CALIFORNIA STATE UNIVERSITY SACRAMENTO  
Department of Communication Sciences & Disorders (CSAD)  
Fall Semester 2018

Course Title: Motor Speech Disorders
Units: 3
Course: CSAD 218
Class Number #83676
Day of the week: Tuesday and Thursday
Class Time: 12:00 p.m. – 1:15 p.m.
Building/Room: Folsom Hall / Folsom Room #2206B
Instructor: Darla K. Hagge Ph.D. CCC-SLP

Office: Folsom Hall, Department of CSAD, 2nd Floor
Office Hours: Mon: 12:00 – 2:00 p.m.
Tues: 2:30 – 3:30 p.m.
Thurs: 9:30 – 10:15 a.m.
Appointments are strongly recommended; please schedule through the Department’s Front Desk

Contact Information: hagge@csus.edu
714/749-2799 (c), phone or text (preferred, if time sensitive)
916/278-6695 (o), office phone

The information below is at the discretion of the individual course instructor and may be changed at any time with prior notice to students in the course.

COURSE DESCRIPTION:
Background pertinent to understanding neurophysiology associated with congenital and acquired dysarthria and dyspraxia, and descriptions and classifications of disorders and their causes, methods of assessment and treatment

COURSE OVERVIEW:
This two-unit graduate seminar focuses on the cognitive, linguistic and social-emotional aspects of congenital and acquired motor speech disorders including the dysarthrias and the apraxias. Students will analyze ideas and make critical clinical evaluations, understand and apply research literature and demonstrate professional communication skills. To enhance learning, students will complete assignments and projects that are designed to bridge theoretical knowledge with clinical application.

PREREQUISITES:
Admittance into the CSUS CSAD graduate program.

OBJECTIVES:
I. Course Objectives
1. Review/introduce underlying anatomical & physiological causes of motor speech disorders (dysarthrias & apraxia)
2. Introduce methods for assessing and evaluating the nature and severity of motor speech disorders.
3. Introduce therapy strategies to alleviate or circumvent communication difficulties.
II. **Student Learning Objectives:**

Upon successful completion of the course, the student will:

1. Identify underlying anatomical & physiological causes of motor speech disorders (dysarthrias & apraxia)
2. Describe and analyze methods for assessing and evaluating the nature and severity of motor speech disorders.
3. Develop therapy strategies to alleviate or circumvent communication difficulties.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Measures (Tentative content arrangements)</th>
<th>Grade Received (or average of grades)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>Examination #1</td>
<td></td>
</tr>
<tr>
<td>1 - 3</td>
<td>Examination #2</td>
<td></td>
</tr>
<tr>
<td>1 - 3</td>
<td>Motor Speech Disorders - Group Project</td>
<td></td>
</tr>
<tr>
<td>1 - 3</td>
<td>Examination #3</td>
<td></td>
</tr>
</tbody>
</table>

**METHODS OF PRESENTATION:**
The instructor will integrate a variety of pedagogies and teaching strategies to support/ enhance student learning including: direct instruction, whole group discussions, small group in-class activities, critical thinking activities, case study analysis (e.g., video and written vignettes) and other active learning class assignments/activities.

**COURSE MATERIALS:**

**Required Texts:**

**Recommended Texts:**


**Other Readings:**
- Additional readings may be made available on the course web site/Canvas environment
REQUIRED MATERIALS:
Students should bring the following to each class meeting:
- Required textbook
- Laptop, netbook, iPad, or other device with internet capability (if device is not available, student(s) should arrange to share with a classmate, in advance of class meeting)
- Paper, pens, pencils
- Download, print, and bring relevant in-class learning activities and other documents, as uploaded to
  - Canvas by the instructor(s)
  - Provided in a group email
- Bring flashlight for practice cranial nerve examination
- Scantron Forms, for all quizzes, mid-term & final examination (Style of Scantron for quizzes and exam may include but are not limited to #883-E and #886-E)

COURSE REQUIREMENTS:
- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Canvas/Web site
- Access to a computer and printer

COURSE STRUCTURE:
This course will incorporate a variety of in-class learning experiences including direction instruction/lecture, active learning activities, small/whole group discussions, and multimedia viewing. Due to the depth of the course content, students will be assigned weekly readings to be completed before the class meeting. All assignments and activities are carefully administered for the purpose of enhancing student learning.

ONLINE RESOURCES:
Please view the course Sac's Canvas website for a large collection of resources including websites, articles, documents, and more.

EXPECTATIONS:
Policies/Procedures:

Attendance & Participation: This course involves verbal interaction among the students, the instructor, and possible guest presenters. You cannot really “get” what was covered in class via classmates’ notes. Class and Lab attendance and participation are required, and roll will be taken randomly and/or weekly. Report absences to the instructor in person or via voice mail or email prior to class meeting. **TWO (2) unexcused absences on roll days will result in your final grade dropping one letter grade.** Working as a speech-language pathologist requires being present, arriving on time, and being prepared. Practicing those skills now will prepare you for what this career will be like. If you do need to miss a class, you are responsible for all materials covered in your absence. This means you must get any materials handed out during your missed session from a classmate, not the instructor.
Class meetings and participation: Lecture + discussion + observation format will be followed. Active listening and problem solving are expected. We will employ a somewhat Socratic method to facilitate critical thinking, stimulate discussion, and illuminate ideas. This means that you may be called on at random to answer questions or add to a model being presented on the board … please be prepared! When you are listening to another student present his/her ideas, you should take notes and offer suggestions. Comments such as “I agree” or “great idea,” are okay. Substantive participation (e.g., comments that help advance the discussion, or that help develop a new angle on a problem) is considered to be far more meaningful participation. Speech-Language Pathology is a profession in which you need to actively problem solve at all times. For this reason, exams will definitely cover material that has been discussed in class. This includes videos, review of materials, lab experiences, etc.

Be aware that you must be “present to win” this knowledge.

Readings: You are responsible for all reading materials assigned. Not all assigned readings appear on this syllabus, as some short readings may be added during the course of the semester. You are expected to have completed the assigned readings prior to class time on topic discussion dates so that you are able to participate in discussion and ask questions.

Students are expected to attend class regularly and to be prepared to participate in weekly class discussions and activities. Assignments must be turned in or taken on the scheduled dates and times. Special circumstances will be allowed for rescheduling or make-ups given the following: (a) a compelling and/or documented medical issue and (b) instructor approval. If you are absent from class, you are responsible for all material covered.

Cell phones are to be turned off throughout the class period. Electronic devices will be used to access posted Canvas resources or documents. Checking email and other non-course online activities are not acceptable and do not align with professional behavior.

Students are expected to conduct themselves in a manner that demonstrates respect for others, democratic values, understanding of an appropriate social contract, and respect for diversity. Academic dishonesty of any kind will not be tolerated and will be dealt with under established University policy. If you are caught cheating on an exam, you will receive a failing grade for the class.

Students who have trouble keeping up with the assignments or other aspects of the course, should communicate these challenges to the instructor as soon as possible. Building rapport and effective relationships are key to becoming an effective professional. Be proactive and inform the instructor when any difficulties arise during the semester so possible solutions can be identified.

The syllabus, outlines of class topics, and other info will be posted on Canvas in Course Content. Outlines and other posted information will be removed no earlier than 2 weeks after original posting, but will not remain available on-line indefinitely. Students are encouraged to read and/or copy the material when it is posted. In addition, it is recommended that students:

1. Retrieve the outline from Canvas when it is posted.
2. Read the text ahead of class to correlate readings with information that will be presented in lecture to reinforce learning.
3. Take notes in class and later rewrite and organize them using the outline as a guide or rewrite and reorganize them as personally needed for understanding.
4. Create and participate in study groups throughout the semester.
GRADED COURSE ACTIVITIES:
According to the Department of Speech-Language Pathology and Audiology Graduate Admissions Policy, Procedures and Practices, students failing to maintain a GPA of 3.00 are automatically placed on academic probation. Because graduate students need a grade of “B” to pass graduate coursework other than clinics, they should seek advising for grades equal to or less than “B.” Students should, therefore, track their progress towards meeting each learning outcome by listing their grades on the table listed above over the course of the semester.

The instructor will use a variety of activities and strategies to ensure maximizing students’ opportunities to learn and to integrate information presented in this course. Assessment data from these activities will be used to evaluate students’ mastery of each learning outcome and the assignment of an earned grade.

All assignments must be completed and turned in during class, on time, and in the correct form. Late assignments, those in an incorrect form, or e-mailed assignments will receive no credit accepted without a serious and compelling reason, doctor’s note and instructor approval. Late or missing assignments will negatively affect the student’s grade.

On each exam, you will be asked about any guest speakers, presentations or other additional content that we have been exposed to in class. As stated earlier, you are strongly encouraged to read each day's assignments BEFORE class and ask questions about any material you do not understand. Possible guest speakers for this semester include but are not limited to Professor Scott Jackson MS., CCC-SLP, Kinzie Murphy M.S., CCC-SLP and Karen Fittinger M.S., CCC-SLP.

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## METHODS OF EVALUATION:

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINT VALUE</th>
<th>DATE SCHEDULED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance and Participation</td>
<td>100</td>
<td>Attendance and participation is required for each class meeting (see course policy for additional information)</td>
</tr>
<tr>
<td>EXAM #1 - Neuro Review</td>
<td>100</td>
<td>October 11, 2018</td>
</tr>
<tr>
<td>Format: Please review description posted on Canvas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structures &amp; Functions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Site of Lesion &amp; Anticipated Deficit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cranial Nerves, Case Studies</td>
<td></td>
<td></td>
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<tr>
<td>EXAM #2</td>
<td>100</td>
<td>November 13, 2018</td>
</tr>
<tr>
<td>Format: Please review description posted on Canvas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative, to-date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MOTOR SPEECH PROJECT</td>
<td>100</td>
<td>November 27 &amp; 29, 2018</td>
</tr>
<tr>
<td>Format: Group project. See Canvas website for assigned groups, assignment description, and grading rubric.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: See Canvas for specific instructions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXAM #3</td>
<td>100</td>
<td>Week of December 10, 2018</td>
</tr>
<tr>
<td>Format: Cumulative. Please review description posted on Canvas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neuro and site of lesion</td>
<td></td>
<td></td>
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<tr>
<td>Case Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagnostic &amp; Recommended Interventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>500</td>
<td></td>
</tr>
</tbody>
</table>
GRADING:
Participation points and points received for graded activities will be posted to the Canvas Grade Center. Grades will be posted within a timely fashion following the mid-term examination. Final grades will be based on the total number of points.

Note: For more information about grading at Sac State, visit the academic policies and grading section of the university catalog.

Grading Scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>Excellent Work</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>Nearly Excellent Work</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>Very Good Work</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>Good Work</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>Mostly Good Work</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>Above Average Work</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
<td>Average Work</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
<td>Mostly Average Work</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
<td>Below Average Work</td>
</tr>
<tr>
<td>D</td>
<td>60-66%</td>
<td>Poor Work</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>Failing Work</td>
</tr>
</tbody>
</table>

COMMITMENT TO INTEGRITY:
As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State’s Academic Honesty Policy & Procedures
“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.”
Read more about Sac State’s Academic Honesty Policy & Procedures at the following webpage: http://www.csus.edu/umanual/student/stu-0100.htm

Definitions: At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.”
“Plagiarism is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution.” Source: Sacramento State University Library

Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.
UNDERSTAND WHEN YOU MAY DROP THIS COURSE
It is the student’s responsibility to understand when he/she need to consider disenrolling from a course. Prefer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student’s family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department’s policy.

ACCOMMODATIONS:
Inform your instructor of any accommodations needed. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student’s responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu

BASIC NEEDS SUPPORT:
If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available: https://www.csus.edu/basicneeds/

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# Detailed Class Assignments/Requirements & Activities:

<table>
<thead>
<tr>
<th>Examinations #1, #2, #3 (100 points/Exam)</th>
<th>Each exam is worth 100 points each. Each student is responsible for bringing a pencil, eraser. If a scantron form is required, the instructor will announce the type (form will be announced in class). Test format may include one or more of the following: multiple choice, true/false, short answer, matching and essay questions. Exam will focus primarily on the clinical application of the learned material. Case studies will be provided and students will be required to identify, interpret, and diagnosis the dysarthrias and apraxia of speech. Questions will be based on all covered materials including lecture, all in-class activities, guest presentations and assigned readings.</th>
</tr>
</thead>
</table>
| Motor Speech Group Project (100 Points) | On the assigned date of the presentation:  
(a) Each student is responsible for printing and submitting a copy of the grading rubric to the instructor at the beginning of the presentation. The student name and group number should be clearly written at the top of the document before submitting to instructor.  
(b) Each group must post the PPP and handout to the discussion section of Canvas.  
(c) Uploaded documents should be labeled according to the posted instructions, located on Canvas.  
• Students will be assigned to small groups and are expected to work collaboratively on this assignment. Specific instructions and grading rubric are posted on Canvas.  
• In addition to a class presentation that requires a PPP and handout, each group will be required to write and present a paper (including a review of the literature review) pertaining to the literature-based therapeutic approach for motor speech disorders. See Canvas for additional details.  
• All papers/power point presentations (PPP) should include an APA reference section including a minimum of 5 references from professional journal articles published during the last 5-10 years.  
• Assignment description and grading rubric will be available on Sac's Canvas.  
• Although this is a group assignment, each student will receive an individual grade. |
| Lectures and Participation (100 points) | Students are expected to attend all class meetings and will begin the semester with all 100 participation points. Attendance will be taken randomly; in-class completed assignments may be submitted and/or all students will be responsible for signing a roster. Only excused absences are acceptable (with the provision of a signed/dated doctor’s note). Each unexcused absence will result in an immediate loss of 10 points.  
• All in-class power point presentations will be available on Canvas. Students are responsible for the complete content of each lecture, text chapter, and all additional in-class provided resource information, presentations, and materials.  
• Some materials may be available for a limited amount of time on Canvas. It is recommended that students take notes during each class meeting.  
• Students are responsible for printing and bringing in-class activity documents and/or accessing materials electronically for each class meeting. These documents are available on Canvas.  
• If absent, students should confer with their fellow classmates to obtain missed information, handouts, and activities. |
| 500 | TOTAL POINTS POSSIBLE |
# TENTATIVE LECTURE AND ASSIGNMENT SCHEDULE

*Please read assigned textbook readings before class meetings; all activities subject to change per instructor discretion.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
</table>
| 1    | August 28 & 30 | *Greetings and Introductions* *Ice Breaker Activity* *Review of syllabus and course expectations* *Lecture: Neuro Review* | Read: Chapters 1 & 2, Bhatnagar, Chapter 1, Webb & Adler In-class small group activity, “Principles of neuroplasticity” *Invitation: Semi-annual IPE Dysphagia Team-based Learning event between SLP & Nursing Students. Extra Credit Points!*
<p>|      | Aug 30     | <em>Invitation: Semi-annual IPE Dysphagia Team-based Learning event between SLP &amp; Nursing Students. Extra Credit Points!</em> |                                                    |
| 2    | Sept 4 and Sept 6 | <em>Lecture: Neuro Review (continued)</em> Organization of the Nervous System <em>Case Studies</em> | Read: Chapters 1 &amp; 2, Bhatnagar, Chapter 2, WeCanvas &amp; Adler. In-class small group activities &amp; discussion |
|      | Sept 11 and Sept 13 | <em>Neurologic Bases of Motor Speech and Its Pathologies</em> | Read: Ch. 2, Duffy In-class small group activities |
| 3    | Sept 18 and Sept 20 | <em>Assessment of Motor Speech Oral Motor/Cranial Nerve Exam, dyad practice Bring flashlight (not the light on your cell phone!) Print and bring protocol (posted on Canvas)</em> | Read: Ch. 3, Duffy In-class small group activities |
| 4    | Oct 2 and Oct 4 | <em>Ataxic and Unilateral Upper Motor Neuron Dysarthrias</em> | Read: Ch. 6 &amp; 9, Duffy In-class small group activities |
|      | Oct 9 and Oct 11 | <em>Hypokinetic &amp; Hyperkinetic Dysarthrias</em> <em>Exam 1, Thursday</em> | Read: Ch. 7 &amp; 8, Duffy In-class small group activities |
| 5    | Oct 16 and Oct 18 | <em>Mixed Dysarthrias, continued if necessary</em> <em>Apraxia of Speech</em> | Read: Ch. 10, Duffy In-class small group activities |
| 6    | Oct 23 and Oct 25 | <em>Neurogenic Mutism</em> <em>Other Neurogenic Speech Disturbances</em> | Read: Ch. 12, Duffy In-class small group activities |
| 7    | Oct 30 And Nov 1 | <em>Acquired Psychogenic &amp; Related Nonorganic Speech Disorders</em> | Read: Ch. 13 &amp; 14, Duffy In-class small group activities |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Topics</th>
<th>Reading/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Nov 6 and Nov 8</td>
<td>*Differential Diagnosis *Managing Motor Speech Disorders: General Considerations *Managing the Dysarthrias</td>
<td>Read: Ch. 14 &amp; 15 Duffy In-class small group activities</td>
</tr>
<tr>
<td>12</td>
<td>Nov 13 and Nov 15</td>
<td>*Exam II, Tuesday *Library assignment, November 15</td>
<td>Read: Ch. 16 &amp; 17, Duffy In-class small group activities</td>
</tr>
<tr>
<td>13</td>
<td>Nov 20 and Nov 22</td>
<td>*Managing Apraxia of Speech *Management of Other Neurogenic Speech Disturbances *Managing Acquired Psychogenic &amp; Related Nonorganic Speech Disorders</td>
<td>Read: Ch. 18, 19, 20, Duffy In-class small group activities</td>
</tr>
<tr>
<td>14</td>
<td>Nov 27 and Nov 29</td>
<td>*Small Group Presentations</td>
<td>Groups #1 - #4 Each presenting student will print and bring grading rubric to class; each student in audience will complete an audience feedback form (see Canvas).</td>
</tr>
<tr>
<td>15</td>
<td>Dec 4 and Dec 6</td>
<td>*Small Group Presentations</td>
<td>Groups #5 - #8 Each presenting student will print and bring grading rubric to class; each student in audience will complete an audience feedback form (see Canvas).</td>
</tr>
<tr>
<td>16</td>
<td>Week of Dec 10th</td>
<td>*Final, Examination III, cumulative</td>
<td>Day/time: <em>Per posted university schedule</em></td>
</tr>
</tbody>
</table>
This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

CSAD 218 Motor Speech Disorders

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

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

**Standard IV-D: Prevention, Assessment, and Intervention**

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

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

Standard IV-F: Research

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

Standard V-A: Oral and Written Communication

- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.