Professional Dispositions Expected of Candidates Cross Indexed with Courses and ASHA KASA Standards
Communicative Disorders Credential/Master’s Program

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<tbody>
<tr>
<td>1. Promote Diversity</td>
<td>On KASA Compet III B. for all KASA Examps except for Modalities, Swallowing, and Hearing</td>
<td>Recept &amp; Express (Acquired) KASA Compet III B.</td>
<td>Swallowing KASA Compet III B.</td>
<td>Fluency KASA Compet III B.</td>
<td>Voice &amp; Resonance KASA Compet III B.</td>
<td>Articulat KASA Compet III B.</td>
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<td>Candidates value all aspects of human development including the diverse ideas, views, strengths, styles of learning, talents, and abilities of each learner. They are committed to the inclusion of multiple perspectives, voices, cultures, languages, experiences, and values. They recognize that each individual brings a depth and richness to the whole that helps develop understanding of individual complexity and appreciation for one another.</td>
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2. Engage in Collaborative Endeavors
Candidates demonstrate interpersonal and communication skills that promote respectful and collaborative relationships with families, colleagues and other professionals to support student learning and well-being. In their work with others, candidates model and encourage positive social interaction, active engagement in learning, and self-motivation.

3. Think Critically
Candidates systematically reflect on their practice and constructive criticism from others to make informed decisions and grow as effective educators and specialists. In their work with others, they use a variety of formal and informal assessments to evaluate progress and performances, identify individual and group needs, and modify their teaching and/or leadership strategies for program and individual growth and improvement.

4. Maintain Professional and Ethical Standards
Candidates understand and fulfill the ethical and professional responsibilities of educators and specialists as defined in state, national, and institutional standards. They display the emotional maturity, academic integrity, and professional commitment necessary to successfully demonstrate these standards in their work with students, families, and other professionals.

5. Value Life-Long Learning
Candidates understand that professional development is a continuing process. They demonstrate the necessary skills to take responsibility for planning and pursuing their ongoing learning, reflecting with colleagues in their practice, and for contributing to the knowledge-base.
of the profession. In the field they act as responsible change agents by contributing to the school as a learning organization to foster student learning and well-being.

** The ASHA KASA standards addressed under each course are those that Communicative Disorders faculty has identified as also meeting the intent of the Professional Dispositions Expected of Candidates. These same ASHA standards are identified in the course syllabus in academic courses and in the Practicum Evaluation Rating Summary Form (PERSF) in all clinical practica except for 468. Assuming the course or clinic adequately addresses the standards it can then be assumed that the Dispositions are also addressed.
### Professional Dispositions Expected of Candidates Cross Indexed with Courses and ASHA KASA Standards

#### Communicative Disorders Credential/Master’s Program

<table>
<thead>
<tr>
<th>Professional Dispositions Expected of Candidates</th>
<th>HCOM 576</th>
<th>HCOM 577</th>
<th>HCOM 458</th>
<th>HCOM 468</th>
<th>HCOM 485</th>
<th>HCOM 489A</th>
<th>HCOM 558A</th>
<th>HCOM 558C</th>
<th>HCOM 559A</th>
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<tr>
<td>Faculty model and encourage candidates to reflect dispositions that represent the values and attitudes expected of professionals in education. The dispositions expected of all candidates are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through the program of study it is expected that they demonstrate their increasing ability to:</td>
<td>Seminar in Augment/Alternative Commun</td>
<td>Seminar in Child Language Disorders</td>
<td>Practicum Sp/Lang Disorders in Children</td>
<td>Audiology Practicum</td>
<td>Aural Rehab Practicum</td>
<td>Clin Practicum: Speech and Language in Adults</td>
<td>Clin Practicum: Multicult in Comm Disorders</td>
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<tr>
<td>Cross indexed with ASHA KASA standards and/or KASA clinical competencies**</td>
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#### 1. Promote Diversity

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**Modalities of Commun**

KASA Competes III. B.

**Recept & Express Lang**

(Dvelop) KASA Competes III. B.

**Hearing**

KASA Competes III. B.

**PERSF I. G.**

**PERSF I. G.**

**PERSF I. G.**

**PERSF I. G.**

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**Modalities of Commun**

KASA Competes III. B., C., & D.

**Recept & Express Lang**

(Dvelop) KASA Competes III. B., C., & D.

**Hearing**

KASA Competes III. B., C., & D.

**PERSF II. D., E.; IV. A., J.; VI. D.; VII. A.B.**

**PERSF II. D., E.; IV. A., J.; VI. D.; VII. A.B.**

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**Modalities of Commun**

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**Hearing**

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**PERSF II. D., E.; IV. A., J.; VI. D.; VII. A.B.**

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Candidates understand and fulfill the ethical and professional responsibilities of educators and specialists as defined in state, national, and institutional standards. They display the emotional maturity, academic integrity, and professional commitment necessary to successfully demonstrate these standards in their work with students, families, and other professionals.

**PERSF VIII. D.**

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#### 5. Value Life-Long Learning

Candidates understand that professional development is a continuing process. They demonstrate the necessary skills to take responsibility for planning and pursuing their ongoing learning, reflecting with

**PERSF All KASA clinical compeets**

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