



**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.

| <b>SLO</b>  | <b>1</b>  | <b>2</b>  | <b>3</b>   | <b>4</b>  | <b>5</b>   | <b>6</b>   | <b>7</b>   |
|---|---|---|--|---|--|--|--|
| <b>CFCC Standard</b>  | <b>IV-B</b>   | <b>IV-C</b>   | <b>IV-D, IV-F,<br/>V-A, V-B.1,<br/>V-C</b>   | <b>IV-D, IV-F,<br/>V-A, V-B.2,<br/>V-C</b>  | <b>IV-D, V-A,<br/>V-B, V-C</b>   | <b>IV-B, IV-C,<br/>IV-D, V-A,<br/>V-B, V-C</b>   | <b>IV-E, IV-G,<br/>V-A, V-B.3,<br/>V-C</b>                     |
| <b>COURSE<br/>COVERAGE</b><br><br>(courses listed<br>may address any<br>or all of the<br>CFCC Standards<br>to which the SLO<br>is aligned and<br>may address the<br>SLO in whole or<br>in part) | SHH 646<br>SHH 668<br>SHH 669<br>SHH 670<br>SHH 671<br>SHH 676<br>SHH 677<br>SHH 681<br>SHH 683   | SHH 529<br>SHH 643<br>SHH 645<br>SHH 646<br>SHH 668<br>SHH 669<br>SHH 670<br>SHH 671<br>SHH 672<br>SHH 673<br>SHH 674<br>SHH 677<br>SHH 683 | SHH 529<br>SHH 640<br>SHH 643<br>SHH 645<br>SHH 646<br>SHH 668<br>SHH 669<br>SHH 670<br>SHH 671<br>SHH 672<br>SHH 673<br>SHH 674<br>SHH 675<br>SHH 676<br>SHH 677<br>SHH 683 | SHH 529<br>SHH 640<br>SHH 643<br>SHH 645<br>SHH 646<br>SHH 668<br>SHH 669<br>SHH 670<br>SHH 671<br>SHH 672<br>SHH 673<br>SHH 674<br>SHH 675<br>SHH 676<br>SHH 677 | SHH 529<br>SHH 640<br>SHH 643<br>SHH 645<br>SHH 646<br>SHH 668<br>SHH 669<br>SHH 670<br>SHH 671<br>SHH 672<br>SHH 673<br>SHH 675<br>SHH 676<br>SHH 677<br>SHH 681<br>SHH 683 | SHH 529<br>SHH 640<br>SHH 641<br>SHH 643<br>SHH 645<br>SHH 646<br>SHH 668<br>SHH 669<br>SHH 670<br>SHH 671<br>SHH 673<br>SHH 674<br>SHH 676<br>SHH 677 | SHH 640<br>SHH 641<br>SHH 642<br>SHH 643<br>SHH 645<br>SHH 646 |
| <b>Knowledge and<br/>Skills</b>   | The above aligns CSD curriculum with CFCC Standards. For alignment of curriculum with knowledge and skills please refer to Appendix A, <i>Documentation of Speech-Language Pathology Knowledge and Skills Within the Curriculum</i> . |   |  |   |  |  |  |

**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)**

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| <b>Course</b>          | <b>Course objectives (CO) Students will:</b>  | <b>Assessment</b>  |
|------------------------|---|--|
| <b>SHH 645</b>         | <ol style="list-style-type: none"> <li>1. Plan appropriate procedures, activities and materials for assessment and intervention.</li> <li>3. Interpret and synthesize all information to develop diagnoses and make appropriate recommendations for Intervention</li> <li>4. Refer clients for appropriate services.</li> </ol>   | CO 1: CM, CF<br>CO 3: CM, CF<br>CO 4: CM, CF<br>CM = Clinical Midterm Eval<br>CF = Clinical Final Evaluation   |
| <b>SHH 646</b>         | <ol style="list-style-type: none"> <li>1. Learn the importance of evidence based practice, record-keeping and other documentation, and individualized education programs (IEP)</li> <li>2. Develop behavior management techniques</li> <li>3. Learn how to coordinate intervention programs with the school curriculum and other professionals in the schools</li> <li>4. Learn program organization including various service delivery models appropriate for the school setting</li> <li>5. Be aware of current issues confronting school speech-language pathologists</li> </ol> | Supervisor observation (4 visits)<br>Written feed back from CSLP<br>Written feedback from CS<br><br>Dept. Student Teacher Eval. Form<br><br>Midterm and final completion of<br>TEC eval form by CS and CSLP<br><br>Portfolio rubric / checklist<br><br>Seminar assignments /<br>participation<br><br>CSLP = cooperating SLP<br>CS = College Supervisor |
| <b>SHH 668</b>         | <ol style="list-style-type: none"> <li>1. Describe major developmental milestones in infants and toddlers.</li> <li>2. Identify important communication linguistic abilities for later infancy to age 5 years</li> <li>3. Discuss the socioeconomic and cultural differences impact upon infant/child-caregiver interactions, communication, and language.</li> </ol>   | CO 1: exam 1, LSE, final<br>CO 2: exam 1, LSE, final<br>CO 3: exam 1, LSE, final<br>LSE = language sample exercises  |
| <b>SLO 1 CONTINUED</b> | <b>Course objectives (CO) Students will:</b>  | <b>Assessment</b>  |
| <b>SHH 669</b>         | <ol style="list-style-type: none"> <li>1. Identify important linguistic abilities for oral and written language characteristics of school-age children and adolescents.</li> <li>3. Discuss how socioeconomic &amp; cultural differences impact language and academics performance.</li> <li>6. Compare and contrast linguistic abilities of children with language impairments and their typically developing peers when given case studies.</li> </ol>  | CO 1: midterm exam, final<br>project<br>CO 3: CA 1, CA 2, final project<br>CO 6: midterm exam, final<br>project<br>CA = Case Assignment  |

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| <b>SHH 670</b>         | 1. Describe information about normal phonological development and major theories of development and relate the information to disordered phonological development.   | CO 1: Midterm, Final  |
| <b>SHH 671</b>         | 1. Students will be able to recognize and describe relevant anatomy of normal voice production including laryngeal and respiratory anatomy.<br>2. Physiology: Students will be able to identify and describe basic respiratory and laryngeal physiology for speech.  | CO 1: Quiz 1, 2<br>CO 2: Quiz 1, 2  |
| <b>SHH 676</b>         | 1. Students will be able to identify the anatomic, neurological, and physiologic components of normal swallowing and feeding<br>2. Students will demonstrate knowledge of causes, signs, and symptoms of feeding and swallowing disorders<br>3. Students will demonstrate knowledge of assessment procedures related to feeding and swallowing<br>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<br>CO 2: CP<br>CO 3: Quiz 1, 3, CP<br>CO 4: CP<br><br>CP = Class Participation  |
| <b>SHH 677</b>         | 1. Critique various types of assessments (both formal and informal) as they pertain to individual needs within the scope of communication sciences and disorders<br>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<br>CO 2: CTR, LSA, final<br>CTR = Critical Test Review<br>LSA = Lang. Sample Analysis  |
| <b>SLO 1 CONTINUED</b> | <b>Course objectives (CO) Students will:</b>   | <b>Assessment</b>   |
| <b>SHH 681</b>         | 1. explain the physics of sound, including nature of sound and the concepts of pressure, frequency and intensity.<br>2. identify processes related to speech motor control.<br>3. identify prevailing theories of speech production and perception.<br>4. explain the acoustic and physiologic characteristics of speech sounds, including phonation, articulation, and resonance in normal versus disordered speech.<br>5. identify the instrumentation to measure the physiological functions of respiration and phonation.<br>6. analyze normal production of phonemes and consonants by reading spectrograms.<br>7. complete hands-on activities with instrumentation for the study of speech production and perception. | CO 1: Project 2, Final exam<br>CO 2: Project 1, exam 1, final<br>CO 3: Exam 1, final<br>CO 4: Exam 1, 2, final<br>CO 5: Project 2<br>CO 6: Project 2<br>CO 7: Project 3 |

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| <b>SHH 683</b> | 1. Relate specific auditory disorders to specific anatomical structures within the peripheral and/or central hearing mechanism. | CO 1: OP 1, 2, final exam<br>OP = Oral Presentation |
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**SLO 2:**

**Students will attain and demonstrate advanced theoretical knowledge of disorders of speech, language, hearing, swallowing and communication. (CFCC IV-C)**

| <b>Course</b>  | <b>Course objectives (CO): Students will:</b>   | <b>Assessment</b>  |
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| <b>SHH 529</b> | 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<br>2. Demonstrate knowledge of the prevention of head/neck cancer, obstructed airways, craniofacial disorders/syndromes<br>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<br>CO 2: CP, Final<br>CO 3: CP, Final<br><br>CSP = Craniofacial Syndrome-Presentation<br>CP = Class Participation |
| <b>SHH 643</b> | 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<br>CO 2: IPP, IWP<br>CO 3: IPP, IWP<br>CO 4: IPP, IWP   |

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|                        | <ul style="list-style-type: none"> <li>2. Understand the role of the speech pathologist for cases involving prosthetics such as: tracheostomy tubes, tracheoesophageal puncture with indwelling voice prosthesis, and speaking valves</li> <li>3. Understand the role of the speech pathologist for cases involving velopharyngeal dysfunction such as: nasometer, aerodynamic assessments, nasopharyngoscopy, and lateral cephalographs.</li> <li>4. Understand the role of the speech pathologist for cases for voice clients such as: VisiPitch.</li> </ul> | IPP = Instrumentation<br>Project/Presentation<br>IWP = Instrumentation Written<br>Paper  |
| <b>SHH 645</b>         | <ul style="list-style-type: none"> <li>1. Plan appropriate procedures, activities and materials for assessment and intervention.</li> <li>3. Interpret and synthesize all information to develop diagnoses and make appropriate recommendations for intervention</li> <li>4. Refer clients for appropriate services.</li> </ul>  | CO 1: CM, CF<br>CO 3: CM, CF<br>CO 4: CM, CF<br>CM = Clinical Midterm<br>CF = Clinical Final Evaluation  |
| <b>SLO 2 CONTINUED</b> | <b>Course objectives (CO): Students will:</b>  | <b>Assessment:</b>   |
| <b>SHH 646</b>         | <ul style="list-style-type: none"> <li>6. Identify appropriate objectives for intervention based on an assessment of the student's speech and language skills</li> <li>7. Explain results of evaluation and treatment to student's caregiver/parent, and school personnel</li> <li>8. Write a cohesive summary of evaluation and intervention in report format</li> </ul>  | Supervisor observation (4 visits)<br>Written feed back from CSLP<br>Written feedback from CS<br><br>Dept. Student Teacher Eval. Form<br><br>Midterm and final completion of<br>TEC eval form by CS and CSLP<br><br>Portfolio rubric / checklist<br><br>Seminar assignments /<br>participation<br><br>CSLP = cooperating SLP<br>CS = College Supervisor<br>TEC = Teacher Education<br>Council |
| <b>SHH 668</b>         | <ul style="list-style-type: none"> <li>1. Describe major developmental milestones in infants and toddlers.</li> <li>2. Identify important communication linguistic abilities for later infancy to age 5 years</li> </ul>   | CO 1: exam 1, LSE, final<br>CO 2: exam 1, LSE, final<br>CO 3: exam 1, LSE, final   |

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|                        | <ul style="list-style-type: none"> <li>3. Discuss the socioeconomic and cultural differences impact upon infant/child-caregiver interactions, communication, and language.</li> <li>4. Explain possible etiologies of language delay</li> <li>9. Develop a plan to educate family and caregivers about language stimulation and prevention of language delays and disorders in children.</li> </ul>  | <p>CO 4: exam 1, final<br/>CO 9: final</p> <p>LSE = language sample exercises</p>                                |
| <b>SHH 669</b>         | <ul style="list-style-type: none"> <li>4. Describe characteristics of oral and written language impairments and how these may relate to specific etiologies</li> <li>5. Differentiate between language impairments and co-morbid conditions.</li> <li>6. Compare and contrast linguistic abilities of children with language impairments and their typically developing peers when given case studies</li> </ul>   | <p>CO 4: CA 1, CA 2, final project<br/>CO 5: CA 1, CA 2, final project<br/>CO 6: midterm exam, final project</p> |
| <b>SLO 2 CONTINUED</b> | <b>Course objectives (CO): Students will:</b>  | <b>Assessment:</b>   |
| <b>SHH 670</b>         | <ul style="list-style-type: none"> <li>1. Describe information about normal phonological development and major theories of development and relate the information to disordered phonological development.</li> </ul>   | <p>CO 1: Midterm Exam ,<br/>Cumulative Final Exam</p>  |
| <b>SHH 671</b>         | <ul style="list-style-type: none"> <li>3. Students will be able to differentially identify and diagnose functional voice disorders.</li> <li>4. Students will be able to identify and discuss structural/medically based voice disorders</li> <li>5. Students will be able to discriminate and rate different degrees of voice quality and voice characteristics using perceptual rating scales.</li> </ul>  | <p>CO 1: Quiz 3<br/>CO 2: Quiz 3<br/>CO 3: Quiz 3</p>  |
| <b>SHH 672</b>         | <ul style="list-style-type: none"> <li>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.</li> <li>2. become familiar with normal disfluencies and those disfluencies that might lead to stuttering.</li> </ul>   | <p>CO 1: Project 1, exam 1, final<br/>CO 2: Project 1, 2, final</p>  |
| <b>SHH 673</b>         | <ul style="list-style-type: none"> <li>1. Demonstrate knowledge of the classification, etiology and symptomatology of aphasias, right hemisphere impairment, traumatic brain injury and the dementias</li> <li>2. Demonstrate knowledge of the prevention of aphasias and related adult acquired language disorders</li> <li>3. Differentiate adult neurogenic communication disorders by etiology, behavioral characteristics and site of lesion</li> </ul> | <p>CO 1: Exam 1, Cumulative Final<br/>CO 2: Exam 1, Cumulative Final<br/>CO 3: Exam 1, Cumulative Final</p>      |
| <b>SHH 674</b>         | <ul style="list-style-type: none"> <li>1. Demonstrate etiology and symptomatology of speech motor disorders</li> <li>2. Differentiate speech motor disorders by etiology, behavioral characteristics and site of lesion</li> </ul>   | <p>Midterm exam<br/>Final Exam<br/>Research Article<br/>Assessment Project</p>                                   |

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|                        | 6. Demonstrate knowledge of appropriate cultural considerations in the assessment and treatment of speech motor disorders   | Treatment Project   |
| <b>SHH 676</b>         | <ol style="list-style-type: none"> <li>1. Students will be able to identify the anatomic, neurological, and physiologic components of normal swallowing and feeding</li> <li>2. Students will demonstrate knowledge of causes, signs, and symptoms of feeding and swallowing disorders</li> <li>3. Students will demonstrate knowledge of assessment procedures related to feeding and swallowing</li> <li>4. Students will demonstrate knowledge of behavioral treatment methods for feeding and swallowing, while understanding the role of the SLP in the dysphagia team</li> </ol>  | CO 1: Quiz 1, 3, CP<br>CO 2: Quiz 2, 4, CP<br>CO 3: Quiz 1, 3, TAP, CP<br>CO 4: Quiz 2, 4, TAP, CP<br>CP = Class Participation<br>TAP = Treatment / Article Presentation                    |
| <b>SLO 2 CONTINUED</b> | <b>Course objectives (CO): Students will:</b>   | <b>Assessment:</b>  |
| <b>SHH 677</b>         | <ol style="list-style-type: none"> <li>1. Critique various types of assessments (both formal and informal) as they pertain to individual needs within the scope of communication sciences and disorders</li> <li>2. Analyze approaches and methods of assessment delivery to diagnose and interpret results from individuals with a variety of communication disorders</li> <li>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</li> </ol> | CO 1: CTR, final<br>CO 2: CTR, LSA, final<br>CO 3: CTR, CH, OPE, LSA, final<br>CTR = Critical Test Review<br>LSA = Lang. Sample Analysis<br>CH = Case History<br>OPE = Oral Peripheral Exam |
| <b>SHH 683</b>         | 2. Describe the physiological, perceptual and audiological manifestations of pathologies affecting hearing.   | CO 2: OP 1, 2, final exam<br>OP = Oral Presentation   |



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**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)**

| <b>Course</b>  | <b>Course objectives (CO): Students will</b>   | <b>Assessment</b>   |
|----------------|--|---|
| <b>SHH 529</b> | 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<br>6. Demonstrate knowledge of the ethical, moral and legal perspectives in the assessment and treatment of the above listed clinical populations/disorders.<br>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<br>CO 6: Final M1, M2, M3<br>CO 7: Final M1, M2, M3<br>CSP = Craniofacial Syndrome-Presentation;<br>M1, M2, M3 = Cumulative Final Modules 1, 2, 3 |
| <b>SHH 640</b> | 1. Develop and demonstrate practical clinical skills   | Diagnostic Treatment Plan   |
| <b>SHH 643</b> | 5. Understand the procedures, protocols, and need for specific training with the above outlined instrumentation<br>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<br>CO 6: Instrumentation Project / Presentation, Examination   |
| <b>SHH 645</b> | 1. Plan appropriate procedures, activities and materials for assessment and intervention.<br>2. Select, administer and score appropriate assessments.  | CO 1: CM, CF<br>CO 2: CM, CF<br>CO 3: CM, CF  |

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|                        | 3. Interpret and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.<br>4. Refer clients for appropriate services.<br>5. Schedule clients for all necessary services.  | CO 4: CM, CF<br>CO 5: CM, CF<br>CM = Clinical Midterm Eval<br>CF = Clinical Final Evaluation   |
| <b>SLO 3 CONTINUED</b> | <b>Course objectives (CO): Students will</b>  | <b>Assessment:</b>   |
| <b>SHH 646</b>         | 7. Explain results of evaluation and treatment to student's caregiver/parent, and school personnel<br>8. Write a cohesive summary of evaluation and intervention in report format<br>9. Learn strategies for selecting, administering and interpreting appropriate test instruments that minimize the effects of cultural bias<br>10. Evaluate progress (effectiveness) of intervention using formal and informal materials   | Supervisor observation (4 visits)<br>Written feed back from CSLP<br>Written feedback from CS<br><br>Dept. Student Teacher Eval. Form<br><br>Midterm and final completion of<br>TEC eval form by CS and CSLP<br><br>Portfolio rubric / checklist<br><br>Seminar assignments /<br>participation<br><br>CSLP = cooperating SLP<br>CS = College Supervisor |
| <b>SHH 668</b>         | 5. Plan an assessment for communication and language for infants, toddlers, and preschool children.<br>6. Identify modifications for assessment of young children of diverse groups.<br>7. Develop interventions plans that are appropriate to the specific setting, age, and developmental level using evidence based practice information<br>8. Review intervention approaches and procedures, using evidence based practice information.<br>9. Develop a plan to educate family and caregivers about language stimulation and prevention of language delays and disorders in children. | CO 5: case study 1, 2, final<br>CO 6: case study 1, 2 final<br>CO 7: GLP, final<br>CO 8: GLP, final<br>CO 9: GLP, final<br>GLP = group literacy project  |
| <b>SHH 669</b>         | 7. Review assessment & intervention approaches and procedures, using evidence based practice information.<br>8. Apply knowledge of cultural and linguistic diversity to best practices in assessment & intervention.  | CO 7: CA 1, CA 2, final project<br>CO 8: final project<br>CA = Case Assignment   |
| <b>SHH 670</b>         | 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,<br>Evidenced Based Practice<br>Research Paper, Final   |

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|                        | 5. Identify issues to consider in providing assessment and intervention for culturally and linguistically diverse students.   | CO 5: Cumulative Final   |
| <b>SLO 3 CONTINUED</b> | <b>Course objectives (CO): Students will</b>  | <b>Assessment:</b>   |
| <b>SHH 671</b>         | 3. Students will be able to differentially identify and diagnose functional voice disorders.<br>4. Students will be able to identify and discuss structural/medically based voice disorders<br>5. Students will be able to discriminate and rate different degrees of voice quality and voice characteristics using perceptual rating scales.<br>6. Students will be able to discriminate and rate vocal fold function using Videostroboscopic observation techniques and rating forms.<br>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<br>CO 4: Quiz 3<br>CO 5: Quiz 3<br>CO 6: Quiz 3<br>CO 9: Case Studies   |
| <b>SHH 672</b>         | 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;<br>project 3, 4  |
| <b>SHH 673</b>         | 4. Demonstrate knowledge of a variety of assessment tools and strategies used to differentiate adult communication disorders<br>6. Demonstrate knowledge of the ethical, moral and legal perspectives in the assessment and treatment of adult communication disorders.<br>7. Demonstrate knowledge of appropriate cultural considerations in the assessment and treatment of adult communication disorders.  | CO 4: Assessment Project<br>CO 6: Cumulative Final Exam<br>CO 7: Cumulative Final Exam   |
| <b>SHH 674</b>         | 3. Demonstrate knowledge of a variety of assessment tools and strategies used to differentiate speech motor disorders<br>5. Demonstrate knowledge of the ethical, moral and legal perspectives in the assessment and treatment of speech motor disorders  | Midterm exam<br>Final Exam<br>Research Article<br>Assessment Project<br>Treatment Project  |
| <b>SHH 675</b>         | 2. identify appropriate candidates for various AAC systems<br>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<br>CO 3: : Report: Comprehensive assessment and device funding report, Oral Presentation, Final Exam |
| <b>SLO 3 CONTINUED</b> | <b>Course objectives (CO): Students will</b>  | <b>Assessment:</b>   |
| <b>SHH 676</b>         | 1. Students will be able to identify the anatomic, neurological, and physiologic components of normal swallowing and feeding  | CO 1: CP<br>CO 2: Quiz 2, 4. CP  |

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|                | 2. Students will demonstrate knowledge of causes, signs, and symptoms of feeding and swallowing disorders<br>3. Students will demonstrate knowledge of assessment procedures related to feeding and swallowing<br>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 3: TAP, CP<br>CO 4: Quiz 2, 4, TAP, CP<br>CP = Class Participation<br>TAP = Treatment / Article Presentation                          |
| <b>SHH 677</b> | 4. Engage in practice and analysis of test selection, administration, scoring, diagnosis, interpretation, recommendations for individuals who have communication disorders including diverse populations<br>5. Write a comprehensive and cogent diagnostic report to accurately depict an individual with a communication disorder   | CO 4: CH, LSA, OPE, final<br>CO 5: Eval. Report, final<br>LSA = Lang. Sample Analysis<br>CH = Case History<br>OPE = Oral Peripheral Exam |
| <b>SHH 683</b> | 3. Describe an appropriate audiological test battery for the purpose of identifying specific hearing disorders.  | CO 3: OP 1, 2, final exam<br>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)

| Course | Course objectives (CO): Students will: | Assessment |
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| <b>SHH 529</b>         | 5. Demonstrate knowledge of a variety of treatment/rehabilitation strategies/protocols with the above listed clinical populations/ disorders to facilitate positive outcomes.<br>6. Demonstrate knowledge of the ethical, moral and legal perspectives in the assessment and treatment of the above listed clinical populations/disorders.<br>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<br>CO 6: M1, M2, M3<br>CO 7: M1, M2, M3<br>CSP = Craniofacial Syndrome-Presentation;<br>CP = class participation<br>M1, M2, M3 = Cumulative Final Modules 1, 2, 3  |
| <b>SHH 640</b>         | 1. Develop and demonstrate practical clinical skills   | Diagnostic Treatment Plan<br>Lesson Plans/SOAP notes<br>Clinical Skills Observation Sheets<br>Clinical Skills midterm & final  |
| <b>SHH 643</b>         | 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   |
| <b>SHH 645</b>         | 8. Set measurable goals, determine appropriate intervention and use appropriate materials and instrumentation.<br>9. Collaborate with clients and relevant others in the planning process.<br>10. Provide counseling to clients, caregivers and appropriate others.<br>11. Collaborate with necessary professionals for case management.<br>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<br>CO 9: CM, CF<br>CO 10: CM, CF<br>CO 11: CM, CF<br>CO 14: CM, CF<br><br>CM = Clinical Midterm Eval.<br>CF = Clinical Final Evaluation   |
| <b>SLO 4 CONTINUED</b> | <b>Course objectives (CO): Students will:</b>  | <b>Assessment:</b>   |
| <b>SHH 646</b>         | 1. Learn the importance of evidence based practice, record-keeping and other documentation, and individualized education programs (IEP)<br>3. Learn how to coordinate intervention programs with the school curriculum and other professionals in the schools<br>4. Learn program organization including various service delivery models appropriate for the school setting<br>6. Identify appropriate objectives for intervention based on an assessment of the student's speech and language skills<br>7. Explain results of evaluation and treatment to student's caregiver/parent, and school personnel<br>8. Write a cohesive summary of evaluation and intervention in report format | Supervisor observation (4 visits)<br>Written feed back from CSLP<br>Written feedback from CS<br><br>Dept. Student Teacher Eval. Form<br><br>Midterm and final completion of TEC eval form by CS and CSLP<br><br>Portfolio rubric / checklist |

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|                        | 10. Evaluate progress (effectiveness) of intervention using formal and informal materials<br>11. Select age appropriate material and intervention strategies that minimize the effects of cultural bias<br>12. Write treatment plans that are observable and measurable  | Seminar assignments / participation<br><br>CSLP = cooperating SLP<br>CS = College Supervisor                             |
| <b>SHH 668</b>         | 5. Plan an assessment for communication and language for infants, toddlers, and preschool children.<br>7. Develop interventions plans that are appropriate to the specific setting, age, and developmental level using evidence based practice information<br>8. Review intervention approaches and procedures, using evidence based practice information.<br>9. Develop a plan to educate family and caregivers about language stimulation and prevention of language delays and disorders in children. | CO 5: case study 1, 2, final<br>CO 7: GLP, final<br>CO 8: GLP, final<br>CO 9: GLP, final<br>GLP = group literacy project |
| <b>SHH 669</b>         | 7. Review assessment & intervention approaches and procedures, using evidence based practice information.<br>8. Apply knowledge of cultural and linguistic diversity to best practices in assessment & intervention.   | CO 7: CA 1, CA 2, final project<br>CO 8: final project<br>CA = Case Assignment   |
| <b>SHH 670</b>         | 4. Describe and select intervention techniques and strategies for articulation and phonological disorders.<br>5. Identify issues to consider in providing assessment and intervention for culturally and linguistically diverse students.  | CO 4: Project/ Paper, Final Exam<br>CO 5: Final Exam   |
| <b>SLO 4 CONTINUED</b> | <b>Course objectives (CO): Students will:</b>  | <b>Assessment:</b>   |
| <b>SHH 671</b>         | 7. Students will be able to recognize, explain and demonstrate selected therapy techniques for functionally and structurally based voice disorders.<br>8. Students will organize a reference notebook for treatment of voice disorders.<br>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<br>CO 8: Treatment Notebook<br>CO 9: Case Studies   |
| <b>SHH 672</b>         | 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: final project, final exam  |
| <b>SHH 673</b>         | 5. Demonstrate knowledge of a variety of treatment/rehabilitation strategies/protocols for adult communication disorders to facilitate positive outcomes.<br>6. Demonstrate knowledge of the ethical, moral and legal perspectives in the assessment and treatment of adult communication disorders.<br>7. Demonstrate knowledge of appropriate cultural considerations in the assessment and  | CO 5: Final<br>CO 6: Assessment Project, Final<br>CO 7: Assessment Project, Final  |

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|                        | treatment of adult communication disorders.  |  |
| <b>SHH 674</b>         | 4. Demonstrate knowledge of a variety of treatment/rehabilitation strategies/protocols for speech motor disorders<br>5. Demonstrate knowledge of the ethical, moral and legal perspectives in the assessment and treatment of speech motor disorders   | Midterm exam<br>Final Exam<br>Research Article<br>Assessment Project<br>Treatment Project  |
| <b>SHH 675</b>         | 1. The students will demonstrate understanding of the features of augmentative and alternative communication systems.<br>5. The students will demonstrate knowledge of intervention strategies related to augmentative and alternative communication.  | CO 1: Report: Comprehensive assessment and device funding report (includes plan of care), Class Assignment: Case studies (includes intervention planning/goal writing), Final Examination<br>CO 5: Report: Comprehensive assessment and device funding report (includes plan of care), Class Assignment: Case studies (includes intervention planning/goal writing), Final Examination |
| <b>SLO 4 CONTINUED</b> | <b>Course objectives (CO): Students will:</b>  | <b>Assessment:</b>   |
| <b>SHH 676</b>         | 1. Students will be able to identify the anatomic, neurological, and physiologic components of normal swallowing and feeding<br>2. Students will demonstrate knowledge of causes, signs, and symptoms of feeding and swallowing disorders<br>3. Students will demonstrate knowledge of assessment procedures related to feeding and swallowing<br>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<br>CO 2: Quiz 2, 4. CP<br>CO 3: TAP, CP<br>CO 4: Quiz 2, 4, TAP, CP<br>CP = Class Participation<br>TAP = Treatment / Article Presentation   |
| <b>SHH 677</b>         | 5. Write a comprehensive and cogent diagnostic report to accurately depict an individual with a communication disorder<br>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<br>CO 6: CH, OPE, Eval Report, final<br>CH = Case History<br>OPE = Oral Peripheral Exam  |

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**SLO 5:**

**Students will develop and refine oral, written, and professional communication skills. (CFCC IV-D, V-A, V-B, V-C)**

| <b>Course</b>  | <b>Course objectives (CO) Students will:</b>   | <b>Assessment</b>  |
|----------------|--|--|
| <b>SHH 529</b> | <ol style="list-style-type: none"> <li>1. Differentiate craniofacial disorders/syndromes, speech difficulties post head/neck cancer treatment/tracheostomy, autism spectrum disorders by etiology, behavioral characteristics and other characteristics</li> <li>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</li> <li>5. Demonstrate knowledge of a variety of treatment/rehabilitation strategies/protocols with the above listed clinical populations/ disorders to facilitate positive outcomes.</li> </ol> | <p>CO 1: CSP, CP, M1, M2, M3<br/>CO 4: CP, M1, M2, M3<br/>CO 5: CP, M1, M2, M3</p> <p>CSP = Craniofacial Syndrome-Presentation;<br/>CP = Class Participation<br/>M1, M2, M3 = Cumulative Final Modules 1, 2, 3</p> |
| <b>SHH 640</b> | <ol style="list-style-type: none"> <li>1. Develop and demonstrate clinical report writing skills</li> <li>2. Develop and demonstrate practical clinical skills</li> <li>3. Build parental/caretaker involvement</li> <li>4. Develop and demonstrate professional skills and best practice.</li> </ol>  | <p>Diagnostic Treatment Plan<br/>Progress Report<br/>Lesson Plans/SOAP notes<br/>Clinical Skills Observation Sheets<br/>Clinical Skills midterm &amp; final</p>  |
| <b>SHH 642</b> | <ol style="list-style-type: none"> <li>1. Role play, modify and critique counseling skills</li> <li>2. Identify cases that require counseling support</li> </ol>   | <p>Graded Role Play &amp; feedback</p>   |
| <b>SHH 643</b> | <ol style="list-style-type: none"> <li>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.</li> </ol>  | <p>CO 6: IPP, IWP, ExamI</p> <p>IPP = Instrumentation Project / Presentation</p>   |



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|                        |   | IWP = Instrumentation Written Paper  |
| <b>SHH 645</b>         | 6. Understand all professional reports and correspondence.<br>7. Complete all written reports necessary for case management.<br>8. Set measurable goals, determine appropriate intervention and use appropriate materials and instrumentation.<br>9. Collaborate with clients and relevant others in the planning process.<br>10. Provide counseling to clients, caregivers and appropriate others.<br>11. Collaborate with necessary professionals for case management.<br>12. Keep records for billing and accountability.<br>13. Keep records for clock hours.                         | CO All: CM, CF<br>CO 13: CM, CF, Successful submission of clock hours<br><br>CM = Clinical Evaluation at Midterm<br>CF = Final Clinical Evaluation   |
| <b>SLO 5 CONTINUED</b> | <b>Course objectives (CO) Students will:</b>  | <b>Assessment:</b>   |
| <b>SHH 646</b>         | 5. Be aware of current issues confronting school speech-language pathologists<br>7. Explain results of evaluation and treatment to student's caregiver/parent, and school personnel<br>8. Write a cohesive summary of evaluation and intervention in report format<br>13. Develop understanding and appreciation for all students, families and colleagues that are from culturally diverse backgrounds<br>14. Learn appropriate ethical conduct and knowledge about certification, specialty recognition, licensure, and other relevant professional credentials                         | Supervisor observation (4 visits)<br>Written feed back from CSLP<br>Written feedback from CS<br><br>Dept. Student Teacher Eval. Form<br><br>Midterm and final completion of TEC eval form by CS and CSLP<br><br>Portfolio rubric / checklist<br><br>Seminar assignments / participation<br><br>CSLP = cooperating SLP<br>CS = College Supervisor |
| <b>SHH 668</b>         | 5. Plan an assessment for communication and language for infants, toddlers, and preschool children.<br>6. Identify modifications for assessment of young children of diverse groups.<br>7. Develop interventions plans that are appropriate to the specific setting, age, and developmental level using evidence based practice information<br>8. Review intervention approaches and procedures, using evidence based practice information.<br>9. Develop a plan to educate family and caregivers about language stimulation and prevention of language delays and disorders in children. | CO 5: case study 1, 2, final<br>CO 6: case study 1, 2 final<br>CO 7: GLP, final<br>CO 8: GLP, final<br>CO 9: GLP, final<br>GLP = group literacy project  |
| <b>SHH 669</b>         | 2. Summarize current models of reading, writing and spelling development.   | CO 2: midterm exam, final project  |

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|                        | 3. Discuss how socioeconomic & cultural differences impact language and academics performance.<br>7. Review assessment & intervention approaches and procedures, using evidence based practice information.<br>8. Apply knowledge of cultural and linguistic diversity to best practices in assessment & intervention.  | CO 3: CA 1, 2, final project<br>CO 7: final project<br>CO 8: final project<br><br>CA = Case Assignment                                     |
| <b>SLO 5 CONTINUED</b> | <b>Course objectives (CO) Students will:</b>  | <b>Assessment:</b>   |
| <b>SHH 670</b>         | 3. Discuss and select techniques and strategies for the assessment of complex articulation and phonological cases (including description, diagnosis, and prognosis).<br>4. Describe and select intervention techniques and strategies for articulation and phonological disorders.  | CO 3: Evidenced Based Practice Research Paper, Final<br>CO 4: Transcription Labs, Project/ Paper, final                                    |
| <b>SHH 671</b>         | 6. Students will be able to discriminate and rate vocal fold function using Videostroboscopic observation techniques and rating forms.<br>7. Students will be able to recognize, explain and demonstrate selected therapy techniques for functionally and structurally based voice disorders.<br>8. Students will organize a reference notebook for treatment of voice disorders.<br>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<br>CO 7: Treatment Presentation<br>CO 8: Treatment Notebook<br>CO 9: Case Studies   |
| <b>SHH 672</b>         | 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   |
| <b>SHH 673</b>         | 4. Demonstrate knowledge of a variety of assessment tools and strategies used to differentiate adult communication disorders.<br>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<br>Final Exam<br>CO 6: Assessment Project, Final   |
| <b>SHH 675</b>         | 4. The students will demonstrate knowledge of device funding options<br>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)<br>CO 6: Final Exam: Comprehensive AAC case study |
| <b>SHH 676</b>         | 1. Students will be able to identify the anatomic, neurological, and physiologic components of normal swallowing and feeding<br>2. Students will demonstrate knowledge of causes, signs, and symptoms of feeding and swallowing disorders   | CO 1: CP<br>CO 2: Quiz 2, 4, CP<br>CO 3: TAP, CP<br>CO 4: Quiz 2, 4, TAP, CP   |

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|                        | 3. Students will demonstrate knowledge of assessment procedures related to feeding and swallowing<br>4. Students will demonstrate knowledge of behavioral treatment methods for feeding and swallowing, while understanding the role of the SLP in the dysphagia team   | CP = Class Participation<br>TAP = Treatment / Article Presentation  |
| <b>SLO 5 CONTINUED</b> | <b>Course objectives (CO) Students will:</b>  | <b>Assessment:</b>  |
| <b>SHH 677</b>         | 1. Critique various types of assessments (both formal and informal) as they pertain to individual needs within the scope of communication sciences and disorders<br>4. Engage in practice and analysis of test selection, administration, scoring, diagnosis, interpretation, recommendations for individuals who have communication disorders including diverse populations<br>5. Write a comprehensive and cogent diagnostic report to accurately depict an individual with a communication disorder<br>6. Demonstrate professional oral and written communication skills to convey appropriate and accurate information based on results of a comprehensive evaluation | CO 1: CTR, final<br>CO 4: CH, LSA, OPE, final<br>CO 5: Eval. Report, final<br>CO 6: CH, OPE, Eval Report, final<br><br>CTR = Critical Test Review<br>LSA = Lang. Sample Analysis<br>CH = Case History<br>OPE = Oral Peripheral Exam |
| <b>SHH 681</b>         | 1. explain the physics of sound, including nature of sound and the concepts of pressure, frequency and intensity.<br>2. identify processes related to speech motor control.<br>5. identify the instrumentation to measure the physiological functions of respiration and phonation.<br>6. analyze normal production of phonemes and consonants by reading spectrograms.   | CO 1: Project 2<br>CO 2: Project 1<br>CO 5: Project 2<br>CO 6: Project 2  |
| <b>SHH 683</b>         | 4. Prepare a hearing disorders electronic reference guide<br>5. Complete oral presentations utilizing appropriate presentation software.<br>6. Access and review peer reviewed literature in preparation for development of reference guide and presentations.  | CO 4: RG grading rubric<br>CO 5: OP 1, 2, grading rubric<br>CO 6: OP 1, 2, RG grading rubric<br>OP = Oral Presentation<br>RG = Reference Guide  |

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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)**

| <b>Course</b>          | <b>Course objectives (CO): Students will:</b>   | <b>Assessment</b>   |
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| <b>SHH 529</b>         | <ol style="list-style-type: none"> <li>5. Demonstrate knowledge of a variety of treatment/rehabilitation strategies/protocols with the above listed clinical populations/ disorders to facilitate positive outcomes.</li> <li>6. Demonstrate knowledge of the ethical, moral and legal perspectives in the assessment and treatment of the above listed clinical populations/disorders.</li> </ol>  | CO 5: CSP, CP, M1, M2, M3<br>CO 6: M1, M2, M3<br>CSP = Craniofacial Syndrome-Presentation;<br>CP = class participation<br>M1, M2, M3 = Cumulative Final Modules 1, 2, 3   |
| <b>SHH 640</b>         | <ol style="list-style-type: none"> <li>1. Develop and demonstrate practical clinical skills</li> <li>2. Build parental/caretaker involvement</li> <li>3. Develop and demonstrate professional skills and best practice.</li> </ol>  | Clinical Skills Observation Sheets<br>Clinical Skills midterm & final   |
| <b>SHH 641</b>         | <ol style="list-style-type: none"> <li>1. Identify cultural and linguistic variables that may impact speech-language services to culturally and linguistically diverse persons.</li> <li>2. Identify communication differences and communication disorders in culturally and linguistically diverse persons.</li> <li>3. Understand cross cultural differences in communication in a variety of cultures and explain how these differences impact communication.</li> <li>4. Explain assessment and treatment options (evidence based practice) for culturally and linguistically diverse persons.</li> <li>5. List potential limitations of standardized tests with culturally and linguistically diverse persons.</li> <li>6. Explain how to use alternative and nonstandard assessment options.</li> <li>7. Explain service delivery options and individual education plans for children.</li> <li>8. Describe treatment strategies that are appropriate for culturally and linguistically diverse persons.</li> </ol> | CO 1: CCC, IAT<br>CO 2:<br>CO 3: RGS<br>CO 4: RGS, DELV<br>CO 5:<br>CO 6: Article Review<br>CO 7: Article Review<br>CO 8:<br>Cultural quizzes<br>Article Review<br><br><b>CCC</b> = Completion of ASHA's Personal Reflections on Cultural Competence and Service Delivery Check List<br><b>IAT</b> = Completion of the Implicit Association Test<br><b>RGS</b> = Reflections of guest speakers<br><b>DELV</b> = Review of the Diagnostic Evaluation of Language Variations: Norm Referenced Test (DELV) |
| <b>SLO 6 CONTINUED</b> | <b>Course objectives (CO): Students will:</b>   | <b>Assessment</b>   |
| <b>SHH 642</b>         | <ol style="list-style-type: none"> <li>1. Role play, modify and critique counseling skills</li> <li>2. Identify cases that require counseling support</li> </ol>  | Graded Role Play & feedback   |
| <b>SHH 643</b>         | <ol style="list-style-type: none"> <li>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</li> </ol>   | CO 6: IPP, IWP, ExamI   |

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|                        | studies, FEES/FEEST, TEP with indwelling voice prosthesis, tracheostomy tubes, speaking valves among others while reviewing/presenting video clips of the assessment.  | IPP = Instrumentation Project / Presentation<br>IWP = Instrumentation Written Paper  |
| <b>SHH 645</b>         | 14. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client, family, caregivers and relevant others.   | CO 14: Midterm Clinical Evaluation<br>Final Clinical Evaluation  |
| <b>SHH 646</b>         | 7. Explain results of evaluation and treatment to student's caregiver/parent, and school personnel<br>8. Write a cohesive summary of evaluation and intervention in report format<br>9. Learn strategies for selecting, administering and interpreting appropriate test instruments that minimize the effects of cultural bias<br>10. Evaluate progress (effectiveness) of intervention using formal and informal materials<br>11. Select age appropriate material and intervention strategies that minimize the effects of cultural bias<br>13. Develop understanding and appreciation for all students, families and colleagues that are from culturally diverse backgrounds<br>14. Learn appropriate ethical conduct and knowledge about certification, specialty recognition, licensure, and other relevant professional credentials | Supervisor observation (4 visits)<br>Written feed back from CSLP<br>Written feedback from CS<br><br>Dept. Student Teacher Eval. Form<br><br>Midterm and final completion of TEC eval form by CS and CSLP<br><br>Portfolio rubric / checklist<br><br>Seminar assignments / participation<br><br>CSLP = cooperating SLP<br>CS = College Supervisor |
| <b>SHH 668</b>         | 5. Plan an assessment for communication and language for infants, toddlers, and preschool children.<br>6. Identify modifications for assessment of young children of diverse groups.<br>7. Develop interventions plans that are appropriate to the specific setting, age, and developmental level using evidence based practice information<br>8. Review intervention approaches and procedures, using evidence based practice information.<br>9. Develop a plan to educate family and caregivers about language stimulation and prevention of language delays and disorders in children.  | CO 5: case study 1, 2, final<br>CO 6: case study 1, 2 final<br>CO 7: GLP, final<br>CO 8: GLP, final<br>CO 9: GLP, final<br>GLP = group literacy project  |
| <b>SLO 6 CONTINUED</b> | <b>Course objectives (CO): Students will:</b>  | <b>Assessment:</b>   |
| <b>SHH 669</b>         | 2. Summarize current models of reading, writing and spelling development.<br>3. Discuss how socioeconomic & cultural differences impact language and academics performance.<br>7. Review assessment & intervention approaches and procedures, using evidence based practice information.<br>8. Apply knowledge of cultural and linguistic diversity to best practices in assessment & intervention.  | CO 2: midterm exam, final project<br>CO 3: CA 1, 2, final project<br>CO 7: CA 1, 2, final project<br>CO 8: final project<br><br>CA = Case Assignment   |

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| <b>SHH 670</b>         | 5. Identify issues to consider in providing assessment and intervention for culturally and linguistically diverse students.   | CO 5: Project/Paper, Final   |
| <b>SHH 671</b>         | 7. Students will be able to recognize, explain and demonstrate selected therapy techniques for functionally and structurally based voice disorders.<br>8. Students will organize a reference notebook for treatment of voice disorders.<br>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<br>CO 8: Treatment Notebook<br>CO 9: Case Studies   |
| <b>SHH 673</b>         | 6. Demonstrate knowledge of the ethical, moral and legal perspectives in the assessment and treatment of adult communication disorders.<br>7. Demonstrate knowledge of appropriate cultural considerations in the assessment and treatment of adult communication disorders.  | CO 6: Assessment Project, Final<br>CO 7: Exam 1, Assessment Project, Final   |
| <b>SHH 674</b>         | 6. Demonstrate knowledge of appropriate cultural considerations in the assessment and treatment of speech motor disorders   | Midterm exam<br>Final Exam<br>Research Article<br>Assessment Project<br>Treatment Project  |
| <b>SHH 676</b>         | 1. Students will be able to identify the anatomic, neurological, and physiologic components of normal swallowing and feeding<br>2. Students will demonstrate knowledge of causes, signs, and symptoms of feeding and swallowing disorders<br>3. Students will demonstrate knowledge of assessment procedures related to feeding and swallowing<br>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<br>CO 2: Quiz 2, 4, CP<br>CO 3: TAP, CP<br>CO 4: Quiz 2, 4, TAP, CP<br>CP = Class Participation<br>TAP = Treatment / Article Presentation   |
| <b>SLO 6 CONTINUED</b> | <b>Course objectives (CO): Students will:</b>   | <b>Assessment;</b>   |
| <b>SHH 677</b>         | 1. Critique various types of assessments (both formal and informal) as they pertain to individual needs within the scope of communication sciences and disorders<br>2. Analyze approaches and methods of assessment delivery to diagnose and interpret results from individuals with a variety of communication disorders<br>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<br>4. Engage in practice and analysis of test selection, administration, scoring, diagnosis, interpretation, recommendations for individuals who have communication disorders including diverse populations<br>5. Write a comprehensive and cogent diagnostic report to accurately depict an individual with a communication disorder | CO 1: CTR, final<br>CO 2: CTR, LSA, final<br>CO 3: CTR, CH, OPE, LSA, final<br>CO 4: CH, LSA, OPE, final<br>CO 5: Eval. Report, final<br>CO 6: CH, OPE, Eval Report, final<br><br>CTR = Critical Test Review<br>LSA = Lang. Sample Analysis<br>CH = Case History<br>OPE = Oral Peripheral Exam |

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|  | 6. Demonstrate professional oral and written communication skills to convey appropriate and accurate information based on results of a comprehensive evaluation |  |
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**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)

| <b>Course</b>  |  | <b>Course objectives (CO): Students will:</b> | <b>Assessment</b>  |
|----------------|--|---|--|
| <b>SHH 640</b> | <ol style="list-style-type: none"> <li>1. Develop and demonstrate clinical report writing skills</li> <li>2. Develop and demonstrate practical clinical skills</li> <li>3. Build parental/caretaker involvement</li> <li>4. Develop and demonstrate professional skills and best practice.</li> </ol>                        |   | Diagnostic Treatment Plan<br>Progress Report<br>Lesson Plans/SOAP notes<br>Clinical Skills Observation Sheets<br>Clinical Skills midterm & final |
| <b>SHH 641</b> | <ol style="list-style-type: none"> <li>1. Identify cultural and linguistic variables that may impact speech-language services to culturally and linguistically diverse persons.</li> <li>4. Explain assessment and treatment options (evidence based practice) for culturally and linguistically diverse persons.</li> </ol> |   | <b>CCC</b> = Completion of ASHA's<br>Personal Reflections on Cultural<br>Competence and Service Delivery<br>Check List                           |

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|                         |  |   |
|-------------------------|--|---|
|                         | 8. Describe treatment strategies that are appropriate for culturally and linguistically diverse persons.   | <b>IAT</b> = Completion of the Implicit Association Test<br><b>RGS</b> = Reflections of guest speakers<br><b>DELV</b> = Review of the Diagnostic Evaluation of Language Variations: Norm Referenced Test (DELV)   |
| <b>SHH 642</b>          | 1. Develop and demonstrate clinical report writing skills<br>2. Develop and demonstrate practical clinical skills<br>3. Build parental/caretaker involvement<br>4. Develop and demonstrate professional skills and best practice.  | Diagnostic Treatment Plan<br>Progress Report<br>Lesson Plans/SOAP notes<br>Clinical Skills Observation Sheets<br>Clinical Skills midterm & final  |
| <b>SHH 643</b>          | 5. Understand the procedures, protocols, and need for specific training with the above outlined instrumentation  | Instrumentation Project/ Paper Quiz<br>Collaboration with clinical supervisors of individual clinicians   |
| <b>SLO 7 Continued:</b> | <b>Course objectives (CO): Students will:</b>  | <b>Assessment</b>   |
| <b>SHH 645</b>          | 1. Plan appropriate procedures, activities and materials for assessment and intervention.<br>2. Select, administer and score appropriate assessments.<br>4. Refer clients for appropriate services.<br>12. Keep records for billing and accountability.<br>13. Keep records for clock hours.<br>14. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client, family, caregivers and relevant others. | Clinical Midterm Evaluation in Calipso (all COs)<br>Final Clinical Evaluation in Calipso (all COs)  |
| <b>SHH 646</b>          | 1. Learn the importance of evidence based practice, record-keeping and other documentation, and individualized education programs (IEP)<br>5. Be aware of current issues confronting school speech-language pathologists<br>14. Learn appropriate ethical conduct and knowledge about certification, specialty recognition, licensure, and other relevant professional credentials   | Supervisor observation (4 visits)<br>Written feed back from CSLP<br>Written feedback from CS<br><br>Dept. Student Teacher Eval. Form<br>Midterm and final completion of TEC eval form by CS and CSLP<br>Portfolio rubric / checklist<br>Seminar assignments / participation |



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## APPENDIX B.3

### SLD SLO TEMPLATES