



California State University, Sacramento

Department of Communication Sciences and Disorders

We are mindful in acknowledging that the land we stand on today, was and continues to be occupied by the indigenous people of this area, the Maidu, Miwok, and Nisenan.

Recognizing their culture that is rich in spiritual ties to the land and water with which their traditions resonate. We are humbled and take this opportunity to thank the Indigenous people of this area.

UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall, 2024	Course: CSAD 123 Voice and Fluency + Curricular Community-Engaged Learning (CCEL)	Section: 02
Meeting Days: Tues/Thurs	Meeting Times: 4:30PM – 5:45PM	Location: Folsom Hall, Rm 2604
Instructor: Dr. Aishah Y. Patterson, CCC-SLP	Email: patterson@csus.edu	Phone: 916-278-7341
Campus Office Location: Folsom Hall 2316	Virtual Office Hours: Wednesdays 11:00AM – 12:30PM and 2:00PM – 3:30PM Calendar: https://calendly.com/drpatersoncsad/officehrs [Other hours by individual appointment. Please email to schedule.]	

Catalog Course Description:

CSAD 123 Voice and Fluency

3 Units

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

Term Typically Offered: Fall, Spring

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

Place of Course in Program:

CSAD 123 Voice and Fluency is typically taken in the Fall semester of year 4 of the B.S. degree program. Within the 2nd B.S. 4-semester degree program, CSAD 123 is taken in Semester 3.

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
Competence in the Disciplines: 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.	Y
Knowledge of Human Cultures and the Physical and Natural World: Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.	Y
Intellectual and Practical Skills, including: 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.	Y
Personal and Social Responsibility, including: 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.	Y
Integrative Learning** , including: Synthesis and advanced accomplishment across general and specialized studies.	Y

Course Learning Outcomes:

UNDERGRADUATE

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

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

This course is designated as a Curricular Community-Engaged Learning (CCEL) course. CCEL is a course-based community service experience characterized by reciprocal partnerships that enhance student understanding, the outcomes of which benefit the common good. Students participating in the CCEL component of this course should aim to:

1. Develop an appreciation of the importance of community partnerships and community learning that enhance student understanding.
2. Participate in a community-engaged experience that provides a specific benefit to the common good.

At Sacramento State, Service Learning and other community engaged activities are supported by the Community Engagement Center (CEC). Students will learn more about Curricular Community-Engaged Learning as part of the course and will be required to complete online paperwork to ensure that they are covered by SAFECLIP, a general and professional liability for students enrolled in CCEL courses for which they receive academic credit.

The Curricular Community-Engaged Learning specific to this course is participation in Writing Partners @ Sac State, a letter exchange opportunity with elementary school students in the Sacramento region. Once students are “placed”, students will:

1. Log-in with their Sac Link ID to the CECconnect website (www.csus.edu/cec),
2. Review and sign off on a Code of Conduct,
3. Review and sign off on the “Informed Consent, Agreement, Release, Waiver of Liability and Assumption of Risk” form.
4. Students may be required to complete a final evaluation of the Curricular Community-Engaged Learning site at the end of the term.

CSAD 123 SPECIFIC STUDENT LEARNING OUTCOMES:

During the course of this semester, the student will:

1. Classify disfluent speech according to various classification systems.
2. Identify affective, behavioral, and cognitive aspects of fluency disorders.
3. Develop case history formats for clients across their life span that reflect theoretical foundations and an understanding of the nature of fluency disorders.
4. Compile and present assessment information.
5. Differentiate between intervention approaches for prevention of chronic stuttering and direct treatment of existing stuttering.
6. Identify characteristics, strengths, and weaknesses of various common approaches to fluency treatment (e.g., stuttering modification, fluency shaping, intensive, traditional).
7. Discuss current concepts regarding etiology, assessment, and treatment of children and adults presenting with hyperfunctional and organic voice disorders.
8. Identify and describe the normal and disordered anatomy, physiology, and neurology of respiration, phonation, and resonance.
9. Identify and describe various acoustic parameters of normal and disordered voice, as well as the mechanisms of normal and disordered voice production over the lifespan.
10. Describe and explain how a speech-language pathologist works as part of a team comprised of other professionals, including singing teachers, athletic coaches, theatrical directors, otolaryngologists and other physicians, who assess and treat patients with voice and resonance disorders.
11. Modify written communication to effectively communicate with elementary school students with variable skills in written expressive and receptive language. (CCEL)
12. Increase awareness of education-based community partners, their needs and challenges, in preparation for careers as Speech-Language Pathologists (SLPs), Speech-Language Pathology Assistants (SLPAs), and Audiologists. (CCEL)

Course Learning Outcome	Components Indicating Competence	Grades Received
1, 2	Exams 1 and 2, Assignments 1 and 2, Class Participation, Presentation/ Demonstration – Fluency	
3, 4, 5, 6	Exams 1 and 2, Class Participation, Presentation/Demonstration – Fluency	

7, 8, 9	Exams 3 and 4, Assignments 3 and 4, Class Participation, Presentation/ Demonstration – Voice	
10	Exams 3 and 4, Class Participation, Presentation/Demonstration – Voice	
11, 12	Writing Partners @ Sac Sate	

Textbooks and Materials:

Fluency

Guitar, B. (2024). Stuttering: An integrated approach to its nature and treatment (6th ed.). Philadelphia, PA: Wolters Kluwer ISBN: 9781975182151

Voice

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

Supplemental reading and available audio/video material, assigned or otherwise referred to during the course, will be placed online for student access. Required course texts (i.e., Guitar, 2024 and Boone, 2019) are placed on course reserves for student 2-hour check-out at the main library.

Online Resources:

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

This course is paired with Canvas, an online learning resource. Students are required to log onto <https://my.csus.edu/> (accessible from any computer with an internet connection and up-to-date web browser) **regularly** to access posted course materials, resources, announcements and grades. Virtual technical support is available through Information Resources & Technology (IRT) at: <https://www.csus.edu/information-resources-technology/get-support-consultation/>.

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

Course Requirements/Components:

Participation in this course will minimally require the completion of four (4) multiple-choice/short answer exams (worth 50 points each), two (2) 5-minute presentations/demonstrations (worth 33 points each), and four (4) written assignments (worth 12.5 points each). There will be 17 points associated with participation in the Curricular Community-Engaged Learning (CCEL) associated with the course.

The CCEL opportunity through Writing Partners @ Sac State, will involve writing 2 – 4 letters during the Fall term to a 5th or 6th grade Sacramento area grade school student. The culmination of the writing correspondence may involve connecting with grade schoolers at the end of the term (October/November) with a visit to the Sac State campus as their field trip (*pending availability of school bus service to the Sac State campus).

Grading Policy:

There are 333 points available for the course. There is **no** extra credit anticipated for this course. An exception will be made in the event that a guest lecture or other learning experience **cannot** be scheduled during the regular class period. Under such circumstances, the extra credit opportunity (paired with an alternative, asynchronous assignment) will become available, with additional credit **not** exceeding 5 extra credit points.

Students should secure a **Scantron 883-E/ES** for each exam. Please keep scantrons in good condition, otherwise the mechanical reader will be unable to score them (i.e., if previously wet, wrinkled, folded, tattered, etc.). Scantrons are available in the Hornet Bookstore or at The Store, inside of the Student Union.

Source	Points	Percentage of Grade
Exams (4)	200	60%
Presentations/Demonstrations (2)	66	20%
Written Assignments (4)	50	15%
Participation / CCEL	17	5%
Total	333	100%

Letter grades are assigned according to the following points:

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

Course Policies/Procedures:

CSAD 123 (Section 02) meets on Tuesdays and Thursdays from 4:30pm – 5:45pm in Folsom Hall, Room 2604. Meetings will consist of lectures, small and large group discussions, in- and out-of-class assignments, student demonstrations/presentations, and invited speakers (to be arranged). Course lectures are **not** recorded.

If the faculty member is not available during the term, students will be contacted and advised how the course will proceed. This may include a change in instructor or modality.

Virtual Office Hours:

Virtual office hours are established weekly on Wednesdays from 11:00am – 12:30pm and 2:00pm – 3:30pm, beginning on the first day of classes (8/26/24) and running until the last day of classes (12/6/24). On the rare occasion that regular office hours need to be cancelled or rescheduled, an announcement will be posted to Canvas. Students are requested to access the professor's [Calendly](#) calendar to schedule an office hours appointment. If students are unable to attend regularly scheduled office hours, they are welcome to email the professor to schedule a separate appointment time. If the student is unable to keep the scheduled appointment time, the student should cancel and/or reschedule the appointment.

Calendly Calendar: <https://calendly.com/drpatersoncsad/officehrs>

Email: patterson@csus.edu

Student Responsibilities:

- Attendance is mandatory and necessary to do well in this course. Students are expected to arrive to class sessions on time and remain for the entire class period. Should events require an absence, it is the student's responsibility to connect with peers for missed lecture notes. Students should only attend the section of the course for which they are registered. The submission of assignments and exams should also correspond to the student's registered course section.

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

- Zoom Netiquette: During Zoom use, students are invited to post questions in the chat box. The Zoom chat box during lectures and discussions are intended to facilitate group understanding of course content and address requests for clarification during the lecture. **Students should refrain from using the Zoom chat box for side conversations that are disrespectful or distracting to the group.** Please keep microphones muted when not speaking to reduce background noise. Please see more about Videoconferencing Tips and Professionalism here:

<https://www.maryville.edu/wp-content/uploads/2020/03/Zoom-etiquette-and-tips-for-students.pdf>

- Class participation is mandatory and necessary to do well in this course. Students are expected to actively participate in all small and large group discussions, oral presentations/demonstrations, and the curricular community-engaged learning component. These are designed to facilitate acquisition of course content. Students will practice diagnostic and therapeutic techniques, observe and analyze audio/video patient samples, and interact with guests (guest schedules to be arranged).

Health & Safety Information:

If students are sick, they should stay home and not attend class. Notify the instructor. Please self-diagnose if you are experiencing any COVID-like symptoms (e.g., 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.

Return to Campus & COVID-19 Information for Students

The CSU implemented a COVID-19 vaccination requirement in Fall, 2021. The CSU implemented a COVID-19 Booster shot by February 28, 2022 (or six months after receiving the final dose of the initial vaccination).

Vaccinations are available by appointment only (free of charge) at The WELL, Terrace Suite. Please see the link below for current vaccination and booster administration schedules. Students will need to certify their vaccine status. Students wishing to report medical or religious exemptions must submit to Student Health and Counseling Services and the Office of Equal Opportunity, respectively.

<https://www.csus.edu/student-affairs/emergency-student-information/>

<https://www.csus.edu/student-affairs/emergency-student-information/covid-testing-vaccinations.html>

<https://www.csus.edu/return-to-campus/vaccination-faq.html>

Campus health and safety protocols regarding COVID-19 will be updated to match county, state, or CSU system standards. Please comply with current 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.

Protocol for attending classes in-person:

- 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, unless the indoor mask mandate has been lifted. According to the university, refusal to wear a mask (when a mask mandate is in place) 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, as well as make-up assignments and exams will be allowed in consultation with the professor.
- Students should be familiar with all **current** university protocols regarding COVID-19 located here: <https://www.csus.edu/return-to-campus/vaccination-faq.html>

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

Students entering, working or volunteering in the Maryjane Rees Language, Speech & Hearing Center may be required to adhere to **different** mask requirements as the Center is designated as a health care setting. Please follow current mask procedures upon entry in the Center. Adhering to the Center's policies is a skill that students must develop and maintain.

Student Health and Counseling Services:

Students' physical and mental health are important to their success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help students get and stay healthy during your time at Sacramento 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 prescription 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.

Work Habits:

• Professional work habits begin today. The penalty for late assignments is a 1-point deduction per day. Written assignments and presentations/demonstrations are supplied with a grading rubric. Assignments (worth 12.5 points each) that are submitted more than 12 days late will receive 0 points. **It is the student's responsibility to double check their online submission of assignments. Uploads that are empty, the wrong document, or otherwise unretrievable/unviewable, will receive 0 points.**

• There are no planned make-up exams for this course. Legitimate, documented emergencies (e.g., medical emergency or family death) are acceptable exceptions. Exams must be made up within the time frame specified by the instructor. The student is responsible for arranging (with the instructor's approval of a date) a time to take the make-up exam. Secondary to a documented emergency, a missed class demonstration/presentation would be made up with a 3 – 5 page research paper.

The student is responsible for arranging (with the instructor's approval of a date) a time to take the make-up exam at the CSUS Testing Center. The Testing Center charges a \$6.00 fee to proctor make-up exams. For those students with the instructor's approval to schedule a make-up exam, additional information and online registration are available at the link below. **Students should not schedule a make-up exam with the Testing Center prior to receiving the instructor's approval.**

All accommodated and make-up exams will be proctored by the CSUS Testing Center.

<https://www.csus.edu/student-affairs/centers-programs/testing-center/services.html#make-up-exams>

TENTATIVE Course Schedule/Outline:
CSAD 123 Voice and Fluency (Section 02)

Date	Topic/Class Content	Readings	Assignments/Activities	Week
8/27/24 Tues	Introduction & Course Overview		Please Review CCEL – Writing Partners Guide & Course Syllabus <i>(course policies and procedures, exam and assignment dates, and grading)</i>	Week 1
8/29/24 Thurs	Introduction to Stuttering Perspectives, causes, behaviors, feelings & attitudes, onset, prevalence & incidence, and spontaneous recovery	Guitar, Chapter 1	In-class practice – Assignment #1	
9/3/24 Tues	Etiological Factors in Stuttering Biological, Sensorimotor, Language, and Emotional Factors	Guitar, Chapters 2 – 3	In-class practice – Assignment #2	Week 2
9/5/24 Thurs	Developmental, Environmental, and Learning/Unlearning	Guitar, Chapters 4 – 5	Assignment #1 Due by Friday, 9/6/24 by 5:00pm via Canvas	
9/10/24 Tues	Theories about Stuttering	Guitar, Chapter 6		Week 3
9/12/24 Thurs	Typical Disfluency and Development of Stuttering	Guitar, Chapter 7	Assignment #2 Due by Friday, 9/13/24 by 5:00pm via Canvas	
9/17/24 Tues	Exam 1 – Fluency (75mins)	Covering Guitar Chapters 1 – 7 (multiple choice & short answer)	Scantron 883-E/ES and #2 pencil	Week 4

9/19/24 Thurs	Preliminaries to Assessment	Guitar, Chapter 9		
9/24/24 Tues	Stuttering in Bilingual Speakers	Conture Chapter 11	Conture, Chapter 11 PDF available via Canvas	Week 5
9/26/24 Thurs	Assessment and Diagnosis	Guitar, Chapters 10 & 11		
10/1/24 Tues	Preliminaries to Treatment	Guitar, Chapter 12		Week 6
10/3/24 Thurs	Treatment Across the Lifespan: Young Preschool – Adult	Guitar, Chapters 13 – 17 <i>Indirect Tx, Direct Tx, Teasing/Bullying, Acceptance/Letting Go, and Fear/Avoidance Reduction</i>		
10/8/24 Tues	Atypical Disfluency and Treatment	Guitar, Chapters 8 & 18		Week 7
10/10/24 Thurs	Student Demonstrations of Fluency Assessment and Treatment	<i>(small groups of 4-5 students)</i>	Peer Ratings via Qualtrics	
10/15/24 Tues	Exam 2 – Fluency cumulative (75mins)	Covering Guitar Chapters 1 – 18, Conture Chapter 11 <i>(multiple choice & short answer)</i>	Scantron 883-E/ES and #2 pencil *End of Fluency Section*	Week 8
10/17/24 Thurs	Introduction to Voice Disorders and Their Management	Boone, Chapter 1	*Beginning of Voice Section*	

10/22/24 Tues	Normal Voice A&P: The Respiratory System	Boone, Chapter 2 (pages 19 – 32)	Video – Dissections Thoracic Cavity	Week 9
10/24/24 Thurs	Normal Voice A&P: The Phonatory, Articulatory, and Resonance systems	Boone, Chapter 2 (pages 33 – 62)	Video – Dissections Pharynx, Oral Cavity, and Larynx	
10/29/24 Tues	Exam 3 – Voice A&P (75mins)	Covering Boone, Chapters 1 – 2 (multiple choice only)	Scantron 883-E/ES and #2 pencil	Week 10
10/31/24 Thurs	Functional Voice Disorders	Boone, Chapter 3	In-class practice – Assignment #3	
11/5/24 Tues	Organic Voice Disorders	Boone, Chapter 4	Assignment #3 Due by Friday, 11/8/24 by 5:00pm via Canvas	Week 11
11/7/24 Thurs	Organic Voice Disorders	Boone, Chapter 4 cont.		
11/12/24 Tues	Neurogenic Voice Disorders	Boone, Chapter 5		Week 12
11/14/24 Thurs	Evaluation of Voice Screening, Medical Eval, Case Hx, Observations, and Oral Mech Exam	Boone, Chapter 6		
11/19/24 Tues	Evaluation of Voice Acoustic, Aerodynamic, Phonatory- Respiratory and Endoscopic	Boone, Chapter 6 cont.	In-class practice – Assignment #4	Week 13
11/21/24 Thurs	Voice Therapy Facilitating Approaches	Boone, Chapter 7		
11/26/24 Tues	Aging, Deaf, and Hard of Hearing	Boone, Chapter 8 (pages 243 – 258)	Assignment #4 Due by Wednesday, 11/27/24 by 5:00pm via Canvas	Week 14

11/28/24 Thurs	<i>Thanksgiving Recess</i>	<u><i>No Class Session</i></u>		
12/3/24 Tues	Gender Affirming Voice	Selected Reading available on Canvas		Week 15
12/5/24 Thurs	Student Demonstrations of Voice Assessment and Treatment (recorded)	<i>(small groups of 4-5 students)</i>	Peer Ratings via Qualtrics (online) <i>ASHA Convention – Seattle (12/5/24 – 12/7/24)</i>	
12/12/24 Thurs Sec 02	Exam 4 / Final Exam <i>cumulative</i> (120mins) per CSUS exam schedule	Thursday, 12/12/24 3:00pm – 5:00pm Covering Boone, Chapters 1 – 8; Gender Affirming Voice Reading <i>(multiple choice & short answer)</i>	Scantron 883-E/ES and #2 pencil	Finals Week

Online Learning

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

Zoom/Online Instruction: Privacy, Relevant Rights & Responsibilities:

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

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

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

recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

Attitudes & Technical Skills Required

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

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

Online learning requires only basic technical skills:

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

Technical Assistance

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

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

Spam and Phishing Scams

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

Canvas Student App

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

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

Additional Information

Commitment to Integrity:

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

Sacramento 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 Sacramento State's Academic Honesty Policy & Procedures at the following website: <https://www.csus.edu/umannual/student/stu-100.htm>

Definitions: At Sacramento 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 Sacramento 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, Division of Student Affairs.

Use of Artificial Intelligence (AI)

Students may not use Artificial Intelligence (AI) language models (e.g., ChatGPT) to generate a response to course assignments. Generated assignment content must be properly cited.

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 Sacramento 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 Disability Access Center (DAC) (formally 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 the DAC and meet with a DAC counselor to request special accommodation before classes start. **Sacramento State Disability Access Center (DAC)** 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, DAC provides consultation and serves as the information resource on disability related issues to the campus community.

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, please immediately contact the DAC to discuss eligibility. A current accommodation letter from DAC is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided.

The DAC is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only). <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/student-resources.html>

California State University (CSU) policy prohibits discrimination on the basis of age, disability (physical and mental), gender (or sex), gender identity (including transgender), gender expression, genetic information, marital status, medical condition, nationality, race or ethnicity (including color or ancestry), religion (or religious creed), sexual orientation, sex stereotype, and veteran or military status. California State University prohibits all

forms of discrimination, harassment (including harassment, sexual misconduct, dating and domestic violence, and stalking) and retaliation. The University Policy Manual is available at <http://csus.edu/umannual/>.

Basic Needs Support

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

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 their professor or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

Sacramento 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. Sacramento State's Title IX Coordinator is William "Skip" Bishop.

Please email 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
Campus Confidential Advocate – Laura Swartzen Email: 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>

Course Resources:

ShIPLEY, K.G. & McAfee, J.G. (2019). *Assessment in speech-language pathology: A resource manual* (6th ed.). Boston, MA: Cengage Learning ISBN: 978-1635502046

Fluency

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

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

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

Voice

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

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

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

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
- Disability Access Center (DAC): <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/student-resources.html>
- 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>
- COVID-19 (Coronavirus) Related Resources: <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/resources.html>
- COVID-19 Resource Sheet: <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/internal/documents/covid-19-resource-sheet.pdf>
- Virtual Calming Room: <https://www.csus.edu/administration-business-affairs/emergency-employee-information/virtual-calming-room.html>

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

CSAD 123 Voice and Fluency

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) 2017 Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

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

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: fluency disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: voice and resonance disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)

Standard IV-D: Prevention, Assessment, and Intervention

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

Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: biological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: acoustic bases of human communication.