

SUNY Cortland, Department of Communication Disorders and Sciences,
Speech and Hearing Science (SHS) Program
SHS Program: SLO / Course Summary

SUNY Cortland, Department of Communication Disorders and Sciences,
Speech and Language Disabilities (SLD) Program
SLD Program: SLO / Course Summary

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

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

SLO 3: Students will learn and describe clinical assessment and intervention techniques and strategies utilizing evidence based practice.

SLO 4: Students will develop and refine oral, written and professional communication skills.

SLO 5: Students will learn about diversity and the global society and explain how this knowledge will guide their interactions with clients and their families.

SLO	1	2	3	4	5
COURSE COVERAGE	SHH 270 SHH 280 SHH 281 SHH 283 SHH 300 SHH 360 SHH 370 SHH 371 SHH 473 SHH 483	SHH 270 SHH 280 SHH 283 SHH 360 SHH 370 SHH 371 SHH 383 SHH 473 SHH 483	SHH 270 SHH 360 SHH 370 SHH 371 SHH 383 SHH 473 SHH 477 SHH 480 SHH 481 SHH 483 EDU 488 EDU 496	SHH 360 SHH 370 SHH 477 SHH 480 SHH 481 EDU 488 EDU 496	SHH 270 SHH 300 SHH 360 SHH 370 SHH 473 SHH 477 SHH 480 SHH 481 SHH 483 EDU 488 EDU 496

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

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Course	Course objectives (CO): Students will:	Assessment
SHH 270	<ol style="list-style-type: none"> 1. Describe the role of professionals in the field 2. Know what communication is. 3. Understand the normal development and processes of communication. 3. Know what language is, including its components. 4. Understand the difference between speech and language. 5. Know the various communication disorders that exist for both children and adults. 12. Describe human swallowing processes and disorders. 13. Describe the nature of sound, hearing disorders, and rehabilitation. 	CO 1: Quiz 1 CO 2: Quiz 1 CO 3: Quiz 2, 3 CO 4: Quiz 3 CO 5: Quiz 3 CO 12: Quiz 6 CO 13: Quiz 5, 6
SHH 280	<ol style="list-style-type: none"> 1. Students will develop an understanding of the linguistic and physiologic bases of speech production. 2. Students will become familiar with vowel and consonant characteristics as organized according to the International Phonetic Alphabet (IPA). 	CO 1: Exam 1, 2, 3, 4 CO 2: Exam 2, 3, 4, final
SHH 281	<ol style="list-style-type: none"> 1. Be familiar with the anatomy and physiology of the central and peripheral nervous systems 2. Be familiar with the structure and mechanics of the respiratory system as well as conditions that affect speech breathing 3. be familiar with the anatomy and physiology of the speech mechanism including the phonatory system and articulatory system 4. Be able to describe dimensions of sound (i.e., frequency, period, intensity, amplitude, simple and complex sound) and appreciate the concept of resonance Develop a basic understanding as to the acoustic properties of speech 	CO 1: Exam 5, Final CO 2: Exam 1, Final CO 3: Exam 2, 3, Final CO 4: Exam 4, Final
SHH 283	<ol style="list-style-type: none"> 1. Define, comprehend and discuss the basic principles of sound, its acoustic properties and the means by which characteristics may be altered during sound transmission. 2. Identify and locate anatomical structures in the human auditory system and describe their functional role in analyzing auditory stimuli 3. Explain basic physiologic principles associated with the human auditory system 4. Discuss psychoacoustic aspects of auditory function. 	CO 1: Exam 1, 2, Final CO 2: Exam 3, 4, Final CO 3: Exam 3, 4, Final CO 4: Exam 5, Final
SLO 1 CONTINUED	Course objectives (CO): Students will:	
SHH 300	<ol style="list-style-type: none"> 1. develop a clear understanding of the five aspects of language and how they interact. 2. demonstrate knowledge of infant development and its relation to speech and language. 3. demonstrate knowledge of language development from late infancy to adolescence and how skills at various levels interact and build upon each other. 5. demonstrate knowledge of anatomy of basic structures involved in language and the articulation of speech sounds. 6. demonstrate knowledge of the parts of speech. 	CO 1: Exam 1, 2, 3, 4 CO 2: Exam 2, 4 CO 3: Exam 3, 4 CO 5: Exam 1, 2, 4 CO 6: Exam 1, 3, 4 CO 8: Exam 1, 2, 3, 4

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	8. develop an understanding of the major theories concerning language development and the interaction of language and cognition.	
SHH 360	1. Explain effect of LEP on school language comprehension. 6. Explain the relation between language and literacy.	CO 1: quiz 1, final, FP CO 6: quiz 1, 3 final FP = final project
SHH 370	1. Distinguish language and speech disorders from differences based on cultural and socio-economic status. 2. Identify and describe methods and techniques for appropriate diagnosis of articulation, phonology and language disorders	CO 1: exam 2, 3, 4, AR CO 2: exam 1, 2, 3, 4, AR AR = Article Review
SHH 371	1. Learn the basic concepts and terminology of voice disorders, including those associated with voice misuse and abuse, laryngectomy, nervous system involvement, organic disease and trauma. 5. Become familiar with normal disfluencies and those disfluencies that might lead to stuttering.	CO 1: Exam 1 CO 5: Exam 5
SHH 473	1. Know general anatomy and physiology of the central and peripheral systems, including general cerebrovascular anatomy and function.	CO 1: Quiz 1, 2, 3, assignments
SHH 483	1. Recognize the acoustic parameters of phonemes in relation to an audiogram. 3. Recognize the limitations of visual components of speech 4. Recognize the types of and components of hearing aids, cochlear implants, and assistive listening devices 6. Demonstrate knowledge of various communication methodologies.	CO 1: Exam 1, Final, LPA CO 3: Exam 3, Final LPA CO 4: Exam 1, 2, Final, HARM CO 6: Exam 2, 3, Final, LPA HARM = Hearing Aid Resource Manual LPA = Lesson Plan Assignment

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

Course	Course objectives (CO): Students will:	Assessment
SHH 270	6. Know the various communication disorders that exist for both children and adults. 7. Have a basic understanding of assessment and intervention options for specific communication disorders. 8. Discriminate and describe the various causes and speech characteristics associated with articulatory and phonological disorders, stuttering and other fluency disorders, voice disorders, and motor speech disorders. 9. Identify causes and describe general team management procedures used in treating persons with clefts.	CO 6: Quiz 3,4 CO 7: Quiz 2, 3, 4 CO 8: Quiz 2, 4, 5 CO 9: Quiz: 6 CO 10: Quiz 3 CO 11: Quiz 6 CO 12: Quiz 6 CO 13: Quiz 6

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	<ul style="list-style-type: none"> 10. Describe the various causes and nature of childhood and language disorders, development and disorders of emergent literacy to literacy. 11. Describe augmentative and alternative communication users and procedures. 12. Describe human swallowing processes and disorders. 13. Describe the nature of sound, hearing disorders, and rehabilitation. 	
SHH 280	3. Students will apply this knowledge in the phonetic assessment of normal and disordered speech.	CO 3: Exam 5, final
SHH 283	5. Relate pathology in the various mechanisms of the auditory system to physiological and psychoacoustic effects on hearing.	CO 5: Exam 3, 4, 5, Final
SHH 360	<ul style="list-style-type: none"> 1. Explain effect of LEP on school language comprehension. 2. Analyze effect of LEP on oral and written expression in all linguistic areas within the learning environment. 3. Compare/contrast characteristics of varied cultural and linguistic groups within the school population. 	CO 1: quiz 1, final, FP CO 2: quiz 2, final, FP CO 3: final, GP, FP GP = group project FP = Final project
SHH370	<ul style="list-style-type: none"> 1. Distinguish language and speech disorders from differences based on cultural and socio-economic status. 2. Identify and describe methods and techniques for appropriate diagnosis of articulation, phonology and language disorders 3. Describe factors that cause and influence articulation, phonology and language disorders. 4. Identify, describe, and differentiate characteristics and features of children diagnosed with concomitant disorders, such as Pervasive Developmental Disorders, Learning Disabilities, and Cognitive Impairment. 	CO 1: exam 2, 3, 4, AR CO 2: exam 1, 2, 3, 4, AR CO 3: exam 1, 2, 3, 4, AR CO 4: exam 1, 2, 4, AR AR = Article Review
SLO 2 CONTINUED Course objectives (CO): Students will:		
SHH 371	<ul style="list-style-type: none"> 1. Learn the basic concepts and terminology of voice disorders, including those associated with voice misuse and abuse, laryngectomy, nervous system involvement, organic disease and trauma. 4. Learn basic concepts and terminology associated with fluency disorders, including an objective definition of stuttering and theories about the onset and moment of stuttering. 5. Become familiar with normal disfluencies and those disfluencies that might lead to stuttering. 	CO 1: exam 2 CO 4: exam 6 CO 5: exam 6
SHH 383	<ul style="list-style-type: none"> 4. Interpret audiograms and Identify different types of hearing loss. 6. Discuss common causes of hearing impairment in children and adults 7. Relate the nature and degree of hearing loss to the impact of such hearing loss on communication abilities. 	CO 4: Exam 1, Final CO 6: Exam 3, Final CO 7: Exam 3, Final
SHH 473	2. Know the disorders, their causes, symptoms, typical course, some treatment techniques of the most frequently encountered neurological communication disorders.	CO 2: Quiz 3, 4, 5, 6, assignments

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	3. Master the vocabulary of the neuropathologies, the prognostic variables, and the principles of evaluation and treatment of neurologically-based communication disorders. 4. Know the physical, cognitive and affective attributes of these disorders.	CO 3: Quiz 3, 4, 5, 6, assignments CO 4: Quiz 3, 4, 5, 6, assignments
SHH 483	2. Understand the impact of hearing loss on language and speech 7. Comprehend the implications of auditory disorders in the classroom 8. Understand the psycho-social issues related to hearing loss at various ages. 9. Appreciate and respect the positions of Deaf Culture.	CO 2: Exam 1, Final, LPA CO 7: Exam 3, Final, LPA CO 8: Exam 2, 3, Final, LPA CO 9: Exam 2, 3, Final, LPA LPA = Lesson Plan Assignment

SLO 3: Students will learn and describe clinical assessment and intervention techniques and strategies utilizing evidence based practice.

Course	Course objectives (CO): Students will:	Assessment
SHH 270	7. Have a basic understanding of assessment and intervention options for specific communication disorders. 9. Identify causes and describe general team management procedures used in treating persons with clefts. 12. Describe human swallowing processes and disorders. 13. Describe the nature of sound, hearing disorders, and rehabilitation.	CO 7: Quiz 2 CO 9: Quiz 6 CO 12: Quiz 6 CO 13: Quiz 5, 6
SHH 360	4. Identify and describe assessment strategies for students with limited English proficiency. 5. Describe appropriate program strategies across grade levels for students with limited English proficiency.	CO 4: Quiz 2, 3, 4, final CO 5: Quiz 3, final GP = group project FP = Final project

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SHH 370	<ol style="list-style-type: none"> 1. Distinguish language and speech disorders from differences based on cultural and socio-economic status. 2. Identify and describe methods and techniques for appropriate diagnosis of articulation, phonology and language disorders 4. Identify, describe, and differentiate characteristics and features of children diagnosed with concomitant disorders, such as Pervasive Developmental Disorders, Learning Disabilities, and Cognitive Impairment 	<p>CO 1: exam 2, 3, 4, AR CO 2: exam 1, 2, 3, 4, AR CO 4: exam 1, 2, 4, AR</p> <p>AR = Article Review</p>
SHH 371	<ol style="list-style-type: none"> 2. Become familiar with the basic parts of a voice evaluation, including the voice history, laryngeal examination procedures, and non-instrumental testing. 3. Become familiar with general guidelines for vocal rehabilitation and with some specific techniques for voice therapy, particularly those used in the management of vocal misuse and abuse problems. 6. Become familiar with some assessment procedures for people who stutter and some general therapy approaches for fluency disorders including those for children and adults. 	<p>CO 2: Exam 3, 4 CO 3: Exam 3, 4 CO 6: Exam 7, 8</p>
SHH 383	<ol style="list-style-type: none"> 4. Interpret audiograms and Identify different types of hearing loss. 5. Discuss principles related to different audiometric test procedures 	<p>CO 4: Exam 1 CO 5: Exam 2</p>
SHH 473	<ol style="list-style-type: none"> 2. Know the disorders, their causes, symptoms, typical course, some treatment techniques of the most frequently encountered neurological communication disorders. 3. Master the vocabulary of the neuropathologies, the prognostic variables, and the principles of evaluation and treatment of neurologically-based communication disorders. 4. Know the physical, cognitive and affective attributes of these disorders. 	<p>CO 2: Quiz 3, 4, 5, 6, assignments CO 3: Quiz 3, 4, 5, 6, assignments CO 4: Quiz 3, 4, 5, 6, assignments</p>
SLO 3 CONTINUED	Course objectives (CO): Students will:	
SHH 475	<ol style="list-style-type: none"> 1. demonstrate comprehension of some of the uses of computer technology in communication disorders during assessment and treatment. The student will also understand how assessment and treatment is different for AAC. 2. demonstrate comprehension of augmentative/alternative communication. 3. demonstrate basic uses of augmentative communication devices available. 	<p>Activities / Lab Class participation Case Reflection Article Assignment Final Exam</p>
SHH 477	<ol style="list-style-type: none"> 1. demonstrate an understanding of standardized and informal articulation assessment through phonological process analysis and written summary of an articulation instrument. 2. demonstrate an understanding of standardized and informal language test assessment through language sample analysis and written summary of a language instrument. 3. demonstrate an understanding of evaluation of oral-peripheral structure and function. 4. demonstrate the ability to integrate diagnostic information through scoring, analyzing and interpreting presented test/observational data and case history information. 5. integrate information into a professional report. 6. state the general components of a speech language evaluation. 7. formulate diagnosis and rationales for speech and/or language assessments. 8. explain the differences of assessment procedures for preschool assessment and school age assessment. 	<p>CO 1: Phonology Exam CO 2: Morphology/Syntaz Exam CO 3: Oral Periph Demo CO 4: Admin and Scoring Exam CO 5: Writing Assignment CO 6: Final Exam CO 7: Phonology Exam, Morphology/Syntax Exam, Final CO 8: Final</p>
SHH 480	<ol style="list-style-type: none"> 1. identify the components of an intervention program, regardless of the disorder addressed. 	<p>CO 1: Exam 1, OR</p>

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	<ol style="list-style-type: none"> 2. describe methods of manipulating intervention program components and teaching strategies in order to design the most appropriate programming for each client to maximize potential. 3. describe methods for delineating and prioritizing goals. 4. state behavior management models. 5. state teaching techniques. 6. compose behavioral objectives and lessons plans. 7. compose SOAP notes 8. develop observation skills for the treatment process. 9. compose reflections regarding observation of the treatment process. 10. apply the above information during problem based learning experiences. 	CO 2: Exam 2, 4 CO 3: Exam 2, 3 CO 4: Exam 4, OR CO 5: Exam 4, OR CO 6: Exam 3, OR CO 7: Exam 3, OR CO 8: OR CO 9: OR CO 10: Exam 2, 3, 4, OR OR = Observation Report
SHH 481	<ol style="list-style-type: none"> 1. will develop and demonstrate beginning level practical clinical skills that reflect the application of clinical theory; 2. will develop, describe and demonstrate behavioral management strategies; 3. will locate a variety of clinical materials available for therapy; 4. will recognize the ethics of the professions and develop strategies for ethical decision making (both professional and clinical ethics); 5. will list and describe resources such as apps, websites and activities appropriate for clinical treatment in a variety of communication areas; 6. will describe several evidence based treatment techniques for a variety of communication areas; 	CO 1: Conduct Therapy Session CO 2: Conduct Therapy Session CO 3: Conduct Therapy Session CO 4: Conduct Therapy Session CO 5: Binder Assignment CO 6: Binder Assignment
SLO 3 CONTINUED	Course objectives (CO): Students will:	
SHH 483	<ol style="list-style-type: none"> 1. Recognize the acoustic parameters of phonemes in relation to an audiogram. 3. Recognize the limitations of visual components of speech 4. Recognize the types of and components of hearing aids, cochlear implants, and assistive listening devices 5. Troubleshoot basic hearing aid problems 6. Demonstrate knowledge of various communication methodologies. 7. Comprehend the implications of auditory disorders in the classroom 8. Understand the psycho-social issues related to hearing loss at various ages. 9. Appreciate and respect the positions of Deaf Culture. 	CO 1: Exam 1, Final, LPA CO 3: Exam 3, Final LPA CO 4: Exam 1, 2, Final, HARM CO 5: Exam 2, Final, HARM CO 6: Exam 2, 3, Final, LPA CO 7: Exam 3, Final, LPA CO 8: Exam 2, 3, Final, LPA CO 9: Exam 2, 3, Final, LPA HARM = HA Resource Manual LPA = Lesson Plan Assignment
EDU 488	<ol style="list-style-type: none"> 1. Demonstrate administration, scoring and interpretation of test according to the test protocol 2. Demonstrate use of non-standardized assessment (use and interpretation) 3. Record student responses accurately during assessment and intervention. 4. Develop personal teaching materials and therapy aids 5. Write an IEP 	Dept Student Teaching Evaluation Instrument: mid-term and final evaluation by cooperating teacher at each of 2 placements
EDU 496	<ol style="list-style-type: none"> 1. have demonstrated knowledge of the legal foundation for establishing and providing speech/language/hearing services within the curricula of different school settings with an emphasis on New York State. 2. have demonstrated knowledge of the Special Education Process under IDEA 2004 including, but not limited to, <ul style="list-style-type: none"> o general education topics of disproportionality and overrepresentation <ul style="list-style-type: none"> ▪ early intervening services and response to intervention (RTI) 	All COs to be assessed by exam, project and / or presentation.

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	<ul style="list-style-type: none"> ▪ Highly qualified teachers ▪ National Instructional Materials Accessibility Standard (NIMAS) ○ Evaluating children for disability ○ Individualized Education Planning (IEP) and Committee on Special Education (CSE) Process ○ Procedural Safeguards including, but not limited to: parental rights and due process <ol style="list-style-type: none"> have demonstrated knowledge of the legal and professional concerns regarding eligibility issues for the Individualized Education Plan have demonstrated and applied knowledge of NYS Common Core standards with emphasis on English Language Arts (ELA). have demonstrated and applied knowledge of instructional planning strategies for various populations; different effective therapy options and classroom service delivery, behavioral management issues / options. Have demonstrated knowledge of caseload management issues and strategies and the ability to work as part of a collaborative team. 	Alignment between specific assessments and COs to be determined.
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SLO 4: Students will develop and refine oral, written and professional communication skills.

Course	Course objectives (CO) Students will:	Assessment
SHH 360	<ol style="list-style-type: none"> Explain effect of LEP on school language comprehension. Analyze effect of LEP on oral and written expression in all linguistic areas within the learning environment. Compare/contrast characteristics of varied cultural and linguistic groups within the school population. Identify and describe assessment strategies for students with limited English proficiency. Describe appropriate program strategies across grade levels for students with limited English proficiency. Explain the relationship between language and literacy. 	CO 1: quiz 1, final, FP CO 2: quiz 2, final, FP CO 3: final, GP, FP CO 4: quiz 2, 3, 4, final CO 5: quiz 3, final CO 6: quiz 1, 3, final GP = Group Project FP = Final Project
SHH 370	<ol style="list-style-type: none"> Distinguish language and speech disorders from differences based on cultural and socio-economic status. Identify and describe methods and techniques for appropriate diagnosis of articulation, phonology and language disorders Describe factors that cause and influence articulation, phonology and language disorders. Identify, describe, and differentiate characteristics and features of children diagnosed with concomitant disorders, such as Pervasive Developmental Disorders, Learning Disabilities, and Cognitive Impairment. 	CO 1: exam 2, 3, 4, AR CO 2: exam 1, 2, 3, 4, AR CO 3: exam 1, 2, 3, 4, AR CO 4: exam 1, 2, 4, AR AR = Article Review
SHH 477	<ol style="list-style-type: none"> demonstrate an understanding of standardized and informal articulation assessment through phonological process analysis and written summary of an articulation instrument. demonstrate an understanding of standardized and informal language test assessment through language sample analysis and written summary of a language instrument. demonstrate an understanding of evaluation of oral-peripheral structure and function. 	CO 1: Phonology Exam CO 2: Morphology/Syntaz Exam CO 3: Oral Periph Demo CO 4: Writing Assignment

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	4. integrate information into a professional report.	
SHH 480	6. compose behavioral objectives and lessons plans. 7. compose SOAP notes 9. compose reflections regarding observation of the treatment process. 10. apply the above information during problem based learning experiences	CO 6: Exam 3, OR CO 7: Exam 3, OR CO 9: OR CO 10: Exam 2, 3, 4, OR OR = Observation Report
SLO 4 CONTINUED Course objectives (CO): Students will:		
SHH 481	1. develop and demonstrate beginning level practical clinical skills that reflect the application of clinical theory; 2. develop, describe and demonstrate behavioral management strategies; 3. develop and demonstrate beginning level clinical report writing skills;	CO 1: Conduct Therapy Session CO 2: Conduct Therapy Session CO 3: Lesson Plan writing, SOAP note writing
EDU 488	6: demonstrate professional and clinical writing ability in development of IEP, Lesson Plans, Diagnostic reports, progress reports and written assignments 7: demonstrate (emerging? appropriate? developmental?) professional oral presentation skills related to student teaching experiences. 8: demonstrate appropriate participation in class seminars offering appropriate comment, question, feedback and topic initiation.	Lesson plan feedback IEP, Diagnostic and Progress Report feedback Dept Student Teaching Evaluation Instrument Oral Presentation (rubric) Portfolio Checklist
EDU 496	1. have demonstrated knowledge of the legal foundation for establishing and providing speech/language/hearing services within the curricula of different school settings with an emphasis on New York State. 2. have demonstrated knowledge of the Special Education Process under IDEA 2004 including, but not limited to, <ul style="list-style-type: none"> ○ general education topics of disproportionality and overrepresentation <ul style="list-style-type: none"> ▪ early intervening services and response to intervention (RTI) ▪ Highly qualified teachers ▪ National Instructional Materials Accessibility Standard (NIMAS) ○ Evaluating children for disability ○ Individualized Education Planning (IEP) and Committee on Special Education (CSE) Process ○ Procedural Safeguards including, but not limited to: parental rights and due process 	All COs to be assessed by exam, project and / or presentation. Alignment between specific assessments and COs to be determined.
	3. have demonstrated knowledge of the legal and professional concerns regarding eligibility issues for the Individualized Education Plan 4. have demonstrated and applied knowledge of NYS Common Core standards with emphasis on English Language Arts (ELA). 5. have demonstrated and applied knowledge of instructional planning strategies for various populations; different effective therapy options and classroom service delivery, behavioral	

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	management issues / options. 6. Have demonstrated knowledge of caseload management issues and strategies and the ability to work as part of a collaborative team.	
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SLO 5: Students will learn about diversity and the global society and explain how this knowledge will guide their interactions with clients and their families.

Course	Course objectives (CO): Students will:	Assessment
SHH 270	1. Describe the role of professionals in the field 2. Know what communication is.	Quiz 1: Content (by numbers above): 1, 2
SHH 300	4. Understanding of how language skills impact on literacy and educational performance. 7. Knowledge of dialects. 9. Understanding of how culture and socioeconomic status interact with language development.	CO 4: Exam 3, 4 CO 7: Exam 1, 2, 3, 4 CO 9: Exam 2, 3, 4
SHH 360	1. Explain effect of LEP on school language comprehension. 2. Analyze effect of LEP on oral and written expression in all linguistic areas within the learning environment. 3. Compare/contrast characteristics of varied cultural and linguistic groups within the school population. 6. Explain the relationship between language and literacy.	CO 1: quiz 1, final, FP CO 2: quiz 2, final, FP CO 3: final, GP, FP CO 6: quiz 1, 3, final GP = Group Project FP = Final Project
SHH 370	1. Distinguish language and speech disorders from differences based on cultural and socio-economic status. 2. Identify and describe methods and techniques for appropriate diagnosis of articulation, phonology and language disorders 3. Describe factors that cause and influence articulation, phonology and language disorders.	CO 1: exam 2, 3, 4, AR CO 2: exam 1, 2, 3, 4, AR CO 3: exam 1, 2, 3, 4, AR AR = Article Review
SHH 473	2. Know the disorders, their causes, symptoms, typical course, some treatment techniques of the most frequently encountered neurological communication disorders. 3. Master the vocabulary of the neuropathologies, the prognostic variables, and the principles of evaluation and treatment of neurologically-based communication disorders. 4. Know the physical, cognitive and affective attributes of these disorders. 5. Understand that each person with a communication disorder is a unique person and should always be treated with respect	CO 2: Quiz 3, 4, 5, 6, assignments CO 3: Quiz 3, 4, 5, 6, assignments CO 4: Quiz 3, 4, 5, 6, assignments CO 5: Quiz 3, 4, 5, 6, assignments
SHH 475	1. demonstrate comprehension of some of the uses of computer technology in communication disorders during assessment and treatment. The student will also understand how assessment and treatment is different for AAC.	Activities / Lab Class participation

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		Case Reflection Article Assignment Final Exam
SLO 5 CONTINUED	Course objectives (CO): Students will:	
SHH 477	<ol style="list-style-type: none"> 1. demonstrate an understanding of standardized and informal articulation assessment through phonological process analysis and written summary of an articulation instrument. 2. demonstrate an understanding of standardized and informal language test assessment through language sample analysis and written summary of a language instrument. 3. demonstrate an understanding of evaluation of oral-peripheral structure and function. 4. demonstrate the ability to integrate diagnostic information through scoring, analyzing and interpreting presented test/observational data and case history information. 	CO 1: Phonology Exam CO 2: Morphology/Syntax Exam CO 3: OP CO 4: Admin and Scoring exam, Final Exam OP = Oral Peripheral Demonstration
SHH 480	<ol style="list-style-type: none"> 1. identify the components of an intervention program, regardless of the disorder addressed. 2. describe methods of manipulating intervention program components and teaching strategies in order to design the most appropriate programming for each client to maximize potential. 3. state behavior management models. 4. state teaching techniques. 5. develop observation skills for the treatment process. 6. compose reflections regarding observation of the treatment process. 	CO 1: Exam 1, OR CO 2: Exam 2 CO 3: Exam 4, OR CO 4: Exam 4, OR CO 5: OR CO 6: OR OR = Observation Report
SHH 481	<ol style="list-style-type: none"> 1. develop and demonstrate beginning level practical clinical skills that reflect the application of clinical theory; 2. develop sensitivity to diversity and multicultural issues in the assessment and treatment of communication disorders. 	CO 1: Conduct Therapy Session CO 2: Conduct Therapy Session
SHH 483	<ol style="list-style-type: none"> 8. Understand the psycho-social issues related to hearing loss across age and culture. 9. Appreciate and respect the positions of Deaf Culture 	CO 8: Exam 2, 3, Final, LPA CO 9: Exam 2, 3, Final, LPA LPA = Lesson Plan Assignment
EDU 488	<ol style="list-style-type: none"> 9. Complete two placements working with students with speech and language disabilities. One place must be a high needs placement. 10. Observe/interact with children classified as ESL or EFL, write it up and indicate how the interaction is different from someone with a communication disorder. Include this in the Experience with P through 12 section 11. Compare your two placements to ASHA's guidelines for school speech-language pathologists: professional issues statement); ASHA position statement -- SLPs in the schools: 	CO 9: Placement assigned by College Field Placement Office CO 10: Portfolio checklist CO 11: Assignment
SLO 5 CONTINUED	Course objectives (CO): Students will:	

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EDU 496	<ol style="list-style-type: none"> 1. have demonstrated knowledge of the legal foundation for establishing and providing speech/language/hearing services within the curricula of different school settings with an emphasis on New York State. 2. have demonstrated knowledge of the Special Education Process under IDEA 2004 including, but not limited to, <ul style="list-style-type: none"> ○ general education topics of disproportionality and overrepresentation <ul style="list-style-type: none"> ▪ early intervening services and response to intervention (RTI) ▪ Highly qualified teachers ▪ National Instructional Materials Accessibility Standard (NIMAS) ○ Evaluating children for disability ○ Individualized Education Planning (IEP) and Committee on Special Education (CSE) Process ○ Procedural Safeguards including, but not limited to: parental rights and due process 3. have demonstrated knowledge of the legal and professional concerns regarding eligibility issues for the Individualized Education Plan 4. have demonstrated and applied knowledge of NYS Common Core standards with emphasis on English Language Arts (ELA). 5. have demonstrated and applied knowledge of instructional planning strategies for various populations; different effective therapy options and classroom service delivery, behavioral management issues / options. 6. Have demonstrated knowledge of caseload management issues and strategies and the ability to work as part of a collaborative team. 	<p>All COs to be assessed by exam, project and / or presentation.</p> <p>Alignment between specific assessments and COs to be determined.</p>
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APPENDIX B.3

SLD SLO TEMPLATES