California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2021	Course: CSAD 222 Curriculum in Relation to Language -Learning Disabilities in School-age Children.	Section: 01
Meeting Days: Tuesday/Thursday	Meeting Times: 12-1:15 PM	Location: Zoom Through Course Canvas Link
Instructor: Dr. Robert Pieretti	Email: rpieretti@csus.edu	Phone: 916-278-6759
Office Location: Folsom Hall 2316	Office Hours/Appointments: Zoom Office Hours Tuesdays 3-4 and Wednesdays 3-5Please email Annette Kafouros to schedule: kafouros@csus.edu	

Catalogue Course Description:

CSAD 222.   Curriculum in Relation to Language - Learning Disabilities in School-age Children.
3 Units

Prerequisite(s): Instructor permission.
Term Typically Offered: Spring only
Language acquisition as a continuum from oral language to reading and writing, the role of the speech-language specialist in working with reading disabilities; the interactions among speech-language intervention and curricula areas including mathematics, spelling, handwriting, social studies and language arts; and various service delivery models, including collaborative consultation and learning centers.

Place of Course in Program

The focus of this 3-unit graduate course is on in-depth study of language processing, production, and application problems of the school-aged population. Current principles, methods, and materials used by Language, Speech, and Hearing Specialists (LSHS) to assess and remediate language and literacy in school-aged populations will be presented. Discussions will include how the LSHS can work more closely with the core academic curriculum (including Mathematics, Spelling, Handwriting, Social Studies, and Language Arts), support literacy and language-based learning, and help students gain access to the school curriculum and meet Common Core Standards through a variety of service delivery models.

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
Disciplinary knowledge: *Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.*	Y
Communication: *Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.*	Y
Critical thinking/analysis: *Demonstrate the ability to be creative, analytical, and critical thinkers.*	Y
Information literacy: *Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.*	Y
Professionalism: *Demonstrate an understanding of professional integrity.*	Y

Intercultural/Global Perspectives: *Demonstrate relevant knowledge and application of intercultural and/or global perspectives.*	Y

Course Learning Outcomes:

Mastery of each student-learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

CSAD 222 SPECIFIC STUDENT LEARNING OUTCOMES:

1. Interprofessionally identify students with varying degrees of language-based literacy delays and/or disorders, including students who meet criteria for inclusion in a special classroom for communicatively disabled students, in the presence or absence of concomitant areas of deficit, including processing disorders, executive dysfunction, etc.

2. Explain the oral to written language continuum

3. Demonstrate the role the Language, Speech, and Hearing Specialist plays in the identification and remediation of developmental reading disabilities, including dyslexia, specific comprehension deficits, and mixed decoding-comprehension deficits and their underlying core language deficits, including phonological processing.

4. Explain and apply a four-processor model of reading acquisition and the Simple View of Reading

5. Discuss the impact of mild to severe language disabilities of students fully included in the general education classroom and create and apply appropriate curriculum-relevant strategies to support these students in collaboration with the classroom teacher and other general and special educators.

6. Discuss cultural and linguistic differences among students, emphasizing the importance of a social-cultural perspective on reading and writing

7. Access the Common Core Standards and apply them to goals for students with language-based reading problems.

8. Identify and demonstrate problem-solving strategies for student academic success.

9. Discuss and demonstrate how to evaluate and manage classroom behavior.

10. Discuss methods to teach students about organizational skills and to use study skills.

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Exam #1; Assessing for Literacy Project/Mock IEP	
2	Assessing for literacy project/ Mock IEP	
3	Exam #1; Assessing for Literacy Project/Mock IEP; Projects	
4	Exam #1; Assessing for Literacy Project/Mock IEP	

5	Exam #1; Projects	
6	Exam #1	
7	Projects	
8	Exam #1; Projects	
9	Exam #1; Teaching Unit	
10	Exam #1; Projects	

Textbooks and Materials:

<u>Required</u>:

Goldsworthy, C.L. (2011). *Linking the strands of language and literacy*. San Diego: Plural

Ukrainetz, T. (Ed.). (2015). *School-Age Language Intervention*. Austin: pro.ed.

Available through the Sacramento State Library online periodical search:

Alonzo, C.N., McIlraith, A.L., Catts, H.W., & Hogan, T.P. Predicting Dyslexia in Children With Developmental Language Disorder. *Journal of Speech, Language, and Hearing Research, 63*(1), 151-162. https://doi.org/10.1044/2019_JSLHR-L-18-0265.

Volkers, N. (2018, December). Diverging Views on Language Disorders. *The ASHA Leader, 23*(12), 44-53. https://doi.org/10.1044/leader.FTR1.23122018.44

Volkers, N. (2018, December). Does an SLI Label Really Restrict Services? *The ASHA Leader, 23*(12), 44-53.

Online Resources:

Please review the course module, which can be found on *Canvas*, for syllabi and tentative course schedule, report templates, materials for course activities, posted lecture notes, etc.

Course Requirements/Components:

Exams: One exam will be given during the semester. You will be responsible for materials covered in required readings, lectures, discussions, and handouts. The typical format for the exam will include short answer, fill-in-the-blank, T/F, matching, and short essay.

Assessing for Literacy Project/Mock IEP: You will group with 4 other students and respond to one of the client reports included in Assessing for Literacy folder you will be downloading. One of you will be the parent trying to get services for your child, one will be the SLP (or LSHS) with data supporting the presence or absence of a language based deficit, one will be the school resource specialist (RSP) discussing academic testing scores in the language arts, and one will be a school psychologist explaining his or her findings.

ONO & Storyboard Project: You will develop an ORAL NARRATIVE OUTLINE (ONO) and Storyboard to present to the class. This is a motivating approach to expanding oral and written language in children. It requires you to develop a unit around a language-arts selection commonly used in U.S. curriculum adoptions.

Teaching Unit Project: You and a peer will develop a unit to co-teach the class on a particular subject to a particular grade/age group. You will be taught about Mastery Teaching to prepare for this project. Start thinking now about something of interest to teach and choose a grade level you would like to teach.

Literacy Project: You will develop a literacy project involving oral-written language materials after studying the RAVE-O program. This is an approach to teaching literacy to students and many of its components are considered to be effective methodology for speech-language pathologists supporting literacy. You may use the same language-arts selection that you selected for the ONO and Storyboard project.

Grading Policy:

A total of 500 points are available. Your final grade will be calculated as a % of points out of 500 points. **Any assignment/presentation submitted late will automatically drop by one grade/day late unless otherwise approved by the instructor. Points possible are assigned as follows:

Source	Points	% of Grade
Exam 1	100	20%
Assessing for Literacy Project/Mock IEP	100	20%
ONO and Storyboard Project	100	20%
Teaching Unit	100	20%
Literacy Project	100	20%

Letter grades are assigned according to the following scores

%	Letter
100-96%	A
95-90%	A-
89-87%	B+
86-83%	B
82-80%	B-
79-77%	C+
76-73%	C
72-70%	C-
69-67%	D+
66-63%	D
62-60%	D-
Below 60%	F

Course Policies/Procedures:

Note: In the event that I am not available during the semester for whatever reason, students will be contacted and advised how the course will proceed. This may include a change in instructor and/or modality.

Course Modality: Unless otherwise noted by the instructor, all Spring 2021 CSAD courses are being taught synchronously. Class meeting will be scheduled by your instructor through Zoom through Canvas at the regularly scheduled class time. The Zoom link will be published in Canvas.

Health & Safety Information: If you are sick, stay home and do not attend class. Notify your instructor. Please self-diagnose if you are experiencing any COVID- like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care. You are asked to report any possible COVID related illnesses/exposures to SHCS via this link COVID-19 Illness/Exposure Report Form: https://sacstateshcs.wufoo.com/forms/covid19-illnessexposure-report/ Expect a call from SHCS within 24 hours. The CDC provides a good source of information regarding COVID-19 and a way to self-check symptoms: https://www.cdc.gov/coronavirus/2019-ncov/index.html

Attendance/Grading. This course does involve verbal interaction among the students and the instructor. Class attendance supports your learning and your peers' learning. Please report absences to Dr. Pieretti **via email** prior to class meetings and work with him to submit any missed assignments at a future time so that your grade will not be

affected.

Class meetings and participation: For most class sessions, Lecture + discussion + Observation format will be followed. Because this is a seminar, active listening, participation, and problem solving is expected. For example when you are listening to another student present his/her ideas, you should take notes and offer suggestions. Comments such as "I agree" or "great idea," are okay. Substantive participation (e.g., comments that help advance the discussion, or that help develop a new angle on a problem) is considered to be far more meaningful participation. Speech-Language Pathology is a profession in which you need to actively problem solve at all times, and the goal of this class is to support your ability to work on transdisciplinary diagnostic and treatment teams

Readings: You are responsible for all reading materials assigned according to course syllabus. Because this is a graduate seminar you are expected to have completed the assigned readings prior to class time on the dates assigned so that you may participate in discussion and ask questions in a timely manner.

TENTATIVE Course Schedule/Outline:

DATE	TOPIC	Daily Presentation (PPT) and Handouts (HO) Assigned Reading (in bold)
1/26/21	Hello and Welcome. Review, of course….. Where have we been and where are we going? What's it like to have a learning disability?	Intro PPT Fat City Videos
1/28/21	Where have we been and where are we going? What's it like to have a learning disability? How does this class relate to our work in public schools (itinerant and Special Day Class-CD) and private practice?	Intro PPT Fat City Videos **G CH. 1, pages 39-50**
2/2/21	Who are the "fall through the crack kids?" "Learning to Read" vs. "Reading to Learn;" Why we wish we had a crystal ball…….The Common Core.	Intro PPT ASHA Leader Articles
2/4/21	Language, Reading, and Language-Based Learning Disabilities: Locke's Model, Information Processing, ID. Tying SLI/DLD and LBLD to Literacy; Frith, Chall, Bear et al; Adam's Model; ASHA milestones	Language, Reading, and Language-Learning Disabilities (LBLD) PPT **G CH. 4** **U CH. 5**
2/9/21	Where do SLPs fit in? From Speech Perception to the Umbrella and "p word"	LBLD PPT
2/11/21	Language, Reading, and Language-Based Learning Disabilities	LBLD PPT
2/16/21	Language, Reading, and Language-Based Learning Disabilities	LBLD PPT
2/18/21	More on Language, Reading, and Language-Based Learning Disabilities	LBLD PPT
2/23/21	More on Language, Reading, and Language-Based Learning Disabilities	LBLD PPT Alonzo et al. article (JLSHR)
2/25/21	Begin Assessment to Determine Language-Based Learning Disabilities **Assign Mock IEP Teams**	Assessing for Literacy PPT

	Review for Exam #1	
3/2/21	**EXAM #1 Due** Assessment to Determine Language-Based Learning Disabilities	
3/4/21	Assessment to Determine Language-Based Learning Disabilities	Assessing for Literacy PPT
3/9/21	**ASSESSING FOR LITERACY PROJECT/MOCK IEPs**	
3/11/21	Relevant Laws and Legislation Prevention of Developmental Reading Disabilities Reading to Children *Treatment of Language and Language-Based Learning Disabilities (Reading, Writing, and Spelling): The Phonological and Orthographic Processors:* -Reading to Children -Narrative vs. Expository -Phonological Awareness -Print Awareness/Decoding/Word Attack/Morphological Awareness	Treatment, Teaching, Consultation, and Collaboration (T,T,C, &C) PPT **G Ch. 5, pp. 131-166** **U Ch. 12** Questions to Ask Kids When Reading HO Article "The Power of Narrative in the Age of Expository Text."
3/16/21	**PA PRACTICE IN CLASS** *Treatment of Language and Language-Based Learning Disabilities (Reading, Writing, and Spelling): The Phonological and Orthographic Processors* -Sound/symbol correspondence -Sight word recognition -Phonetic decoding/word attack	T, T, C, & C PPT **U Ch. 13** **U Ch. 14** Phono Awareness HO
3/18/21	*Treatment of Language and Language-Based Learning Disabilities (Reading and Writing):* The Meaning and Context Processors -Vocabulary -Pragmatics -Figurative Language -Persuasive Language -Paragraph Writing	T, T, C, & C PPT **G Ch. 5, pp. 101-130**
3/23/21	**Spring Break**	
3/25/21	**Spring Break**	
3/30/21	**Katie Lambert: Oral Narrative Interactive Presentation Confirmed**	Posted PPT **G Ch. 6** **U Ch. 9**
4/1/21	*Treatment of Language and Language-Based Learning Disabilities (Reading and Writing):* The Meaning and Context Processors -Vocabulary -Pragmatics	T, T, C, & C PPT **U CH. 15**

	-Figurative Language -Persuasive Language -Paragraph Writing	
4/6/21	*Treatment of Language and Language-Based Learning Disabilities (Reading and Writing):* The Meaning and Context Processors -Vocabulary -Pragmatics -Figurative Language -Persuasive Language -Paragraph Writing	T, T, C, & C PPT
4/8/21	**STORYBOARD AND ONO PRESENTATIONS**	
4/13/21	**STORYBOARD AND ONO PRESENTATIONS**	
4/15/21	*Treatment of Language and Language-Based Learning Disabilities (Reading and Writing):* The Meaning and Context Processors and "Good Teaching" -Vocabulary -Pragmatics -Figurative Language -Persuasive Language -Paragraph Writing -"Good Teaching" strategies	T, T, C, & C PPT
4/20/21	*Treatment of Language and Language-Based Learning Disabilities (Reading and Writing)* -"Good Teaching" strategies Modifications/Pre-Referral Strategies Thinking skills, Bloom's taxonomy; UDL	T, T, C, & C PPT
4/22/21	*Treatment of Language and Language-Based Learning Disabilities (Reading and Writing)* -"Good Teaching" strategies	**G Ch. 5, pp. 166-171** Written Language HO Bloom's Questions for Language and Literacy HO and Bloom's Activity HO Thinking Skills HO
4/27/21	**Math Instruction with Language Scaffolding**	Provided HOs
4/29/21	**Video Documentary**	

5/4/21	**Video Documentary**	Differentiated Instruction and Adapting Curriculum HO
	Treatment of Language and Language-Based Learning Disabilities (Reading and Writing)	UDL HO
	-"Good Teaching" strategies	
	Differentiated Instruction	
5/6/21	**TEACHING UNIT PRESENTATIONS**	
5/11/21	**TEACHING UNIT PRESENTATIONS**	
5/13/21	**LITERACY PROJECT PRESENTATIONS**	
Final Day TBA		

Online Learning
For additional information, please review the [CSAD Handbooks](https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html) website
https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html

Zoom/ Online Instruction privacy and relevant rights and responsibilities:
Any time that a class session is recorded during the COVID-19-related Remote Instruction Period, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:
Only students enrolled in the subject class during the Remote Instruction Period may view the recording.
- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

Attitudes & Technical Skills Required
You will find that the following attitude will significantly contribute to your success in this online class:
- A positive attitude towards technology
- An open mind towards online education
- Willingness to share your experiences with others
- Strong analytical and critical thinking skills for when you "get stuck"
- Resourcefulness - don't be afraid to click on links and explore and ask questions
- Time management

Online learning requires only basic technical skills:
- Be competent with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Possess internet navigation skills
- Update your Internet browser

- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

Technical Assistance

Seek help when you can't access Canvas or class materials.

- For technical assistance, contact the IRT Help Desk. Visit AIRC 2005 during open hours to speak with the IRT Service Desk Team, or call (916)278-7337. IRT website.
- For assistance with course materials, contact your instructor

Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: Don't Fall for a Phishing Scam
- Use anti-virus, anti-spyware, and anti-malware software. Sac State's Software and Tools available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone. Use strong passwords that include a combination of letters and numbers that no one can guess.

Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities. Visit the Mobile section of the Canvas Guides website for more information.

Additional Information
Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State's Academic Honesty Policy & Procedures:

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades." Read more about Sac State's Academic Honesty Policy & Procedures at the following website: http://www.csus.edu/umanual/student/stu-0100.htm **Definitions**: At Sac State, "cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means." **Plagiarism** is a form of cheating. At Sac State, "plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution." Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the Office of Student Conduct.

Department Policy on Use of APA format

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Prefer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the CARES website.

Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: https://www.csus.edu/center/

- Testing Center: https://www.csus.edu/student-affairs/centers-programs/testing-center/

- Library: https://library.csus.edu/ for consultation : Rachel Stark, MS, AHIP, stark@csus.edu

- Services to Students with Disabilities: https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/

- Student Health and Counseling Services at The WELL: https://www.csus.edu/student-life/health-

counseling/

- Student Academic Success and Education Equity Programs: https://www.csus.edu/student-affairs/retention-academic-success/

- Crisis Assistance and Resource Education Support (CARES): https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/

- CHHS Student Success Center: https://www.csus.edu/college/health-human-services/student-success/

- Reading & Writing Center: https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html

- Peer & Academic Resource Center: https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/

- SMART Thinking (tutoring resource): https://www.csus.edu/student-affairs/centers-programs/degrees-project/_internal/_documents/smarthinking.pdf

Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

CSAD 222 Curriculum in Relation to Language -- Learning Disabilities in School-age Children.

Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: hearing disorders (including the impact on speech and language including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, screening, and intervention regarding hearing, including the impact on speech and language.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).

Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

Standard IV-F: Research

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

Standard V-A: Oral and Written Communication

- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: biological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.