

Idaho State University
Communication Sciences & Disorders
Course Learning Outcomes

CSD 2210, Comm Through Lit and Media

1. Identify the characteristics, classification, and causes of several prominent communication differences and disorders that occur across the lifespan.
2. Analyze communication differences and disorders in film and critically address prejudices, stereotypes, and stigmas that are associated with them.
3. Describe the responsible, ethical, or potentially false or inconsistent ways the motion picture industry portrays individuals with communication differences and disorders.
4. Discuss introductory level current scientific theory and evidence related to the etiology, diagnosis, and treatment of the communication differences and disorders.

CSD 3310, Speech Science & the Nature of Sound

1. Recognize important vocabulary for understanding motion and relate concepts to applications in speech/language pathology and audiology
2. Apply important concepts regarding sound production, propagation, interference, and measurement to relative knowledge and skills in speech/language pathology and audiology
3. Explain the process of recording and analyzing sound
4. Explain in lay language how the human localizes sound, uses binaural hearing, and detects differences in changes in intensity and frequency
5. Accurately describe the respiratory system and process involved with breathing
6. Accurately describe the anatomy, physiology, and physical properties associated with the laryngeal mechanism and phonation
7. Accurately describe the acoustics of phonation along with ways to measure them
8. Accurately describe methods of measurement for vowels along with their characteristics and classifications
9. Accurately describe methods of measurement for consonants along with their characteristics and classifications
10. Accurately describe prosody and the associated characteristics
11. Accurately describe theories and models of speech production
12. Accurately describe theories and models of speech perception

CSD 3315, Clinical Processes – Pediatric

1. Exhibit professionalism through demonstration of HIPAA proficiency, appropriate interaction in forums/discussions and active participation in the course.
2. Use the principles of reliability, validity, and other psychometric principles in testing to make informed decisions about assessment tools.
3. Develop a pre-assessment plan after review of a case history and identification of pertinent information related to communication development.
4. Differentiate and discuss interpersonal techniques useful (and not useful) to the interview/conferencing process with parents/caregivers and teachers.
5. Determine where to reference administration of standardized tests and begin to determine appropriate protocol.
6. Interpret and explain assessment results.
7. Write reports to document assessment results.

8. Demonstrate an understanding of various treatment methods and reinforcement used by speech-language pathologists.
9. Develop a lesson plan with appropriately written objectives and materials.
10. Identify ways to document progress, apply information learned for using data to make treatment decisions.
11. Write a SOAP note documenting a therapy session.

CSD 3321, Clinical Phonetics and Phonology

1. Describe English speech sounds in different ways using phonetic terminology,
2. Differentiate what constitutes a difference versus a disorder,
3. Recognize basic elements of a spectrogram, and
4. Identify the components of the phonology of a language.
5. Read and translate phonetically transcribed speech into regular English,
6. Transcribe normal speech using both broad and narrow transcription with a modified version of the International Phonetic Alphabet, and
7. Describe common errors and error patterns using several different approaches.

CSD 3325, Speech Sound Dev and Disorders

1. Promote understanding of articulation and phonology;
2. Promote knowledge of the current theories on the development of articulation and phonology;
3. Provide information about the data collection, causal factors, and assessment procedures relating to articulatory and phonological disorders;
4. Provide information about the major approaches to the treatment of articulatory and phonological disorders;
5. Promote knowledge of the characteristics of particular languages and dialects;
6. Promote knowledge about articulatory/phonological disorders in selected populations.

CSD 3325L, Speech Disorders Lab

1. Describe the vowels of English in terms of their tongue height, tongue advancement, tenseness, and rounding.
2. Describe the consonants of English in terms of their place, manner, and voice characteristics.
3. Accurately transcribe speech samples produced by a preschool child with multiple sound errors using the symbols of the International Phonetic Alphabet (i.e., broad phonetic transcription).
4. Be familiar with clinically-relevant IPA diacritics and competently use these diacritics during narrow phonetic transcription.

CSD 3330, Language Science

1. Recognize and provide definitions that differentiate speech, language and communication, based on theory and research.
2. Formally differentiate and describe the differences between the various components of language, morphology, syntax, semantics, pragmatics, form, content, and use, as measured by their performance on quizzes and exams, and a language sample analysis assignment.
3. Formally identify and describe and differentiate different types of, morphemes, syntactic categories, and lexical categories as measured by their performance on quizzes and exams, and a language sample analysis assignment.
4. Formally identify and describe various basic phrase and clause structures, basic semantic roles, and communicative functions, as measured by their performance on quizzes and exams, and a language sample analysis assignment.

5. Recognize and provide definitions that differentiate varieties of language.
6. Formally differentiate and describe language differences between various dialects and registers of English as measured by their performance on quizzes and exams.

CSD 3335, Language Development and Disorders

1. Formally identify and describe the communication and language milestones and processes that are acquired during infancy, preschool, toddlerhood, school-age and adolescence
2. Differentiate and describe differences between speech, language, and communication.
3. Distinguish and describe knowledge of typical and atypical language development.
4. Formally identify and describe the characteristics of language differences and disorders.
5. Identify sentence types used by a child and communicative functions expressed by children
6. Describe several common language disorders affecting child language
7. Identify and differentiate differing etiologies and acquired language disorders

CSD 3340, Com Dev Disorders Lifetime Perspective

1. Identify the basic components of normal human communication
2. Identify milestones of speech and language development across the lifespan
3. Identify basic factors that contribute to speech, language, and/or cognitive disorders in both children and adults
4. Identify appropriate referrals to the speech-language pathologist (SLP) or other professionals
5. Discuss the role of the audiologist in identifying and working with individuals who have speech, language and/or cognitive disorders
6. Appropriately screen for identifying potential speech, language, and/or cognitive disorders in both children and adults
7. Identify strategies for adapting professional services for individuals who have speech, language, and/or cognitive disorders

CSD 3341, Hearing Science and Audiometry

1. Describe in general terms the scope of practice of the audiologist
2. Categorize speech sounds by intensity and frequency
3. Predict the impact of destructive acoustic environments on speech communication
4. Identify and describe the basic anatomical structures and physiological processes involved in process of hearing
5. Interpret and categorize a given audiogram in terms of type, degree, and configuration
6. Compare the patient's thresholds to the speech information area and predict the impact on receptive communication
7. Demonstrate an understanding of the patient's responsibilities in the hearing assessment process including pure-tone air and bone-conduction audiometry, tympanometry, and speech audiometry
8. List and demonstrate an understanding of the examiner's responsibilities (procedures) in the hearing assessment process including pure-tone air and bone-conduction audiometry, tympanometry, and speech audiometry
9. Match signs and symptoms, commonly presented by patients, to the correct auditory disorder
10. Describe the natural process of an auditory disorder including the treatment options that may be indicated
11. predict the impact of specific auditory disorders on receptive communication

CSD 3350/3350L, Anatomy & Physiology of Speech

1. Relate the physical systems of speech and hearing with the communication components they support
2. Relate a sampling of pathological conditions that affect physical systems of communication
3. Utilize receptively and expressively the terminology related to anatomy and physiology
4. Identify and relate the structures of communication, receptively and expressively

CSD 4420, Introduction to Clinical Processes: Adult

1. Describe the characteristics of acquired vs. congenital disorders related to speech language pathology (Speech, Language and Cognition).
2. Describe how acquired vs. congenital disorders relate to the normal aging process versus medical diagnosis.
3. Recognize healthcare settings, ASHA code of ethics and roles of HIPAA when treating clients with neurogenic disorders.
4. Analyze assessment approaches that can be applied to different adult neurogenic communication disorders.
5. Evaluate, construct and/or revise components of assessment documentation for adult populations: This may include using appropriate clinical terminology in report writing: background information, objective/analyze data, and recommendations
6. Analyze (determine/identify) types of evidence based practice (EBP) that would be appropriate for each type of client/disorder to treat adult neurogenic communication disorders.
7. Evaluate, construct and/or revise components of treatment documentation for adult populations: This will include how to write notes and goals.

CSD 4425, Clinical Processes: Methods and Application

1. View all clinical sessions provided for your assignments
2. Conduct a file review, selecting and organizing pertinent data to develop an assessment plan.
3. Recognize appropriate and inappropriate aspects of rapport with clients, including interaction style and general communication.
4. Complete weekly assignment sheets based on observations of previously recorded clinical sessions
5. Critically critique assessment plans
6. Critically critique clinician-parent/client interviews
7. Critically critique clinician-parent/client conferences
8. Critique and write appropriate long-term, short-term, and session goals
9. Write two lesson plans
10. Critically assess and edit lesson plans
11. Critically assess and edit SOAP notes.
12. Write SOAP notes.
13. Develop appropriate activities for focused therapy objectives for an assigned client
14. Record objective and subjective data in a therapy session
15. Differentiate effective and ineffective cueing and modeling strategies in a therapy context
16. Differentiate effective and ineffective reinforcement strategies in a therapy context
17. Differentiate effective and ineffective correction strategies in a therapy context
18. Critically evaluate multiple aspects of a therapy session, and suggest appropriate changes
19. Develop home programming activities
20. Suggest strategies to modify unwanted client behavior
21. Evaluate a parent/client conference re: semester progress
22. Design a full therapy session for an assigned client and target

CSD 4445, Aural Rehabilitation Course Syllabus

1. Define the key characteristics of auditory rehabilitation. (LO1)
2. Describe the audiologist's role in helping patients with hearing loss, dizziness, and balance disorders. (LO2)
3. Identify methods of counseling used during auditory rehabilitation. (LO3)
4. Compare and contrast auditory rehabilitation in the pediatric and adult populations. (LO4)
5. Describe the different types of technology available to help patients through the auditory rehabilitation process. (LO5)

CSD 4460, Educational Audiology

1. Describe the components of an educational audiology model of service provision for the management of school-aged children with hearing loss
2. Describe the requirements to receive services under special education, Section 504 and ADA laws
3. Create an inservice presentation using adult learning principles addressing a topic of interest for persons working with children with hearing loss
4. Discuss a family centered approach to early hearing detection and intervention (EHDI) that aligns with Joint Committee on Infant Hearing guidelines
5. Evaluate a school age hearing loss identification program to determine if it meets your state or ASHA guidelines
6. Describe effective assessment methods of educationally significant hearing loss
7. Describe the evaluation of and intervention for children with auditory processing disorders
8. Discuss the need for and the components of hearing assistive technology monitoring
9. Describe aural rehabilitation and activities used for school age children to provide aural rehabilitation
10. Describe the components of hearing loss prevention programs in the schools
11. Identify the factors that impact classroom acoustics and who can benefit from an improved signal to noise ratio
12. Evaluate the communication and learning difficulties associated with any given hearing loss or auditory processing deficit

CSD 4482, Speech Sound Dev/Dis Lab

1. Describe the vowels of English in terms of their tongue height, tongue advancement, tenseness, and rounding.
2. Describe the consonants of English in terms of their place, manner, and voice characteristics.
3. Accurately transcribe speech samples produced by a preschool child with multiple sound errors using the symbols of the International Phonetic Alphabet (i.e., broad phonetic transcription).
4. Be familiar with clinically-relevant IPA diacritics and competently use these diacritics during narrow phonetic transcription.

CSD 5582, Introduction to Telehealth for students in CSD

1. Apply telepractice assessment/intervention techniques with 4 clinical populations (5 if we have enough time)
2. Identify resources/materials needed to successfully implement a telepractice session
3. Find and become familiar with research/evidence related to telepractice with different clinical populations

CSD 6600, Principles of Research

1. Understand the process of research and the scientific method.
2. Critically analyze research articles, including the abstract, review of literature, methods, results, and discussion sections.
3. Become familiar with commonly used principles and terminology in statistical analysis.
4. Be familiar with ethical considerations when conducting research.
5. Understand the application of quantitative and qualitative research methods
6. Complete the course with a written research proposal (Statement of the Problem, Purpose of the Study, Hypothesis or Research Aims/Questions, Significance of the Study, Literature Review (brief at this point), Study Design, Population/Sample, Proposed Methods and anticipated Results/Outcomes) that is clinically relevant, using sound methodology, written in APA format that can form the foundation for the capstone project.

CSD 6602, Clinical Practicum in Speech-Language Pathology

1. Demonstrate effective professional oral and written communication skills related to clinical cases in relation to analysis of client performance, recommendations, and communications to client/family/caregivers/other professionals.
2. Demonstrate ability to complete clinical documentation tasks (e.g. report writing, goal writing, SOAP documentation, etc.)
3. Acquire a more adept understanding of assessment and functional intervention strategies.
4. Gain increased experience in understanding the components of formal and informal assessment tools, and appropriate identification of assessment tools dependent on the presenting symptoms/diagnoses.
5. Demonstrate critical thinking skills and continue developing clinical knowledge through completion of clinical sessions.

CSD 6602L, Clinical Practicum Lab

1. Demonstrate familiarity with clinic procedures and simulated therapy materials.
2. Demonstrate ability to administer screening tasks, implement informal diagnostic procedures for communication disorders, and administer and score subsets of standardized tests including the acquisition and integration of case history information.
3. Understand the nature of a life participation approach to aphasia therapy (applicable for all neurogenic clients) and discuss both a compensatory and restorative focus for intervention goals and activities.
4. Interpret and apply theoretical, normative and diagnostic information for treatment, utilizing evidence-based practices.
5. Design functional and measurable treatment goals.
6. Understand a variety of factors that influence client and clinician performance during simulated activities.
7. Modify diagnostic and therapy procedures to meet the individual needs of clients during simulation.
8. Utilize clinical reasoning strategies to reflect on therapeutic practice and self-assess performance.
9. Understand the use of compensatory strategies in order to improve communicative competence of clients.

CSD 6604, Clinical Practicum – Simucase Experience

1. Demonstrate effective professional oral communication skills within group debriefing meetings when discussing clinical cases in relation to analysis of client performance, recommendations, and communications to client/family/caregivers/other professionals.
2. Demonstrate ability to complete clinical documentation tasks (e.g. report writing, goal writing, SOAP documentation, etc.) related to assigned simulation cases using clinical writing and terminology.
3. Demonstrate self-analysis skills necessary to continually improve clinical performance, knowledge, and confidence.
4. Acquire a more adept understanding of assessment and functional intervention strategies.
5. Gain increased experience in understanding the components of formal and informal assessment tools, and appropriate identification of assessment tools dependent on the presenting symptoms/diagnoses.
6. Demonstrate critical thinking skills and continue developing clinical knowledge through completion of simulated clinical sessions and live group debriefing sessions (via Zoom).

CSD 6614, School Age Lang Dev Disorders

1. Formally identify and describe the oral and written language milestones that are acquired during the school-age and adolescent years as measured by their performance on quizzes or exams.
2. Identify specific language characteristics in a typical child's language production as measured through the successful completion of a language sample analysis and as measured by their performance on quizzes or exams.
3. Demonstrate the ability to analyze, synthesize, and evaluate knowledge re: linguistic bases of human communication.
4. Formally identify, describe and differentiate specific types of morphemes, syntactic categories, and lexical categories in English as measured by their performance of on quizzes or exams.
5. Formally identify and a variety of phrase and clause structures, semantic roles, communicative functions, and characteristics of narratives and characteristics of various discourse types as measured by their performance on quizzes or exams.
6. Identify and describe the etiologies, the physical, psychological and linguistic characteristics, and cultural correlates of language disorders and differences and their manifestations during the school-age and adolescent years as measured by quizzes, exams, or class assignments.
7. Identify and describe the psychometric properties of formal assessment instruments and successfully evaluate formal assessment instruments as measured by quizzes and exams
8. Accurately score and interpret standardized language assessment tests as demonstrated by test scoring and interpretation assignments and exams.
9. Accurately conduct language sample analyses of morphology, semantics, syntax and pragmatics as measured by language sample analysis assignments.
10. Identify and describe criterion referenced language assessment tools and techniques as measured by language sample analysis assignments, quizzes or exams.
11. Identify and describe intervention techniques for a variety of language aspects and domains as measured by quizzes or exams.

CSD 6616, Augmentative and Alternative Communication (AAC)

1. Demonstrate to critically analyze AAC literature for intervention, assessment, and caregiver training purposes
2. Discuss and apply AAC and cognitive psychology theoretical constructs as it relates to the assessment, intervention, and AAC system implementation for communicators with complex needs
3. Demonstrate knowledge of appropriate standardized and non-standardized assessment techniques

for individuals who may be candidates for AAC or who have AAC systems, but need adjustments

4. Demonstrate ability to create a communication system (either high-tech or low-tech) for an individual with complex communication needs

CSD 6620, Early Language Development and Disorders

1. Demonstrated knowledge regarding normal and disordered human communication in biological, neurological, acoustic, psychological, developmental, and cultural bases
2. Demonstrated knowledge regarding etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates of early language disorders
3. Demonstrated knowledge regarding current knowledge of the principles and methods of prevention, assessment, and intervention associated with early language delays and disorders including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates
4. Demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice
5. Demonstrated knowledge of contemporary professional issues including trends in professional practice and professional issues that affect SLP

CSD 6621, Audiology Rehab and Amplification I

1. Take a hearing aid candidate from evaluation to outcome

CSD 6622, Speech Sound Disorders

1. Describe normal and disordered (speech and articulation) human communication in biological, neurological, acoustic, psychological, developmental, and cultural bases.
2. Analyze the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates of speech sound disorders.
3. Apply the principles and methods of prevention, assessment, and intervention for people with speech sound disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.
4. Apply appropriate research processes and integrate research principles into evidence-based clinical practice.
5. Demonstrate appropriate professional communication.
6. Appropriately score non-standardized and standardized tests.
7. Interpret, integrate, and synthesize information from non-standardized and standardized tests to develop diagnoses and make appropriate recommendations for intervention.
8. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients' needs.

CSD 6623, Pediatric Audiology

1. Describe the critical periods of auditory development during gestation leading to normal auditory physiology and behavior
2. Describe basic principles of inheritance of genetic traits, embryology and genetic disorders (e.g., syndromic, non-syndromic) affecting the auditory system
3. Interpret impact of pathology (e.g., congenital and acquired) on auditory system of an embryo/fetus, newborn, infant, and child and the implications for auditory, language, speech, cognitive and psycho-social development

4. Describe ethical and cultural considerations and professional issues, including their impact on assessment and treatment, as related to newborns, infants, and children who are deaf and hard of hearing and their caregivers
5. Describe factors involved in early hearing detection and intervention (EHDI) programs, including importance of timely follow-up, coordination of connections between services, and management components (e.g., communicating professional content to peers)
6. Describe the benefits and limitations of physiologic and electrophysiologic methods in the planning and evaluation of hearing status of newborns, infants, children, and individuals with special needs
7. Describe the benefits and limitations of behavioral methods in the planning and evaluation of hearing status and speech perception in infants, children, and individuals with special needs
8. Demonstrate knowledge of evidence-based practices for intervention services for children, including hearing aid services, collaboration (e.g., professional and family-centered), and monitoring, and the implications of intervention choices on developmental outcomes
9. Demonstrate knowledge of advocacy issues for children who are deaf and hard of hearing and their caregivers
10. Demonstrate knowledge and skills to synthesize information and rationales for pediatric audiology practice decisions based on current research evidence

CSD 6624, Disorders of Swallowing

1. The student will be able to describe all phases of swallow, including innervation of individual musculature for all phases.
2. The student will be conversant in etiologies of swallow deficit for all stages of swallow.
3. The student will be able to perform a clinical swallowing evaluation, as well as understand the components of a videofluoroscopic swallow study and fiberoptic endoscopic evaluation of swallowing.
2. The student will be able to identify presence and cause of dysphagia based upon indications found through the combination of case history and swallow study.
3. The student will identify appropriate general and specific treatment goals for the class of dysphagia identified.
4. The student will be able to identify the psychosocial components of eating and the impact that dysphagia has on participation.
5. The student will identify characteristics and etiologies associated with OMD.
6. The student will be able to identify the components of an OMD evaluation and treatment.
7. The student will be able to identify risk factors associated with pediatric dysphagia.
8. The student will be able to identify treatment and management strategies for swallowing disorders in infants and children.

CSD 6629, Neuropathology of Speech

Demonstrate knowledge regarding:

1. Neuroanatomical underpinnings and subsystem manifestations of the dysarthrias, apraxia of speech (AOS), and right hemisphere dysfunction (RHD)
2. Principles and methods of assessment and intervention of motor speech disorders, AOS, or RHD
3. Evidence-based practices for motor speech, AOS, and right hemisphere dysfunction
4. Impact of environmental factors on communication effectiveness, prognosis, quality of life, and functional outcomes

CSD 6630, Fluency Disorders Child Adults

1. Summarize relevant theoretical, etiological, onset, progression, characteristic, overt, covert, psychological, emotional, social, assessment, and treatment factors of stuttering with a holistic evidence-based focus.
2. Differentiate evidence-based characteristics, assessment, and treatment practices between the disorders of fluency.
3. Integrate academic, clinical, and personal experiences with stuttering to clients with fluency disorders.
4. Apply current relevant research findings to clinical practice for clients with fluency disorders.
5. Reflect on topics within fluency disorders and on self-progress throughout the course.
6. Assess clients with fluency disorders across the age spectrum utilizing best practice evidence-based strategies.
7. Create holistically-focused treatment plans for clients with fluency disorders.
8. Create a fluency resource binder.

CSD 6631 - Acoustic Immittance and Special Tests

1. Describe the importance of immittance testing in auditory differential diagnosis
2. Demonstrate through skill assessments how to administer tympanometry, acoustic reflex, Eustachian tube function, and wideband acoustic immittance tests.
3. Categorize and describe the results of different types of immittance tests and be able to apply appropriate normative data.
4. Synthesize and integrate the results of immittance tests with other audiometric tests
5. Describe and explain the importance and application of clinical decision theory analysis and evidence based practice

CSD 6633, Introduction to Evoked Potential Audiometry

1. Describe the similarities and differences between all types of otoacoustic emissions including transient evoked, distortion product, and spontaneous.
2. Identify the anatomical structures and explain the physiological process that drives a response.
3. Recognize factors that influence the recording of OAEs in a lab activity as well as in a clinical setting.
4. Interpret the OAE response and provide the appropriate recommendations
5. Recognize and explain the clinical applications, advantages, and limitations of OAEs.
6. Name the anatomical structures that drive an ABR response.
7. Describe and choose the basic ABR parameters and protocols for early potentials.
8. Recognize and explain the clinical applications, advantages and limitations of auditory evoked potentials.
9. Differentiate between and interpret a normal and an abnormal ABR response as it relates to both threshold estimation and neural synchrony.

CSD 6634, Voice and Upper Airway Disorders

1. Describe the anatomy and physiology of voice production
2. Describe the processes of pathological voice production
3. Understand and apply strategies to assess and diagnose voice disorders
4. Interpret assessment data and develop treatment plans for individuals with voice disorders
5. Analyze rationales and apply a variety of treatment approaches to voice disorders
6. Acquire strategies to evaluate patient progress, dismissal criteria and treatment efficacy
7. Apply ethical considerations and information about professional issues to assessment and treatment of voice disorders

8. Demonstrate cultural sensitivity to clinical practice in voice disorders

CSD 6641, Aud Rehab & Amplification II Course

1. Identify the key components related to selecting and selling a hearing aid.
2. Prepare and program a variety of hearing aids for an initial fitting.
3. Demonstrate hearing aid orientation for a variety of hearing aid form factors.
4. Perform a variety of verification measures and interpret results.
5. Discuss hearing aid follow-up measures and protocols.
6. Perform basic hearing aid repair and troubleshooting
7. Demonstrate appropriate method for making an earmold impression and performing cerumen management.

CSD 6643, Auditory Rehab & Cochlear Implants Course Syllabus

1. Define the FDA criteria for cochlear implantation as it applies to pediatrics and adults.
2. Discuss and be able to perform the audiologic assessments, speech recognition testing, and subjective measures included in a cochlear implant candidacy evaluation.
3. Compare and contrast the internal and external components of the current FDA approved cochlear implants as well as the fitting configurations available.
4. Describe the process for an initial CI activation including mapping procedures and functional assessments.
5. Discuss best practice post assessment measures and follow-up mapping protocols.

CSD 6644, Implantable Technologies Course

1. Differentiate candidacy requirements for a variety of implantable technology devices
2. Identify & be able to perform appropriate assessment procedures for implantable technology candidacy evaluations
3. Identify the different components for a variety of implantable technology devices (including internal and external components) and define the purpose of each component
4. Program the applicable implantable technology devices, perform validation measures, and counsel patient/family on use of the device if applicable
5. Describe the aural rehabilitation process with an implantable device

CSD 6645, Auditory Anatomy and Physiology

1. Describe and understand the following:
 - a. Anatomy of the normal auditory system
 - b. Physiology of the normal auditory system
 - c. Disorders of the various parts of the auditory system
2. Gain an appreciation for the structure and function of the healthy ear
3. Begin to apply the knowledge of these basic science principles to clinical audiology
4. Identify the symptoms, clinical signs, and treatment/rehabilitation outcomes for various auditory disorders

CSD 6646, Central Auditory Processing

1. Demonstrate an understanding of the anatomy and physiology of the central auditory pathway.
2. Demonstrate an understanding of the development of auditory processing evaluations tools, and how to determine a protocol for evaluating auditory processing disorder.
3. Demonstrate an understanding of how to evaluate auditory processing ability, how to interpret and report auditory processing evaluation results, and how to manage CAPD.

4. Demonstrate an understanding of how central auditory processing disorder affects individuals across the lifespan.

CSD 6648, Professional Issues

1. Demonstrated knowledge of standards of ethical conduct.
2. Demonstrated knowledge of contemporary professional issues.
3. Demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.
4. Demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.
5. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

CSD 6652, Auditory Language Learning

1. Develop an understanding of the function of the auditory system in the development of communication across domains;
2. Develop an understanding of the importance of optimized hearing technology;
3. Discuss and observe remediation strategies and habilitation techniques that support the development of spoken language in children with hearing loss;
4. Develop diagnostic skills to appropriately assess the progress of a child with hearing loss across communication domains.

CSD 6670, Auditory Pathologies

1. Integrate basic understanding of sound and sound transmission into our understanding of the anatomy and physiology of the ear to better understand why each pathology has a particular set of test findings
2. Identify and define a wide range of auditory disorders by:
 - a. describing the pathophysiology for each disorder and integrating this information in their assessment.
 - b. recognizing the symptoms associated with each disorder.
 - c. recognizing and describing the basic otoscopic and audiometric findings associated with each disorder.
 - d. predicting the impact of each disorder on communication.
 - e. outlining the treatment options for each disorder and categorizing them as pharmacological, medico-surgical, or audiometric.
 - f. outlining the prognosis of each disorder.
 - g. describing treatment options
3. Students will be able to describe the basic anatomical and physiological elements involved in process of hearing
4. Students will be able to efficiently and effectively communicate the synthesis of the case history and the audiometric findings at the language level of the patient and at the level of the health care professional

CSD 6673, Introduction to Audiology Clinical Processes

Cross listed with CSD 4416

CSD 6680, Counseling in Audiology

1. Define the role of the audiologist in counseling.
2. Compare and contrast current counseling theories and apply these theories to audiological practice.
3. Describe the psychological, emotional, and social effects of living with impaired hearing.
4. Demonstrate a set of effective counseling skills via role-playing, self-reflective journaling, video analysis, and/or peer or instructor evaluation in simulated or actual clinical situations.
5. Describe cultural competency and describe how cultural competency impacts patient centered care.

CSD 6691, Special Topic: Orofacial Myology

1. Define and describe orofacial myofunctional disorders (OMDs)
2. Identify potential OMDs and their prevalence
3. Identify signs of airway obstruction
4. Identify side effects of airway centric disorders; recognize these side effects
5. Identify normal versus disordered...
 - a. Orofacial Development
 - b. Chewing/bolus formation patterns
 - c. Swallowing patterns
 - d. Rest posture of lips and tongue
 - e. Nasal vs. Oronasal breathing
 - f. Sleep Behaviors / Effects
 - g. General Health/Development History related to OMDs
 - h. Muscle patterns related to chewing, swallowing, speaking, resting
6. Conduct a competent oromyofunctional screening, including airway and sleep parameters
7. Develop a comprehensive case history questionnaire pertinent to assessing OMDs
8. Conduct a relevant and competent comprehensive oromyofunctional evaluation
9. Interpret results of an OMD evaluation, including appropriate diagnosis, recommendations, and referral needs
10. Identify the various manifestations of tongue tie
11. Explain the role of "tongue thrust" under the umbrella of orofacial myofunctional disorders
12. Differentiate OSA and UARS and identify risk factors of each in children and adults
13. Describe a general behavioral plan for elimination of noxious oral habits
14. Develop an appropriate oromyofunctional therapy plan, including habituation and follow-up phases for a variety of OMDs
15. Develop an appropriate OMD prevention plan
16. Demonstrate competency in performing common Orofacial Myofunctional Therapy exercises
17. Apply knowledge of general dental development concepts and occlusion patterns
18. Apply knowledge of good and poor upper respiratory health to SLP/OMD practice
19. Identify variance of swallowing patterns
20. Identify variance in desired rest postures
21. Apply OMD concepts to SLP daily practice processes
22. Identify limitations to achieving effective treatment and their impact on OMD therapy
23. Apply aseptic techniques in assessment and therapy
24. Utilize HIPAA guidelines relative to OMD assessment and therapy
25. Effectively document assessment and therapy records relative to OMDs
26. Apply OMD concepts to the treatment of common speech errors
27. Apply the parameters of the IAOM Code of Ethics
28. Identify the Scope of Practice for Orofacial Myology

CSD 6693, Hearing Assistive Technology Systems (HATS) Course

1. Define hearing assistive technology systems
2. Describe the rationale for HATS & when to recommend a HATS device
3. Educate individuals on advocating for their communication needs including laws and
4. Regulations
5. List current types of HATS and applications
6. Demonstrate use and provide appropriate orientation of HATS devices
7. Program hearing aids or implantable technology to work with HATS and pair devices
8. Conduct validation and verification measures of HATS

CSD 7705/7705L, Off-campus Clinical Practicum

1. Discuss complex audiological cases in forum discussions.
2. Apply best practices in their case presentations and forum discussions.
3. Examine cases from different perspectives in forum discussion.

CSD 7710, Advanced Topics in Aural Rehabilitation

1. Demonstrate an understanding of the development of pharmacological agents, their effect on the auditory and vestibular system and how to counsel patients regarding their use.
2. Demonstrate an understanding of the following: what causes tinnitus, how to evaluate tinnitus, and how to manage tinnitus.
3. Demonstrate an understanding of professional issues related to the profession of audiology. Topics to be discussed include certification, licensure, professional associations, federal regulations related to audiology, professional communications and professional relationships.

CSD 7720, Audiology Practice Management and Dispensing

1. Demonstrate required audiology practice management and dispensing knowledge and skill

CSD 7730, Advanced Auditory Evoked Potentials & Early Identification

1. Describe the basic anatomical and physiological elements involved in recording auditory evoked potentials
2. Integrate a basic understanding of the technology involved in electrophysiologic far-field recording applications in clinical auditory evoked assessment.
3. Create and analyze the protocols, parameters, and adjustments in electrophysiologic recording of auditory evoked potentials necessary to maximize the diagnostic value.
4. Administer and interpret a screening ABR for the purpose of early identification, a threshold search for air and bone conduction, an ECoChG, a neurodiagnostic protocol, and auditory steady state response (ASSR).
5. Convey test findings in written and verbal language appropriate for patients, audiologists, and physicians.
6. Apply the knowledge of auditory pathologies with the test findings to establish a working diagnosis.
7. Explore the appropriate protocol for establishing cVEMP and oVEMP, auditory middle latency response (AMLR), and auditory late response (ALR).

CSD 7740, Adv Vestibular and Bal Function

1. List the primary structures of the peripheral vestibular system and explain the function of each structure
2. List and explain the six main sensory/motor reflexes involving the vestibular system, eyes, spine, and neck that allow the brain to make the best use of vestibular information

3. Explain in both laymen's and professional language the components and process of postural control
4. Describe the utility of using the standard protocol VNG evaluation and demonstrate the ability to interpret ocular motor, position, and caloric irrigation test findings
5. Describe the utility of using a vestibular/balance screening battery and demonstrate the process of doing a quick screen
6. Compare and contrast three different methods for assessing otolith function
7. Compare and contrast six different methods for assessing the vestibular system at functional accelerations
8. Describe three different tools that can be used to screen or further evaluate a patient's balance and analyze the findings
9. Recognize the signs and symptoms of a five major peripheral vestibular disorders and professionally communicate (verbal and written) the findings at both a medical-professional language level and a patient-level language level
10. Recognize the signs and symptoms of four major central vestibular disorders and professionally communicate (verbal and written) the findings at both a medical-professional language level and a patient-level language level
11. Recognize the signs and symptoms of at least three different non-vestibular (central and peripheral) disorders and professionally communicate (verbal and written) the findings at both a medical-professional language level and a patient-level language level
12. Describe vestibular rehabilitation in terms process, scope of practice, and efficacy
13. Recognize the symptoms and signs of BPPV, explain the process of treatment (in patient language), and demonstrate the proper technique for repositioning posterior and horizontal canal

CSD 8810, Clinical Project

AuD students will (may, depending on scope of project and previous progress):

1. Identify a topic of interest for their clinical project
2. Refine their topic of interest to research questions
3. Identify and list assumptions, definitions, threats to validity, limitations, delimitations
4. Write introductory, literature review, and methodology sections for their clinical project document
5. Identify, complete, and submit the necessary documents to the human subjects committee
6. Obtain human subjects approval (if needed)
7. Run initial subjects (if needed)
8. Complete data collection
9. Begin data analysis
10. Prepare draft of final project paper
11. Schedule oral defense