

	Standard	318	349	350	351	360	401	408s	412	413	414	415	416	418	419	444
IV-A	Demonstrated knowledge of principles of biological, physical (PHY or CHE), social/behavioral sciences, & statistics	standard fulfilled as part of general education curriculum														
IV-B 1	Demonstrated knowledge of basic human communication (biological basis)		X													
IV-B 2	Demonstrated knowledge of basic human communication (neurological basis)															X
IV-B 3	Demonstrated knowledge of basic human communication (acoustic basis)		X	X	X											
IV-B 4	Demonstrated knowledge of basic human communication (psychological basis)				X											
IV-B 5	Demonstrated knowledge of basic human communication (developmental/lifespan basis)				X							X				
IV-B 6	Demonstrated knowledge of basic human communication (linguistic basis)												X			
IV-B 7	Demonstrated knowledge of basic human communication (cultural basis)											X				
IV-B 8	Demonstrated knowledge of basic swallowing processes (biological basis)										X					
IV-B 9	Demonstrated knowledge of basic swallowing processes (neurological basis)										X					
IV-B 10	Demonstrated knowledge of basic swallowing processes (psychological basis)										X					
IV-B 11	Demonstrated knowledge of basic swallowing processes (developmental/lifespan basis)										X					
IV-B 12	Demonstrated knowledge of basic swallowing processes (cultural basis)										X					
IV-C 1	Demonstrated knowledge of articulation disorders and differences, including etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic/cultural correlates								X							
IV-C 2	Demonstrated knowledge of fluency disorders and differences, including etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic/cultural correlates													X		
IV-C 3	Demonstrated knowledge of voice/resonance (respiration/phonation) disorders and differences, including etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic/cultural correlates									X						X

		318	349	350	351	360	401	408s	412	413	414	415	416	418	419	444
IV-C 4	Demonstrated knowledge of receptive/expressive language disorders and differences, including etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic/cultural correlates								X			X	X		X	
IV-C 5	Demonstrated knowledge of hearing disorders and differences, including etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic/cultural correlates		X	X	X											
IV-C 6	Demonstrated knowledge of swallowing disorders and differences, including etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic/cultural correlates										X					
IV-C 7	Demonstrated knowledge of cognitive aspects of communication disorders and differences, including etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic/cultural correlates				X										X	X
IV-C 8	Demonstrated knowledge of social aspects of communication disorders and differences, including etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic/cultural correlates				X							X	X			
IV-C 9	Demonstrated knowledge of augmentative and alternative communication, including etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic/cultural correlates		X		X	X										X
IV-D 1	Demonstrated knowledge of the principles and methods of prevention, assessment, and intervention for people with articulation disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic/cultural correlates of the disorder								X							
IV-D 2	Demonstrated knowledge of the principles and methods of prevention, assessment, and intervention for people with fluency disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic/cultural correlates of the disorder													X		
		318	349	350	351	360	401	408s	412	413	414	415	416	418	419	444

IV-D 3	Demonstrated knowledge of the principles and methods of prevention, assessment, and intervention for people with voice/resonance disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic/cultural correlates of the disorder									X						X	
IV-D 4	Demonstrated knowledge of the principles and methods of prevention, assessment, and intervention for people with receptive and expressive language disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic/cultural correlates of the disorder											X	X			X	
IV-D 5	Demonstrated knowledge of the principles and methods of prevention, assessment, and intervention for people with hearing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic/cultural correlates of the disorder			X	X												
IV-D 6	Demonstrated knowledge of the principles and methods of prevention, assessment, and intervention for people with swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic/cultural correlates of the disorder										X						
IV-D 7	Demonstrated knowledge of the principles and methods of prevention, assessment, and intervention for people with cognitive aspects of communication disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic/cultural															X	X
IV-D 8	Demonstrated knowledge of the principles and methods of prevention, assessment, and intervention for people with social aspects of communication disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic/cultural correlates of the disorder				X							X	X	X			X

IV-D 9	Demonstrated knowledge of the principles and methods of assessment, and intervention for people who utilize augmentative and alternative communication, including consideration of anatomical/physiological, psychological, developmental, and linguistic/cultural correlates of the disorder				X	X										
		318	349	350	351	360	401	408s	412	413	414	415	416	418	419	444
IV-E	Demonstrated knowledge of standards of ethical conduct	X														
IV-F	Demonstrated knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.						X		X	X		X	X	X		
IV-G	Demonstrated knowledge of contemporary professional issues.	X														
IV-H	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 the professional practice.	X														
V-A	Demonstrated skill in oral and written or other forms of communication sufficient for entry into professional practice.							X								
V-B 1	Achieved skills in conducting screening and prevention procedures in articulation, fluency, voice/resonance, receptive and expressive language, hearing, swallowing, cognitive aspects of communication, social aspects of communication, and augmentative and alternative communication							X								
V-B 2	Achieved skills in collecting case history information and integration of client information from relevant others in articulation, fluency, voice/resonance, receptive and expressive language, hearing, swallowing, cognitive aspects of communication, social aspects of communication, and augmentative and alternative communication							X								
V-B 3	Achieved skills in selecting and administering appropriate evaluation procedures in articulation, fluency, voice/resonance, receptive and expressive language, hearing, swallowing, cognitive aspects of communication, social aspects of communication, and augmentative and alternative communication							X								

V-B 4	Achieved skills in adapting evaluation procedures to meet client needs in articulation, fluency, voice/resonance, receptive and expressive language, hearing, swallowing, cognitive aspects of communication, social aspects of communication, and augmentative and alternative communication							X								
		318	349	350	351	360	401	408s	412	413	414	415	416	418	419	444
V-B 5	Achieved skills in interpreting, integrating, and synthesizing all information to develop diagnoses and make appropriate recommendations for intervention in articulation, fluency, voice/resonance, receptive and expressive language, hearing, swallowing, cognitive aspects of communication, social aspects of communication, and augmentative and alternative communication							X								
V-B 6	Achieved skills in completing administrative and reporting functions necessary to support evaluations in articulation, fluency, voice/resonance, receptive and expressive language, hearing, swallowing, cognitive aspects of communication, social aspects of communication, and augmentative and alternative communication							X								
V-B 7	Achieved skills in referring clients for appropriate services in articulation, fluency, voice/resonance, receptive and expressive language, hearing, swallowing, cognitive aspects of communication, social aspects of communication, and augmentative and alternative communication							X								
V-B 8	Achieved skills in setting appropriate intervention plans with measurable achievable goals that meet the client's needs, and collaborating with relevant others in articulation, fluency, voice/resonance, receptive and expressive language, hearing, swallowing, cognitive aspects of communication, social aspects of communication, and augmentative and alternative communication							X								
V-B 9	Achieved skills in implementing intervention plans in articulation, fluency, voice/resonance, receptive and expressive language, hearing, swallowing, cognitive aspects of communication, social aspects of communication, and augmentative and alternative communication							X								

V-B 10	Achieved skills in selecting/developing/using appropriate materials and instrumentation for prevention and intervention in articulation, fluency, voice/resonance, receptive and expressive language, hearing, swallowing, cognitive aspects of communication, social aspects of communication, and augmentative and alternative communication							X								
		318	349	350	351	360	401	408	412	413	414	415	416	418	419	444
V-B 11	Achieved skills in measuring and evaluating client performance and progress in articulation, fluency, voice/resonance, receptive and expressive language, hearing, swallowing, cognitive aspects of communication, social aspects of communication, and augmentative and alternative communication							X								
V-B 12	Achieved skills in modifying intervention plans, strategies, materials as appropriate to meet the client's needs in articulation, fluency, voice/resonance, receptive and expressive language, hearing, swallowing, cognitive aspects of communication, social aspects of communication, and augmentative and alternative communication							X								
V-B 13	Achieved skills in completing administrative and reporting functions necessary to support intervention in articulation, fluency, voice/resonance, receptive and expressive language, hearing, swallowing, cognitive aspects of communication, social aspects of communication, and augmentative and alternative communication							X								
V-B 14	Achieved skills in identifying and referring clients for services as appropriate in articulation, fluency, voice/resonance, receptive and expressive language, hearing, swallowing, cognitive aspects of communication, social aspects of communication, and augmentative and alternative communication							X								
V-B 15	Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client, family, caregivers, and relevant others							X								
V-B 16	Collaborate with other professionals in case management							X								

V-B 17	Provide counseling regarding communication and swallowing disorders to clients, family, caregivers and relevant others							X								
V-B 18	Adhere to the ASHA Code of Ethics and behave professionally							X								
Course Totals:		3	4	3	10	2	1		4	3	8	7	6	4	4	7