

# Communication Sciences and Disorders

---

Course Learning Outcomes are measurable statements that are used to identify the specific knowledge and skills that a student should have at the end of a course.

## CSD 1151

L1- General Education: Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.

L2- Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s).

L3- Perceive and understand formal, conceptual, and technical elements specific to the discipline.

L4- Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual, or historical contexts.

L5- Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.

L6- Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints.

L7- Vocabulary: Recognize and produce vocabulary items in each unit.

L8- Demonstrate comprehensive mastery of targeted vocabulary words drawn from class items, lecture, and videos.

L9- Grammatical: Demonstrate comprehensive mastery of target, content-specific commands, questions, and statements in ASL.

L10- Identify grammatical features within short dialogues in ASL as directed by the professor.

L11- Conversation: Demonstrate comprehension and conversation facilitating behaviors.

L12- Demonstrate comprehension and production of regulating behaviors (i.e. attention getting techniques, turn taking signals, and others)

L13- Comprehend short narratives and stories in ASL as signed by the professor, Deaf users of ASL, or viewed on ASL videos.

L14- Demonstrate the ability to create, conduct and terminate a short content specific conversation.

L15- Culture: Analyze and critique competing perspectives of diverse Deaf communities in the United States and Canada, ideas, aesthetic traditions, and cultural practices, and its history.

L16- Compare, contrast, and interpret differences and commonalities among Deaf and hearing cultures.

L17- Reflect on own development of expressive and receptive skills learned in American Sign Language.

## CSD 1152

L1- General Education: Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.

L2- Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s).

L3- Perceive and understand formal, conceptual, and technical elements specific to the discipline.

L4- Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual, or historical contexts.

L5- Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.

L6- Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints.

L7- Vocabulary: Recognize and produce vocabulary items in each unit.

L8- Demonstrate comprehensive mastery of targeted vocabulary words drawn from class items, lecture, and videos.

L9- Grammatical: Demonstrate comprehensive mastery of target, content-specific commands, questions, and statements in ASL.

L10- Identify grammatical features within short dialogues in ASL as directed by the professor.

L11- Conversation: Demonstrate comprehension and conversation facilitating behaviors.

L12- Demonstrate comprehension and production of regulating behaviors (i.e. attention getting techniques, turn taking signals, and others)

L13- Comprehend short narratives and stories in ASL as signed by the professor, Deaf users of ASL, or viewed on ASL videos.

L14- Demonstrate the ability to create, conduct and terminate a short content specific conversation.

L15- Culture: Analyze and critique competing perspectives of diverse Deaf communities in the United States and Canada, ideas, aesthetic traditions, and cultural practices, and its history.

L16- Compare, contrast, and interpret differences and commonalities among Deaf and hearing cultures.

L17- Reflect on own development of expressive and receptive skills learned in American Sign Language.

## CSD 2205

L1- Explain the role of a speech-language pathologist.

L2- Identify common disorders and treatment options that fall within the scope of practice for a speech-language pathologist.

L3- Identify differences between speech, language and cognition and how these areas can be impacted in adult versus pediatric clients.

L4- Identify common activities and responsibilities of sign language interpreters, including: roles of the interpreter, management of physical setting and selection of appropriate equipment and technology, etc.

L5- Recognize theoretical concepts related to the profession of sign language interpreting and concepts foundational to the field.

L6- Recall information learned regarding needs of various interpreting consumers and their organizations.

L7- Identify common activities and responsibilities of audiologists.

L8- Recognize basic principles of sound and basic anatomy/physiology of the auditory and vestibular systems.

L9- Identify common types of hearing loss and possible treatment options.

## CSD 2210

L1- Identify the characteristics, classification, and causes of several prominent communication differences and disorders that occur across the lifespan.

L2- Analyze communication differences and disorders in film and critically address prejudices, stereotypes, and stigmas that are associated with them.

L3- Describe the responsible, ethical, or potentially false or inconsistent ways the motion picture industry portrays individuals with communication differences and disorders.

L4- Discuss introductory level current scientific theory and evidence related to the etiology, diagnosis, and treatment of the communication differences and disorders.

## CSD 2249

L1- Demonstrate stretching exercises and proper ergonomic position when fingerspelling.

L2- Recall and describe linguistic rules governing the production and use of different fingerspelled words and numbers in context.

L3- Describe and identify structure and function of careful, rapid, and lexicalized fingerspelling.

L4- Explain the cognitive processes involved in fingerspelled word recognition and strategies of template building to reduce anxiety surrounding word recognition.

L5- Integrate theory and practice to produce comprehensible fingerspelled words and numbers in discourse.

CSD 2250

L1- Explain the influence and importance of communication and culture on the interpreting process.

L2- Describe the importance of respect and recognition of diversity to the interpreting profession.

L3- Identify and understand elements important in the physical and psychological well-being of sign language interpreters.

L4- Describe interpreting protocols in a variety of environments Identify major components of the interpreting profession and describe best practices.

L5- Analyze and apply interpreter role, functions, and responsibilities.

CSD 2251

L1- Recognize and produce vocabulary items in each unit.

L2- Demonstrate comprehensive mastery of targeted vocabulary words drawn from class items, lecture, and videos.

L3- Grammatical features of ASL will be utilized in all conversational exchanges and class exercises.

L4- Demonstrate expressive mastery of dialogues and short sentences, narratives, and/or stories utilizing ASL grammatical features.

L5- Demonstrate the ability to recognize and produce complex ASL structures.

L6- Demonstrate receptive competence for relatively short narratives, stories, and so forth in ASL that are signed by the professor and/or by Deaf users of ASL and fellow classmates.

L7- Demonstrate the ability to initiate, conduct and terminate context-specific conversations of medium length with Deaf users of ASL other than the professor.

L8- Demonstrate the ability to express self-generated short stories, short narratives and others in ASL.

L9- Demonstrate the ability to communicate effectively by participating in social/cultural Deaf events and then submitting video or written presentations based on those events.

L10 -Analyze and critique competing perspectives of diverse Deaf communities in the United States and Canada, ideas, aesthetic traditions, and cultural practices, and its history.

L11- Compare, contrast, and interpret differences and commonalities among Deaf and hearing cultures.

L12- Reflect on own development of expressive and receptive skills learned in American Sign Language.

CSD 2252

L1- Recognize and produce vocabulary items in each unit.

L2- Demonstrate comprehensive mastery of targeted vocabulary words drawn from class items, lecture, and videos.

L3- Grammatical features of ASL will be utilized in all conversational exchanges and class exercises.

L4- Demonstrate expressive mastery of dialogues and short sentences, narratives, and/or stories utilizing ASL grammatical features.

L5- Demonstrate the ability to recognize and produce complex ASL structures.

L6- Demonstrate receptive competence for relatively short narratives, stories, and so forth in ASL that are signed by the professor and/or by Deaf users of ASL and fellow classmates.

L7- Demonstrate the ability to initiate, conduct and terminate context-specific conversations of medium length with Deaf users of ASL other than the professor.

L8- Demonstrate the ability to express self-generated short stories, short narratives and others in ASL.

L9- Demonstrate the ability to communicate effectively by participating in social/cultural Deaf events and then submitting video or written presentations based on those events.

L10 -Analyze and critique competing perspectives of diverse Deaf communities in the United States and Canada, ideas, aesthetic traditions, and cultural practices, and its history.

L11- Compare, contrast, and interpret differences and commonalities among Deaf and hearing cultures.

L12- Reflect on own development of expressive and receptive skills learned in American Sign Language.

CSD 2256

L1- Identify the defining characteristics of culturally diverse Deaf communities in national and global contexts.

L2- Describe the influence of cultural and intersectional attributes such as ability, age, class, epistemology, ethnicity, gender, language, and nationality inherent in Deaf culture.

L3- Apply knowledge of Deaf culture to address contemporary and historical issues.

CSD 2258

L1- Identify and explain the components of language.

L2- Describe similarities and differences between spoken and signed languages and their acquisition.

L3- Demonstrate understanding of important language acquisition milestones for all children, deaf or hearing.

L4- Explain the critical period for language acquisition and be able to describe the consequences of language deprivation.

L5- Apply concepts related to early intervention and early access to a visual language when describing the experiences of deaf and hard-of-hearing children.

CSD 3301

L1- Comprehend English at advanced levels.

L2- Express English with accuracy, fluency, clarity and poise.

L3- Understand the meaning and intent of English source language discourse.

L4- Read, understand and critically evaluate research on interpreting.

CSD 3302

L1- Acquire vocabulary, concepts, and skills for interpreting specialized environments, including medical, mental health, legal, performing arts, designated interpreting, and education.

L2- Describe interpreting protocols in a variety of environments.

L3- Apply concepts to role plays and authentic situations, using appropriate terminology and idiomatic language.

CSD 3310

L1- Recognize important vocabulary for understanding motion and relate concepts to applications in speech/language pathology and audiology.

L2- Apply important concepts regarding sound production, propagation, interference, and measurement to relative knowledge and skills in speech/ language pathology and audiology.

L3- Explain the process of recording and analyzing sound.

L4- Explain in lay language how the human localizes sound, uses binaural hearing, and detects differences in changes in intensity and frequency.

L5- Accurately describe the respiratory system and process involved with breathing.

L6- Accurately describe the anatomy, physiology, and physical properties associated with the laryngeal mechanism and phonation.

L7- Accurately describe the acoustics of phonation along with ways to measure them.

L8- Accurately describe methods of measurement for vowels along with their characteristics and classifications.

L9- Accurately describe methods of measurement for consonants along with their characteristics and classifications.

L1- Accurately describe prosody and the associated characteristics.

L11- Accurately describe theories and models of speech production.

L12- Accurately describe theories and models of speech perception.

CSD 3315

- L1- Exhibit professionalism through demonstration of HIPAA proficiency, appropriate interaction in forums/discussions and active participation in the course.
- L2- Use the principles of reliability, validity, and other psychometric principles in testing to make informed decisions about assessment tools.
- L3- Develop a pre-assessment plan after review of a case history and identification of pertinent information related to communication development.
- L4- Differentiate and discuss interpersonal techniques useful (and not useful) to the interview/conferencing process with parents/caregivers and teachers.
- L5- Determine where to reference administration of standardized tests and begin to determine appropriate protocol.
- L6- Interpret and explain assessment results.
- L7- Write reports to document assessment results.
- L8- Demonstrate an understanding of various treatment methods and reinforcement used by speech- language pathologists.
- L9- Develop a lesson plan with appropriately written objectives and materials.
- L10- Identify ways to document progress, apply information learned for using data to make treatment decisions.
- L11- Write a SOAP note documenting a therapy session.

#### CSD 3321

- L1- Describe English speech sounds in different ways using phonetic terminology.
- L2- Differentiate what constitutes a difference versus a disorder, Recognize basic elements of a spectrogram.
- L3- Identify the components of the phonology of a language.
- L4- Read and translate phonetically transcribed speech into regular English.
- L5- Transcribe normal speech using both broad and narrow transcription with a modified version of the International Phonetic Alphabet.
- L6- Describe common errors and error patterns using several different approaches.

#### CSD 3325/ CSD 3325L

- L1- Promote understanding of articulation and phonology.
- L2- Promote knowledge of the current theories on the development of articulation and phonology.
- L3- Provide information about the data collection, causal factors, and assessment procedures relating to articulatory and phonological disorders.
- L4- Provide information about the major approaches to the treatment of articulatory and phonological disorders.
- L5- Promote knowledge of the characteristics of particular languages and dialects.
- L6- Promote knowledge about articulatory/phonological disorders in selected populations.
- L7- Describe the vowels of English in terms of their tongue height, tongue advancement, tenseness, and rounding.
- L8- Describe the consonants of English in terms of their place, manner, and voice characteristics.
- L9- 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).
- L10- Be familiar with clinically-relevant IPA diacritics and competently use these diacritics during narrow phonetic transcription.

#### CSD 3330

- L1- Recognize and provide definitions that differentiate speech, language and communication, based on theory and research.
- L2- 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.

- L3- 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.
- L4- 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.
- L5- Recognize and provide definitions that differentiate varieties of language.
- L6- Formally differentiate and describe language differences between various dialects and registers of English as measured by their performance on quizzes and exams.

#### CSD 3335

- L1- Formally identify and describe the communication and language milestones and processes that are acquired during infancy, preschool, toddlerhood, school-age and adolescence.
- L2- Differentiate and describe differences between speech, language, and communication.
- L3- Distinguish and describe knowledge of typical and atypical language development.
- L4- Formally identify and describe the characteristics of language differences and disorders.
- L5- Identify sentence types used by a child and communicative functions expressed by children.
- L6- Describe several common language disorders affecting child language.
- L7- Identify and differentiate differing etiologies and acquired language disorders.

#### CSD 3340

- L1- Identify the basic components of normal human communication.
- L2- Identify milestones of speech and language development across the lifespan.
- L3- Identify basic factors that contribute to speech, language, and/or cognitive disorders in both children and adults.
- L4- Identify appropriate referrals to the speech-language pathologist (SLP) or other professionals .
- L5- Discuss the role of the audiologist in identifying and working with individuals who have speech, language and/or cognitive disorders.
- L6- Appropriately screen for identifying potential speech, language, and/or cognitive disorders in both children and adults.
- L7- Identify strategies for adapting professional services for individuals who have speech, language, and/or cognitive disorders.

#### CSD 3341

- L1- Describe in general terms the scope of practice of the audiologist.
- L2- Categorize speech sounds by intensity and frequency.
- L3- Predict the impact of destructive acoustic environments on speech communication.
- L4- Identify and describe the basic anatomical structures and physiological processes involved in process of hearing.
- L5- Interpret and categorize a given audiogram in terms of type, degree, and configuration.
- L6- Compare the patients' thresholds to the speech information area and predict the impact on receptive communication.
- L7- Demonstrate an understanding of the patients' responsibilities in the hearing assessment process including pure-tone air and bone-conduction audiometry, tympanometry, and speech audiometry.
- L8- List and demonstrate an understanding of the examiners responsibilities (procedures) in the hearing assessment process including pure-tone air and bone-conduction audiometry, tympanometry, and speech audiometry.
- L9- Match signs and symptoms, commonly presented by patients, to the correct auditory disorder.
- L10- Describe the natural process of an auditory disorder including the treatment options that may be indicated.

L11- Predict the impact of specific auditory disorders on receptive communication.

CSD 3345

L1- Locate relevant portions of the NAD/RID Code of Professional Conduct and apply the concepts to interpreting situations, including business practices and continuing professional development.

L2- Apply an ethical framework during case conferencing to effectively discuss your work with mentors or colleagues. This includes: a. Demands of the situation and relevant controls b. Awareness of self and self-assessment c. The influence the interpreter has on interpretation d. Human dynamics.

CSD 3346

L1- Identify and accommodate needs of diverse consumers.

L2- Analyze and apply an understanding of interpreter's role, function, and responsibilities in a variety of settings .

L3- Participate effectively in a Hearing and Deaf Interpreter Team.

CSD 3350/ CSD 3350L

L1- Relate the physical systems of speech and hearing with the communication components they support.

L2- Relate a sampling of pathological conditions that affect physical systems of communication.

L3- Utilize receptively and expressively the terminology related to anatomy and physiology.

L4- Identify and relate the structures of communication, receptively and expressively.

CSD 3351

L1- Pluralizing nouns.

L2- Pronominalizing objects.

L3- Setting up referents.

L4- Placing adjectives.

L5- Identifying and tensing verbs.

L6- Incorporating mouth morphemes to modify signs adverbially.

L7- Using conjunctive non-manual signals.

L8- Communicating at differing levels of formality.

CSD 3352

L1- Comprehend ASL at advanced level Express ASL at advanced level with accuracy, fluency, clarity and poise.

L2- Process messages from source language to target language that appropriately reflects genre, register, and culture.

L3- Process messages from source language to target language without source language interference.

L4- Engage in self-assessment using meta-linguistic and meta-cognitive tools.

CSD 3374

L1- Demonstrate knowledge of and apply human relations and professionalism competencies in a service-learning project.

L2- Apply critical and reflective thinking skill and participation in the Deaf community.

L3- Fulfill professional and civic responsibilities as interpreters while participating in a community partnership.

CSD 3375

L1- Build your schema and understanding of the topics you need to know and the things you must do in order to become or recognize an excellent interpreter.

L2- Determine if the interpreting field is a good fit for you, and if you are well-suited for this profession.

L3- Identify Influence of power and privilege in multicultural/diverse populations, including minority and minority culture dynamics, and effects of oppression and discrimination.

L4- Recognize the dynamics of cross-cultural interaction and the necessity of boundary flexibility as allies of Deaf and Deaf-aligned communities.

CSD 3380

L1- Synthesize theories of interpretation and translation by applying them to observed situations.

L2- Create a resource they will be able to reference in the future detailing local and national community resources for Deaf people including service organizations, agencies and relevant state and federal legislation.

L3- Analyze and apply feedback given to them during observations by talking with your instructor, mentor, and colleagues about: a. Assessment and awareness of self b. Influence of interpreter on communication c. Human dynamics.

L4- Apply the perspectives of Deaf individuals and principles of social justice to interpreted situations and to their behavior in interpreted interactions.

CSD 4405

L1- Define and interpret common medical terminology used in communication sciences and disorders.

L2- Identify and describe the location and function of neurological structures involved in communication.

L3- Apply and demonstrate common clinical methods used by health professionals to examine the central nervous system.

L4- Analyze and explain symptoms associated with central nervous system disorders and their impact on human communication.

CSD 4416

L1- To orient students who have little or no clinical exposure to the clinical process. Patient-based (e.g. working with the patient, preparing for the patient, etc.) Student-based (e.g. expectations, documentation, HIPAA, dress, etc.)

L2- To provide students with the opportunity to practice clinical skills.

L3- To provide students who have had some clinical experience the opportunity to mentor, co-supervise and advance their skills.

L4- To provide students with a basic understanding of instrumentation/ technology in audiology, including: Cost, care, maintenance, operation and troubleshooting, safety for both clinician and patient.

CSD 4420

L1- Describe the characteristics of acquired vs. congenital disorders related to speech language pathology (Speech, Language and Cognition).

L2- Describe how acquired vs. congenital disorders relate to the normal aging process versus medical diagnosis.

L3- Recognize healthcare settings, ASHA code of ethics and roles of HIPAA when treating clients with neurogenic disorders.

L4- Analyze assessment approaches that can be applied to different adult neurogenic communication disorders.

L5- 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.

L6- 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.

L7- Evaluate, construct and/or revise components of treatment documentation for adult populations: This will include how to write notes and goals.

CSD 4421

L1- Identify roles and responsibilities of an SLPA as provided within the ASHA Scope of Practice for SLPAs.D73:K73D72D73:J73DD73:M73

L2- Recognize and review rules and regulations for licensure within specific states as well as certification requirements from ASHA for SLPAs.

L3- Demonstrate knowledge of ethical principles used within the profession as an SLPA as outlined by ASHA.

L4- Describe the supervisor role and the dynamic with supervising SLPs.

L5- Explain professional issues that can occur in different employment settings (i.e., healthcare or education) as it pertains to an SLPA.

L6- Practice skills related to communication, collaboration and teaming with other professionals within various clinical and educational settings.

L7- Identify key factors in universal safety precautions, HIPAA and FERPA as they relate to different employment settings.

L8- Demonstrate knowledge of different types of screenings.

L9- Describe various therapy techniques used within treatment of different communication disorders.

L10- Explain different methods of data collection and summarizing of performance within therapy sessions.

#### CSD 4422

L1- Use knowledge of professional issues as they relate to clinical settings (i.e., Universal safety precautions, HIPAA, FERPA).

L2- Apply knowledge of the supervisor/supervisee relationship by actively participating in and communicating during meetings with supervisor.

L3- Prepare treatment sessions through selection of treatment materials.

L4- Use data collection sheets to write clinical documentation, i.e., SOAP notes or daily session notes.

L5- Apply knowledge of treatment strategies/techniques within therapy sessions for individuals with different communication disorders.

L6- Summarize information within team meetings to improve collaboration and communication with other professionals involved in care of individuals with communication disorder.

#### CSD 4425

L1- View all clinical sessions provided for your assignments.

L2- Conduct a file review, selecting and organizing pertinent data to develop an assessment plan.

L3- Recognize appropriate and inappropriate aspects of rapport with clients, including interaction style and general communication.

L4- Complete weekly assignment sheets based on observations of previously recorded clinical sessions.

L5- Critically critique assessment plans.

L6- Critically critique clinician-parent/client interviews.

L7- Critically critique clinician-parent/client conferences.

L8- Critique and write appropriate long-term, short-term, and session goals.

L9- Write two lesson plans.

L10- Critically assess and edit lesson plans.

L11- Critically assess and edit SOAP notes.

L12- Write SOAP notes.

L13- Develop appropriate activities for focused therapy objectives for an assigned client.

L14- Record objective and subjective data in a therapy session.

L15- Differentiate effective and ineffective cueing and modeling strategies in a therapy context.

L16- Differentiate effective and ineffective reinforcement strategies in a therapy context.

L17- Differentiate effective and ineffective correction strategies in a therapy context.

L18- Critically evaluate multiple aspects of a therapy session, and suggest appropriate changes.

L19- Develop home programming activities.

L20- Suggest strategies to modify unwanted client behavior.

L21- Evaluate a parent/client conference re: semester progress.

L22- Design a full therapy session for an assigned client and target.

#### CSD 4432

L1- Apply the theory learned thus far in the program to produce interpretations that are accurate and culturally appropriate.

L2- Analyze your interpretations for areas of strength and opportunities for improvement and do the same for your peers in a safe environment.

L3- Determine which type of interpreting will likely be most successful in a particular situation (interpreting, transliteration, conceptually accurate signed English, etc.) Process ASL and English in a way that allows you to understand the meaning behind the source language.

L4- Improve your knowledge base about strategies, techniques, and approaches for interpreting.

#### CSD 4441

L1- Recognize what is needed to care for one's self as an interpreter, including credentialing, professional development, continuing education, mental self-care, and physical self-care.

L2- Identify the historical foundations of the profession, and how that impacts current ethical practice and decision making.

L3- Develop habits for working with colleagues, including teaming protocols with interpreters who are Deaf and interpreters who can hear.

L4- Accommodate the diverse needs of consumers, whether related to cultural needs, disability, bias, or other conditions.

L5- Establish business foundations for successful private practice.

#### CSD 4445

L1- Define the key characteristics of auditory rehabilitation.

L2- Describe the audiologist's role in helping patients with hearing loss, dizziness, and balance disorders.

L3- Identify methods of counseling used during auditory rehabilitation.

L4- Compare and contrast auditory rehabilitation in the pediatric and adult populations.

L5- Describe the different types of technology available to help patients through the auditory rehabilitation process.

#### CSD 4451

L1- Characterize internally the lingual registers of the signers.

L2- Understand prosody markers and other nuances of ASL.

L3- Identify discourse markers in ASL communication.

L4- Incorporate detailed aspects of ASL into sign production for more fluency and clarity.

#### CSD 4457

L1- Recognize the history of community interpreting and theoretical underpinnings that apply to contemporary situations.

L2- Apply and practice interpreting techniques specific to community settings.

L3- Apply ethical codes to community settings.

L4- Assess personal suitability of skills and dispositions to fit each interpreting opportunity.

#### CSD 4458

L1- Describe systems, personnel, and treatment protocol commonly encountered in healthcare settings.

L2- Identify and consider the specific vocabulary and discourse used in healthcare settings in English and ASL: a. Foundations of medical terminology in English b. Anatomy, physiology and terminology in ASL.

L3- Practice the delivery of equivalent messages in healthcare settings a. Outline the criteria for use of consecutive and simultaneous interpreting b. Determine which interpreting approach is appropriate for a given scenario.

L4- Evaluate research in the field of healthcare interpreting.

L5- Create a personal inventory of skills and goals for healthcare interpreting competencies.

#### CSD 4460

L1- Describe the components of an educational audiology model of service provision for the management of school-aged children with hearing loss.

L2- Describe the requirements to receive services under special education, Section 504 and ADA laws.

L3- Create an inservice presentation using adult learning principles addressing a topic of interest for persons working with children with hearing loss.

L4- Discuss a family centered approach to early hearing detection and intervention (EHDI) that aligns with Joint Committee on Infant Hearing guidelines.

L5- Evaluate a school age hearing loss identification program to determine if it meets your state or ASHA guidelines.

L6- Describe effective assessment methods of educationally significant hearing loss.

L7- Describe the evaluation of and intervention for children with auditory processing disorders.

L8- Discuss the need for and the components of hearing assistive technology monitoring.

L9- Describe aural rehabilitation and activities used for school age children to provide aural rehabilitation.

L10- Describe the components of hearing loss prevention programs in the schools.

L11- Identify the factors that impact classroom acoustics and who can benefit from an improved signal to noise ratio.

L12- Evaluate the communication and learning difficulties associated with any given hearing loss or auditory processing deficit.

#### CSD 4470

L1- Recognize the interpreting needs of Deaf, DeafBlind, and hearing consumers, and how to accommodate them.

L2- Practice professional roles and boundaries incorporating ethical behavior.

L3- Apply language and interpreting skills and principles learned throughout the program.

L4- Apply professional vocabulary and discourse to discuss the work with mentors and colleagues about: a. Self-assessment and self-awareness b. The influence of an interpreter on a situation c. Human dynamic.

#### CSD 4474

L1- Apply the interpreting skills competencies listed during the internship experience: a. Apply academic and world knowledge during consecutive interpretation using appropriate cultural adjustments, while managing internal and external factors and processes, in a manner that results in accurate and reliable interpretations in both ASL and English. b. Integrate academic and world knowledge during simultaneous interpretation using appropriate cultural adjustments while managing internal and external factors and processes in a manner that results in accurate and reliable interpretations in both ASL and English. c. Analyze the effectiveness of interpreting performance generated by self and peers by applying contemporary theories of performance assessment and peer review. d. Demonstrate the ability to effectively team interpret during consecutive and simultaneous low-risk interactional assignments. e. Demonstrate flexibility to transliterate or interpret by observing the language use of D/deaf or hard of hearing consumers and/or make adjustments based on consumer feedback. f. Negotiate meaning in ASL and English while interpreting in a manner that conforms to recognized linguistic, cultural and professional norms of the speaker(s). g. Demonstrate the ability to use technology and equipment specific to ASL-English interpreting.

L2- Apply core disposition characteristics of successful interpreters during their internships by: a. Selection and application of appropriate professional role(s) b. Appropriate demonstration of boundary flexibility as a Deaf community ally c. Commitment to continue professional development and self-assessment d. Respecting individual language and/or communications choices and self-identification e. Recognizing when issues and effects of oppression and discrimination are present during the internship.

L3- Apply knowledge of the following concepts during internship assignments: a. Ethical decision-making and analysis of demands and controls b. Accurate assessment of interpreting needs of Deaf, DeafBlind, and hearing consumers c. Accurate assessment of needs of various consumers (i.e. disabilities or other

conditions) d. Appropriate teaming protocols for hearing/hearing teams and Deaf/hearing teams, when possible.

L4- Apply principles of personal mental and physical self-care, including:

a. Managing vicarious trauma b. Identification and management of potential stressors c. Identification and management of burnout d. Preventative actions to prevent and management of repetitive motion injury