks.	Formal tests, writing assignments, presentation, discussion	
	SPP511 Child Lang I	Identify procedures appropriate for the prevention of social-communication deficits in learners at the prelingual, emerging language, and preschool language stages	Quiz, class discussions, case study assignments	
	SPP512 Child Lang II	Identify procedures for the prevention of language impairments in learners at the elementary and high school levels	Quiz, class discussions, case study assignments	
	SPP543 Therapy for Hearing Impaired	Demonstrates impact of hearing disorder on social aspects of persons life	Exam 1	
<b>IV-D8b. Assessment</b>	SPP516 Adult Neurogenic S/L Disorders	Demonstrate functional communication and pragmatics assessment tasks for patients with cerebral communication disorders	Formal tests, writing assignments, presentation, discussion Case Study	

Standards	Course Addressing Standard	Learning Outcome: The student will...	Assessment Procedures and Criterion:	Performance
	SPP511 Child Lang I	Identify procedures appropriate for the prevention of social-communication deficits in learners at the prelingual, emerging language, and preschool language stages	Quiz, class discussions, case study assignments	
	SPP512 Child Lang II	Identify procedures for the prevention of language impairments in learners at the elementary and high school levels	Quiz, class discussions, case study assignments	
	SPP543 Therapy for Hearing Impaired	Demonstrates impact of hearing disorder on social aspects of persons life How to assess and intervene when social communication is affected by hearing disorder in Adults	Exam 1 Case Study	
<b>IV-D8c. Intervention</b>	SPP516 Adult Neurogenic S/L Disorders	Demonstrate functional communication and pragmatics intervention tasks for patients with cerebral communication disorders	Formal tests, writing assignments, presentation, discussion, Case Study	
	SPP511 Child Lang I	Identify procedures for the treatment of social-communication disorders in learners at the prelinguistic, emerging language, and preschool language levels.	Quiz, class discussion, case study assignments, critique of treatment efficacy research.	
	SPP512 Child Lang II	Identify procedures appropriate for the treatment of social-communication disorders in learners at the elementary and high school levels.	Quiz, class discussion, case study assignments, critique of treatment efficacy research	
	SPP526 Artic/Phonology	Describe social components within the relevant theories of speech sound development and disorders.	Earn a minimum of "B" on Paper #1 (Nature, Etiology, Prevention of Speech Sound Disorders).	
	SPP543 Therapy for Hearing Impaired	How to assess and intervene when social communication is affected by hearing disorder in adults	Case Study	

Standards	Course Addressing Standard	Learning Outcome: The student will...	Assessment Procedures and Criterion:	Performance
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**IV-D9. Communication Modalities (knowledge of the principles and methods of prevention, assessment, and intervention)**

<b>IV-D9a. Assessment</b>	SPP516 Adult Neurogenic S/L Disorders	Demonstrate assessment tasks for patients with severe cerebral communication disorders	Formal tests, writing assignments, presentation, discussion	
	SPP543 Therapy for Hearing Impaired	Knowledge of assessing communication mode	Test and/ or case study; 3/5 is the criteria for acceptable and target	
<b>IV-D9b. Intervention</b>	SPP516 Adult Neurogenic S/L Disorders	Demonstrate intervention tasks for patients with severe cerebral communication disorders.	Formal tests, writing assignments, presentation, discussion, Case Study	
	SPP543 Therapy for Hearing Impaired	Knowledge of intervention and intervening by accelerating effectiveness of communication mode in all environments	Written test and/ or case study; 3/5 is the criteria for acceptable and target	

**Standard IV-E: The applicant must have demonstrated knowledge of standards of ethical conduct.**

<b>IV-E Code of Ethics</b>	<b>SPP 570</b>	E1a. Describe ASHA's Code of Ethics (COE) in relation to school-based SLP	Written exam	
		E1b. Recognize clinical service behavior which is and is not consistent with the COE in relation to school-based SLP		
	<b>SPP 575</b>	E2a. Describe ASHA's Code of Ethics (COE) in relation to medical SLP	Problem-Based Learning	
		E2b. Recognize clinical service behavior which is and is not consistent with the COE in relation to medical SLP	Exam Case Study	

Standards	Course Addressing Standard	Learning Outcome: The student will...	Assessment Procedures and Criterion:	Performance
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**IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.**

<b>IV-F Research &amp; EBP</b>	<b>SPP 501</b>	1. Comprehend the rational basis for common research methods and statistics as used in the field of CD.	Quizzes Tests Problem-Based learning Activities Homework assignments EBP Paper Critique	
		2. Develop skills in reading, interpreting, and evaluating scientific literature with a special focus on evaluating & interpreting the evidence base for clinical practice.		
		3a. Acquire knowledge & skills to identify & define a research topic		
		3b. Acquire knowledge & skills to state a research problem		
		3c. Acquire knowledge & skills to choose an appropriate research design		
		3d. Acquire knowledge & skills to select a sample of subjects		
		3e. Acquire knowledge & skills to control systematic and extraneous variables		
		3f. Acquire knowledge & skills to select appropriate measurements		
		3g. Acquire knowledge & skills to record, analyze, and interpret the meaning of data, especially with a focus on EBP		
		4. Acquire knowledge of ethical research conduct and protection of human subjects		

Standards	Course Addressing Standard	Learning Outcome: The student will...	Assessment Procedures and Criterion:	Performance
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**IV-G: The applicant must have demonstrated knowledge of professional contemporary issues.**

IV-G1 Knowledge of Contemporary Professional Issues pertaining to the practice of SLP in School-Based Settings	SPP 570	1a Demonstrate knowledge of Professional Practice standards	Written exam	
		1b. Demonstrate knowledge of academic program accreditation standards		
		1c. Demonstrate knowledge of reimbursement procedures		
IV-G2 Knowledge of Contemporary Professional Issues pertaining to the practice of SLP in Medical Settings	SPP 575	2a Demonstrate knowledge of professional Practice	Problem-Based Learning Exam Case Study	
		2b. Demonstrate knowledge of academic program accreditation standards		
		2c. Demonstrate knowledge of reimbursement procedures		

Standards	Course Addressing Standard	Learning Outcome: The student will...	Assessment Procedures and Criterion:	Performance
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**IV-H: The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.**

IV-H1 Knowledge about certification, specialty recognition, licensure, and other professional credentials pertaining to the practice of SLP in School-Based Settings	SPP 570	1a. Demonstrate knowledge of state regulations, policies related to the practice of school-based SLP	Written exam	
		1b. Demonstrate knowledge of necessary credentials related to the practice of school-based SLP		
IV-H2 Knowledge about certification, specialty recognition, licensure, and other professional credentials pertaining to the practice of SLP in Medical settings	SPP 575	1a. Demonstrate knowledge of state regulations, policies related to the practice of SLP in medical settings	Problem-Based Learning	
		1b. Demonstrate knowledge of necessary credentials related to the practice of SLP in medical settings	Exam Case Study	



Standards	Course Addressing Standard	Learning Outcome: The student will...	Assessment Procedures and Criterion:	Performance
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### Standard V: Skills Outcomes

Oral and written communication skills are emphasized in every didactic and clinical course across the curriculum. Assignments are typically graded for content as well as form.

**Standard V-B: The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes (in addition to clinical experiences, skills may be demonstrated through successful performance on academic course work and examinations, independent projects, or other appropriate alternative methods; see below for documentation of evaluation skill in each of the 9 major disorder/communication skill areas):**

**V-B1 Evaluation (See below for documentation of evaluation skill in each of 9 major disorder/communication skill areas) [PDE Standards I.H, I.J, I.K, I.L, II.C, II.E]**

**V-B1. Objective-Demonstrate the ability to conduct assessments and evaluations consistent with the age, sex, and socio-cultural status of the person and consistent with the professional environment.**

**V-B1a. Conduct screening and prevention procedures (including prevention activities)**

**V-B1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals**

**V-B1c. Select and administer appropriate evaluation procedures, such as behavioral observations non-standardized and standardized tests, and instrumental procedures**

**V-B1d. Adapt evaluation procedures to meet client/patient needs**

**V-B1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention**

**V-B1f. Complete administrative and reporting functions necessary to support evaluation**

Standards	Course Addressing Standard	Learning Outcome: The student will...	Assessment Procedures and Criterion:	Performance
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**V-B1g. Refer clients/patients for appropriate services**

*For the nine primary disorder/communication skill areas below, indicate in which practicum or course evaluation experience was gained (if a student fails to demonstrate a previously demonstrated skill in a subsequent clinical experience, a remediation plan must be established).*

<b>V-B1.1: Articulation</b>	SPP 551 Diagnostics	Demonstrate articulation evaluation skills	Skill demonstrated	
	SPP 552 Medical Affil.		Skill demonstrated	
<b>V-B1.2: Fluency</b>	SPP 551 Diagnostics	Demonstrate fluency evaluation skills	Skill demonstrated	
	SPP 552 Medical Affil.	Demonstrate fluency evaluation skills	Skill demonstrated	
<b>V-B1.3: Voice and resonance, including respiration and phonation</b>	SPP 551 Diagnostics	Demonstrate voice & resonance eval. skills	Skill demonstrated	
	SPP 552/3 Affiliation	Demonstrate voice & resonance eval. skills	Skill demonstrated	
<b>V-B1.4. Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities</b>	SPP 551 Diagnostics	Demonstrate language evaluation skills	Skill demonstrated	
	SPP 552/3 Affiliation		Skill demonstrated	
<b>V-B1. 5. Hearing, including the impact on speech and language</b>	SPP 551 Diagnostics	Demonstrate hearing screening skills	Skill demonstrated	
	SPP 552/3 Affiliation	Demonstrate hearing screening skills	Skill demonstrated	
	SPP 551 Hearing Clinic	Demonstrate competency in aud. screenings	Target independence, Minimal guidance is acceptable	
		Demonstrate competence in Audiological Evaluation, the basic test battery (air, bone, & speech), immittance testing , Otoacoustic Immittance & otoscopic exams	Demonstrates assessment techniques, with minimal guidance (acceptable), independent (target). Unacceptable, must repeat the lab.	
		Determine the extent of the hearing impairment and handicap	Skill demonstrated	
<b>V-B1. 6. Swallowing (oral, pharyngeal, esophageal,</b>	SPP 551 Diagnostics	Demonstrate swallowing evaluation skills	Skill demonstrated	

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Standards	Course Addressing Standard	Learning Outcome: The student will...	Assessment Procedures and Criterion:	Performance
and related functions, including oral function for feeding; orofacial myofunction)	SPP 552/3 Affiliation	Demonstrate swallowing evaluation skills	Skill demonstrated	
V-B1. 7. Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)	SPP 551 Diagnostics	Demonstrate cognitive-communication evaluation skills	Skill demonstrated	
	SPP 552/3 Affiliation	Demonstrate cognitive-communication evaluation skills	Skill demonstrated	
V-B1. 8. Social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)	SPP 551 Diagnostics	Demonstrate pragmatics evaluation skills.	Skill demonstrated	
	SPP 552/3 Affiliation	Demonstrate pragmatics evaluation skills	Skill demonstrated	
		Interactions/collaborations with other medical disciplines (e.g., neurology, physical therapy, occupational therapy)		
V-B1.9. Communication modalities (including oral, manual, augmentative, and alternative communication	SPP 551 Diagnostics	Demonstrate evaluation skills in all communication modalities.	Skill demonstrated	

Standards	Course Addressing Standard	Learning Outcome: The student will...	Assessment Procedures and Criterion:	Performance
techniques and assistivetechologies)	SPP 552/3 Affiliation	Demonstrate evaluation skills in all communication modalities.	Skill demonstrated	

**V-B2. Intervention (see below for documentation of intervention skill in each of the 9 major disorder/communication skill areas)**

[PDE Standards I.I, I.J, I.L, II.A, II.B, II.C, II.D, II.F,II.G, II.H)

**V-B2. Demonstrate the ability to conduct ongoing therapy in a variety of settings for persons of all ages, sex, and socio-cultural status, regardless of the nature of the communication or swallowing disorder**

**V-B2a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process**

**V-B2b. Implement intervention plans (involve clients/ patients and relevant others in the intervention process)**

**V-B2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention**

**V-B2d. Measure and evaluate clients'/patients' performance and progress**

Standards	Course Addressing Standard	Learning Outcome: The student will...	Assessment Procedures and Criterion:	Performance
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**V-B2e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients**

**V-B2f. Complete administrative and reporting functions necessary to support intervention**

**V-B2g. Identify and refer clients/patients for services as appropriate**

**For the nine primary disorder/communication skill areas below, indicate in which practicum or course intervention experience was gained (if a student fails to demonstrate a previously demonstrated skill in a subsequent clinical experience, a remediation plan must be established).**

<b>V-B2. 1. Articulation</b>	SPP 551 S/L Intervention	Demonstrate articulation intervention skills	Skill demonstrated	
	SPP 552/3 Affiliation		Skill demonstrated	
<b>V-B2. 2. Fluency</b>	SPP 551 S/L Intervention	Demonstrate fluency Rx skills	Skill demonstrated	
	SPP 552/3 Affiliation		Skill demonstrated	
<b>V-B2. 3. Voice and Resonance</b>	SPP 551 S/L Intervention	Develop voice & resonance Rx skills	Skill demonstrated	
	SPP 552/3 Affiliation	Develop voice & resonance Rx skills	Skill demonstrated	
<b>V-B2. 4. Receptive and expressive language</b>	SPP 551 S/L Intervention	Demonstrate language Rx skills	Skill demonstrated	
	SPP 552/3 Affiliation		Skill demonstrated	
<b>V-B2. 5. Hearing, including the impact on speech and language</b>	SPP 551 S/L Intervention	Demonstrate Rx skills relevant to persons with hearing loss.	Skill demonstrated	
	SPP 552/3 Affiliation	Demonstrate Rx skills relevant to persons with hearing loss.	Skill demonstrated	
	SPP 551 Hearing Clinic	Demonstrate understanding of the principles of Aural Rehabilitation by creating and carrying out successful Rx	Skill demonstrated	
<b>V-B2. 6. Swallowing</b>	SPP 551 S/L Intervention	Demonstrate dysphagia Rx skills	Skill demonstrated	
	SPP 552/3 Affiliation	Demonstrate dysphagia Rx skills	Skill demonstrated	

Standards	Course Addressing Standard	Learning Outcome: The student will...	Assessment Procedures and Criterion:	Performance
<b>V-B2. 7. Cognitive aspects of communication</b>	SPP 551 S/L Intervention	Demonstrate cognitive-comm. Rx skills	Skill demonstrated	
	SPP 552/3 Affiliation	Demonstrate cognitive-comm. Rx skills	Skill demonstrated	
<b>V-B2. 8. Social aspects of comm.</b>	SPP 551 S/L Intervention	Demonstrate pragmatics intervention skills	Skill demonstrated	
	SPP 552/3 Affiliation	Demonstrate pragmatics intervention skills	Skill demonstrated	
<b>V-B2. 9. Communication modalities</b>	SPP 551 S/L Intervention	Demonstrate Rx skills in all comm. modalities	Skill demonstrated	
	Spp552/553	Demonstrates Rx skills in all communication modalities	Skill demonstrated	
<b>V-B3. Interaction and Personal Qualities (PDE Standard II)</b>				
<b>V-B3. The student will demonstrate professional interaction and personal qualities</b>				
<b>VB-3a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.</b>	SPP 551 S/L Dx and Intervention	Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.	Behavior demonstrated	
	SPP 552/3 Affiliation		Behavior demonstrated	
	SPP 551 Hearing Clinic	Develop and understand information sharing and appropriate referral of clients to outside support systems, counselors, schools, medical homes within HIPPA and HEPA guidelines and the ASHA ethics and scope of practice	Behavior demonstrated	
<b>V-B3b. Collaborate with other professionals in case management.</b>	SPP 551 S/L Dx & Rx	Collaborate with other professionals in case management.	Behavior demonstrated	
	SPP 552/3 Affiliation		Behavior demonstrated	

Standards	Course Addressing Standard	Learning Outcome: The student will...	Assessment Procedures and Criterion:	Performance
<i>[PDE Standards I-F, II.I]</i>	SPP 551 Hearing Clinic	Develop and understand information sharing and appropriate referral of clients to outside support systems, counselors, schools, medical homes within HIPPA and HEPA guidelines and the ASHA ethics and scope of practice	Behavior demonstrated	
<b>V-B3c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.</b>	SPP 551 S/L Dx and Intervention	Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.	Behavior demonstrated	
	SPP 552/3 Affiliation	Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others	Behavior demonstrated	
	SPP 551 Hearing Clinic	Develop and understand information sharing and appropriate referral of clients to outside support systems, counselors, schools, medical homes within HIPPA and HEPA guidelines and the ASHA ethics and scope of practice	Behavior demonstrated	
<b>V-B3d. Adhere to the ASHA Code of Ethics and behave professionally.</b>	SPP 551 S/L Dx & Rx	Adhere to the ASHA Code of Ethics and behave professionally.	Behavior demonstrated	
	SPP 552/3 Affiliation	Adhere to the ASHA Code of Ethics and behave professionally	Behavior demonstrated	

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<b>Standards</b>	<b>Course Addressing Standard</b>	<b>Learning Outcome: The student will...</b>	<b>Assessment Procedures and Criterion:</b>	<b>Perfor- mance</b>
	SPP 551 Hearing Clinic	Develop and understand information sharing and appropriate referral of clients to outside support systems, counselors, schools, medical homes within HIPPA and HEPA guidelines and the ASHA ethics and scope of practice	Behavior demonstrated	