



## California State University, Sacramento

### Department of Communication Sciences and Disorders

#### **GRADUATE SYLLABUS & COURSE OUTLINE**

Semester/Year: Fall/2023	Course: CSAD 672 Central Auditory Processing Disorders	Section: 01
Meeting Days: Wednesdays	Meeting Times: 5-7:50p	Location: Synchronous/In Person FLS 2204
Instructor: Charles Sanders, AuD	Email: csanders@csus.edu	Phone: Cell: 916-835-0510
Office Location: Zoom Meetings	Office Hours/Appointments: Monday and Wednesday 4:30p -5:00p and by appointment. Via Zoom	

#### **Catalogue Course Description:**

CSAD 672. Central Auditory Processing Disorders

3 Units

**Prerequisite(s):** Admission to Doctor of Audiology program; CSAD 311, CSAD 312, [CSAD 613](#), [CSAD 614](#), [CSAD 621](#), [CSAD 622](#), [CSAD 622L](#), [CSAD 623](#), [CSAD 624](#), CSAD 331, CSAD S32, [CSAD 641](#), [CSAD 641L](#), [CSAD 642](#), [CSAD 643](#), [CSAD 651](#), [CSAD 652](#), [CSAD 653](#), [CSAD 661](#), CSAD 362.

Term Typically Offered: Fall only

#### **Definition and role of audiologists in the assessment, diagnosis, and management of children, adults, and older adults with auditory processing disorder.**

#### **Place of Course in Program**

This course is designed to provide third-year Doctor of Audiology students with an understanding of the role of audiologists in the assessment, diagnosis, and management of individuals with auditory processing disorder. This course will review the concepts related to acoustics, psychoacoustics, anatomy and physiology, and speech perception as they relate to the central auditory system. Topics covered will include current issues in the definition, diagnosis, assessment, and management of APD based on literature and clinical guidelines. The use of technology and the importance of a multidisciplinary team will also be discussed.

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
<b>Research:</b> <i>Conduct independent research resulting in an original contribution to knowledge in the focused areas of their graduate program</i>	Y

## Course Learning Outcomes:

### GRADUATE

Mastery of each student-learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

### CSAD 672: SPECIFIC STUDENT LEARNING OUTCOMES

1. Define auditory processing
2. Differentiate between peripheral and central auditory system functions in the perception of speech
3. Describe theories of speech perception
4. Explain the theories and current literature related to the processing of auditory information
5. List the components of an APD test battery
6. Perform testing procedures within the APD test battery
7. Describe approaches to treat and manage APD
8. Explain how hearing aids and hearing assistive technology can be used to manage APD
9. Identify key members of the interprofessional team for managing APD in children
10. Identify resources available for patients with APD

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

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Midterm	
3&4	Paper	
1, 2, 3, 4	Final Exam	

# Knowledge And Skills Acquisition (KASA) For Certification in Audiology

## CSAD 672 Central Auditory Processing Disorders

### Standard II-A: Foundations of Practice

- A2. Effects of pathogens, and pharmacologic and teratogenic agents, on the auditory and vestibular systems
- A3. Language and speech characteristics and their development for individuals with normal and impaired hearing across the life span
- A4. Principles, methods, and applications of acoustics, psychoacoustics, and speech perception, with a focus on how each is impacted by hearing impairment throughout the life span
- A7. Applications and limitations of specific audiologic assessments and interventions in the context of overall client/patient management
- A10. Effects of hearing impairment on educational, vocational, social, and psychological function throughout the life span
- A13. Principles of research and the application of evidence-based practice (i.e., scientific evidence, clinical expertise, and client/patient perspectives) for accurate and effective clinical decision making
- A14. Assessment of diagnostic efficiency and treatment efficacy through the use of quantitative data (e.g., number of tests, standardized test results) and qualitative data (e.g., standardized outcome measures, client/patient-reported measures)
- A17. Importance, value, and role of interprofessional communication and practice in patient care
- A18. The role, scope of practice, and responsibilities of audiologists and other related professionals

### Standard II-B: Prevention and Screening

- B1. Educating the public and those at risk on prevention, potential causes, effects, and treatment of congenital and acquired auditory and vestibular disorders

### Standard II-C: Audiologic Evaluation

- C1. Gathering, reviewing, and evaluating information from referral sources to facilitate assessment, planning, and identification of potential etiologic factors
- C3. Obtaining client/patient-reported and/or caregiver-reported measures to assess function
- C4. Identifying, describing, and differentiating among disorders of the peripheral and central auditory systems and the vestibular system
- C10. Evaluating basic audiologic findings and client/patient needs to determine differential diagnosis and additional procedures to be used
- C11. Selecting, performing, and interpreting physiologic and electrophysiologic test procedures, including electrocochleography, auditory brainstem response with frequency-specific air and bone conduction threshold testing, and click stimuli for neural diagnostic purposes
- C15. Selecting, performing, and interpreting tests to evaluate central auditory processing disorder
- C16. Electrophysiologic testing, including but not limited to auditory steady-state response, auditory middle latency response, auditory late (long latency) response, and cognitive potentials (e.g., P300 response, mismatch negativity response)

### Standard II-D: Counseling

- D3. Facilitating and enhancing clients'/patients' and their families' understanding of, acceptance of, and adjustment to auditory and vestibular disorders
- D5. Addressing the specific interpersonal, psychosocial, educational, and vocational implications of hearing impairment for the client/patient, family members, and/or caregivers to enhance their well-being and quality of life
- D7. Promoting clients'/patients' self-efficacy beliefs and promoting self-management of communication and related adjustment problems

#### Standard II-E: Audiologic Rehabilitation Across the Life Span

- E2. Identifying the need for, and providing for assessment of, concomitant cognitive/developmental concerns, sensory-perceptual and motor skills, and other health/medical conditions, as well as participating in interprofessional collaboration to provide comprehensive management and monitoring of all relevant issues
- E3. Responding empathically to clients'/patients' and their families' concerns regarding communication and adjustment difficulties to establish a trusting therapeutic relationship
- E5. Identifying the effects of hearing problems and subsequent communication difficulties on marital dyads, family dynamics, and other interpersonal communication functioning
- E8. Selecting and fitting appropriate amplification devices and assistive technologies
- E20. Providing or referring for consulting services in the installation and operation of multi-user systems in a variety of environments (e.g., theaters, churches, schools)

#### Standard II-F: Pediatric Audiologic (Re)habilitation

- F4. Educating parents regarding optional and optimal modes of communication; educational laws and rights, including 504s, individualized education programs (IEPs), individual family service plans (IFSPs), individual health plans; and so forth.
- F8. Providing for intervention to ensure age/developmentally appropriate speech and language development.
- F9. Administering self-assessment, parental, and educational assessments to monitor treatment benefit and outcome
- F10. Providing ongoing support for children by participating in IEP or IFSP processes.
- F12. Evaluating acoustics of classroom settings and providing recommendations for modifications.
- F13. Providing interprofessional consultation and/or team management with speech-language pathologists, educators, and other related professionals.

### **Required Textbooks and Materials:**

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7<sup>th</sup> Ed.). Washington, DC: American Psychological Association.

Bellis, Teri James. (2011). *Assessment and Management of Central Auditory Processing Disorders in the Educational Setting: From Science to Practice*. (2<sup>nd</sup> Ed.) Plural Publishing.

Katz, J. (2011). *Handbook of clinical audiology* (7<sup>th</sup> ed.). Plural Publishing.

### **Recommended**

Musiek, F.E., & Chermak, G.D. (2013). *Handbook of central auditory processing disorder, volume I: Auditory neuroscience and diagnosis*. Plural Publishing.

## Online Resources:

**Access the CSUS Library is a requirement of this course. Please become familiar with library access and login information as quickly as possible. This will make your life much easier. Link the CSUS Library to any scholarly search engine you use as this will give you access to required readings of journal articles. Do not pay for any articles. As a CSUS student you should have free access to the library and its resources. The Department has access to the Health Sciences Librarian Rachel Stark. She is available to you for assistance and questions on how to utilize the library effectively.**

<https://library.csus.edu/directory/rachel-stark>

Access to CANVAS is a requirement of this course. Campus computers are available for student use in many locations. Laptops are available to loan out as needed. Please contact the Department for further information. This course is posted on CANVAS. All lecture material and required readings not in the text book will be available only on CANVAS. I do not recommend printing the lectures until the day before class as the content could possibly change. Grades and statistics for the tests will be posted on CANVAS. Please forward interesting links to me as I will post them for the benefit of the entire class. Required readings will be posted in WORD or PDF format on CANVAS. All submissions must be in WORD or PDF format.

**Mac PAGES submissions will not be accepted.**

## Course Requirements/Components:

Microsoft Office Suite

- WORD
- EXCEL
- POWER POINT
- Adobe Reader

## Grading Policy:

**Assessments: All assessment will be given online during synchronous class periods. These assessments will include an assignment, 1 midterm exam, the final exam, and 1 paper.**

**Exams:** There will be 1 midterm and a final exam in the semester. This class is cumulative. You will need to have a good understanding of the material to continue to the next section. All previous subject matter may be tested during these exams. All exams are required. (200 points) **There are NO MAKE-UPS.**

**Paper:** Write a research paper create your own model of a CAPD test battery and compare your model to one of the current test models presented in the literature. What differences are there and why? Requirements: 7-10 pages, use the APA format, minimum of 10 citations of peer reviewed articles or textbooks. (100 points) See Canvas for Rubric.

**Assignment:** You will be required to perform an APD evaluation on a fellow student, friend or family member. (100)

The Final Grade will be based on a percentage of total points (945) and will be assigned as follows:

Source	Points	% of Grade
Assignment	100	25%
Midterm 1	100	25%
Final Exam	100	25%
All Exams	300	75%
Paper	100	25%
Total	400	100.0%

Letter grades are assigned according to the following percentage of the total:

<u>%</u>	<u>Letter</u>
93-100%	A
90-92.99%	A-
87-89.99%	B+
83-86.99%	B
80-82.99%	B-
77-79.99%	C+
73-76.99%	C
70-72.99%	C-
67-69.99%	D+
63-66.99%	D
60-62.99%	D-
59.99 or Below	F

## **Course Policies/Procedures:**

**Remediation:** *If you receive a midterm grade lower than a B, you are required to sign up for an office hour to discuss your exam. If you cannot come during office hours, I will set up a special appointment time with you. I will analyze your exam with you and identify areas where you have had difficulty with specific course learning outcomes/competencies. I will give you specific strategies and suggestions that will help you establish competence and knowledge in these areas.*

**Make-up Policy:** There are no make-up quizzes or exams. Your attendance is required at every class period to take these quizzes and exams. The syllabus clearly states necessary dates. Your lowest quiz will be dropped. This is provided to you to allow unforeseeable events preventing you from taking a quiz. No make-up exams are given unless there is a documented medical emergency with written proof. Being late for an exam or quiz will not entitle you to extra time. Please make sure you arrange your schedules to be here on time for the exams. If you miss a short quiz because you are late for class or absent you will not be given another to make up.

**Email:** Students in the Au.D. program are required to maintain an active CSUS email address, which is linked to the student ID number. Official emails will be sent through CSUS email. Students are expected to regularly check their CSUS emails.

**Scholarly Writing and Publishing Principles:** The course (and this entire program) will follow the Publication Manual of the American Psychological Association for citation (APA Style). You will be provided with those guidelines. It would also serve you better if you were to purchase the APA manual.

**Readings:** The assigned readings are not optional you will be tested on the material. The material will only be covered briefly in class. All readings will have their links posted on Canvas or be list on Cavass for your required Texts. This course requires extensive reading. Information from these readings will be on the exams. Be prepared and read all reading assignments prior to class.

**Policy on attendance:** Students are expected to arrive in class on time, prepared to participate and engage in classroom activities for both in-person and synchronous/virtual interactions. Students are responsible for class content, lecture materials, assignments, announcements, and must be aware of changes in the class schedule. Your attendance is required daily. Assessments will be given each class session. In order to perform well you must be present on the zoom call. Students are advised that instructional faculty may include an attendance policy in courses, which may require attendance as part of the student's course grade. These policies will be set in the syllabus.

Given the full-time, intensive nature this doctoral program, it is important that students contact instructors if they are absent or are anticipating absence, especially over an extended period of time. In the case of the latter, the Au.D. Program Director must also be notified.

**Group Discussions:** If you need to speak to your classmate on an issue not pertaining to the lecture please use the chat feature. Refer to the netiquette section on Canvas for more specifics. If it pertains to the class please ask me or address the entire class. Please keep your behavior in class professional.

### **Academic conduct**

Students enrolled in the Au.D. program must adhere to the Department and University policies on academic misconduct. Please see the department's policy on academic misconduct ("Policy on Student Academic and Clinical Conduct"). The following are expectations for professional behavior in the classroom:

- **Ethics:** Students must uphold the ethical standards set forth by professional bodies in the field (see Appendices C and D of the Au.D. Student Handbook).
- **Respect:** Students should demonstrate respect to their peers, instructors, and staff.
- **Feedback:** Students are expected to self-reflect and modify their work in response to feedback, while displaying non-defensive behavior to suggestions.
- **Health:** Students should maintain their personal wellness and health, attending to any needs in a timely fashion in order to support their academic and professional growth.
- **Attire:** Students should dress appropriately for class. Classes may be held in clinic space, so students are expected to observe the clinic dress code.
- **Accountability:** Students are expected to be accountable, honest, and professional for their activities and communications. The general principles of ethical behavior should be applied to their coursework, evaluations, and examinations.
- **Language:** Students should demonstrate professional oral and written communication, including emails. Discretion and professional language should be used in all modalities, emphasizing constructive rather than reactive use.
- **Scholarship:** Students should take an active role in their learning, recognizing their deficiencies and seeking to correct them, as part of their commitment to lifelong learning.

- Effort: Students should collaborate and work to complete tasks and assignments on time or by the set deadline. Students are expected to follow through on all activities while maintaining professionalism and intellectual curiosity.

## TENTATIVE Course Schedule/Outline:

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Date	Topic and Activity or Quiz and Exam	Readings/ Assignment
Week 1 8/30	Introduction to course Overview of CAPD Review of acoustics/phonetics Review of psychoacoustics	Musiek & Chermak- Ch. 1  Bellis - Ch. 2  Musiek & Chermak- Ch. 2
Week 2 9/6	Review of neuroanatomy and neurophysiology	
Week 3 9/13	Maturation and neuroplasticity Etiology & Clinical populations	Bellis Ch. 3  Musiek & Chermak- Ch. 3-4  Bamiou, D. E., Musiek, F. E., & Luxon, L. M. (2001). Aetiology and clinical presentations of auditory processing disorders—a review. <i>Archives of Disease in Childhood</i> , 85(5), 361-365. Musiek & Chermak- Ch.7-8
Week 4 9/20	Self - Review of peripheral auditory system Self - Review of central auditory system  <a href="#">Online APD Seminar for University Students (AuD/SLP): Experiencing Solutions-based Auditory Processing Evaluations and Treatment (thinkific.com)</a> Questionnaires Case history	Katz – Ch. 27 & 28  Smoski, W. J., Brunt, M. A., & Tannahill, J. C. (1992). Listening characteristics of children with central auditory processing disorders. <i>Language, Speech, and Hearing Services in Schools</i> , 23(2), 145-152.  Moore, D. R., Ferguson, M. A., Edmondson-Jones, A. M., Ratib, S., & Riley, A. (2010). Nature of auditory processing disorder in children. <i>Pediatrics</i> , 126(2), e382-e390.



<p>Week 5 9/27</p>	<p>Current issues in CAPD Proposed definitions of CAPD Screening</p>	<p>Musiek &amp; Chermak- Ch. 8- 9</p> <p>Moore, D. R. (2011). The diagnosis and management of auditory processing disorder. <i>Language, speech, and hearing services in schools</i>, 42(3), 303-308.</p>
<p>Week 6 10/4</p>	<p>Overview of Central Tests Angela Video Buffalo Model</p> <p>Test Battery Approach</p> <p>Models and theories Bellis Buffalo Robert Keith Comprehensive Central Auditory Assessment Acoustic Pioneer ASHA Seminar</p>	<p>Bellis, Ch 5</p> <p>Jutras, B., Loubert, M., Dupuis, J. L., Marcoux, C., Dumont, V., &amp; Baril, M. (2007). Applicability of central auditory processing disorder models. <i>American Journal of Audiology</i>, 16(2), 100-106.</p> <p>Keith, R.W. (2000). Development and standardization of SCAN-C test for auditory processing disorders in children. <i>Journal of the American Academy of Audiology</i>, 11(8), 438-445.</p> <p>Neijenhuis, K., Snik, A., &amp; van den broek, P. (2003). Auditory processing disorders in adults and children: Evaluation of a test battery. <i>International Journal of Audiology</i>, 42(7), 391-400.</p> <p>Bellis, Ch. 6</p> <p>Musiek &amp; Chermak-Ch 13</p>
<p>Week 7 10/11</p>	<p>Acoustic Pioneer</p>	
<p>Week 8 10/18</p>	<p>Midterm</p>	

	<p>SSW, Katz Dichotic Digits, Musiek Angela's Videos Dichotic Listening</p>	<p>Musiek &amp; Chermak Ch. 14  Putter-Katz, H., Adi- Bensaid, L., Feldman, I., &amp; Hildesheimer, M. (2008). Effects of speech in noise and dichotic listening intervention programs on central auditory processing disorders. Journal of Basic and Clinical Physiology and Pharmacology, 19(3- 4), 301-316.</p>
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<p>Week 9 10/25</p>	<p>Temporal processing tests</p> <p>Monaural low-redundancy tests</p> <p>Binaural listening</p> <p>Speech in noise tests</p> <p>Auditory discrimination tests Localization Lateralization</p>	<p>Bellis - Ch. 6</p> <p>Musiek &amp; Chermak- Ch. 13 &amp;15</p> <p>Shinn, J., Chermak, G.D., &amp; Musiek, F.E. (2009). GIN (Gaps-In-Noise) performance in the pediatric population. <i>Journal of the American Academy of Audiology</i>, 20, 229-238.</p> <p>Vaidyanath, R., &amp; Yathiraj, A. (2015). Comparison of performance of older adults on two tests of temporal resolution. <i>American Journal of Audiology</i>, 24(2), 216-225.</p> <p>Hoover, E., Pasquesi, L., &amp; Souza, P. (2015). Comparison of clinical and traditional gap detection test. <i>Journal of the American Academy of Audiology</i>, 26(6), 540-546.</p> <p>Lagace, J., Jutruas, B., &amp; Gagné, J.P. (2010). Auditory processing disorder and speech perception problems in noise: Finding the underlying origin. <i>American Journal of Audiology</i>, 19, 17-25.</p> <p>Kühnle, S., Ludwig, A.A., Meuret, S., Küttner, C., Witte, C., Scholbach, J., Fuchs, M., &amp; Rübsamen, R. (2013). Development of auditory localization accuracy and auditory spatial discrimination in children and adolescents. <i>Audiology &amp; Neurotology</i>, 18, 48-62.</p> <p>Lotfi, Y., Moosavi, A., Abdollahi, F. Z., Bakhshi, E., &amp; Sadjedi, H. (2016). Effects of an Auditory Lateralization Training in Children Suspected to Central Auditory Processing Disorder. <i>Journal of Audiology &amp; Otology</i>, 20(2), 102–108.</p>
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<p>Week 10 11/1</p>	<p>Interpretation of Results  CAPD Buffalo Model Testing.</p>	<p>Bellis - Ch 7  Musiek &amp; Chermak- Ch. 18, 19, 20  Sharma, M., Purdy, S. C., &amp; Kelly, A. S. (2009). Comorbidity of auditory processing, language, and reading disorders. <i>Journal of Speech, Language, and Hearing Research</i>, 52(3), 706-722.  Bellis, Ch. 8</p>
<p>Week 11 11/8</p>	<p>Tracy Volkman Treatment Diagnosing CAPD</p>	<p>Bellis Ch. 7</p>
<p>Week 12 11/15</p>	<p>CAPD Management Deficit-Specific Intervention for Auditory Processing</p>	<p>Bellis, Ch. 8  Chermak, G. D., &amp; Musiek, F. E. (2002). Auditory training: principles and approaches for remediating and managing auditory processing disorders. In <i>Seminars in Hearing</i> (Vol. 23, No. 04, pp. 297-308).  Kuk, F., Jackson, A., Keenan, D. &amp; Lau, C.C. (2008). Personal amplification for school- age children with auditory processing disorders. <i>Journal of the American Academy of Audiology</i>, 19(6), 465-480.  Musiek &amp; Chermak- Ch. 18-20  Musiek, F. E., Shinn, J., &amp; Hare, C. (2002). Plasticity, auditory training, and auditory processing disorders. In <i>Seminars in hearing</i> (Vol. 23, No. 04, pp. 263-276). Copyright© 2002 by Thieme Medical Publishers, Inc., 333 Seventh Avenue, New York, NY 10001, USA. Tel.:+ 1 (212) 584-4662.  Schochat, E., Musiek, F.E.,</p>

<p>Week 13 11/22</p>	<p>Angela's Auditory Training Buffalo Model – Jack Katz Work on Assignments Paper Due</p>	<p>Pichora-Fuller, M. K., &amp; Souza, P. E. (2003). Effects of aging on auditory processing of speech. <i>International journal of audiology</i>, 42(sup2), 11-16.</p> <p>Atcherson, S.R., Nagaraj, N.K., Kennett, S.E.W., &amp; Levisse, B.S. (2015). Overview of central auditory processing deficits in older adults. <i>Seminars in Hearing</i>, 36(3), 150-161.</p>
<p>Week 14 11/29</p>	<p>Rupa Balachandran</p>	
	<p>Electrophysiological and electroacoustic tests MLR LLR, P300, MMN</p>	<p>Musiek &amp; Chermak- Ch. 17</p> <p>Jerger, J., Thibodeau, L., Martin, J., Mehta, J., Tillman, G., Greenwald, R.,...Overson, G. (2002). Behavioral and electrophysiologic evidence of auditory processing disorder: A twin study. <i>Journal of the American Academy of Audiology</i>, 13(8), 438-460.</p> <p>Jerger, J., &amp; Lew, H.L. (2004). Principles and clinical applications of auditory evoked potentials in the geriatric population. <i>Physical Medicine and Rehabilitation Clinics of North America</i>, 15(1), 235-250.</p> <p>Bertoli, S., Smurzynski, J., &amp; Probst, R. (2002). Temporal resolution in young and elderly subjects as measured by mismatch negativity and a psychoacoustic gap detection task. <i>Clinical Neurophysiology</i>, 113(3), 396-406.</p> <p>Oliveira, J.C., Murphy, C.F., &amp; Schochat, E. (2013). Auditory processing in children with dyslexia: Electrophysiological and behavior evaluation. <i>Codas</i>, 25(1), 39-44.</p> <p>Alonso, R., &amp; Ogata, J. (2010). Effect</p>

		of auditory training on the middle latency response in children with (central) auditory processing disorder. Brazilian Journal of Medical and Biological Research, 43(8), 777-785.
Week 15 12/6	Angela Alexander, AuD  Review for Final exam	
Week 16 12/13	Final Exam	

## 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: <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. 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.

## **Locations of gender-neutral restrooms on campus:**

Maryjane Rees Language, Speech and Hearing Clinic, 2<sup>nd</sup> Floor of Folsom Hall

## **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](https://www.csus.edu/student-affairs/centers-programs/degrees-project/_internal/_documents/smarthinking.pdf)

## 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 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.