



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2020	Course: CSAD 500T: Culminating Experience: Thesis	Section: 01 (#83909)
Meeting Days: TBD	Meeting Times: TBD	Location: TBD
Instructor: Dr. Heather Thompson	Email: Heather.thompson@csus.edu	Phone: 916-278-6654
Office Location: Folsom Hall	Office Hours/Appointments: 12:00-1:20pm Mondays and Wednesdays, or by appointment	

#### Catalogue Course Description:

### CSAD 500T. Culminating Experience: Thesis. 2 Units

**Prerequisite(s):** Advanced to Candidacy. Graded: Credit/No Credit.

**Term Typically Offered:** Fall, Spring

Independent research study, conducted under the supervision of faculty members. Thesis must involve a research question or hypothesis, review of pertinent literature, collection and analysis of data. It is the student's responsibility to locate and recruit subjects, to collect data, and to write the thesis. Students must follow all department and university thesis guidelines.

#### Place of Course in Program

This course is the culminating experience for students in their last two semesters of the graduate program in speech-language pathology. The student will complete research under the supervision of a faculty thesis advisor. Thesis units will be taken by students once they have advanced to candidacy as part of the Communication Sciences and Disorders Master's degree.

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

#### Course Learning Outcomes:

Upon completion of this course, students will demonstrate competency in the following areas for research:

1. Evaluation, as applicable
2. Intervention, as applicable
3. Writing
4. Interaction and Personal Qualities (Professional Behavior)

Upon completion of this course, the student will be able to:

1. Develop a question of inquiry commensurate with the graduate level of training
2. Conduct a search of the literature using relevant keywords and search terminology
3. Review research articles appropriate for the study background and purpose
4. Establish a rationale for the proposed investigation
5. Present the results of the literature search in written and oral modalities
6. Contribute to and/or design a methodology to address the area of inquiry under the guidance of faculty mentor
7. Implement appropriate data collection procedures for the designed study
8. Present study information via written and oral modalities that includes the following components: study background/purpose, methods, results and discussion

The above learning outcomes will be assessed through meetings with the faculty advisor and completion of a final thesis project.

### Textbooks and Materials:

There are no textbooks assigned for this course. Students are encouraged to seek out resources for the thesis project in consultation with their faculty mentor.

### Online Resources:

1. Students are encouraged to check their CSUS email daily.

### Prerequisites:

Prior to enrolling in CSAD 500T, the following conditions must be met:

1. The student must have been advanced to candidacy.
2. The first and second readers judge that the first two chapters of the thesis (literature review and methodology) are sufficiently well-developed.
3. Her/his proposal has been approved by the Culminating Experience Committee no later than the 11th week of the second clinical semester. The proposal must include the first two chapters specified above.
4. Institutional Review Board Approval has been obtained. It is possible for this process to take a full academic year.
5. Written approval of the first reader has been accepted by the Department Chair.

### Course Requirements/Components:

A thesis is an independent research project, conducted by the student under the supervision of members of the faculty. A thesis must involve a research question or hypothesis, review of pertinent literature, and the collection and analysis of data. It is the student's responsibility to locate and recruit participants and to collect the data, as well as to write the thesis. Projects that include the generation of original data are preferred; however, superior proposals based on file data or other secondary data sources will be considered.

The student is responsible for the following:

1. Preparing for and participation in meetings, as scheduled
2. Completing study objectives, data collection, analysis and presentation of the results
3. Completing a written thesis project as agreed-upon by the student and faculty advisor

## Readings/Requirements:

Journal articles, textbooks/chapters and/or other online resources will be acquired by the student on an individual basis. Evidence based sources of information from peer reviewed journals will be employed. Additional readings will be provided by the faculty advisor to support the student's growth and development as a researcher in the field.

## Course Policies and Assignments:

### Due Dates for All Assignments

Due dates will be established by the student and faculty mentor following discussion. A fall start plan of study is located at the end of this syllabus.

### Policy for Completing CSAD 500T Coursework

A student enrolls in two units of CSAD 500T each semester s/he works on the thesis, up to a total of four units. If the thesis is not completed within two semesters, the student may enroll in continuous enrollment (CSAD 599) if not otherwise actively enrolled for two additional semesters. Students are allowed a maximum of three semesters past the semester of first registering in 500T to complete their thesis for a maximum of four semesters total. Students who do not finish the thesis within the first semester of enrolling in 500T will receive a grade of "Report in Progress" (RP). If a student does not complete the thesis within the four total semesters, s/he will receive a No Credit (NC) grade for the original units and must enroll in 500C for the culminating experience.

### Thesis Handbook

A handbook is available for students that describes the policies and procedures of completing a thesis. The student is responsible for adhering to the policies and procedures of the handbook and achieving the milestones delineated therein.

### Plan of Study

Under the mentorship of the faculty advisor, the student will create a Plan of Study. The Plan of Study is a document used to assist the graduate student in achieving expected thesis milestones. Failing to adhere to the deadlines established in the Plan of Study will delay the timeline to graduation.

## Grading Policy:

The student's final grade will be computed based upon completion of the thesis requirements, with a grade of "credit" or "no credit" assigned.

## 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.

## Important Tips for Success as an Online Learner

There are some basic technical skills and requirements that you will need to have to be successful in this online course. If you have difficulties using Canvas, please go through the [Canvas Student Tour](#).

- ***Begin planning now for private, uninterrupted time in your schedule*** to complete the assignments – preferably in at least one-hour blocks and at least three times a week. It can be easy to fall behind!
- *Check your email account regularly* for updated information. We will be using your Saclink email account for communication. Use Saclink e-mail for private messages to the instructor and other students.
- Read directions carefully.
- For online communication, conventions of on-line etiquette ("netiquette"), which include a courtesy to all users, will be observed. Please see [Guidelines for Online Discussions](#).

## 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.

## 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/): <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>

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

### Inclusivity:

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

### Equal Access:

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

### Basic Needs Support:

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at [cares@csus.edu](mailto: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](mailto: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 500T Culminating Experience: Thesis

### 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: phonology, articulation 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: 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.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: hearing disorders (including the impact on speech and language including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: swallowing disorders (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction,) including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: communication modalities, 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 articulation.
- 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.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.



- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, screening, and intervention regarding hearing, including the impact on speech and language.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of assessment and intervention regarding communication modalities.

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

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

#### Standard IV-F: Research

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

#### Standard V-A: Oral and Written Communication

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

#### Standard IV-B: Basic Human Communication Processes

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

#### Standard IV-B: Swallowing 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: psychological bases of human communication.

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



# Thesis Plan of Study

<b>Objective</b>	<b>Date (mm/dd/yyyy)</b>
Proposal draft to first reader	_____
Proposal discussion with second reader	_____
Final proposal to first and second readers	_____
Proposal Approved	_____
IRB Application (if applicable)	_____
Project draft to first reader	_____
Final draft of project to first and second readers	_____

<b>Position</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
First Reader	_____	_____	_____
Second Reader	_____	_____	_____
Culminating Experience Co-chair	_____	_____	_____
Culminating Experience Co-chair	_____	_____	_____

# CSAD 500T: Progress to Degree – Fall Start

## Semester 1: Fall Semester

- Review the required process for completing a thesis by reading through this document
- Decide on whether or not you wish to pursue a thesis
- Decide on a topic area (e.g., speech sound disorders, fluency disorders, etc.)
- Meet with potential thesis advisors (who have or may have an interest in your chosen topic area) to mentor you through the project
- Decide on a topic and read the literature
- Confirm a primary thesis advisor/mentor (first reader)
- Attend OGS workshop for thesis students

### REQUIRED BENCHMARKS:

1. First reader to approve topic
2. First reader to commit to supervision by the end of the semester

## Semester 2: Spring Semester

- Identify and confirm a second reader
- Develop a research question and a method of investigation; obtain confirmation from primary thesis advisor
- Draft an introduction and methods section of your proposal
- Finalize draft of the proposal by the 7<sup>th</sup> week of the semester
- Submit a draft of the proposal to first and second readers by the 9<sup>th</sup> week of the semester

### REQUIRED BENCHMARKS:

1. Obtain approval from first and second readers on proposal by the 11<sup>th</sup> week of the semester
2. Submit the IRB application by week 12

## Semester 3: Fall Semester

- Register for 500 T
- Collect data
- Analyze data
- Write results and discussion sections of final document

### REQUIRED BENCHMARKS:

1. Draft of thesis submitted to first reader by end of the semester

## Semester 4: Spring Semester

- Register for 500 T
- Analyze data
- Write results and discussion sections of final document

### REQUIRED BENCHMARKS:

1. Submit final version of thesis by the 10<sup>th</sup> week of the semester to primary and second readers
2. Make appointment to meet with OGS to sign final documents by the 12<sup>th</sup> week of the semester