**SUNY Cortland, Department of Communication Disorders and Sciences,**
**Communication Sciences and Disorders (CSD) Program**
**CSD Program: SLO / Course Summary**

**SLO 1:** Students will attain and demonstrate advanced theoretical knowledge of normal processes related to the development of speech, language, hearing, swallowing and communication.

**SLO 2:** Students will attain and demonstrate advanced theoretical knowledge of disorders of speech, language, hearing, swallowing and communication.

**SLO 3:** Students will conduct, analyze, and interpret clinical assessment utilizing evidence based practices.

**SLO 4:** Students will formulate a plan of care and execute intervention techniques and strategies.

**SLO 5:** Students will develop and refine oral, written, and professional communication skills.

**SLO 6:** Students will integrate their knowledge about diversity and the global society into their interactions with clients and their families.

**SLO 7:** Students will demonstrate knowledge of ethical practices, professional scope of practice and contemporary issues in speech-language pathology.

<table>
<thead>
<tr>
<th>SLO</th>
<th>CFCC Standard</th>
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<td>COURSE COVERAGE</td>
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<tr>
<td>(courses listed may address any or all of the CFCC Standards to which the SLO is aligned and may address the SLO in whole or in part)</td>
<td>SHH 646</td>
<td>SHH 529</td>
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**Knowledge and Skills**
The above aligns CSD curriculum with CFCC Standards. For alignment of curriculum with knowledge and skills please refer to Appendix A, *Documentation of Speech-Language Pathology Knowledge and Skills Within the Curriculum.*

**SLO 1:**
Students will attain and demonstrate advanced theoretical knowledge of normal processes related to the development of speech, language, hearing, swallowing and communication. (CFCC IV-B)
SUNY Cortland, Department of Communication Disorders and Sciences,
Communication Sciences and Disorders (CSD) Program
CSD Program: SLO / Course Summary

<table>
<thead>
<tr>
<th>Course</th>
<th>Course objectives (CO)</th>
<th>Students will:</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>SHH 645</td>
<td>1. Plan appropriate procedures, activities and materials for assessment and intervention.  3. Interpret and synthesize all information to develop diagnoses and make appropriate recommendations for Intervention  4. Refer clients for appropriate services.</td>
<td></td>
<td>CO 1: CM, CF  CO 3: CM, CF  CO 4: CM, CF  CM = Clinical Midterm Eval  CF = Clinical Final Evaluation</td>
</tr>
<tr>
<td>SHH 646</td>
<td>1. Learn the importance of evidence based practice, record-keeping and other documentation, and individualized education programs (IEP)  2. Develop behavior management techniques  3. Learn how to coordinate intervention programs with the school curriculum and other professionals in the schools  4. Learn program organization including various service delivery models appropriate for the school setting  5. Be aware of current issues confronting school speech-language pathologists</td>
<td></td>
<td>Supervisor observation (4 visits)  Written feedback from CSLP  Written feedback from CS  Dept. Student Teacher Eval. Form  Midterm and final completion of TEC eval form by CS and CSLP  Portfolio rubric / checklist  Seminar assignments / participation  CSLP = cooperating SLP  CS = College Supervisor</td>
</tr>
<tr>
<td>SHH 668</td>
<td>1. Describe major developmental milestones in infants and toddlers.  2. Identify important communication linguistic abilities for later infancy to age 5 years  3. Discuss the socioeconomic and cultural differences impact upon infant/child-caregiver interactions, communication, and language.</td>
<td></td>
<td>CO 1: exam 1, LSE, final  CO 2: exam 1, LSE, final  CO 3: exam 1, LSE, final  LSE = language sample exercises</td>
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<tr>
<td>SLO 1 CONTINUED</td>
<td>Course objectives (CO)</td>
<td>Students will:</td>
<td>Assessment</td>
</tr>
<tr>
<td>SHH 669</td>
<td>1. Identify important linguistic abilities for oral and written language characteristics of school-age children and adolescents.  3. Discuss how socioeconomic &amp; cultural differences impact language and academics performance.  6. Compare and contrast linguistic abilities of children with language impairments and their typically developing peers when given case studies.</td>
<td></td>
<td>CO 1: midterm exam, final project  CO 3: CA 1, CA 2, final project  CO 6: midterm exam, final project  CA = Case Assignment</td>
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</table>
### SHH 670
1. Describe information about normal phonological development and major theories of development and relate the information to disordered phonological development.

<table>
<thead>
<tr>
<th>CO</th>
<th>Midterm, Final</th>
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### SHH 671
1. Students will be able to recognize and describe relevant anatomy of normal voice production including laryngeal and respiratory anatomy.
2. Physiology: Students will be able to identify and describe basic respiratory and laryngeal physiology for speech.

| CO 1 | Quiz 1, 2 |
| CO 2 | Quiz 1, 2 |

### SHH 676
1. Students will be able to identify the anatomic, neurological, and physiologic components of normal swallowing and feeding
2. Students will demonstrate knowledge of causes, signs, and symptoms of feeding and swallowing disorders
3. Students will demonstrate knowledge of assessment procedures related to feeding and swallowing disorders
4. Students will demonstrate knowledge of behavioral treatment methods for feeding and swallowing, while understanding the role of the SLP in the dysphagia team

| CO 1 | Quiz 1, 3, CP |
| CO 2 | CP |
| CO 3 | Quiz 1, 3, CP |
| CO 4 | CP |
| CP = Class Participation |

### SHH 677
1. Critique various types of assessments (both formal and informal) as they pertain to individual needs within the scope of communication sciences and disorders
2. Analyze approaches and methods of assessment delivery to diagnose and interpret results from individuals with a variety of communication disorders

| CO 1 | CTR, final |
| CO 2 | CTR, LSA, final |
| CTR = Critical Test Review |
| LSA = Lang. Sample Analysis |

### SLO 1 CONTINUED
**Course objectives (CO)** Students will:

1. Explain the physics of sound, including nature of sound and the concepts of pressure, frequency and intensity.
2. Identify processes related to speech motor control.
3. Identify prevailing theories of speech production and perception.
4. Explain the acoustic and physiologic characteristics of speech sounds, including phonation, articulation, and resonance in normal versus disordered speech.
5. Identify the instrumentation to measure the physiological functions of respiration and phonation.
6. Analyze normal production of phonemes and consonants by reading spectrograms.
7. Complete hands-on activities with instrumentation for the study of speech production and perception.

| CO 1 | Project 2, Final exam |
| CO 2 | Project 1, exam 1, final |
| CO 3 | Exam 1, final |
| CO 4 | Exam 1, 2, final |
| CO 5 | Project 2 |
| CO 6 | Project 2 |
| CO 7 | Project 3 |
## SUNY Cortland, Department of Communication Disorders and Sciences,
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| SHH 683 | 1. Relate specific auditory disorders to specific anatomical structures within the peripheral and/or central hearing mechanism. | CO 1: OP 1, 2, final exam
OP = Oral Presentation |
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<tbody>
<tr>
<td><strong>SLO 2:</strong></td>
<td>Students will attain and demonstrate advanced theoretical knowledge of disorders of speech, language, hearing, swallowing and communication. (CFCC IV-C)</td>
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<tr>
<td><strong>Course</strong></td>
<td><strong>Course objectives (CO): Students will:</strong></td>
<td><strong>Assessment</strong></td>
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</table>
| SHH 529 | 1. Demonstrate knowledge of the classification, etiology and symptomatology of communication disorders related to: craniofacial disorders/syndromes, head/neck cancer treatments, and Early Intervention/autism spectrum disorders  
2. Demonstrate knowledge of the prevention of head/neck cancer, obstructed airways, craniofacial disorders/syndromes  
3. Differentiate craniofacial disorders/syndromes, speech difficulties post head/neck cancer treatment/tracheostomy, autism spectrum disorders by etiology, behavioral characteristics and other characteristics. | CO 1: CSP, CP, Final  
CO 2: CP, Final  
CO 3: CP, Final  
CSP = Craniofacial Syndrome-Presentation  
CP = Class Participation |
| SHH 643 | 1. Understand the role of the speech pathologist for completion of dysphagia instrumentation such as: cervical auscultation, tongue array, nasal cannula, sEMG, EMST, FEES/FEEST, MBS/videofluoroscopic evaluation of swallow, Vital Stim, IOPI, and other programs. | CO 1: IPP, IWP  
CO 2: IPP, IWP  
CO 3: IPP, IWP  
CO 4: IPP, IWP |
### CSD Program: SLO / Course Summary

#### SHH 645

<table>
<thead>
<tr>
<th>Course objectives (CO): Students will:</th>
<th>Assessment:</th>
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<tbody>
<tr>
<td>1. Plan appropriate procedures, activities and materials for assessment and intervention.</td>
<td>CO 1: CM, CF</td>
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<tr>
<td>2. Understand the role of the speech pathologist for cases involving prosthetics such as: tracheostomy</td>
<td>CO 3: CM, CF</td>
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<tr>
<td>tubes, tracheoesophageal puncture with indwelling voice prosthesis, and speaking valves</td>
<td>CO 4: CM, CF</td>
</tr>
<tr>
<td>3. Understand the role of the speech pathologist for cases involving velopharyngeal dysfunction</td>
<td>CM = Clinical Midterm</td>
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<tr>
<td>such as: nasometer, aerodynamic assessments, nasopharyngoscopy, and lateral cephalographs.</td>
<td>CF = Clinical Final Evaluation</td>
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<tr>
<td>4. Refer clients for appropriate services.</td>
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#### SHH 646

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<tr>
<th>Course objectives (CO): Students will:</th>
<th>Assessment:</th>
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<tbody>
<tr>
<td>6. Identify appropriate objectives for intervention based on an assessment of the student’s speech</td>
<td>Supervisor observation (4 visits)</td>
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<td>and language skills</td>
<td>Written feedback from CSLP</td>
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<tr>
<td>7. Explain results of evaluation and treatment to student’s caregiver/parent, and school personnel</td>
<td>Written feedback from CS</td>
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<tr>
<td>8. Write a cohesive summary of evaluation and intervention in report format</td>
<td>Dept. Student Teacher Eval. Form</td>
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<tr>
<td>9. Refer clients for appropriate services.</td>
<td>Midterm and final completion of TEC eval form by</td>
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<td>CS and CSLP</td>
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#### SHH 668

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<thead>
<tr>
<th>Course objectives (CO): Students will:</th>
<th>Assessment:</th>
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<tbody>
<tr>
<td>1. Describe major developmental milestones in infants and toddlers.</td>
<td>CO 1: exam 1, LSE, final</td>
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<tr>
<td>2. Identify important communication linguistic abilities for later infancy to age 5 years</td>
<td>CO 2: exam 1, LSE, final</td>
</tr>
<tr>
<td>3. Understand the role of the speech pathologist for cases involving prosthetics such as: tracheostomy</td>
<td>CO 3: exam 1, LSE, final</td>
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<td>tubes, tracheoesophageal puncture with indwelling voice prosthesis, and speaking valves</td>
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<tr>
<td>3. Understand the role of the speech pathologist for cases involving velopharyngeal dysfunction</td>
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<td>such as: nasometer, aerodynamic assessments, nasopharyngoscopy, and lateral cephalographs.</td>
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<tr>
<td>4. Understand the role of the speech pathologist for cases for voice clients such as: VisiPitch.</td>
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<tr>
<td>CO 1: CM, CF</td>
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<td>CO 3: CM, CF</td>
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<tr>
<td>CM = Clinical Midterm</td>
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<td>CF = Clinical Final Evaluation</td>
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### SUNY Cortland, Department of Communication Disorders and Sciences,
Communication Sciences and Disorders (CSD) Program
CSD Program: SLO / Course Summary

| SHH 669 | 3. Discuss the socioeconomic and cultural differences impact upon infant/child-caregiver interactions, communication, and language.  
4. Explain possible etiologies of language delay  
9. Develop a plan to educate family and caregivers about language stimulation and prevention of language delays and disorders in children. | CO 4: exam 1, final  
CO 9: final  
LSE = language sample exercises |
| --- | --- | --- |
| 4. Describe characteristics of oral and written language impairments and how these may relate to specific etiologies  
5. Differentiate between language impairments and co-morbid conditions.  
6. Compare and contrast linguistic abilities of children with language impairments and their typically developing peers when given case studies | CO 4: CA 1, CA 2, final project  
CO 5: CA 1, CA 2, final project  
CO 6: midterm exam, final project |

### SLO 2 CONTINUED | Course objectives (CO): Students will: | Assessment: |
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<tr>
<td><strong>SHH 670</strong></td>
<td>1. Describe information about normal phonological development and major theories of development and relate the information to disordered phonological development.</td>
<td>CO 1: Midterm Exam, Cumulative Final Exam</td>
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</table>
| **SHH 671** | 3. Students will be able to differentially identify and diagnose functional voice disorders.  
4. Students will be able to identify and discuss structural/medically based voice disorders  
5. Students will be able to discriminate and rate different degrees of voice quality and voice characteristics using perceptual rating scales. | CO 1: Quiz 3  
CO 2: Quiz 3  
CO 3: Quiz 3 |
| **SHH 672** | 1. Learn basic concepts and terminology associated with fluency disorders, including an objective definition of stuttering and theories about the onset and moment of stuttering.  
2. Become familiar with normal disfluencies and those disfluencies that might lead to stuttering. | CO 1: Project 1, exam 1, final  
CO 2: Project 1, 2, final |
| **SHH 673** | 1. Demonstrate knowledge of the classification, etiology and symptomatology of aphasias, right hemisphere impairment, traumatic brain injury and the dementias  
2. Demonstrate knowledge of the prevention of aphasias and related adult acquired language disorders  
3. Differentiate adult neurogenic communication disorders by etiology, behavioral characteristics and site of lesion | CO 1: Exam 1, Cumulative Final  
CO 2: Exam 1, Cumulative Final  
CO 3: Exam 1, Cumulative Final |
| **SHH 674** | 1. Demonstrate etiology and symptomatology of speech motor disorders  
2. Differentiate speech motor disorders by etiology, behavioral characteristics and site of lesion | Midterm exam  
Final Exam  
Research Article  
Assessment Project |
### SUNY Cortland, Department of Communication Disorders and Sciences,
Communication Sciences and Disorders (CSD) Program

#### CSD Program: SLO / Course Summary

| SHH 676 | 
| --- | ~| | 
| **6.** Demonstrate knowledge of appropriate cultural considerations in the assessment and treatment of speech motor disorders | Treatment Project |
| **SHH 676** | 
| 1. Students will be able to identify the anatomic, neurological, and physiologic components of normal swallowing and feeding | 
| 2. Students will demonstrate knowledge of causes, signs, and symptoms of feeding and swallowing disorders | 
| 3. Students will demonstrate knowledge of assessment procedures related to feeding and swallowing | 
| 4. Students will demonstrate knowledge of behavioral treatment methods for feeding and swallowing, while understanding the role of the SLP in the dysphagia team | 
| **SHH 677** | 
| **Course objectives (CO): Students will:** | 
| 1. Critique various types of assessments (both formal and informal) as they pertain to individual needs within the scope of communication sciences and disorders | 
| 2. Analyze approaches and methods of assessment delivery to diagnose and interpret results from individuals with a variety of communication disorders | 
| 3. Gain experience with various assessments to diagnose areas within communication disorders for speech sounds, receptive / expressive language, social skills, fluency, voice and resonance, and neurologically-based communication disorders | 
| **SHH 683** | 
| 2. Describe the physiological, perceptual and audiological manifestations of pathologies affecting hearing. | 

**Assessment:**
- CO 1: CTR, final
- CO 2: CTR, LSA, final
- CO 3: CTR, CH, OPE, LSA, final
- CTR = Critical Test Review
- LSA = Lang. Sample Analysis
- CH = Case History
- OPE = Oral Peripheral Exam

**CO 2: OP 1, 2, final exam**
- OP = Oral Presentation
SLO 3:
Students will conduct, analyze, and interpret clinical assessment utilizing evidence based practice. (CFCC IV-D, IV-F, V-A, V-B.1, V-C)

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<th>Course</th>
<th>Course objectives (CO): Students will</th>
<th>Assessment</th>
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| **SHH 529** | 4. Demonstrate knowledge of a variety of assessment tools and strategies used with the craniofacial disorder/syndrome, head/neck, and early intervention/autism communication disorders  
6. Demonstrate knowledge of the ethical, moral and legal perspectives in the assessment and treatment of the above listed clinical populations/disorders.  
7. Demonstrate knowledge of appropriate cultural considerations in the assessment and treatment of the above listed clinical populations/disorders. | CO 4: CSP, final M1, M2, M3  
CO 6: Final M1, M2, M3  
CO 7: Final M1, M2, M3  
CSP = Craniofacial Syndrome-Presentation;  
M1, M2, M3 = Cumulative Final Modules 1, 2, 3                                                                 |
| **SHH 640** | 1. Develop and demonstrate practical clinical skills                                                                                                                                                                                                                                                                                                                 | Diagnostic Treatment Plan                                                                 |
| **SHH 643** | 5. Understand the procedures, protocols, and need for specific training with the above outlined instrumentation  
6. Demonstrate the use of the following: nasometer, VisiPitch, sEMG, nasal cannula, cervical auscultation, IOPI, EMST. Discuss clinical use/appropriateness of use of MBS/videofluoroscopic studies, FEES/FEEST, TEP with indwelling voice prosthesis, tracheostomy tubes, speaking valves among others while reviewing/presenting video clips of the assessment. | CO 5: Instrumentation Written Paper, Examination  
CO 6: Instrumentation Project / Presentation, Examination                                                                                   |
| **SHH 645** | 1. Plan appropriate procedures, activities and materials for assessment and intervention.  
2. Select, administer and score appropriate assessments.                                                                                                                                                                                                                                                                              | CO 1: CM, CF  
CO 2: CM, CF  
CO 3: CM, CF                                                                                                                                  |
### SUNY Cortland, Department of Communication Disorders and Sciences,
Communication Sciences and Disorders (CSD) Program
CSD Program: SLO / Course Summary

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<th>SLO 3 CONTINUED</th>
<th>Course objectives (CO): Students will</th>
<th>Assessment:</th>
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<td><strong>SHH 646</strong></td>
<td>7. Explain results of evaluation and treatment to student’s caregiver/parent, and school personnel</td>
<td>Supervisor observation (4 visits)</td>
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<td>8. Write a cohesive summary of evaluation and intervention in report format</td>
<td>Written feedback from CSLP</td>
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<td>9. Learn strategies for selecting, administering and interpreting appropriate test instruments that minimize the effects of cultural bias</td>
<td>Written feedback from CS</td>
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<td>10. Evaluate progress (effectiveness) of intervention using formal and informal materials</td>
<td>Dept. Student Teacher Eval. Form</td>
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<td>Midterm and final completion of TEC eval form by CS and CSLP</td>
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<td>Portfolio rubric / checklist</td>
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<td>Seminar assignments / participation</td>
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<td>CSLP = cooperating SLP</td>
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<td>CS = College Supervisor</td>
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| **SHH 668**    | 5. Plan an assessment for communication and language for infants, toddlers, and preschool children. | CO 5: case study 1, 2, final |
|                | 6. Identify modifications for assessment of young children of diverse groups. | CO 6: case study 1, 2 final |
|                | 7. Develop interventions plans that are appropriate to the specific setting, age, and developmental level using evidence based practice information | CO 7: GLP, final |
|                | 8. Review intervention approaches and procedures, using evidence based practice information. | CO 8: GLP, final |
|                | 9. Develop a plan to educate family and caregivers about language stimulation and prevention of language delays and disorders in children. | CO 9: GLP, final |
|                | GLP = group literacy project | |

| **SHH 669**    | 7. Review assessment & intervention approaches and procedures, using evidence based practice information. | CO 7: CA 1, CA 2, final project |
|                | 8. Apply knowledge of cultural and linguistic diversity to best practices in assessment & intervention. | CO 8: final project |
|                | CA = Case Assignment | |

| **SHH 670**    | 3. Discuss and select techniques and strategies for the assessment of complex articulation and phonological cases (including description, diagnosis, and prognosis). | CO 3: Transcription Labs, Evidenced Based Practice Research Paper, Final |
5. Identify issues to consider in providing assessment and intervention for culturally and linguistically diverse students.

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<tr>
<th>SLO 3 CONTINUED</th>
<th>Course objectives (CO): Students will</th>
<th>Assessment:</th>
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</table>
| SHH 671          | 3. Students will be able to differentially identify and diagnose functional voice disorders.  
                  4. Students will be able to identify and discuss structural/medically based voice disorders  
                  5. Students will be able to discriminate and rate different degrees of voice quality and voice characteristics using perceptual rating scales.  
                  6. Students will be able to discriminate and rate vocal fold function using Videostroboscopic observation techniques and rating forms.  
                  9. Students will integrate knowledge of laryngeal and respiratory anatomy and physiology with knowledge of diagnostic and treatment techniques during in-class case studies. | CO 3: Quiz 3  
                          CO 4: Quiz 3  
                          CO 5: Quiz 3  
                          CO 6: Quiz 3  
                          CO 9: Case Studies |
| SHH 672          | 3. Students will become familiar with some assessment procedures for people who stutter and some general therapy approaches for fluency disorders including those for children and adults. | CO 3: exam 2, 3, final; project 3, 4 |
| SHH 673          | 4. Demonstrate knowledge of a variety of assessment tools and strategies used to differentiate adult communication disorders  
                  6. Demonstrate knowledge of the ethical, moral and legal perspectives in the assessment and treatment of adult communication disorders.  
                  7. Demonstrate knowledge of appropriate cultural considerations in the assessment and treatment of adult communication disorders. | CO 4: Assessment Project  
                          CO 6: Cumulative Final Exam  
                          CO 7: Cumulative Final Exam |
| SHH 674          | 3. Demonstrate knowledge of a variety of assessment tools and strategies used to differentiate speech motor disorders  
                  5. Demonstrate knowledge of the ethical, moral and legal perspectives in the assessment and treatment of speech motor disorders | Midterm exam  
                          Final Exam  
                          Research Article  
                          Assessment Project  
                          Treatment Project |
| SHH 675          | 2. Identify appropriate candidates for various AAC systems  
                  3. Demonstrate knowledge of the AAC assessment and feature matching process | CO 2: Report: Comprehensive assessment and device funding report, Class Assignments: Case studies, Final Exam  
                          CO 3: Report: Comprehensive assessment and device funding report, Oral Presentation, Final Exam |

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<thead>
<tr>
<th>SLO 3 CONTINUED</th>
<th>Course objectives (CO): Students will</th>
<th>Assessment:</th>
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</thead>
</table>
| SHH 676          | 1. Students will be able to identify the anatomic, neurological, and physiologic components of normal swallowing and feeding | CO 1: CP  
                          CO 2: Quiz 2, 4. CP |
### CSD Program: SLO / Course Summary

<table>
<thead>
<tr>
<th>Course</th>
<th>Course objectives (CO): Students will:</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| SHH 677  | 4. Engage in practice and analysis of test selection, administration, scoring, diagnosis, interpretation, recommendations for individuals who have communication disorders including diverse populations  
5. Write a comprehensive and cogent diagnostic report to accurately depict an individual with a communication disorder | CO 4: CH, LSA, OPE, final  
CO 5: Eval. Report, final  
LSA = Lang. Sample Analysis  
CH = Case History  
OPE = Oral Peripheral Exam |
| SHH 683  | 3. Describe an appropriate audiological test battery for the purpose of identifying specific hearing disorders. | CO 3: OP 1, 2, final exam  
OP = Oral Presentation |

**SLO 4:**

Students will formulate a plan of care and execute intervention techniques and strategies utilizing evidence based practice. (CFCC IV-D, IV-F, V-A, V-B.2, V-C)
## SUNY Cortland, Department of Communication Disorders and Sciences, Communication Sciences and Disorders (CSD) Program
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| SHH 529 | 5. Demonstrate knowledge of a variety of treatment/rehabilitation strategies/protocols with the above listed clinical populations/disorders to facilitate positive outcomes.  
6. Demonstrate knowledge of the ethical, moral and legal perspectives in the assessment and treatment of the above listed clinical populations/disorders.  
7. Demonstrate knowledge of appropriate cultural considerations in the assessment and treatment of the above listed clinical populations/disorders. | CO 5: CSP, CP, M1, M2, M3  
CO 6: M1, M2, M3  
CO 7: M1, M2, M3  
CSP = Craniofacial Syndrome-Presentation;  
CP = class participation  
M1, M2, M3 = Cumulative Final Modules 1, 2, 3 |
| SHH 640 | 1. Develop and demonstrate practical clinical skills | Diagnostic Treatment Plan  
Lesson Plans/SOAP notes  
Clinical Skills Observation Sheets  
Clinical Skills midterm & final |
| SHH 643 | 6. Demonstrate the use of the following: nasometer, VisiPitch, sEMG, nasal cannula, cervical auscultation, IOPI, EMST. Discuss clinical use/appropriateness of use of MBS/videofluoroscopic studies, FEES/FEEST, TEP with indwelling voice prosthesis, tracheostomy tubes, speaking valves among others while reviewing/presenting video clips of the assessment. | CO 6: Instrumentation Project / Presentation |
| SHH 645 | 8. Set measurable goals, determine appropriate intervention and use appropriate materials and instrumentation.  
9. Collaborate with clients and relevant others in the planning process.  
10. Provide counseling to clients, caregivers and appropriate others.  
11. Collaborate with necessary professionals for case management.  
14. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client, family, caregivers and relevant others. | CO 8: CM, CF  
CO 9: CM, CF  
CO 10: CM, CF  
CO 11: CM, CF  
CO 14: CM, CF  
CM = Clinical Midterm Eval.  
CF = Clinical Final Evaluation |

### SLO 4 CONTINUED
#### Course objectives (CO): Students will:

| SHH 646 | 1. Learn the importance of evidence based practice, record-keeping and other documentation, and individualized education programs (IEP)  
3. Learn how to coordinate intervention programs with the school curriculum and other professionals in the schools  
4. Learn program organization including various service delivery models appropriate for the school setting  
6. Identify appropriate objectives for intervention based on an assessment of the student’s speech and language skills  
7. Explain results of evaluation and treatment to student’s caregiver/parent, and school personnel  
8. Write a cohesive summary of evaluation and intervention in report format | Supervisor observation (4 visits)  
Written feedback from CSLP  
Written feedback from CS  
Dept. Student Teacher Eval. Form  
Midterm and final completion of TEC eval form by CS and CSLP  
Portfolio rubric / checklist |
### SUNY Cortland, Department of Communication Disorders and Sciences,
**Communication Sciences and Disorders (CSD) Program**
**CSD Program: SLO / Course Summary**

<table>
<thead>
<tr>
<th>SHH 668</th>
<th>Seminar assignments / participation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5.</strong> Plan an assessment for communication and language for infants, toddlers, and preschool children.</td>
<td>CSLP = cooperating SLP</td>
</tr>
<tr>
<td><strong>7.</strong> Develop interventions plans that are appropriate to the specific setting, age, and developmental level using evidence based practice information.</td>
<td>CS = College Supervisor</td>
</tr>
<tr>
<td><strong>8.</strong> Review intervention approaches and procedures, using evidence based practice information.</td>
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<tr>
<td><strong>9.</strong> Develop a plan to educate family and caregivers about language stimulation and prevention of language delays and disorders in children.</td>
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<thead>
<tr>
<th>SHH 669</th>
<th>CO 5: case study 1, 2, final</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7.</strong> Review assessment &amp; intervention approaches and procedures, using evidence based practice information.</td>
<td>CO 7: GLP, final</td>
</tr>
<tr>
<td><strong>8.</strong> Apply knowledge of cultural and linguistic diversity to best practices in assessment &amp; intervention.</td>
<td>CO 8: GLP, final</td>
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<table>
<thead>
<tr>
<th>SHH 670</th>
<th>CO 4: Project/ Paper, Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.</strong> Describe and select intervention techniques and strategies for articulation and phonological disorders.</td>
<td>CO 5: Final Exam</td>
</tr>
<tr>
<td><strong>5.</strong> Identify issues to consider in providing assessment and intervention for culturally and linguistically diverse students.</td>
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<thead>
<tr>
<th>SHH 671</th>
<th>CO 7: Treatment Presentation</th>
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</thead>
<tbody>
<tr>
<td><strong>7.</strong> Students will be able to recognize, explain and demonstrate selected therapy techniques for functionally and structurally based voice disorders.</td>
<td>CO 8: Treatment Notebook</td>
</tr>
<tr>
<td><strong>8.</strong> Students will organize a reference notebook for treatment of voice disorders.</td>
<td>CO 9: Case Studies</td>
</tr>
<tr>
<td><strong>9.</strong> Students will integrate knowledge of laryngeal and respiratory anatomy and physiology with knowledge of diagnostic and treatment techniques during in-class case studies.</td>
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<thead>
<tr>
<th>SHH 672</th>
<th>CO 3: final project, final exam</th>
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</thead>
<tbody>
<tr>
<td><strong>3.</strong> Students will become familiar with some assessment procedures for people who stutter and some general therapy approaches for fluency disorders including those for children and adults.</td>
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</table>

<table>
<thead>
<tr>
<th>SHH 673</th>
<th>CO 5: Final</th>
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</thead>
<tbody>
<tr>
<td><strong>5.</strong> Demonstrate knowledge of a variety of treatment/rehabilitation strategies/protocols for adult communication disorders to facilitate positive outcomes.</td>
<td>CO 6: Assessment Project, Final</td>
</tr>
<tr>
<td><strong>6.</strong> Demonstrate knowledge of the ethical, moral and legal perspectives in the assessment and treatment of adult communication disorders.</td>
<td>CO 7: Assessment Project, Final</td>
</tr>
<tr>
<td><strong>7.</strong> Demonstrate knowledge of appropriate cultural considerations in the assessment and</td>
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**SLO 4 CONTINUED**

<table>
<thead>
<tr>
<th><strong>Course objectives (CO): Students will:</strong></th>
<th><strong>Assessment:</strong></th>
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# CSD Program: SLO / Course Summary

<table>
<thead>
<tr>
<th>SLO 4 CONTINUED</th>
<th>Course objectives (CO): Students will:</th>
<th>Assessment:</th>
</tr>
</thead>
</table>
| **SHH 676**    | 1. Students will be able to identify the anatomic, neurological, and physiologic components of normal swallowing and feeding  
2. Students will demonstrate knowledge of causes, signs, and symptoms of feeding and swallowing disorders  
3. Students will demonstrate knowledge of assessment procedures related to feeding and swallowing  
4. Students will demonstrate knowledge of behavioral treatment methods for feeding and swallowing, while understanding the role of the SLP in the dysphagia team | CO 1: CP  
CO 2: Quiz 2, 4, CP  
CO 3: TAP, CP  
CO 4: Quiz 2, 4, TAP, CP  
CP = Class Participation  
TAP = Treatment / Article Presentation |
| **SHH 677**    | 5. Write a comprehensive and cogent diagnostic report to accurately depict an individual with a communication disorder  
6. Demonstrate professional oral and written communication skills to convey appropriate and accurate information based on results of a comprehensive evaluation | CO 5: Eval. Report, final  
CO 6: CH, OPE, Eval Report, final  
CH = Case History  
OPE = Oral Peripheral Exam |
SLO 5:
Students will develop and refine oral, written, and professional communication skills. (CFCC IV-D, V-A, V-B, V-C)

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<tr>
<th>Course</th>
<th>Course objectives (CO) Students will:</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| SHH 529  | 1. Differentiate craniofacial disorders/syndromes, speech difficulties post head/neck cancer treatment/tracheostomy, autism spectrum disorders by etiology, behavioral characteristics and other characteristics 4. Demonstrate knowledge of a variety of assessment tools and strategies used with the craniofacial disorder/syndrome, head/neck, and early intervention-autism communication disorders 5. Demonstrate knowledge of a variety of treatment/rehabilitation strategies/protocols with the above listed clinical populations/disorders to facilitate positive outcomes. | CO 1: CSP, CP, M1, M2, M3  
CO 4: CP, M1, M2, M3  
CO 5: CP, M1, M2, M3  
CSP = Craniofacial Syndrome-Presentation;  
CP = Class Participation  
M1, M2, M3 = Cumulative Final Modules 1, 2, 3                                                                                   |
Progress Report  
Lesson Plans/SOAP notes  
Clinical Skills Observation Sheets  
Clinical Skills midterm & final                                                                                                       |
| SHH 642  | 1. Role play, modify and critique counseling skills 2. Identify cases that require counseling support                                                                                                                                                                                                              | Graded Role Play & feedback                                                                      |
| SHH 643  | 6. Demonstrate the use of the following: nasometer, VisiPitch, sEMG, nasal cannula, cervical auscultation, IOPL, EMST. Discuss clinical use/appropriateness of use of MBS/videofluoroscopic studies, FEES/FEEST, TEP with indwelling voice prosthesis, tracheostomy tubes, speaking valves among others while reviewing/presenting video clips of the assessment. | CO 6: IPP, IWP, ExamI  
IPP = Instrumentation Project / Presentation                                                                                       |
| SHH 645 | 6. Understand all professional reports and correspondence.  
7. Complete all written reports necessary for case management.  
8. Set measurable goals, determine appropriate intervention and use appropriate materials and instrumentation.  
9. Collaborate with clients and relevant others in the planning process.  
10. Provide counseling to clients, caregivers and appropriate others.  
11. Collaborate with necessary professionals for case management.  
12. Keep records for billing and accountability.  
13. Keep records for clock hours. |
| --- | --- |
| IWP = Instrumentation Written Paper | CO All: CM, CF  
CO 13: CM, CF, Successful submission of clock hours |

| SHH 646 | 5. Be aware of current issues confronting school speech-language pathologists  
7. Explain results of evaluation and treatment to student’s caregiver/parent, and school personnel  
8. Write a cohesive summary of evaluation and intervention in report format  
13. Develop understanding and appreciation for all students, families and colleagues that are from culturally diverse backgrounds  
14. Learn appropriate ethical conduct and knowledge about certification, specialty recognition, licensure, and other relevant professional credentials |
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<tbody>
<tr>
<td>SLO 5 CONTINUED</td>
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<tr>
<td>SHH 646</td>
<td>Assessment:</td>
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| 5. Be aware of current issues confronting school speech-language pathologists  
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8. Write a cohesive summary of evaluation and intervention in report format  
13. Develop understanding and appreciation for all students, families and colleagues that are from culturally diverse backgrounds  
14. Learn appropriate ethical conduct and knowledge about certification, specialty recognition, licensure, and other relevant professional credentials | Supervisor observation (4 visits)  
Written feedback from CSLP  
Written feedback from CS  
Dept. Student Teacher Eval. Form  
Midterm and final completion of TEC eval form by CS and CSLP  
Portfolio rubric / checklist  
Seminar assignments / participation  
CSLP = cooperating SLP  
CS = College Supervisor |

| SHH 668 | 5. Plan an assessment for communication and language for infants, toddlers, and preschool children.  
6. Identify modifications for assessment of young children of diverse groups.  
7. Develop interventions plans that are appropriate to the specific setting, age, and developmental level using evidence based practice information  
8. Review intervention approaches and procedures, using evidence based practice information.  
9. Develop a plan to educate family and caregivers about language stimulation and prevention of language delays and disorders in children. |
| --- | --- |
| SHH 668 | CO 5: case study 1, 2, final  
CO 6: case study 1, 2 final  
CO 7: GLP, final  
CO 8: GLP, final  
CO 9: GLP, final  
GLP = group literacy project |

<table>
<thead>
<tr>
<th>SHH 669</th>
<th>2. Summarize current models of reading, writing and spelling development.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHH 669</td>
<td>CO 2: midterm exam, final project</td>
</tr>
</tbody>
</table>
### CSD Program: SLO / Course Summary

#### SUNY Cortland, Department of Communication Disorders and Sciences, Communication Sciences and Disorders (CSD) Program

<table>
<thead>
<tr>
<th>SLO 5 CONTINUED</th>
<th>Course objectives (CO) Students will:</th>
<th>Assessment:</th>
</tr>
</thead>
</table>
| **SHH 670**     | 3. Discuss and select techniques and strategies for the assessment of complex articulation and phonological cases (including description, diagnosis, and prognosis).  
4. Describe and select intervention techniques and strategies for articulation and phonological disorders. | CO 3: Evidenced Based Practice Research Paper, Final  
CO 4: Transcription Labs, Project/ Paper, final |
| **SHH 671**     | 6. Students will be able to discriminate and rate vocal fold function using Videostroboscopic observation techniques and rating forms.  
7. Students will be able to recognize, explain and demonstrate selected therapy techniques for functionally and structurally based voice disorders.  
8. Students will organize a reference notebook for treatment of voice disorders.  
9. Students will integrate knowledge of laryngeal and respiratory anatomy and physiology with knowledge of diagnostic and treatment techniques during in-class case studies. | CO 6: Quiz 3  
CO 7: Treatment Presentation  
CO 8: Treatment Notebook  
CO 9: Case Studies |
| **SHH 672**     | 3. Students will become familiar with some assessment procedures for people who stutter and some general therapy approaches for fluency disorders including those for children and adults. | CO 3: Project 4, Final project |
| **SHH 673**     | 4. Demonstrate knowledge of a variety of assessment tools and strategies used to differentiate adult communication disorders.  
6. Demonstrate knowledge of a variety of treatment/rehabilitation strategies/protocols for adult communication disorders to facilitate positive outcomes | CO 4: Advocacy Project/Reaction Paper  
Final Exam  
CO 6: Assessment Project, Final |
| **SHH 675**     | 4. The students will demonstrate knowledge of device funding options  
6. The students will discuss ethical and professional issues related to augmentative and alternative communication | CO 4: Report: Comprehensive assessment and device funding report (includes plan of care)  
CO 6: Final Exam: Comprehensive AAC case study |
| **SHH 676**     | 1. Students will be able to identify the anatomic, neurological, and physiologic components of normal swallowing and feeding  
2. Students will demonstrate knowledge of causes, signs, and symptoms of feeding and swallowing disorders | CO 1: CP  
CO 2: Quiz 2, 4, CP  
CO 3: TAP, CP  
CO 4: Quiz 2, 4, TAP, CP |
### Course Objectives (CO) Students will:

#### SHH 677
1. Critique various types of assessments (both formal and informal) as they pertain to individual needs within the scope of communication sciences and disorders.
2. Engage in practice and analysis of test selection, administration, scoring, diagnosis, interpretation, recommendations for individuals who have communication disorders including diverse populations.
3. Write a comprehensive and cogent diagnostic report to accurately depict an individual with a communication disorder.
4. Demonstrate professional oral and written communication skills to convey appropriate and accurate information based on results of a comprehensive evaluation.

#### SHH 681
1. Explain the physics of sound, including nature of sound and the concepts of pressure, frequency and intensity.
2. Identify processes related to speech motor control.
3. Identify the instrumentation to measure the physiological functions of respiration and phonation.
4. Analyze normal production of phonemes and consonants by reading spectrograms.

#### SHH 683
2. Complete oral presentations utilizing appropriate presentation software.

### Assessment:

- **CO 1:** Project 2
- **CO 2:** Project 1
- **CO 3:** Project 1
- **CO 4:** Project 2
- **CO 5:** Project 2
- **CO 6:** Project 2

- **CTR:** Critical Test Review
- **LSA:** Language Sample Analysis
- **CH:** Case History
- **OPE:** Oral Peripheral Exam
- **RG:** Reference Guide
- **OP:** Oral Presentation
- **TAP:** Treatment / Article Presentation
- **CP:** Class Participation
- **Final:** Final Exam
SUNY Cortland, Department of Communication Disorders and Sciences,  
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### SLO 6:  
Students will integrate their knowledge about diversity and the global society into their interactions with clients and their families.  
(CFCC  IV-B, IV-C, IV-D, V-A, V-B, V-C)

<table>
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| SHH 529 | 5. Demonstrate knowledge of a variety of treatment/rehabilitation strategies/protocols with the above listed clinical populations/disorders to facilitate positive outcomes.  
6. Demonstrate knowledge of the ethical, moral and legal perspectives in the assessment and treatment of the above listed clinical populations/disorders. | CO 5: CSP, CP, M1, M2, M3  
CO 6: M1, M2, M3  
CSP = Craniofacial Syndrome-Presentation;  
CP = class participation  
M1, M2, M3 = Cumulative Final Modules 1, 2, 3 |
| SHH 640 | 1. Develop and demonstrate practical clinical skills  
2. Build parental/caretaker involvement  
3. Develop and demonstrate professional skills and best practice. | Clinical Skills Observation Sheets  
Clinical Skills midterm & final |
| SHH 641 | 1. Identify cultural and linguistic variables that may impact speech-language services to culturally and linguistically diverse persons.  
2. Identify communication differences and communication disorders in culturally and linguistically diverse persons.  
3. Understand cross cultural differences in communication in a variety of cultures and explain how these differences impact communication.  
4. Explain assessment and treatment options (evidence based practice) for culturally and linguistically diverse persons.  
5. List potential limitations of standardized tests with culturally and linguistically diverse persons.  
6. Explain how to use alternative and nonstandard assessment options.  
7. Explain service delivery options and individual education plans for children.  
8. Describe treatment strategies that are appropriate for culturally and linguistically diverse persons. | CO 1: CCC, IAT  
CO 2:  
CO 3: RGS  
CO 4: RGS, DELV  
CO 5:  
CO 6: Article Review  
CO 7: Article Review  
CO 8:  
Cultural quizzes  
Article Review  
CCC = Completion of ASHA’s Personal Reflections on Cultural Competence and Service Delivery Check List  
IAT = Completion of the Implicit Association Test  
RGS = Reflections of guest speakers  
DELV = Review of the Diagnostic Evaluation of Language Variations: Norm Referenced Test (DELV) |

### SLO 6 CONTINUED

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<th>Course</th>
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| SHH 642 | 1. Role play, modify and critique counseling skills  
2. Identify cases that require counseling support | Graded Role Play & feedback |
| SHH 643 | 6. Demonstrate the use of the following: nasometer, VisiPitch, sEMG, nasal cannula, cervical auscultation, IOPI, EMST. Discuss clinical use/appropriateness of use of MBS/videofluoroscopic | CO 6: IPP, IWP, ExamI |
### SHH 645
14. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client, family, caregivers and relevant others.

### SHH 646
7. Explain results of evaluation and treatment to student’s caregiver/parent, and school personnel
8. Write a cohesive summary of evaluation and intervention in report format
9. Learn strategies for selecting, administering and interpreting appropriate test instruments that minimize the effects of cultural bias
10. Evaluate progress (effectiveness) of intervention using formal and informal materials
11. Select age appropriate material and intervention strategies that minimize the effects of cultural bias
12. Develop understanding and appreciation for all students, families and colleagues that are from culturally diverse backgrounds
13. Learn appropriate ethical conduct and knowledge about certification, specialty recognition, licensure, and other relevant professional credentials

### SHH 668
5. Plan an assessment for communication and language for infants, toddlers, and preschool children.
6. Identify modifications for assessment of young children of diverse groups.
7. Develop interventions plans that are appropriate to the specific setting, age, and developmental level using evidence based practice information
8. Review intervention approaches and procedures, using evidence based practice information.
9. Develop a plan to educate family and caregivers about language stimulation and prevention of language delays and disorders in children.

### SLO 6 CONTINUED
2. Summarize current models of reading, writing and spelling development.
3. Discuss how socioeconomic & cultural differences impact language and academics performance.
8. Apply knowledge of cultural and linguistic diversity to best practices in assessment & intervention.

### Assessment:
- CO 2: midterm exam, final project
- CO 3: CA 1, 2, final project
- CO 7: CA 1, 2, final project
- CO 8: final project

### SHH 669
2. Summarize current models of reading, writing and spelling development.
3. Discuss how socioeconomic & cultural differences impact language and academics performance.
8. Apply knowledge of cultural and linguistic diversity to best practices in assessment & intervention.
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<th>Assessment:</th>
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<tbody>
<tr>
<td>SHH 670</td>
<td>5. Identify issues to consider in providing assessment and intervention for culturally and linguistically diverse students.</td>
<td>CO 5: Project/Paper, Final</td>
</tr>
</tbody>
</table>
| SHH 671 | 7. Students will be able to recognize, explain and demonstrate selected therapy techniques for functionally and structurally based voice disorders.  
8. Students will organize a reference notebook for treatment of voice disorders.  
9. Students will integrate knowledge of laryngeal and respiratory anatomy and physiology with knowledge of diagnostic and treatment techniques during in-class case studies. | CO 7: Treatment Presentation  
CO 8: Treatment Notebook  
CO 9: Case Studies |
| SHH 673 | 6. Demonstrate knowledge of the ethical, moral and legal perspectives in the assessment and treatment of adult communication disorders.  
7. Demonstrate knowledge of appropriate cultural considerations in the assessment and treatment of adult communication disorders. | CO 6: Assessment Project, Final  
CO 7: Exam 1, Assessment Project, Final |
| SHH 674 | 6. Demonstrate knowledge of appropriate cultural considerations in the assessment and treatment of speech motor disorders | Midterm exam  
Final Exam  
Research Article  
Assessment Project  
Treatment Project |
| SHH 676 | 1. Students will be able to identify the anatomic, neurological, and physiologic components of normal swallowing and feeding  
2. Students will demonstrate knowledge of causes, signs, and symptoms of feeding and swallowing disorders  
3. Students will demonstrate knowledge of assessment procedures related to feeding and swallowing  
4. Students will demonstrate knowledge of behavioral treatment methods for feeding and swallowing, while understanding the role of the SLP in the dysphagia team | CO 1: CP  
CO 2: Quiz 2, 4, CP  
CO 3: TAP, CP  
CO 4: Quiz 2, 4, TAP, CP  
CP = Class Participation  
TAP = Treatment / Article Presentation |
| SLO 6 CONTINUED | 1. Critique various types of assessments (both formal and informal) as they pertain to individual needs within the scope of communication sciences and disorders  
2. Analyze approaches and methods of assessment delivery to diagnose and interpret results from individuals with a variety of communication disorders  
3. Gain experience with various assessments to diagnose areas within communication disorders for speech sounds, receptive / expressive language, social skills, fluency, voice and resonance, and neurologically-based communication disorders  
4. Engage in practice and analysis of test selection, administration, scoring, diagnosis, interpretation, and recommendations for individuals who have communication disorders including diverse populations  
5. Write a comprehensive and cogent diagnostic report to accurately depict an individual with a communication disorder | CO 1: CTR, final  
CO 2: CTR, LSA, final  
CO 3: CTR, CH, OPE, LSA, final  
CO 4: CH, LSA, OPE, final  
CO 5: Eval. Report, final  
CO 6: CH, OPE, Eval Report, final  
CTR = Critical Test Review  
LSA = Lang. Sample Analysis  
CH = Case History  
OPE = Oral Peripheral Exam |
6. Demonstrate professional oral and written communication skills to convey appropriate and accurate information based on results of a comprehensive evaluation

SLO 7:
Students will demonstrate knowledge of ethical practices, professional scope of practice and contemporary issues in speech-language pathology. (CFCC IV-E, IV-G, V-A, V-B.3, V-C)

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<th>Course</th>
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</table>
| SHH 640 | 1. Develop and demonstrate clinical report writing skills  
2. Develop and demonstrate practical clinical skills  
3. Build parental/caretaker involvement  
4. Develop and demonstrate professional skills and best practice. | Diagnostic Treatment Plan  
Progress Report  
Lesson Plans/SOAP notes  
Clinical Skills Observation Sheets  
Clinical Skills midterm & final |
| SHH 641 | 1. Identify cultural and linguistic variables that may impact speech-language services to culturally and linguistically diverse persons.  
4. Explain assessment and treatment options (evidence based practice) for culturally and linguistically diverse persons. | CCC = Completion of ASHA’s Personal Reflections on Cultural Competence and Service Delivery Check List |
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CSD Program: SLO / Course Summary

| SHH 642 | 1. Develop and demonstrate clinical report writing skills  
2. Develop and demonstrate practical clinical skills  
3. Build parental/caretaker involvement  
4. Develop and demonstrate professional skills and best practice. |
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<tbody>
<tr>
<td>SHH 643</td>
<td>5. Understand the procedures, protocols, and need for specific training with the above outlined instrumentation</td>
</tr>
<tr>
<td><strong>SLO 7 Continued:</strong></td>
<td><strong>Course objectives (CO): Students will:</strong></td>
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| SHH 645 | 1. Plan appropriate procedures, activities and materials for assessment and intervention.  
2. Select, administer and score appropriate assessments.  
4. Refer clients for appropriate services.  
12. Keep records for billing and accountability.  
13. Keep records for clock hours.  
14. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client, family, caregivers and relevant others. |
| SHH 646 | 1. Learn the importance of evidence based practice, record-keeping and other documentation, and individualized education programs (IEP)  
5. Be aware of current issues confronting school speech-language pathologists  
14. Learn appropriate ethical conduct and knowledge about certification, specialty recognition, licensure, and other relevant professional credentials |

| IAT | Completion of the Implicit Association Test |
| RGS | Reflections of guest speakers |
| DELV | Review of the Diagnostic Evaluation of Language Variations: Norm Referenced Test (DELV) |

| SHH 642 | Diagnostic Treatment Plan  
Progress Report  
Lesson Plans/SOAP notes  
Clinical Skills Observation Sheets  
Clinical Skills midterm & final |
| SHH 643 | Instrumentation Project/ Paper Quiz  
Collaboration with clinical supervisors of individual clinicians |

| SHH 645 | Clinical Midterm Evaluation in Calipso (all COs)  
Final Clinical Evaluation in Calipso (all COs) |

| SHH 646 | Supervisor observation (4 visits)  
Written feedback from CSLP  
Written feedback from CS  
Dept. Student Teacher Eval. Form  
Midterm and final completion of TEC eval form by CS and CSLP  
Portfolio rubric / checklist  
Seminar assignments / participation |
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