

## **SLP Grad Course KASA Sign-offs**

<< CALIPSO KASA version of CFCC knowledge and skill standards >>

Instructors must have empirical evidence that each student has met the measurable version (objective) of their assigned KASA standard in their courses at whatever level (usually 80%) and however many times (usually once) they deem necessary for a “Met Learning Objective”. If the student does not meet it, additional student efforts and instructor support occur to meet the standard. If the course KASA objectives are not met by the end of the course, they occur outside the course. A formal Remediation Plan may be set in place to achieve this.

Each sign-off KASA standard should be listed on the syllabus as a measurable learning objective with the primary tasks/items that will be used to assess achievement.

Course material may deal with other KASA standards and can be listed in the syllabus, but instructors are not responsible for competence checkoff or remediation on those standards.

### **COMD 6020 Language Assessment and Intervention for School-age Children and Adolescents**

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

- The student will demonstrate knowledge of 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 knowledge of cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate knowledge of 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.

Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate knowledge of 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 knowledge of the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning).
- The student will demonstrate knowledge of the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).

### **COMD 6030 Disorders of Fluency-Stuttering**

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

- The student will demonstrate knowledge of fluency disorders (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 knowledge of the principles and methods of prevention, assessment, and intervention regarding fluency.

### **COMD 6050 Professional Practice in Speech-Language Pathology**

Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate knowledge of standards of ethical conduct.
- The student will demonstrate knowledge of contemporary professional issues and advocacy.
- The student will demonstrate knowledge of certification, specialty recognition, licensure, and other relevant professional credentials.

### **COMD 6120 Adult Language Disorders**

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

- The student will demonstrate knowledge of 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 knowledge of cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate knowledge of 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 knowledge of 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 knowledge of 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 knowledge of the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning).
- The student will demonstrate knowledge of 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 knowledge of the principles and methods of assessment and intervention regarding communication modalities.

### **COMD 6130 Motor Speech Disorders**

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

- The student will demonstrate knowledge of phonology, articulation disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate knowledge of voice and resonance disorders (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 knowledge of the principles and methods of prevention, assessment, and intervention regarding articulation.
- The student will demonstrate knowledge of the principles and methods of prevention, assessment, and intervention regarding voice and resonance.

#### 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.

### **COMD 6140 Dysphagia**

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

- The student will demonstrate knowledge of swallowing disorders (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction,) 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 knowledge of the principles and methods of prevention, assessment, and intervention regarding swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction).

#### Standard IV-B: Swallowing Processes

- The student will demonstrate knowledge of neurological bases of human communication.

### **COMD 6150 Phonological Assessments and Intervention**

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

- The student will demonstrate knowledge of phonology, articulation disorders (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 knowledge of the principles and methods of prevention, assessment, and intervention regarding articulation.

### **COMD 6220 Severe Communication Impairments**

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

- The student will demonstrate knowledge of cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will knowledge of 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 knowledge of 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 knowledge of the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning).
- The student will demonstrate knowledge of 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 knowledge of the principles and methods of assessment and intervention regarding communication modalities.

### **COMD 6230 Introduction to Research in Communicative Disorders**

#### Standard IV-F: Research

- The student will demonstrate knowledge of processes used in research and integration of research principles into evidence-based clinical practice.

## **COMD 6810 Voice, Resonance, and Craniofacial Disorders**

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

- The student will demonstrate knowledge of 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: 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 knowledge of the principles and methods of prevention, assessment, and intervention regarding voice and resonance.
- The student will demonstrate knowledge of the principles and methods of assessment and intervention regarding communication modalities.