



California State University, Sacramento
 Department of Communication Sciences and Disorders
GRADUATE SYLLABUS & COURSE OUTLINE

Class Information:		
Semester/Year: Spring 2025	Course: CSAD 222: Curriculum in Relation to Language-Learning Disabilities in School-Age Children	Section: 01
Meeting Days: Tuesday-Thursday	Meeting Times: 10:30-11:45	Location: Folsom Hall 2604
Instructor: Celeste Roseberry-McKibbin, Ph.D., CCC-SLP	Email: celeste@csus.edu	Phone: 916-278-6601
Office Location: Folsom Hall 2404H	Office Hours/Appointments: By Appointment	

Catalogue Course Description:

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

Prerequisite(s): Instructor Approval

Term Typically Offered: Spring

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. Emphasis on culturally responsive assessment and intervention strategies for culturally and linguistically diverse (CLD) students who are English Learners (ELs) to increase equity and access to school curriculum.

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. There will be a special emphasis on practical, scientifically-supported strategies for service delivery to the EL 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. There will also be an emphasis on evidence-based strategies for differential diagnosis of language differences vs. Developmental Language Disorder (DLD) in EL students ages 3-18 years old. This course is generally taken by students the second semester of graduate school.

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
Competence in the Disciplines: <i>The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</i>	Y
Knowledge of Human Cultures and the Physical and Natural World <i>through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.</i>	Y
Intellectual and Practical Skills, including: <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i>	Y
Personal and Social Responsibility, including: <i>civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges</i>	Y
Integrative Learning**, Including: <i>synthesis and advanced accomplishment across general and specialized studies</i>	Y

Course Learning Outcomes:

GRADUATE

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. Discuss cultural and linguistic differences among students, emphasizing the importance of a culturally responsive, nondiscriminatory, evidence-based approach to assessment of EL students to differentiate communication differences from communication disorders.
2. Summarize specific strategies for building equity and increasing curricular access for students and families from marginalized communities.
3. Explain the terms *equity*, *access*, and *linguistic justice/linguistic human rights* and how these concepts relate to provision of services to CLD clients with communication disorders.
4. List practical methods for increasing the navigational capital of students and families from marginalized communities to create increased access to school curriculum.
5. Explain professional and public policies and laws that relate to clients from CLD backgrounds.
6. Describe typical second language acquisition and bilingual development in children.
7. Describe potential limitations of standardized testing with CLD clients
8. Explain how to use alternative, nonstandardized methods for nonbiased assessment.
9. Describe a team-oriented, multidisciplinary approach to identification, assessment, and treatment of CLD clients with communication disorders and discuss professional communications skills necessary to effective team relationships.
10. Plan, implement, evaluate, and modify educational program plans for serving CLD children within the public school setting.
11. Describe appropriate treatment techniques for CLD children with speech-language disorders.
12. Summarize methods and materials for linking intervention to the Common Core State Standards for school-aged children with language impairments.
13. Understand and apply research literature that pertains to effective service delivery to CLD clients.
14. Explain metacurricular strategies for implementing individualized aspects of general education curriculum for students with DLD.

Textbooks

Ukrainetz, T.A. (2024). *School-age language intervention: Evidence-based practices* (2nd ed.). Pro-Ed.

Roseberry-McKibbin, C. (2022). *Multicultural students with special language needs: Practical strategies for assessment and intervention* (6th ed.). Academic Communication Associates.

Copy book with case studies. We will be going over case studies during most class times. The copy book with the case studies is available through the Hornet bookstore.

Please start bringing it to class each day beginning 1/28/25.

1/21/25

Introduction to course

Differentiating Specific Language Impairment from Learning Disability

Ukrainetz Chapter 6

1/23/25

**Culturally Responsive Service Delivery to Diverse Learners:
Improving Access to the Curriculum**

Linguistic justice/human rights and language as power
Developing cultural competence, responsiveness, and humility
Providing equity and access to the curriculum for diverse learners

1/28/25

Guest speaker Arynn Byrd, Ph.D., University of Maryland via Zoom

1/30/25

**Service Delivery to Speakers of African American English:
Differential Diagnosis of Communication Differences vs.
Disorders and Research-Based Intervention Strategies to
Improve Access to the Curriculum**

Foundations of culturally responsive assessment and treatment
Distinguishing speech and language differences from speech and
language impairments
Research-based intervention strategies for connecting with curriculum

Roseberry-McKibbin chapter 4

2/4/25

**Service Delivery to Speakers of Spanish-Influenced English:
Differential Diagnosis of Communication Differences vs.
Disorders and Research-Based Intervention Strategies to
Improve Access to the Curriculum**

Foundations of culturally responsive assessment and treatment
Distinguishing speech and language differences from speech and
language impairments
Research-based intervention strategies for connecting with curriculum

Roseberry-McKibbin chapter 5

2/6/25

**Service Delivery to Speakers of Asian-Influenced English:
Differential Diagnosis of Communication Differences vs.
Disorders and Research-Based Intervention Strategies to
Improve Access to the Curriculum**

Foundations of culturally responsive assessment and treatment
Distinguishing speech and language differences from speech and
language impairments
Research-based intervention strategies for connecting with curriculum

Roseberry-McKibbin chapter 6

2/11/25

Service Delivery to Speakers of Arabic-Influenced English: Differential Diagnosis of Communication Differences vs. Disorders and Research-Based Intervention Strategies to Improve Access to the Curriculum

Foundations of culturally responsive assessment and treatment
Differential diagnosis of communication differences vs. communication disorders

Roseberry-McKibbin ch. 9

2/13/25

Test 1

2/18/25

Second Language Acquisition and Bilingual Development: Considerations in Improving Access to the Curriculum

Linguistic and social features of second language acquisition and bilingualism
Issues in language loss and codeswitching

Roseberry-McKibbin chapter 10

2/20/25

Second Language Acquisition and Bilingual Development (cont.)

Types of language fluency: BICS vs. CALP
Additive vs. subtractive bilingualism
Simultaneous vs. sequential bilingualism

2/25/25

Strategies for Conducting Assessments: Basic Principles for Ensuring Appropriate Access to the Curriculum

Legal considerations

Foundational issues in distinguishing language difference from underlying language impairment

Roseberry-McKibbin chapter 11

2/27/25

Best Practices in Assessment: Research-Based Strategies for Providing Appropriate, Culture-Fair Access to the Curriculum

Language dominance and proficiency testing
Dynamic assessment: Feuerstein's theory of structural cognitive modifiability and practical applications
Pre-referral and case history considerations

Roseberry-McKibbin chapter 12

3/4/25 **Best Practices in Assessment (continued)**
Narrative assessment and analysis
Portfolio and curriculum-based assessment
Bilingual support personnel: utilizing the services of interpreters
Assessment of working memory
Working with multidisciplinary teams

3/6/25 **Guest speaker Ivan Campos via Zoom—Nonbiased Assessment**

3/11/25 **Best Practices in Assessment (continued)**

3/13/25	Test 2
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3/18/25 **Building Narrative Skills of Diverse Learners with DLD to Strengthen Connection to the Curriculum**

Ukrainetz chapter 11

3/20/25 No class—work on project—Dr. R. conducting national multicultural workshop

3/25/25 **Fundamentals of Reading: Increasing Access to Written Language in the Curriculum**

Ukrainetz chapter 15

3/27/25 **Curriculum-Based Service Delivery and Foundations of Intervention**

National laws and policies impacting intervention
Incorporating principles of multiculturalism
Selecting appropriate goals, materials, and educational settings
Alternatives for EL children; ESL, bilingual education options
Working with families; empowering family involvement

Roseberry-McKibbin ch. 13

Have a great spring break! 😊

4/8/25 **Foundations of Intervention continued**

4/10/25 **Practical Intervention Strategies for Increasing Access to the Curriculum for CLD Students**

Holistic strategies approach to treatment
Modifying the physical and linguistic environment across settings
Response to Intervention
Practical treatment strategies for increasing oral and literate language skills

Roseberry-McKibbin chapter 14

4/15/25 **Considerations in Providing Curriculum Access for Special Populations**

CLD students with hearing loss
CLD students with intellectual disability
CLD students with Autism Spectrum Disorder
Internationally adopted children and their families

Roseberry-McKibbin ch. 15

4/17/25 **Trauma-Informed Intervention: Improving Overall Curriculum Access**

Increasing curricular access for students with DLD who have experienced trauma
Practical strategies for trauma-informed therapy

4/22/25 **Forensic Issues: Testifying Successfully in Court**

Responding appropriately to lawsuits regarding special education students' lack of access to the curriculum via FAPE (Free and Appropriate Public Education)

4/24/25	Test 3
4/29/25	Student presentations
5/1/25	Student presentations
5/6/25	Student presentations
5/8/25	Student presentations

COURSE REQUIREMENTS

1. EXAMINATIONS

Four examinations will be given. You are required to take at least 3 of them. **NO MAKE-UP EXAMINATIONS ARE EVER GIVEN UNLESS THERE IS A DOCUMENTED MEDICAL EMERGENCY AND YOU HAVE WRITTEN PROOF.** If you are allowed a make-up, the make-up can only be done during the week **before** dead week. (Dead week is the week before finals.) ***You are responsible for contacting the professor for this makeup.*** No makeups are given during dead week for any reason, including medical.

You are welcome to choose not to take any one of the exams offered during the semester; however, if you miss a second exam, that score will be recorded as a "zero" and averaged in with

your other test scores counting towards your final grade. If you choose to take all 4 exams, your lowest score will be thrown out and your 4 highest scores averaged together.

3 Tests at 100 points each

2. Vocabulary project: (100 points)

Choose five Tier 2 words that you want to target. For each word:

1. Write out a student-friendly definition of the word and indicate what part of speech it is.
2. Create a story/informative paragraph with the word used 5-6 times. The story should be 8+ sentences long.
3. The story/paragraph should have 3 short essay/comprehension questions about the story/paragraph that was just read.
4. Describe 5 hands-on, fun activities that you can use to help the student remember the target word.

Be sure to let us know the chronological age of the student. The student should be within the age of 6-18 years old. Please pick students of different ages. They need to be at least 6 years old and in first grade with very basic reading skills. We will assume that the student has DLD. The student is struggling in the classroom, and you are teaching Tier 2 words that will help the student succeed across the curriculum.

When you present your project to the class, please bring 5 actual activities to demonstrate. You can pick any ones you want, but we'd like to see the actual materials and activities demonstrated. Please project the entire Word document on the screen, sharing each vocabulary word and the activities and stories you have chosen to support it. I anticipate that your assignment will be approximately 5 pages long. Please turn in a hard copy to me during the class period right before you present. If the assignment is turned in later than that, even later the same day, -5 points will be taken off per day for a maximum of -20 points off. The last day I will accept assignments is Thursday May 8, 2025. Presenting verbally in front of the class is required.

Points:

Oral presentation: 10 points

Presentation of 5 actual hands-on activities to teach the target word: 10 points (2 points per activity)

4 components of 5 activities (e.g., student-friendly definition, story/paragraph, three comprehension questions, five fun hands-on activities): 4 points each (80 points)

Please see my website for an example of this assignment.

3. ATTENDANCE AND PARTICIPATION

Attendance:

Attendance: This course involves verbal interaction among the students and the instructor. You cannot really “get” what was covered in class via classmates’ notes. A modified Socratic method will be employed, whereby students will be called upon randomly to contribute to classroom discussions. Because of this, class attendance is required. You are allowed one unexcused absence. I will pass around a role sign-in sheet each day. If you are late, you are responsible for signing the sheet before class is over. If you are present but don’t sign the sheet, this will officially be considered an absence. Excused absences will be granted for **documented emergencies** where I am given a **paper copy** confirming the emergency. All other absences will be considered unexcused. After the one allowed unexcused absence, **the second unexcused absence will result in your final grade dropping ½ letter grade (e.g., A- to B+)**. Your grade will drop ½ letter grade for every unexcused absence after the first one. Working as a Speech-Language Pathologist requires being present, on time, and prepared. Practicing those skills now will prepare you for what this career will be like. If you do need to miss a class, you are responsible for all materials covered in your absence. This means you must get any materials handed out during your missed session from a classmate, not the instructor.

I anticipate that you will do all assigned readings. All readings should be completed **before class** on the day they are to be discussed. Please remember that the lectures will be much easier to follow if you have read the day's assignment before class. Class discussion and lecture will revolve heavily around the readings.

Online Resources

I’ll use Canvas for announcements, exams, and posting your grades. I’ll use my website for posting the syllabus and all PowerPoints and study guides. Guest speakers will present synchronously via Zoom.

I will grade you on three exams and your project. The maximum points you can earn is 400. Here is the grading rubric:

94.5-100	A	73.5-76.499	C
89.5-94.499	A-	69.5-73.499	C-
86.5-89.499	B+	66.5-69.499	D+
83.5-86.499	B	63.5-66.499	D
79.5-83.499	B-	59.5-63.499	D-
76.5-79.499	C+	Below 59.5	F

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: <https://www.csus.edu/umannual/student/stu-100.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. Refer 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.

Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please immediately contact Services for Students with Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. SSWD is located on the first floor of Lassen Hall 1008. Phone is 916-278-6955 and e-mail is sswd@csus.edu. For a complete listing of services and current business hours visit <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>

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](#).

Title IX

The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their experience to me or the Title IX

Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

Sac State is committed to supporting students and fostering a campus environment free of sexual misconduct and gender-based discrimination. If a student chooses to disclose to a faculty or staff member an experience related to sexual misconduct which includes rape, relationship violence, or stalking, all faculty and staff are obligated to report this disclosure to the university's Title IX Coordinator. Sac State's Title IX Coordinator is Mary Lee Vance. Please email equalopportunity@csus.edu or (916) 278-5770. Upon receipt of the report, the Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including resolution options for holding accountable the person who harmed you. Students who elect not to discuss their experience with the Title IX Coordinator can speak confidentially to the following confidential resources:

Student Health & Counseling Services at The WELL On Campus
Phone Number: 916-278-6461
Website: www.csus.edu/shcs

Campus Confidential Advocate – Laura Swartzen
Email: weave@csus.edu
On Campus Phone Number: 916-278-5850 (during business hours)
WEAVE 24/7 Hotline: 916-920-2952

CSUS Grading Policy

Information for students regarding grading is provided here:
<https://www.csus.edu/umannual/acad/umg05150.htm>

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: Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations;

urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost.

- 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): 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. <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.

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) 2017 Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

Standard IV-D: Prevention, Assessment, and Intervention

- 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
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding articulation.