



California State University, Sacramento

Department of Communication Sciences and Disorders

UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2020	Course: CSAD 123 Voice and Fluency	Section: 03
Meeting Days: Tuesday/Thursday	Meeting Times: 1:30PM– 2:45PM	Location: Web Online
Instructor: James Chuchas, M.A, CCC-SLP	Email: james.chuchas@csus.edu	Phone: 916-278-4867
Office Location: CSAD Dept. Folsom Hall	Office Hours/Appointments: Please contact me by e-mail to schedule office hours appointments. Office Hours: Tuesdays: 10:30am to 11:45am ** Subject to Change (phone conference or virtual on line appointments)	

Catalogue Course Description:

CSAD 123 Voice and Fluency

3 Units

Prerequisite(s): CSAD 125, CSAD 126, PSYC 2, STAT 1, CHDV 30, and DEAF 51.

Term Typically Offered: Fall, Spring

Fluency - Characteristics of stuttering, etiologic theories and their implications for treatment. Management of stuttering and other disorders of rhythm. Voice - Current concepts regarding anatomy and physiology, etiology, assessment and treatment of hyperfunctional and organic disorders.

Place of Course in Program:

CSAD 123 Voice and Fluency is typically taken in the fall semester of year 4 of the B.S. degree program. Within the 2nd B.S. 4-semester degree program, CSAD 123 is taken in the spring of semester 2.

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:

UNDERGRADUATE

Mastery of each student-learning outcome listed below is indicated by a grade of C or better on each component of the corresponding measures listed in the table. Students are required to track their progress toward meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a C. 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 123 SPECIFIC STUDENT LEARNING OUTCOMES

During the course of this semester, the student will:

1. Classify disfluent speech according to various classification systems.
2. Identify affective, behavioral, and cognitive aspects of fluency disorders.
3. Develop case history formats for clients across their life span that reflect theoretical foundations and an understanding of the nature of fluency disorders.
4. Compile and present assessment information.
5. Differentiate between intervention approaches for prevention of chronic stuttering and direct treatment of existing stuttering.
6. Identify characteristics, strengths, and weaknesses of various common approaches to fluency treatment (e.g., stuttering modification, fluency shaping, intensive, traditional).
7. Discuss current concepts regarding etiology, assessment, and treatment of children and adults presenting with hyperfunctional and organic voice disorders.
8. Identify and describe the normal and disordered anatomy, physiology, and neurology of respiration, phonation, and resonance.
9. Identify and describe various acoustic parameters of normal and disordered voice, as well as the mechanisms of normal and disordered voice production over the lifespan.
10. Describe and explain how a speech-language pathologist works as part of a team comprised of other professionals, including singing teachers, athletic coaches, theatrical directors, otolaryngologists and other physicians, who assess and treat patients with voice and resonance disorders.

Course Learning Outcome	Components Indicating Competence	Grades Received
1, 2	Exams 1 and 2, Assignments 1 and 2, Group In-Class Presentation/ Demonstration – Fluency	
3, 4, 5, 6	Exams 1 and 2, Assignment 4; Group In-Class Presentation/Demonstration – Fluency	
7, 8, 9	Exams 3 and 4, Assignments 3 and 4, Class Participation, Group In-Class Presentation/ Demonstration – Voice	
10	Exams 3 and 4, Group In-Class Presentation/Demonstration – Voice	

Textbooks and Materials:

Fluency

Guitar, B. (2019). Stuttering: An integrated approach to its nature and treatment (5th ed.). Philadelphia, PA: Wolters Kluwer ISBN: 1496346122

Voice

Boone, Daniel (2019). Boone, D. R., McFarlane, S. C., Von Berg, S. L., & Zraick R. I. (2019). The Voice and Voice Therapy (10th ed.). Boston, MA: Pearson Education, Inc. ISBN: 0134893654

Supplemental reading and available audio/video material, assigned or otherwise referred to during the course, will be placed on Canvas.

Online Resources:

<http://canvas.csus.edu/>

This course is paired with Canvas, an online learning resource. Students are required to log onto <https://my.csus.edu/> (accessible from any computer with an internet connection and up-to-date web browser) **regularly** to access posted course materials, resources, announcements and grades. Course lectures are delivered online via Zoom video conferencing in a synchronous format (i.e., course lectures are held during the regularly scheduled class time). Virtual technical support is available through Information Resources & Technology (IRT) at:

<https://www.csus.edu/information-resources-technology/get-support-consultation/>.

Remote Learning Resources for students, including laptop checkout, laptop discount program, drive-in WiFi, and remote computer lab access, can be found at: <https://www.csus.edu/information-resources-technology/remote-learning/>

Course Requirements/Components:

(PLEASE NOTE: Subject to potential changes or adjustments due to COVID-19 OnLine Instruction Format)

Participation in this course will minimally require the completion of four (4) multiple-choice/short answer exams (worth 50 points each), two (2) in-class group presentations/demonstrations (worth 41.5 points each), and four (4) written assignments (worth 12.5 points each). More details regarding written assignments and group presentations will be forthcoming.

Grading Policy:

There are 333 points available for the course. There is **no** extra credit anticipated for this course. An exception will be made in the event that a guest lecture or learning experience **cannot** be scheduled during the regular class period. Under such circumstances, the extra credit option (and alternative assignment) will become available, with additional credit **not** exceeding 10 points.

On Line exams will be administered via Canvas Quizzes.

Source	Points	% of Grade
Exams (4)	200	60%
Presentation/Demonstrations (2)	83	25%
Written Assignments (4)	50	15%
Total	333	100%

Letter grades are assigned according to the following points:

Points	Percent	Letter
333 – 309	100 – 93%	A
308 – 299	92 – 90%	A-
298 – 289	89 – 87%	B+
288 – 275	86 – 83%	B
274 – 265	82 – 80%	B-
264 – 255	79 – 77%	C+
254 – 242	76 – 73%	C
241 – 232	72 – 70%	C-
231 – 222	69 – 67%	D+
221 – 209	66 – 63%	D
208 – 199	62 – 60%	D-
≤ 198	≤ 59%	F

Course Policies/Procedures:

**** PLEASE NOTE: Subject to potential changes due to COVID-19 OnLine Instructional Format****

CSAD 123 (Section 03) meets on Tuesdays and Thursdays from 1:30pm – 2:45pm Online via Zoom. Class may consist of lectures, small and large group discussions, in and out of class assignments, student demonstrations, and possible invited guest speaker(s) (to be arranged). Course lectures are synchronous with Canvas Cloud recording; however, certain portions of each class lecture may not be recorded based upon the discretion of the instructor.

Office Hours:

Office hours are established weekly on Tuesdays from 10:30am to 11:45am (** Subject to Change). There will be no in person meetings or appointments during the Fall 2020 term. Students are requested to email instructor to schedule either a phone conference or virtual on line appointment. If students are unable to attend regularly scheduled office hours, they are welcome to email instructor to schedule a separate appointment time. If the student is unable to keep the scheduled appointment time, a courtesy email is requested to cancel and/or reschedule the appointment. On the rare occasion that regular office hours need to be cancelled or rescheduled, an announcement or e-mail will be sent to students via Canvas.

Student Responsibilities:

Attendance: Regular Classroom attendance is a crucial component of this course. Students are expected to log in to class sessions on time and remain for the entire class period. Should events require an absence, it is the student's responsibility to view the missed class session recorded to the cloud.

Professionalism: Classroom participation during discussions and demonstrations should be conducted in a professional manner. At a minimum, students must maintain a level of respectful, courteous behavior expected of a professional in the field of speech-language pathology. Cellphone and electronic device use for non-academic purposes is not permitted during the class period.

Zoom Netiquette Students should post questions during the lecture in the chat box. Please keep microphones muted when not speaking to reduce background noise.

Student personal recording (audio, visual, and or video) of any part of the on line class, lecture and or discussions is NOT permitted. Please refer to the On-line Instructions Privacy Responsibilities and On-line Learning Guidelines related to Zoom On-Line class format as outlined on pages 10 & 11 of this Syllabus.

Participation: Classroom participation is crucial element of this course. Students are expected to actively participate in all small and large group discussions, oral presentations and demonstrations. These are designed to facilitate acquisition of course content. Students may practice diagnostic and therapeutic techniques, observe and analyze audio/video patient samples, and interact with possible guest speaker(s) (speaker schedule to be arranged).

Work Habits:

Written assignments that are **late** will result in a 1-point deduction per day. Late class presentation uploads is a 3 point deduction per day. Assignments (worth 12.5pts each) that are submitted more than 12 days late may receive 0 points. It is the student's responsibility to **double check** their online submission of assignments. Uploads that are empty, wrong document, or otherwise retrievable/unviewable may receive 0 points.

Make up exams are only available for legitimate, **documented** emergencies (e.g., illness, medical emergency, or family death). Exams must be made up within the time frame specified by the instructor. The student is responsible for arranging with the instructor to schedule a time to take the make-up exam.

Missed Class Demonstrations: Secondary to a documented emergency (e.g., illness, medical emergency or family death) a missed class demonstration would be made up with a 3 to 5 page research paper regarding the topic demonstration.

TENTATIVE Course Schedule/Outline: CSAD 123 Voice and Fluency (Section 03)

NOTE: ** SUBJECT TO CHANGE

Date	Topic/Class Content	Readings/ Powerpoints	Assignment/ Activities	Week
9/1/20 Tues	Introduction & Course Overview	PPT #1	Please Review Syllabus	
9/3/20 Thurs	Introduction to Stuttering <i>Perspectives, causes, behaviors, feelings & attitudes, onset, prevalence & incidence, and spontaneous recovery</i>	PPT #1 Guitar, Chapter 1		1
9/8/20 Tues	Etiological Factors in Stuttering <i>Biological, Sensorimotor, Language, and Emotional Factors</i>	PPT #2 Guitar, Chapters 2 - 3		
9/10/20 Thurs	Etiological Factors in Stuttering <i>continued</i>	PPT #2 Guitar, Chapters 2 - 3 cont.	DUE: Assignment #1 9/10/20	2
9/15/20 Tues	Developmental, Environmental, and Learning Factors in Stuttering	PPT #3 Guitar, Chapters 4 - 5		
9/17/20 Thurs	Theories about Stuttering	PPT #4 Guitar, Chapter 6		3
9/22/20 Tues	Typical Disfluency and Development of Stuttering	PPT #5 Guitar, Chapter 7	DUE: Assignment #2 9/22/20	4
9/24/20 Thurs	Exam 1 - Fluency	Covering Guitar Chapters 1 – 7 Fluency PPTs 1,2,3,4,5	Exam 1 On-Line Canvas	
9/29/20 Tues	Preliminaries to Assessment Stuttering in Bilingual Speakers	PPTs #6 & #7 Guitar, Chapter 8 *Conture, Chapter 11	<i>*Conture, Chapter 11 PDF available on Canvas</i>	
10/1/20 Thurs	Assessment and Diagnosis	PPTs #6 & #7 Guitar, Chapter 9		5
10/6/20 Tues	Treatment Preliminaries Treatment – Younger Preschool Children	PPT #8 Guitar, Chapters 10 - 11	DUE: Assignment #4: Reflection #1 10/6/20	
10/8/20 Thurs	Treatment – Older Preschool and School-Age Children	PPT #8 Guitar, Chapters 12 - 13		6
10/13/20 Tues	Treatment – Adolescents and Adults	PPT #8 Guitar, Chapter 14		
10/15/20 Thurs	Related Disorders of Fluency <i>Neurogenic, Psychogenic, Cluttering</i>	PPT #9 Guitar, Chapter 15		7

Date	Topic/Class Content	Readings	Assignments/Activity	Week
10/20/20 Tues	Fluency Demonstrations: Assessment or Treatment		6min Group Demos Day 1	8
10/22/20 Thurs	Fluency Demonstrations: Assessment or Treatment		6min Group Demos Day 2	
10/27/20 Tues	Exam 2 - Fluency	Guitar Chapters: 1- 15:Conture #11 Fluency PPTs 1-9 (Comprehensive Exam)	Exam 2 On-Line Canvas	9
10/29/20 Thurs	Introduction to Voice Disorders and Their Management	PPT #1 Boone, Chapter 1		
11/3/20 Tues	Normal Voice A&P: The Respiratory System	PPT #2 Boone, Chapter 2 (pages 19 - 32)	Video – Dissections <i>Thoracic Cavity</i>	10
11/5/20 Thurs	Normal Voice A&P: The Phonatory, Articulatory, and Resonance systems	PPT #2 Boone, Chapter 2 (pages 33 - 62)	Video – Dissections <i>Pharynx, Oral Cavity, and Larynx</i>	
11/10/20 Tues	Exam 3 - Voice	Covering Boone Chapters 1 & 2 Voice PPTs 1 & 2	Exam 3 On-Line Canvas	11
11/12/20 Thurs	Functional Voice Disorders	PPT #3 Boone, Chapter 3		
11/17/20 Tues	Organic Voice Disorders Neurogenic Voice Disorders	Boone, Chapter 4 PPT #4 Boone, Chapter 5		12
11/19/20 Thurs	Evaluation of Voice <i>Screening, Medical Eval, Case Hx, Observations, Oral Mech Exam, Acoustic, Aerodynamic, Phonatory-Respiratory and Endoscopic</i>	PPT #5 Boone, Chapter 6	DUE: Assignment #3 11/19/20	
11/24/20 Tues	Voice Therapy Facilitating Approaches	PPT #6 Boone, Chapter 7	DUE: Assignment #4: Reflection #2 11/24/20	13
11/26/20 Thurs	Thanksgiving Holiday 11/26 - 11/27		Holiday Campus Closed	
12/1/20 Tues	Voice Therapy Facilitating Approaches	PPT #6 Boone, Chapter 7		14
12/3/20 Thurs	Special Populations: Aging, Deaf and Hard of Hearing and Transgender Voice	PPT #7 Boone, Chapter 8 (pages 243 – 258)		
12/8/20 Tues	Voice Demonstrations: Assessment or Treatment		6min Group Demos Day 1	15
12/10/20 Thurs	Voice Demonstrations: Assessment or Treatment		6min Group Demos Day 2	
Week of 12/14/20 Finals Week	Exam 4 – Voice **Day & Time: To be determined	Boone Chapters 1-8 Voice PPTs 1-7 (Comp. Exam)	Exam 4 (Sec 02) On-Line Canvas	16

Course Resources:

Shipley, K.G. & McAfee, J.G. (2015). *Assessment in speech-language pathology: A resource manual* (5th ed.). Boston, MA: Cengage Learning ISBN: 978-1285198057

Fluency

Conture, E.G., & Curlee, R.F. (2007). *Stuttering and related disorders of fluency* (3rd ed.). New York, NY: Thieme Medical Publishers ISBN: 1-58890-502-0

The Stuttering Foundation: <http://www.stutteringhelp.org>

The National Stuttering Association: <http://www.westutter.org/>

Voice

Andrews, M.L. (Compilation 2013). *Manual of voice treatment: Pediatrics through geriatrics* (3rd ed.). Mason, OH: Cengage Learning ISBN: 1-285-55973-8

University of Wisconsin School of Medicine and Public Health – Department of Surgery, Voice and Swallow Clinics Lecture Series: <https://cme.surgery.wisc.edu/courses/voice>

Gender Health Center: <http://www.thegenderhealthcenter.org/>

Online Learning

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

Zoom/ Online Instruction privacy and relevant rights and responsibilities:

Any time that a class session is recorded during the COVID-19-related Remote Instruction Period, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:

Only students enrolled in the subject class during the Remote Instruction Period may view the recording.

- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

Attitudes & Technical Skills Required

You will find that the following attitude will significantly contribute to your success in this online class:

- A positive attitude towards technology
- An open mind towards online education
- Willingness to share your experiences with others
- Strong analytical and critical thinking skills for when you "get stuck"
- Resourcefulness - don't be afraid to click on links and explore and ask questions
- Time management

Online learning requires only basic technical skills:

- Be competent with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Possess internet navigation skills
- Update your Internet browser
- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

Technical Assistance

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

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

Spam and Phishing Scams

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

Canvas Student App

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

Visit the [Mobile section](#) of the [Canvas Guides](#) website for more information.

Additional Information

Commitment to Integrity:

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

Sac State's Academic Honesty Policy & Procedures:

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades." Read more about Sac State's Academic Honesty Policy & Procedures at the following website:

<http://www.csus.edu/umannual/student/stu-0100.htm>

Definitions: At Sac State, "cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means." **Plagiarism** is a form of cheating. At Sac State, "plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution." Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the [Office of Student Conduct](#).

Department Policy on Use of APA format

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

Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. 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.

Health & Safety Information:

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

Basic Needs Support

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

Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation : Rachel Stark, MS, AHIP, stark@csus.edu
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>

- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>
- Crisis Assistance and Resource Education Support (CARES): <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>
- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- SMART Thinking (tutoring resource): https://www.csus.edu/student-affairs/centers-programs/degrees-project/_internal/_documents/smarthinking.pdf

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

CSAD 123 Voice and Fluency

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

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

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: acoustic bases of human communication.

