



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2022	Course: CSAD 125 Developmental and Acquired Neurogenic Language Disorders Across the Lifespan	Section: 01
Meeting Days: M, W	Meeting Times: 3:00-4:15 pm	Location: Folsom 2604/Zoom
Instructor: Keith Haberstock, MS CCC-SLP	Email: <a href="mailto:keith.haberstock@csus.edu">keith.haberstock@csus.edu</a>	Phone: (916) 832-0745 text only
Office Location: Folsom Hall (TBA)	Office Hours/Appointments: By appointment throughout week	

#### Catalogue Course Description:

**CSAD 125. Developmental and Acquired Neurogenic Language Disorders Across the Lifespan.**

**3 Units**

**Prerequisite(s):** [CSAD 112](#), [CHDV 30](#), [PSYC 2](#), [STAT 1](#), and [DEAF 51](#).

**Term Typically Offered:** Spring only

Language disorders and the dynamic, reciprocal relationships between the disability, the client, his/her family, and the environment. Developmental and acquired neurogenic language disorders from infancy through adulthood will be covered including neurophysiology and neuropathology.

#### Place of Course in Program:

The focus of this 3-unit undergraduate seminar is on language disorders across the lifespan, including the dynamic and reciprocal relationship of the disorders among the following: the child, adolescent, or adult, his/her family, and the environment. Diagnostic categories discussed will include: Intellectually Disability, Language Delay, Specific Language Impairment (SLI), Language Learning Disability (LLD), Autism Spectrum Disorder (ASD), Traumatic and Non-Traumatic Brain Injury (TBI/NTBI), Neglect and Abuse, Right and Left Hemisphere Cerebrovascular Accident (CVA), and Progressive Disorders (e.g., the Dementias).

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
<b>Competence in the Disciplines:</b> <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
<b>Knowledge of Human Cultures and the Physical and Natural World</b> <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
<b>Intellectual and Practical Skills, Including:</b> <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
<b>Personal and Social Responsibility, Including:</b> <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
<b>Integrative Learning**, Including:</b> <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. You are required to track your progress towards 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.

You should track your progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

### CSAD 125 SPECIFIC STUDENT LEARNING OUTCOMES:

#### Segment 1:

1. Discuss and interpret Locke's theory of neuro linguistic development of language abilities and compare it among earlier theories of language development.
2. Critically evaluate the relevance of a speech and language processing model in understanding language disorders in children and adults.
3. Distinguish among the multiple causes of language disorders and discuss complicating factors to language development (such as hearing deficit, cognitive deficit, etc.).
4. Recall and explain symptoms associated with a continuum of language disorders, categorize symptoms, and determine areas of greatest needs for intervention. Discuss associated etiology and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates. Identify and discuss relevant cognitive and social aspects of communication. Discuss prevention of language delays.
5. Design assessment plans to evaluate BOTH oral and written language, drawing from formal and informal testing procedures as appropriate. The client skills to be evaluated include auditory comprehension and expressive abilities as they are manifested in phonology, morphology, syntax, semantics, pragmatics, and oral narrative.
6. Identify and explain issues pertaining to parents' and caretakers' challenges in learning about and living with language disorders across the lifespan.
7. Identify and explain issues pertaining to teacher's challenges in working with children with language disorders with specific emphasis on the language arts curriculum.
8. Identify basic processes used in research about language disorders and the integration of research principles into evidence-based clinical practice.
9. Recognize and discuss the difference between a language difference and a language disorder. Discuss cultural considerations to language development.

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Exam 1, HW 1, 2	
2	Exam 1, HW 1, 2	
3	Exam 1, HW 3, 4, 5	
4	Exam 2, HW 3, 4, 5	
5	Exam 2 , HW 3-6	
6	Exam 2 , HW 1-7	
7	Exam 2	
8	Exam 2	
9	Exam 2	

## **Segment 2**

### **Student will:**

1. Identify the historical roots and purpose of studying brain science in speech-language pathology.
2. Identify basic medical terminology including direction, planes, and anatomic orientation
3. Discuss policy and theoretical perspectives including the ASHA Scope of Practice, the World Health Organization's *International Classification of Functioning, Disability and Health*, history of persons with disabilities, and the Medical and Social Model Approaches to Disability.
4. Identify structures and systems within the Central Nervous System (CNS).
5. Identify structures and systems within the Peripheral Nervous System (PNS) and the Autonomic Nervous System and discuss the development of the Nervous System, and relevant principles of Neurologic Organization.
6. Identify structures of the neuronal function in the nervous system, including physiology, cellular potential, myelin development and related disorders, and central nervous system regeneration.
7. Identify the neurosensory organization of speech and hearing including the anatomical structures and clinical examination.
8. Identify the structures of the pyramidal and extrapyramidal systems, and the cerebellar system and related clinical signs.
9. Identify the cranial nerves including the names, structure, innervation, testing procedures, and signs of abnormal function.
10. Identify the clinical speech syndromes of the motor systems including dysarthria type, etiology, and associated neurologic characteristics.
11. Identify the central language mechanism including a model for language and its disorders
12. Identify acquired adult disorders of language (e.g., linguistic disorders and cognitive-communication disorders) in terms of definition, description, etiology, incidence & prevalence, clinical signs/symptoms, and progression by accessing/reviewing the literature and citing references using APA format.

<b>Course Learning Outcome</b>	<b>Components Indicating Competence</b>	<b>Grades Received</b>
1	Exam 3	
2	Exam 3, HW 7, 8	
3	Exam 3, HW 7, 8	
4	Exam 3, HW 7, 8	
5	Exam 3, HW 7, 8	
6	Exam 3, HW 7, 8	
7	Exam 4, HW 7, 8	
8	Exam 4, HW 7, 8	
9	Exam 4, HW 7, 8	
10	Exam 4, HW 7, 8	
11	Exam 4, HW 9, 10	
12	Exam 4, HW 9, 10	

## Textbooks and Materials:

### Segment 1:

Locke, J. 1997. A Theory of Neurolinguistic Development. *Brain and Language* 58, 265-326. (Posted on CANVAS)

Owens, R. E. (2014). *Language disorders: A functional Approach to Assessment and Intervention*. 6th edition. Boston, MA: Pearson (Posted to CANVAS))

### Segment 2:

Webb, W. G., & Adler, R. K. (2008). *Neurology for the Speech-Language Pathologist*. 6<sup>th</sup> Edition. St. Louis, MO: Mosby Elsevier (DO NOT BUY-Available for free on Library website)

## Recommended Readings:

### Segment 2:

Sacks, O. (1998). *The man who mistook his wife for a bat*. New York, NY: Touchstone.

## Online Resources:

Internet connection

Access to CANVAS Web site

Access to a computer/SMART device

## Course Requirements/Components:

Textbook

Laptop, netbook, iPad, or other device with internet capability (if device is not available, student(s) should let me know to access IRT needs (free), *in advance of class meeting*)

Download, print, and bring relevant in-class learning activities and other documents, as uploaded to CANVAS by the instructor

## Grading Policy:

**Grading Policy:** A total of 600 points are possible. Your final grade will be calculated as a % of points out of 600 points. Points possible are assigned as follows:

<b>Segment 1:</b>	
Exam 1	100 points
Exam 2	100 points
<b>Segment 2:</b>	
Exam 3	100 points
Project	100 points
Exam 4	100 points
Homework Assignments	200 points(20 points each)
<b>Total possible points:</b>	<b>700 points</b>

Letter grades are assigned according to the following scores

**Points**                      **Letter**

94.5 - 100	A
89.5 - 94.4	A-
86.5 - 89.4	B+
83.5 - 86.4	B
79.5 - 83.4	B-
76.5 - 79.4	C+
73.5 - 76.4	C
69.5 - 73.4	C-
66.5 - 69.4	D+
63.5 - 66.4	D
59.5 - 63.4	D-
Below 59.5	F

**Course Policies/Procedures:**

- Attendance:** This course involves verbal interaction among the students and the instructor. You cannot really “get” what was covered in class via classmates’ notes. Class attendance is required. Report absences to the instructor in person or email *prior to class meeting*. Working as a Speech-Language Pathologist requires being present, on time, and prepared. Practicing those skills now will prepare you for what this career will be like. If you do need to miss a class, you are responsible for all materials covered in your absence. This means you must get any materials handed out during your missed session from a classmate, not the instructor.
- Class meetings and participation:** Lecture + discussion + observation format will be followed. Active listening and problem solving is expected. We will employ a somewhat Socratic method to facilitate critical thinking, stimulate discussion, and illuminate ideas. This means that you may be called on at random to answer questions or add to a model being presented.....please be prepared! When you are listening to another student present his/her ideas, you should take notes and offer suggestions. Comments such as “I agree” or “great idea,” are okay. Substantive participation (e.g., comments that help advance the discussion, or that help develop a new angle on a problem) is considered to be far more meaningful participation. Speech-Language Pathology is a profession in which you need to actively problem solve at all times. *For this reason, exams will definitely cover material that has been discussed in class. This includes videos, review of materials, etc. Be aware that you must be “present to win” this knowledge.*
- Readings:** You are responsible for all reading materials assigned. Not all assigned readings appear on this syllabus, as some short readings may be added during the course of the semester. You are expected to have completed the assigned readings *prior to class time* on topic discussion dates so that you are able to participate in discussion and ask questions.
- Exams and Quizzes:** A total of four (4) exams will be given during the semester. You are responsible for materials covered in required readings, classroom discussions, and handouts. Exams may include multiple choice, true/false, short answer, fill-in, and/or essay. Exams will be in-person in a paper format. You will be allowed one 3x5 inch notecard with notes on both sides to have during the test. This will be turned in as part of your exam. *No make-up examinations or quizzes are given unless there is a documented medical emergency for which you have written proof provided by a doctor. Any approved make-up exams will be scheduled in the Testing Center and may be administered in essay format. You will need to make the appointment to take the test at the Testing Center and there is a nominal cost to use that service (\$6.00)*

5. **Recording:** To facilitate your learning (practice in note-taking) and out of respect for fellow classmates (to allow all students to feel comfortable actively participating in class discussion), you are **not** permitted to video record live lectures. Audio recording of live lectures is allowed. If you require an accommodation and additional support in note-taking, please come see me.
6. **Homework and Project:** There are 10 homework assignments worth 20 points each throughout the semester that relate to the topics. There will be one project due at the end of the semester worth 100 points. The details regarding these homework assignments and the project will be discussed in class and/or posted on CANVAS. *Scores on late homework submissions will drop by 2 points per day up to 10 points.*

### **Homework Assignments (Will be posted to Canvas)**

- 1) What is Language? ELL? Dialect?
  - 2) Language disorders: What is a disorder of form? Content? Function?
  - 3) Language Sample Compare Reports
  - 4) Compare Reports
  - 5) Goal Writing Practice
  - 6) Therapy Techniques Chart
  - 7) Neuroanatomy and Physiology Review Packet
  - 8) Motor Speech Disorder: Injury and presentation
  - 9) Cognitive-Communication Disorders: TBI vs CVA
  - 10) Adult Report Analysis and Goal Writing
7. **Project:** A project will be assigned. The details will be discussed in class and/or posted on Canvas. You will be creating an educational brochure or pamphlet/handout about a disorder and share with your class. Scores on late *Project submissions will drop by 10 points per day* up to 50 points.
  8. **Health & Safety Information:**

If you are sick, stay home. 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://www.cdc.gov/coronavirus/2019-ncov/index.html). 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>

If you become ill or are placed under quarantine during the COVID-19 pandemic you will not be penalized for attendance; however, please notify me via e-mail as soon as possible. Because the course is designed for online submission of exams and assignments, it is expected that you will continue to submit these on time even during quarantine.

## TENTATIVE Course Schedule/Outline

PLEASE NOTE : *Subject to change*

WEEK	DATE	TOPIC	ASSIGNED READINGS	Assignments/ Activities
1	Week of: 1/24/22	Introduce Syllabus and Canvas Info Observe children and adults with language disorders. Discuss what you see and hear.	Start reading Locke's article	Introduction
		Observe children and adults with language disorders. Discuss what you see and hear. A review of theories on Language/Language Development		
2	Week of: 1/31/22	Begin Locke's neuro linguistic development of language abilities discussion Developmental Language disorders	Be finished with Locke's article	Homework #1 due
		Continue with Locke/Locke Class Activity		
3	Week of: 2/7/22	A Functional Language Approach Differential diagnosis Begin Language Impairments Introduction to an Information Processing Model across the lifespan	Owens Ch 1 & 2	Homework #2 due
4	Week of: 2/14/22	Fundamentals of Assessment Standardized Assessment Language Sampling	Owens Ch 4, 5	Homework #3 due
		Controversies: NVIQ, Dialects, ELL	Owens Ch 5	
5	Week of: 2/21/22	<b>Exam 1 (2/21/22)</b>	Owens Ch 9	Homework #4 due
		Start Fundamentals of Treatment		
6	Week of: 2/28/22	Treatment of Infants, Toddlers	Owens Ch 3	Homework #5 due
		Treatment of Preschoolers	Owens Ch 11	
7	Week of: 3/7/22	School Age Treatment	Owens Ch 10, 11	Homework #6 due
		<b>Exam 2 (3/9/22)</b>	Owens Ch 8	
8	Week of: 3/14/22	Segment 2: Intro to Speech-Language Neuroscience Hx of persons with disabilities Social and medical models ASHA Scope of Practice	Webb & Adler, Ch. 1	

		WHO ICF 2001 Both posted Canvas ASHA Scope of Practice ICF ASHA's webpage: <a href="http://www.asha.org/academic/curriculum/slp-aneuro/deskref.htm">http://www.asha.org/academic/curriculum/slp-aneuro/deskref.htm</a> Oliver Sacks: <i>The Man Who Mistook His Wife for a Hat</i>		
9	Week of: 3/21 to 3/25/22	SPRING BREAK!!!!		
10	Week of: 3/28/22	Organization of the Nervous System, I Structures and function Practice w/ Case Studies	Homework due/Review packet Cranial Nerves, Neurons Webb & Adler, Ch. 2	Homework #7 due
		Organization of the Nervous System, II Peripheral and Autonomic Systems Embryology of the Nervous system General principles of organization	Webb & Adler, Ch. 3,4, 7	Lecture /PPT
11	Week of: 4/4/22	Neurosensory Organization of Speech & Hearing Pathways & clinical signs/symptoms Practice w/ Case Studies	Webb & Adler, Ch. 5	Homework #8 due
		Neuromotor Control of Speech Pathways & clinical signs/symptoms Practice w/ Case Studies	Webb & Adler, Ch. 6	Lecture /PPT
12	Week of: 4/11/22	Fundamentals of Assessment of Acquired Language and Speech Disorders	handout	
		Clinical Speech Syndromes of the Motor Systems The Dysarthrias & Apraxias Signs & Symptoms, Diagnosis and Treatment Practice w/ Case Studies	Webb & Adler, Ch. 8	
13	Week of: 4/18/22	<b>Exam 3 (4/18/22)</b>	Webb & Adler, Ch. 10	Homework #9 due
		Cognition-Communication Disorders Language Mechanisms, Lesions, & Disorders Assessment and Treatment	Posted articles,	<b>RECORDED ZOOM LECTURE</b>

		Adult Disorders of Language Aphasia, Fluent & Non-fluent Assessment and Treatment		
14	<i>Week of:</i> 4/25/22	Adult Disorders of Cognitive-Communication Traumatic Brain Injury (TBI) Concussion  Pediatric TBI and Concussions Assessment and Treatment	Webb & Adler, Ch. 11  Posted articles	
15	<i>Week of:</i> 5/2/22	Adult Disorders of Cognitive-Communication Non-traumatic Brain Injury (NTBI) Dementias Cardiac Patients Assessment and Treatment  Adult Disorders of Cognitive-Communication Non-traumatic Brain Injury (NTBI) Dementias Cardiac Patients Assessment and Treatment	Posted articles and  Webb & Adler, Ch. 11	Homework #10 due
16	<i>Week of:</i> 5/9/22	<b>Disorder Brochure Presentations</b>		
17	<i>Week of:</i> 5/16/22	Final Examination ( <b>Exam 4</b> ) Tentative DATE: Monday May 16 <sup>th</sup> 3:00-5:00	TBD	Per University schedule

## Online Learning

For additional information, please review the CSAD Handbooks website:

<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.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 to this website: <https://www.csus.edu/information-resources-technology/canvas/canvas-for-students.html>

- ***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.

## 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

## Pandemic Response

**Note:** In the event a faculty member is not available during the semester for whatever reason, students will be contacted and advised how the course will proceed. This may include a change in instructor and/or modality.

**Course Modality:** All Spring 2022 CSAD courses are being taught synchronously. For the first 2 weeks (at press time) the course will be taught on Zoom. After February 6, 2022, the class will be Face to Face.

**Attendance Policy:** Students who become ill or are placed under quarantine during the COVID-19 pandemic will not be penalized. Please email me if you become sick, and follow the guidelines below.

**Grading Policy:** Course assignments (late work, due dates) will be adjusted so as not to penalize students who become ill or are placed under quarantine during the COVID-19 pandemic.

## Health & Safety Information:

**If you are sick, stay home. 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. 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>**

Campus health and safety protocols regarding COVID-19 will be updated to match county, state, or CSU system standards. Please comply with campus requirements/protocols for vaccine certification and testing, indoor masking, physical distancing, COVID-19 symptom screening, contact tracing, and other safety measures to minimize the spread of COVID-19.

### **If you are attending an in-person class:**

You must certify with the University that you are fully vaccinated or have an approved medical or religious exemption.

Masks are required for everyone, including the instructor, until the indoor mask mandate ends. According to the university, refusal to wear a mask is disruptive to the learning environment, and the Disruptive Student Behavior Policy will apply.

If you have any COVID-19-related symptoms or you are unvaccinated and have come into close contact with someone who has a confirmed positive COVID-19 test, please contact the Student Health Center or your medical provider. If you have symptoms, do not come to class until you have tested negative or have received clearance from the Student Health Center.

Illness due to COVID-19 or exposure to a confirmed positive individual that requires quarantine or isolation is a qualifying emergency and late work, make-up assignments, and virtual attendance will be allowed in consultation with me.

If you wish to confer privately with me about your vaccination, exposure, or positive test status, you should first affirm that you are voluntarily disclosing your medical information. Any information you share with me will be treated securely and only be shared with the Student Health Center to follow established safety protocols.

## Commitment to Integrity

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

## Sac State's Academic Honesty Policy & Procedures

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sac State's Academic Honesty Policy & Procedures at the following website: <https://www.csus.edu/umannual/student/stu-100.htm>

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

## Department Policy on Use of APA format

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

## Understand When You May Drop This Course

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

## Inclusivity:

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

## Equal Access

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic

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

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

## Basic Needs Support

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

## Title IX

The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their experience to me or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

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

Student Health & Counseling Services at The WELL On Campus

Phone Number: 916-278-6461

Website: [www.csus.edu/shcs](http://www.csus.edu/shcs)

Campus Confidential Advocate – Laura Swartzen

Email: [weave@csus.edu](mailto:weave@csus.edu)

On Campus Phone Number: 916-278-5850 (during business hours)

WEAVE 24/7 Hotline: 916-920-2952

## CSUS Grading Policy

Information for students regarding grading is provided here:

<https://www.csus.edu/umannual/acad/umg05150.htm>

## Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation : Rachel Stark, MS, AHIP, [stark@csus.edu](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: Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost. Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>
- Crisis Assistance and Resource Education Support (CARES): If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away. The CARES office provides case management support for any enrolled student. <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>
- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>

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

## CSAD 125 Developmental and Acquired Neurogenic Language Disorders Across the Lifespan.

### 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: 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 imp Assessment clinic

- act on speech and language including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

### Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, screening, and intervention regarding hearing, including the impact on speech and language.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).

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

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