|  |  |
| --- | --- |
| **The University of Toledo \* Speech-Language Pathology Undergraduate Program**  **PROGRAM-LEVEL STUDENT LEARNING OUTCOMES (PROGRAM-SLO)**  **\*See also the corresponding “Course- and Practicum-Level Student Learning Outcomes** | |
| *The Speech-Language Pathology Undergraduate Program has adapted the following 2014 Standards for the Certificate of Clinical Competence in Speech-Language Pathology of the American Speech-Language-Hearing Association as program-level student learning outcomes.* | |
| **Program-Level Outcome** | **Corresponding ASHA-CCC 2014 Standard** |
| 1.0 The student must demonstrate entry-level knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological developmental, and linguistic cultural bases. | Standard  IV-B, C |
| 2.0 The student must demonstrate the ability to integrate information pertaining to normal and abnormal human development across the life span at an entry-level. | Standard  IV-B, C |
| 3.0 The student must demonstrate knowledge of standards of ethical conduct. | Standard IV-E |
| 4.0 The student must demonstrate entry-level knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice. | Standard IV-F |
| 5.0 The student must demonstrate entry-level knowledge of contemporary professional issues. | Standard IV-G |
| 6.0 The student must demonstrate entry-level knowledge of professional certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice. | Standard IV-H |
| 7.0 The student must demonstrate skills in oral and written or other forms of communication sufficient for entry into a graduate program or other desired post-graduation plan. | Standard V-A |
| 8.0 The student must demonstrate one or more of the following evaluation skills outcomes at an entry-level:   1. Conduct screening and prevention procedures (including prevention activities). 2. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals. 3. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures. 4. Adapt evaluation procedures to meet client/patient needs. 5. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention. 6. Complete administrative and reporting functions necessary to support evaluation. 7. Refer clients/patients for appropriate services. | Standard V-B (A-G) |
| 9.0 The student must demonstrate one or more of the following intervention skills outcomes at an entry-level:   1. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients’/patients’ needs. 2. Collaborate with clients/patients and relevant others in the planning process. 3. Implement intervention plans (involve clients/patients and relevant others in the intervention process). 4. Select or develop and use appropriate materials and instrumentation for prevention and intervention. Measure and evaluate clients’/patients’ performance and progress. 5. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients. 6. Complete administrative and reporting functions necessary to support intervention. 7. Identify and refer clients/patients for services as appropriate. | Standard V-B  A-G |
| 10.0 The student must demonstrate the following interaction and personal qualities outcome as they pertain to their program-level:   1. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others. 2. Collaborate with other professionals in case management. 3. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others. 4. Adhere to the ASHA Code of Ethics and behave professionally. | ASHA-CCC Standard V-B  A-G |
| 11.0 The student should complete a minimum of 10 clock hours of supervised clinical experience in the practice of speech-language pathology following, or in conjunction with clinical observation with a licensed and certified speech-language pathologist (and/or audiologist) | Standard V-C A-F |