

**STUDENT LEARNING OUTCOMES
GRADUATE PROGRAM
ASHA STANDARD III A-H
KNOWLEDGE COMPETENCIES
(Revised 06/12/2007 by JJB)**

Name of Student

Program Beginning Date

Program Ending Date



**College of Health Sciences
Department of Communication Sciences and Disorders
UNIVERSITY OF WISCONSIN-MILWAUKEE**

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UNIVERSITY OF WISCONSIN – MILWAUKEE
 College of Health Sciences
 Department of Communication Sciences and Disorders

Graduate Program Student Learning Outcomes
 Standard III

Standard III-A (From ASHA’s Knowledge and Skills Acquisition [KASA] Summary Form for Certification in Speech-Language Pathology): “The applicant must demonstrate knowledge of the principles of biological sciences, physical sciences, mathematics, and the social/behavioral sciences.”

Undergraduate College/University

<i>Example</i>	xy	University of America
	a	
	b	
	c	
	d	

College/University	Course Number	Full Course Title (as it appears on transcript)	Grade	Level of Competence	
				Proficient Course credit (A through D-)	Unacceptable No credit (F)

1. Biological Sciences (List at least one course.)

				<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>

2. Physical Sciences (List at least one course.)

				<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>

3. Mathematics (List at least one course.)

				<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>

4. Behavioral/Social Sciences (List at least one course.)

				<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>

<p>Standard III-B (from ASHA's Knowledge and Skills Acquisition [KASA] Summary Form for Certification in Speech-Language Pathology): "The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases."</p>	<p><u>Exemplary</u> – Serves as a professional or educational model (Course # - Date – Initials)</p>	<p><u>Proficient</u> – Performs the Competency independently (Course # - Date – Initials)</p>	<p><u>Emerging</u> – Performs the Competency with the support of Instructor (Course # - Date – Initials)</p>	<p><u>Unacceptable</u> – Competency not evident (Course # - Date – Initials)</p>
<p>1. Basic Human Communication Processes:</p>				
<p>A. The student will demonstrate the following learning outcomes in the biological/physiological bases of basic human communication processes:</p>				
<p>1. The student will summarize the basic anatomical and physiological aspects of the respiratory system related to the normal processes of sustained phonation and speech. (220, 230 [emerging], 480, 703)</p>				
<p>2. The student will summarize the basic anatomical and physiological aspects of the phonatory system related to the normal processes of phonation. (220, 230 [emerging], 480, 703)</p>				
<p>3. The student will summarize the basic anatomic and physiologic aspects of the articulatory system related to the normal processes of articulation. (220, 230 [emerging], 480, 710).</p>				
<p>4. The student will summarize the basic anatomical, physiological and developmental aspects of the auditory system related to the normal processes of hearing. (220, 380)</p>				

	Exemplary	Proficient	Emerging	Not Acceptable
B. The student will demonstrate the following learning outcomes in the neurological bases of basic human communication processes :				
1. The student will explain neuroscience fundamentals related to the central and peripheral nervous system. (220)				
2. The student will explain concisely a structural overview of the nervous system relevant to basic human communication processes. (220)				
3. The student will explain concisely a functional overview of the nervous system relevant to basic human communication processes. (220)				
4. The student will explain the neurological bases of the linguistic processing system. (460, 705)				
5. The student will explain the major components of central motor output processing relevant to basic human communication processes. (710)				

	Exemplary	Proficient	Emerging	Not Acceptable
C. The student will demonstrate the following learning outcomes in the acoustic and perceptual bases of basic human communication processes.				
1. The student will explain the basic physical (acoustic) characteristics of sound. (230 [emerging], 380, 480, 711)				
2. The student will summarize the basic psychoacoustic principles relative to the normal processes of hearing. (380, 480)				
3. The student will explain the acoustic characteristics associated with the normal voice. (480, 711)				
4. The student will explain the acoustic theory of speech production. (480, 711)				

	Exemplary	Proficient	Emerging	Not Acceptable
5. The student will explain the acoustic characteristics of English speech sounds and their corresponding IPA symbols. (230 [emerging], 480, 711)				
6. The student will explain the perceptual aspects associated with normal speech sound production. (480, 711)				
7. The student will explain the major instrumental methods of measuring and analyzing acoustic correlates of voice. (711, 728)				
8. The student will explain the major instrumental methods of measuring and analyzing acoustic correlates of articulation-resonance. (711, 728)				
D. The student will demonstrate the following learning outcomes in the psychological bases of basic human communication processes:				
1. The student will explain the relationship between cognitive and psychological development and language acquisition. (240)				

	Exemplary	Proficient	Emerging	Not Acceptable
E. The student will demonstrate the following learning outcomes in the developmental/lifespan aspects of basic human communication processes:				
1. The student will summarize and explain the characteristics and sequences of language development across the lifespan. (240)				
F. The student will demonstrate the following learning outcomes in the linguistic aspect of basic human communication processes:				
1. The student will compare the primary assumptions and limitations for the major theories of language. (240)				
2. The student will explain basic linguistic components related to speech-sound production. (230)				
3. The student will apply knowledge of the IPA to speech transcription. (230)				
G. The student will demonstrate the following learning outcome in the cultural aspect of basic human communication processes:				
1. The student will explain the role of cultural influences on the basic human communication processes across the lifespan. (240, 630)				
2. Swallowing Processes				
A. The student will summarize the basic anatomical, physiological, neurological, and developmental aspects of normal swallowing across the lifespan. (709)				

	Exemplary	Proficient	Emerging	Not Acceptable
<p>B. The student will explain the normal developmental sequence of the swallowing process across the lifespan. (709)</p> <p>(Note: We did not feel that acoustic, psychological, linguistic, or cultural factors related to normal swallowing, although such factors may be relevant to swallowing disorders.</p>				
<p>Standard III-C. "The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas:"</p>				
<p>1. Articulation (Etiologies and Characteristics)</p>				
<p>A. The student will summarize the various etiologies of articulation disorders including their anatomical/physiological and neurological bases. (350 [emerging], 710)</p>				
<p>B. The student will summarize the various etiologies of articulation disorders, including their developmental, psychological and linguistic correlates. (350 [emerging], 710)</p>				
<p>C. The student will differentiate articulation errors from dialectal differences. (350 [emerging], 710)</p>				
<p>D. The student will summarize the characteristics of various types of articulation disorders in terms of acoustic and perceptual features; and/or linguistic characteristics. (350 [emerging], 710, 711)</p>				

	Exemplary	Proficient	Emerging	Not Acceptable
E. The student will explain how an individual's developmental level, psychological/psychosocial status, and linguistic and cultural features impact the characteristics of an articulation disorder. (710)				
2. Fluency (Etiologies and Characteristics)				
A. The student will explain and analyze etiological factors in stuttering and fluency disorders. (704)				
B. The student will describe and interpret acoustic correlates of disfluent speech. (704, 711)				
C. The student will describe and interpret linguistic variables related to disfluency and stuttering. (704)				
D. The student will describe and interpret psychological variables associated with stuttering. (704)				
E. The student will describe and interpret anatomical and physiological correlates of stuttering and fluency. (704)				
F. The student will describe, analyze and interpret developmental correlates of stuttering. (704)				

	Exemplary	Proficient	Emerging	Not Acceptable
G. The student will describe and interpret culturally-related aspects associated with speech fluency and stuttering. (704)				
3. Voice and resonance, including respiration and phonation (Etiologies and Characteristics)				
A. The student will summarize the various etiologies of voice and resonance disorders, including their anatomical/physiological, neurological, behavioral, and psychosocial bases. (703)				
B. The student will summarize the perceptual and acoustic characteristics of various types of voice and resonance disorders and relate them to the client's anatomical and physiological status. (703, 711)				
C. The student explain how the individual's developmental level, psychological/psychosocial status and linguistic and cultural features impact the characteristics of voice and resonance disorders. (703)				

	Exemplary	Proficient	Emerging	Not Acceptable
4. Receptive and Expressive Language (Phonology, Morphology, Syntax, Semantics, and Pragmatics) in Speaking, Listening, Reading, Writing, and Manual modalities (Etiologies and Characteristics)				
A. Child Language				
1. The student will relate the anatomical, physiological and perceptual bases of language skills to relevant child receptive and expressive language impairments. (660, 706)				
2. The student will specify the receptive and expressive linguistic (phonology, morphology, syntax, semantics, pragmatics) characteristics of child language impairments of various etiologies, in different modalities, and of culturally related language differences. (660, 702, 706)				
3. The student will specify the psycho-social correlates of language impairments and differences in children. (660, 706)				
B. Adult Language				
1. The student will summarize the various etiologies of acquired language disorders including their anatomical/physiological and neurological correlates. (705)				
2. The student will explain how the characteristics of acquired language disorders are impacted by the individual's developmental level, psychological/psychosocial status, and cultural features. (705)				
3. The student will relate the effects of acquired language disorders to the recovery and deterioration of language (linguistic) and communicative functioning. (705)				
4. The student will explain how the individual's developmental level, psychological/psychosocial status, and linguistic and cultural features impact the characteristics of acquired language disorders. (705)				

5. Hearing, including the Impact on Speech and Language (Etiologies and Characteristics)	Exemplary	Proficient	Emerging	Not Acceptable
A. The student will explain and analyze potential etiologies of hearing disorders, and relate anatomical/physiological and developmental aspects of hearing to the etiology and characteristics of auditory disorders. (470, 670)				
B. The student will explain the impact of various disorders of auditory function on communication across the lifespan. (490, 670)				
6. Swallowing (Oral, Pharyngeal, Esophageal, and Related Functions), Including Oral Function for Feeding; Orofacial Myofunction) (Etiologies and Characteristics)				
A. The student will summarize the various etiologies of swallowing disorders across the lifespan. (709)				
B. The student will explain how the individual's developmental level, psychological/psychosocial status, and cultural features impact the characteristics of swallowing disorders. (709)				
C. The student will relate the effects of the disorder to the recovery and deterioration of swallowing function. (709)				

	Exemplary	Proficient	Emerging	Not Acceptable
7. Cognitive Aspects of Communication (Attention, Memory, Sequencing, Problem-Solving, Executive Functioning) (Etiologies and Characteristics)				
A. The student will summarize the various etiologies of cognitive communication disorders across the lifespan. (690, 717)				
B. The student will relate the effects of cognitive impairment to language (linguistic) and communicative functioning. (690, 717)				
8. Social Aspects of Communication (Challenging Behavior, Ineffective Social Skills, Lack of Communication Opportunities) (Etiologies and Characteristics)				
A. The student will explain the relationship between atypical social and interactive behaviors and communicative competence. (660, 690, 706, 717)				

	Exemplary	Proficient	Emerging	Not Acceptable
9. Communication Modalities (including Oral, Manual, Augmentative and Alternative Communication Techniques, and Assistive Technologies) (Characteristics)				
A. The student will evaluate the strengths and weaknesses of different AAC systems and devices. (680)				
Standard III-D: "The applicant must possess 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 of the disorders."				
1. Articulation				
A. Prevention				
1. The student will summarize the types of prevention activities that can be carried out for articulation disorders, and how these activities relate to the anatomical/physiological, neurological, or acoustic characteristics of the disorders and linguistic factors. (710)				
2. The student will summarize the effects of psychological status, developmental level, and linguistic factors on the prevention activities that can be carried out for articulation disorders. (710)				

B. Assessment	Exemplary	Proficient	Emerging	Not Acceptable
1. The student will explain how knowledge of the client's anatomical/physiological, and neurological characteristics affects the design of an appropriate assessment plan for a client with an articulation disorder. (710)				
2. The student will explain how knowledge of the client's developmental level, psychological/psychosocial status, and linguistic and cultural factors affects the design of an appropriate assessment plan for a client with an articulation disorder. (710)				
3. The student will integrate their knowledge of anatomy, physiology and acoustics to describe the types of results that might be obtained from a speech mechanism examination. (688, 710)				
4. The student will describe and evaluate various formal and informal assessment methods for articulation disorders, and describe situations in which each would be appropriate. (702, 710)				
5. The student will explain how assessment results can aid in differentiating functional articulation disorders, phonological disorders, apraxia, and dysarthria. (710)				
C. Intervention				
1. The student will integrate knowledge of different methodologies and strategies necessary for the development of appropriate intervention plans for clients with articulation disorders, taking into account anatomical/physiological and neurological factors. (702, 710)				
2. The student will integrate knowledge of different methodologies and strategies necessary for the development of appropriate intervention plans for clients with articulation disorders, taking into account developmental level, psychosocial factors, and linguistic and cultural factors. (702, 710)				

2. Fluency	Exemplary	Proficient	Emerging	Not Acceptable
A. Prevention				
1. The student will compare, contrast and evaluate factors that may predispose, precipitate, and/or perpetuate stuttering, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural factors. (704)				
2. The student will explain the nature of and appropriate response to stuttering to prevent progression of the disorders. (704)				
B. Assessment				
1. The student will select and justify procedures of fluency evaluation, including case history questions, speech sampling, behavioral observations, and use of specific scales and tests, taking into consideration of anatomical/physiological, acoustic, developmental, psychological, sociocultural and environmental factors. (704)				
2. The student will evaluate the information obtained from case history, speech sample, attitude scales and other observational data, considering developmental (e.g., speech-language abilities), environmental (e.g., cultural, social), lifespan (e.g., age, gender, etc.) and other related factors for purposes of making diagnostic, prognostic, and treatment decisions. (704)				

C. Intervention	Exemplary	Proficient	Emerging	Not Acceptable
1. The student analyze rationales for development of appropriate intervention plans for clients who stutter, keeping in mind anatomical and physiological factors, developmental level, psychosocial factors, and linguistic and cultural factors. (704)				
3. Voice and Resonance				
A. Prevention				
1. The student will summarize prevention activities that can be carried out for voice disorders, and how these activities affect the anatomical, physiological, neurological, behavioral, or acoustic characteristics of the disorder. (703)				
2. The student will summarize the effects of psychological status, developmental level, and linguistic and cultural factors on prevention activities that can be carried out for voice disorders. (703)				
B. Assessment				
1. The student will summarize how anatomical/physiological and neurological deficits may impact the design of an appropriate assessment plan for a client with a voice or resonance disorder. (703).				
2. The student will summarize how developmental level, psychological/psychosocial status, linguistic characteristics and cultural factors affect the design of an appropriate assessment plan for a client with a voice or resonance disorder. (703)				

	Exemplary	Proficient	Emerging	Not Acceptable
3. The student will state the purposes of a voice/resonance assessment, and explain how various evaluation techniques relate to these purposes. (703)				
C. Intervention				
1. The student will integrate knowledge of different methodologies and strategies necessary for the development of appropriate intervention plans for clients with voice disorders, taking into account anatomical/physiological, neurological, behavioral, acoustic, and perceptual factors. (703)				
2. The student will integrate knowledge of different methodologies and strategies necessary for the development of appropriate intervention plans for clients with voice disorders, taking into account developmental, psychosocial, linguistic and cultural factors. (703).				
4. Receptive and Expressive Language				
A. Child Language				
1. Prevention				
a. The student will specify the components of child language development and disorders which may be appropriate to address in prevention activities for a variety of audiences. (660, 706)				
b. The student will specify how cultural differences may influence the development and implementation of prevention activities regarding language impairments and differences. (660, 706)				
2. Assessment				
a. The student will analyze various methods of formal and informal assessment of receptive and expressive language skills in children. (660, 706)				

		Exemplary	Proficient	Emerging	Not Acceptable
b.	The student will explain and justify the use of language samples in different modalities for different purposes and client ages. (660, 706)				
c.	The student will integrate their knowledge of anatomy and physiology in their interpretation of language case history information. (660, 706)				
d.	The student will specify how cultural differences may influence the development, administration, and interpretation of formal and informal language assessment protocols, especially as they apply to the differentiation of language disorders and language differences. (660, 688, 706)				
e.	The student will explain how the psychosocial aspects of language may impact the diagnosis of receptive and expressive language impairments and differences in children. (660, 706)				
3.	Intervention				
a.	The student will integrate knowledge of different language methodologies and strategies necessary for the development of appropriate intervention plans for children. (660, 706)				
b.	The student will utilize their knowledge of cultural differences in their critique of intervention methodologies, strategies, and materials. (660, 706)				
c.	The student will explain the function of a team approach to the assessment and intervention of language disorders, and describe the role of each team member. (660, 706, 725)				

B. Adult Language	Exemplary	Proficient	Emerging	Not Acceptable
1. Prevention				
a. The student will summarize the prevention activities that can be carried out for acquired language disorders, and how these activities might affect the anatomical/physiological, neurological, or acoustic characteristics of the disorder. (705)				
b. The student will summarize the effects of psychological status, developmental level, and linguistic and cultural factors on prevention activities that can be carried out for acquired language disorders. (705)				
2. Assessment				
a. The student will explain how knowledge of the client's anatomical/physiological and neurological characteristics affect the design of an appropriate assessment plan for a client with an acquired language disorder. (705)				
b. The student will explain how knowledge of the client's developmental level, psychological/psychosocial status, and linguistics and cultural characteristics affect the design of an appropriate assessment plan for a client with an acquired language disorder. (705)				
c. The student will describe and evaluate various formal and informal assessment methods for an acquired language disorder and describe situations in which each would be appropriate. (705)				
d. The student will explain and justify the use of specific procedures for language evaluation for a variety of hypothetical language impaired clients, with reference to the purposes of a language evaluation and specific information regarding the client's anatomical/physiological, neurological, developmental, psychological, and linguistic and cultural characteristics. (705)				

3. Intervention	Exemplary	Proficient	Emerging	Not Acceptable
a. The student will integrate knowledge of different language methodologies and strategies necessary for the development of appropriate intervention plans for an aphasic client, given the client's anatomical/physiological and neurological characteristics. (705)				
b. The student will integrate knowledge of different language methodologies and strategies necessary for the development of appropriate intervention plans for an aphasic client, given the client's developmental level, psychological/psychosocial status, and linguistic and cultural characteristics. (705)				
c. The student will describe and evaluate various formal and informal intervention methods for language disorders and describe situations in which each would be appropriate. (705)				
5. Hearing, including the Impact on Speech and Language				
A. Prevention				
1. The student will summarize the principles and methods of hearing loss identification programs. (670)				
2. The student will summarize the prevention activities that can be carried out for hearing disorders and specify the etiologies of auditory disorders that may be addressed in prevention activities for both children and adults. (670)				
3. The student will specify how cultural differences may influence the development of hearing loss prevention programs. (670)				

B. Assessment	Exemplary	Proficient	Emerging	Not Acceptable
1. The student will summarize and explain the audiologic assessment procedures and results for the evaluation of individuals with auditory disorders. (470, 670)				
2. The student will summarize the anatomical and physiological characteristics of various auditory disorders based on an audiologic assessment. (670)				
3. The student will explain the psychological impact of various auditory disorders. (490)				
4. The student will summarize the impact of various auditory disorders on communication. (490, 670)				
5. The student will explain how cultural differences may influence the assessment process. (670)				
C. Intervention				
1. The student will explain the application of medical and rehabilitative measures for different types of auditory disorders based on anatomical and physiological factors. (470, 490)				
2. The student will explain how psychological factors and cultural differences influence the intervention process for individuals with auditory disorders. (490)				
3. The student will summarize the various intervention options for children and adults with auditory disorders. (490, 670)				

6. Swallowing	Exemplary	Proficient	Emerging	Not Acceptable
A. Prevention				
1. The student will summarize prevention activities that can be carried out for swallowing disorders. (709)				
2. The student will summarize the effects of medical, nutritional, psychological status, developmental level, and linguistic and cultural characteristics on prevention activities that can be carried out for swallowing disorders across the lifespan. (709)				
B. Assessment				
1. The student will explain how knowledge of the client's anatomical/physiological and neurological characteristics affect the design of an appropriate instrumental and clinical assessment plan for a client with a swallowing disorders. (709)				
2. The student will explain how knowledge of the client's developmental level, psychological/psychosocial status, and linguistic and cultural characteristics affect the design of an appropriate instrumental and clinical assessment plan for a client with a swallowing disorders. (709)				
3. The student will describe and evaluate various formal and informal appropriate instrumental and clinical assessment methods for swallowing disorders and describe situations in which each would be appropriate. (709)				
4. The student will explain and justify the use of specific procedures for evaluation for a variety of hypothetical clients with swallowing disorders, with reference to the purposes of the swallow evaluation and specific information regarding the client's anatomical/physiological, neurological, developmental, psychological, and linguistic and cultural characteristics. (709)				

C. Intervention	Exemplary	Proficient	Emerging	Not Acceptable
1. The student will integrate knowledge of different methodologies and strategies necessary for the development of appropriate intervention plans for clients with dysphagia, taking into account anatomical, physiological, and neurological factors. (709)				
2. The student will integrate knowledge of different methodologies and strategies necessary for the development of appropriate intervention plans for clients with dysphagia, taking into account developmental level, psychosocial factors, and linguistic and cultural factors. (709)				
3. The student will describe and evaluate various formal and informal intervention methods for clients with swallowing disorders and describe situations in which each would be appropriate. (709)				
7. Cognitive Aspects of Communication				
A. Prevention				
1. The student will summarize prevention activities designed to promote communication for individuals with cognitive disorders. (690, 706, 717)				
B. Assessment				
1. The student will determine relevant anatomical/physiological, psychological, developmental, and linguistic case history information in order to pursue appropriate assessment procedures for clients with cognitive impairments of various cultural groups and ages. (688, 690, 706, 717)				
2. The student will describe and evaluate various formal and informal assessment methods for individuals with cognitive disorders and describe situations in which each would be appropriate. (690, 717)				

	Exemplary	Proficient	Emerging	Not Acceptable
C. Intervention 1. The student will summarize how anatomical/physiological and neurological deficits may impact intervention for clients with cognitive impairments. (690, 717)				
2. The student will explain how developmental level, psychological/psychosocial status, and linguistic and cultural characteristics affect intervention for clients with a cognitive impairments. (690, 717)				
3. The student will describe and evaluate various formal and informal intervention methods for individuals with cognitive disorders and describe situations in which each would be appropriate. (690, 717)				
8. Social Aspects of Communication				
A. Prevention				
1. The student will explain the factors to be considered in preventing atypical social-interactive behaviors in children and adults with communication disorders. (690, 706, 717)				
B. Assessment				
1. The student will explain how atypical social-interactive behaviors may impact the assessment of children and adults with communication disorders. (688)				
C. Intervention				
1. The student will compare different intervention approaches and strategies for children and adults with communication disorders who demonstrate atypical social interactive behaviors. (690, 717)				

9. Communication Modalities	Exemplary	Proficient	Emerging	Not Acceptable
A. Prevention: Not Applicable				
B. Assessment				
1. The student will explain the importance of a team approach to AAC assessment and intervention and describe the roles of each team member in the assessment process. (680)				
2. The student will summarize the process for assessing and selecting communication modalities for individuals with complex communication needs. (680)				
3. The student will explain how anatomical/physiological and neurological differences will affect the design of an appropriate assessment plan for individuals with complex communication needs. (680)				
4. The student will explain how developmental level, psychological/psychosocial status, linguistic, and cultural characteristics affect the design of an appropriate assessment plan for individuals with complex communication needs. (680)				
C. Intervention				
1. The student will summarize the vocabulary selection process for individuals who use alternative communication modalities. (680)				
2. The student will explain how anatomical/physiological and neurological differences may affect the vocabulary selection process for individuals with complex communication needs. (680)				
3. The student will explain how developmental level, psychological/psychosocial status, linguistic, and cultural characteristics affect the vocabulary selection process for individuals with complex communication needs. (680)				
4. The student will summarize the intervention process for individuals who use alternative communication modalities. (680)				

	Exemplary	Proficient	Emerging	Not Acceptable
5. The student will explain how anatomical/physiological and neurological differences affect intervention for individuals with complex communication needs. (680)				
6. The student will explain how developmental level, psychological/psychosocial status, linguistic, and cultural characteristics affect intervention for individuals with complex communication needs. (680)				
Standard III-E: "The applicant must demonstrate knowledge of standards of ethical conduct."				
1. The student will summarize the intent and principles of the ASHA Code of Ethics. (725)				
2. The student will design a personal conceptual framework related to the Code of Ethics, Scope of Practice, knowledge and skills and practice guidelines. (725)				
Standard III-F: "The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice."				
1. The student will design appropriate research studies and compile suitable references. (701, 790, 791)				
2. The student will evaluate and criticize components of published research articles with insight and accuracy. (701, 790, 791)				
3. The student will demonstrate an intermediate level of knowledge of parametric and nonparametric statistics and their applications. (701, 790, 791)				

	Exemplary	Proficient	Emerging	Not Acceptable
4. The student will summarize the concept of “evidence-based practice,” describe the steps utilized in evidence-based practice, and explain how evidence-based practice can be applied to the clinical work of a speech-language pathologist. (701, 790, 791)				
Standard III-G: “The applicant must demonstrate knowledge of contemporary professional issues.”				
1. The student will interpret and incorporate IDEA, federal and state criteria/law, HIPPA and ASHA ethics and guidelines in regards to the provision of speech/language services. (725)				
2. The student will explain skills related to scope of practice, best practice and service delivery in the area of speech/language in the educational and medical environments. (725)				
3. The student will compile required documentation to demonstrate competence in relation to ASHA, Department and Wisconsin accreditation standards. (725)				
4. The student will explain various instructional and motivational strategies determined to be appropriate based on individual need. (725)				
5. The student will summarize accepted methods and skill in documenting treatment results and assessing the efficacy of treatment of specific goals. (725)				
6. Students will design teams that demonstrate role clarification, effective communication, goal setting and planning, and efficient project project management. (725)				
Standard III-H: “The applicant must demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials.”				
1. The student will differentiate processes and interpret knowledge about ASHA certification, specialty recognition, state licensure, and department of public instruction (DPI) credentials. (NGSO)				