



California State University, Sacramento
 Department of Communication Sciences and Disorders
 GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2024	Course: CSAD 218 Motor Speech Disorders.	Section: #01 Course #164886 Class #83203
Meeting Days: Tuesday & Thursday	Meeting Times: 10:30 – 11:45 a.m.	Location: VIRTUAL
Instructor: Dr. Darla K. Hagge, CCC-SLP	Email: hagge@csus.edu	Phone: 916-278-6695 – office 714-749-2799 – cell
Office Location: Folsom Hall Department Office Door # 2316 Hagge Office #2405 Department Office VIRTUAL only	Office Hours/Appointments: Tuesday, 1:00 p.m. – 4:00 p.m. Students should schedule their own advisement appointment with me using: https://calendly.com/hagge/15minuteofficehourappts [If desired, students may also contact me directly to schedule an appointment outside of the above-listed office hours.]	
<p><i>“I love my speech therapist. I’d like to tell any kid struggling with speech that anything can be overcome with hard work regardless of how insurmountable the odds seem...the best thing about my recovery was that I was never allowed to feel inferior.”</i> – Ronda Rousey</p> <p>Please visit: https://www.facebook.com/fightingformyvoice/ Fighting for my Voice: My life with Verbal Apraxia <i>A personal blog by Jordan Levan</i></p> <p><i>“When people don’t understand what I’m saying, I get frustrated. At some point, I developed social anxiety because I was afraid to talk to people. I was scared that they wouldn’t understand me, so I avoided it all together.”</i> -Joanna Bendel from https://blog.cincinnatichildrens.org/share-your-story/growing-up-with-apraxia-of-speech-6-things-that-helped-me/ Date of last revision: 8/17/2024</p>		

Catalogue Course Description:

CSAD 218. Motor Speech Disorders.

3 Units

Prerequisite(s): Classified graduate status.

Term Typically Offered: Fall only

Background pertinent to understanding neurophysiology associated with congenital and acquired dysarthria and dyspraxia. Descriptions and classifications of disorders and their causes, methods of assessment and treatment.

Place of Course in Program

This three-unit graduate seminar focuses on the cognitive, linguistic and social-emotional aspects of congenital and acquired motor speech disorders including the dysarthrias and the apraxias. Students will analyze ideas and make critical clinical evaluations, understand and apply research literature and demonstrate professional communication skills. To enhance learning, students will complete assignments and projects that are designed to bridge theoretical knowledge with clinical application.

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

CSAD 218 SPECIFIC STUDENT LEARNING OUTCOMES:

1. Identify underlying anatomical & physiological causes of motor speech disorders (dysarthrias & apraxia).
2. Describe and analyze methods for assessing and identifying the nature and severity of motor speech disorders.
3. Develop therapy strategies to alleviate or circumvent communication difficulties.
4. Describe literature-based, best practice core competencies related to interprofessional education (IPE) and interprofessional collaborative practice (IPCP).
5. Apply IPE core competencies to IPE activities/events and anticipated future clinical IPCP.
 - Relevant IOM Reports regarding IPE/IPCP
 - Stereotypes and prejudices towards other healthcare disciplines as a barrier to effective IPE/IPCP with generalization of principles to racism and ableism.
 - Expanded history of and current issues related to persons with disabilities
 - Review of laws and policies that serves to protect persons with disabilities
 - Review impact of COVID and application of law for persons with disabilities
 - Introduction to Healthcare Disparity
 - Introduction to Social Determinants of Health

Course Learning Outcome	Components Indicating Competence	Grades Received
1, 2	Examination #1	
1, 2, 4, 5	Examination #2	
1, 2, 3, 5	Motor Speech Disorders – Group Project	
1, 2, 3, 4, 5	Examination #3	

Textbooks and Materials:

COURSE MATERIALS:

Required Texts:

Duffy, J.R. (2019). *Motor speech disorders: Substrates, differential diagnosis and management*. 4th Edition. St. Louis, MO: Mosby.

Recommended Texts:

Bhatnagar, S. C. (2018). *Neuroscience for the Study of Communicative Disorders*. 5th Edition. Philadelphia, PA: Lippincott Williams & Wilkins.

Halpern, H., & Goldfarb, R. (2013). *Language and Motor Speech Disorders in Adults*. 3rd Edition. Burlington, MA: Jones & Bartlett Learning.

Webb, W.G., & Adler, R. K. (2017). *Neurology for the Speech-Language Pathologist*. 6th Edition. St. Louis, MI: Mosby Elsevier.

Other Readings:

- Additional readings may be made available on the course Canvas environment

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REQUIRED MATERIALS:

Students should accessible the following supplies for each class meeting:

- Required textbook – As posted in the CSUS Fall 2024 schedule (Duffy, 4th edition, 2019)
- Laptop, netbook, iPad, or other device with internet capability
- Paper, pens, pencils-if paper notes/documentation are preferred over electronic
- Access relevant in-class learning activities and other documents, as uploaded to
 - Canvas by the instructor(s)
 - Provided in a group email

Online Resources: CANVAS

Course Requirements/Components:

COURSE STRUCTURE:

This course will incorporate a variety of in-class learning experiences including direction instruction/lecture, active learning activities, small/whole group discussions, and multimedia viewing. Due to the depth of the course content, students will be assigned weekly readings to be completed before the class meeting. All assignments and activities are carefully administered for the purpose of enhancing student learning.

ONLINE RESOURCES:

Please view the course Canvas website for a large collection of resources including websites, articles, documents, and more.

EXPECTATIONS:

Policies/Procedures:

Attendance: Although online, this course involves verbal interaction/discussion among the students, the instructor, and possible guest presenters. You cannot really “get” what was covered in our virtual class via classmates’ notes and posted power points. Class and possible virtual/face-to-face interprofessional education event attendance and participation are **required** as each class session will require the completion of in-class assigned individual and/or group activities, reflection and other assignments. Successful completion of a graduate internship or working as a speech-language pathologist requires being present, arriving on time, and being prepared. Practicing those skills now will prepare you for the expectations of this career. 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.

Note: Students should treat Zoom sessions like in-person classes and participate actively. This includes attending all sessions, being on a live camera feed, and participating in all discussions and group activities. Participation in Zoom class meetings will require you to have:

- A private, quiet place to take an exam from which you are comfortable sharing a video feed,
- Access to a computer or other device that includes a functioning webcam, microphone
- A functioning copy of Zoom software or a web browser capable of joining Zoom meetings,
- Access to a reliable internet connection

Class meetings/participation: Lecture + discussion + observation format will be followed. Active listening and problem solving are 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 ... 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, however, 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 have been discussed in class. This includes videos, review of materials, in-class experiences, etc. Be aware that you must be “present to win” this knowledge.

In-class assignments may be assigned **for each class meeting** and will be required for submission to Canvas by the end of a class meeting, **per instructor’s discretion**. Failure to submit the in-class assignment will result in the loss of that class meeting’s attendance/participation points.

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.

Students are expected to attend class regularly and to be prepared to participate in bi-weekly class discussions and activities. Assignments **must** be turned in or taken on the scheduled dates and times. Special circumstances will be allowed for rescheduling or make-ups given the following: (a) a compelling and/or documented medical issue **and** (b) instructor approval. As previously stated, if you are absent from class, you are responsible for all material covered.

Additionally, students are expected to conduct themselves in a manner that demonstrates respect for others, democratic values, understanding of an appropriate social contract, and respect for diversity. Students are expected to arrive on time, attend class, and ready to engage with others. Please be mindful to mute your cell phone. Kindly refrain from checking email and other non-course online activities during class.

Students who have trouble keeping up with the assignments or other aspects of the course, should communicate these challenges to the instructor as soon as possible. Building rapport and effective relationships are key to becoming an effective professional. Be proactive and inform the instructor when any difficulties arise during the semester so possible solutions can be identified.

The syllabus, outlines of class topics, and other info will be posted on Canvas. Journal articles, essays, and other posted information will be removed no earlier than 2 weeks after original posting, but will not remain available on-line indefinitely. Students are encouraged to read and/or copy the material when it is posted. In addition, it is recommended that students:

1. Retrieve the outline from Canvas when it is posted.
2. Read the text ahead of class to correlate readings with information that will be presented in lecture to reinforce learning.
3. Take notes in class and later rewrite and organize them using the outline as a guide or rewrite and reorganize them as personally needed for understanding.
4. Create and participate in study groups throughout the semester.

GRADED COURSE ACTIVITIES AND LATE ASSIGNMENT POLICIES:

According to the Department of Speech-Language Pathology and Audiology Graduate Admissions Policy, Procedures and Practices, students failing to maintain a GPA of 3.00 are automatically placed on academic probation. Because graduate students need a grade of “B” to pass graduate coursework other than clinics, they should seek advising for grades equal to or less than “B.” Students should, therefore, track their progress towards meeting each learning outcome by listing their grades on the table listed above over the course of the semester.

The instructor will use a variety of activities and strategies to ensure maximizing students’ opportunities to learn and to integrate information presented in this course. Assessment data from these activities will be used to evaluate students’ mastery of each learning outcome and the assignment of an earned grade.

All assignments must be completed and turned in during class, on time, and in the correct form. **Late assignments, those in an incorrect form, or e-mailed assignments will not be accepted and will receive no credit without a serious and compelling reason, doctor’s note *and* instructor approval. Late or missing assignments will negatively affect the student’s grade.**

On each exam, you will be asked about any **guest speakers**, presentations or other additional content that we have addressed in class. As stated earlier, you are strongly encouraged to read each day's assignments BEFORE class and ask questions about any material you do not understand. Possible guest speakers for this semester may include but are not limited to Karen Fittinger M.S., CCC-SLP and her team of speech-language pathologists from Bright Start Therapies, and Kamelia R. Slankard Ph.D., CCC-SLP from the Placentia-Yorba Linda Unified School District.

Content Warning: I acknowledge that each of you comes to the CSUS CSAD graduate program with your own unique life experiences. The content and discussion in this course will by necessity engage with sensitive topics and issues every week. Based on your individual life experiences, the content may be emotionally and intellectually challenging to engage with. This may contribute to the way you perceive various types of information. If you encounter a topic that is challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me, or your friends or family about it. Remember that there are services at The Well that are available to you too.

Grading Policy:

Participation points and points received for graded activities and examinations will be posted to the Canvas Grade Center. Grades will be posted within a timely fashion following the mid-term examination. Final grades will be based on the total number of points.

METHODS OF EVALUATION:		
ASSIGNMENT	POINT VALUE	DATE SCHEDULED
Participation & Attendance 30 class meetings x 5 points = 150 <i>If any class meetings fall on a holiday, the 5 points will be automatically assigned to each student.</i>	150	For every class meeting: Students may be required to submit in-class activities into CANVAS by the end of the class meeting to accrue that day's participation and attendance points.
EXAM #1 - Neuro Review & More <u>Format:</u> Please review description posted on Canvas <u>Content:</u> Structures & Functions Site of Lesion & Anticipated Deficit Cranial Nerves, Case Studies Childhood AOS – Theoretical Foundations and Clinical Skills & Assessment and Treatment And More	100	Thursday, October 5, 2024
EXAM #2 <u>Format:</u> Please review description posted on Canvas <u>Content:</u> Cumulative, to-date, including childhood apraxia of speech and interprofessional education	100	Thursday, November 2, 2024
MOTOR SPEECH GROUP PROJECT <u>Format:</u> Group project. See Canvas website for assigned groups, assignment description, and grading rubric. <u>Content:</u> See Canvas for specific instructions.	100	See presentation schedule on CANVAS 20 minutes per group
EXAM #3 <u>Format:</u> Cumulative. Please review description posted on Canvas <u>Content:</u> Neuro and site of lesion case Studies Diagnostic & recommended Interventions	150	Week of December 9, 2024 Day/time: <i>Per official university final examination schedule</i>
Total Points Possible	600	

Letter grades are assigned according to the following scores. Please note that unexcused tardiness and absences may result in the reduction of one letter grade. Please see the above-reported grading policy.

Letter Grade	Percentage	Performance
A	93-100%	Excellent Work
A-	90-92%	Nearly Excellent Work
B+	87-89%	Very Good Work
B	83-86%	Good Work
B-	80-82%	Mostly Good Work
C+	77-79%	Above Average Work
C	73-76%	Average Work
C-	70-72%	Mostly Average Work
D+	67-69%	Below Average Work
D	60-66%	Poor Work
F	0-59%	Failing Work

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TENTATIVE Course Schedule/Outline:

Please read assigned textbook readings before class meetings; all topics/activities subject to change per instructor discretion.

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Readings/Assignments</u>
1	Aug 27 and Aug 29	*Greetings and Introductions *Ice Breaker Activity *Review of syllabus and course expectations Guest presentation: Dr. Kamelia Slankard CCC-SLP (8/29)	Read: Chpters 1 & 2, Bhatnagar, Chapter 1, Webb & Adler
2	Sept 3 and Sept 5	*Interprofessional Education (IPE), Introduction *Lecture: Neuro Review Organization of the Nervous System	Read: Chpters 1 & 2, Bhatnagar, Chapter 2, WeCanvas & Adler. In-class small group activity, “Principles of neuroplasticity” In-class small group activities & discussion
3	Sept 10 and Sept 12	*Neurologic Bases of Motor Speech and Its Pathologies *Case Studies	Read: Ch. 2, Duffy In-class small group activities
4	Sept 17 and Sept 19	*Assessment of Motor Speech Oral Motor & Cranial Nerve Exam, dyad practice Locate flashlight (not the light on your cell phone!) Print and bring protocol, posted on Canvas. * Flaccid & Spastic Dysarthria	Read: Ch. 3, Duffy In-class small group activities
5	Sept 24 and Sept 26	* Hypokinetic & Hyperkinetic Dysarthrias	Read: Ch. 4 & 5, Duffy In-class small group activities
6	Oct 1 and Oct 3	*Childhood Apraxia of Speech – Assessment and Treatment GUEST SPEAKER: Karen Fittinger M.S., CCC-SLP & team from Bright Start Therapies *Exam I, Thursday	Read: Ch. 6 & 9, Duffy In-class small group activities
7	Oct 8 and Oct 10	*Ataxic and Unilateral Upper Motor Neuron Dysarthrias *Mixed Dysarthrias	Read: Ch. 7 & 8, Duffy In-class small group activities
8	Oct 15 and Oct 17	*Acquired Apraxia of Speech *Neurogenic Mutism	Read: Ch. 10, Duffy Read: Ch.11, Duffy In-class small group activities
9	Oct 22 and Oct 24	*Other Neurogenic Speech Disturbances *Attitudes, Stereotypes, Implicit/Explicit Bias	Read: Ch. 12, Duffy In-class small group activities

10	Oct 29 And Oct 31	*Acquired Psychogenic & Related Nonorganic Speech Disorders *Exam II, Thursday	Read: Ch. 13 & 14, Duffy
11	Nov 5 and Nov 7	*Differential Diagnosis *Managing Motor Speech Disorders: General Considerations *Managing the Dysarthrias	Read: Ch. 14 & 15 Duffy In-class small group activities
12	Nov 12 and Nov 14	*Managing Apraxia of Speech *Management of Other Neurogenic Speech Disturbances *Managing Acquired Psychogenic & Related Nonorganic Speech Disorders	Read: Ch. 16 & 17, Duffy In-class small group activities
13	Nov 19 and Nov 21	*Continued, lecture *Small Group Presentations [n=38 students] (11/21) Groups #1, #2, #3	11/21 – Groups #1, #2, #3
14	Nov 26 And Nov 28	*Small Group Presentations, continued 11/28, Holiday Thanksgiving	11/26 – Groups #4, #5, #6
15	Dec 3 And Dec 5	*Small Group Presentation(s), as needed vs. lecture *Additional content, as needed *Review for final	11/30 – Groups #7, #8
16	Week of Dec. 9	*Final, Examination III, cumulative Date/time, per university schedule	Day/time: <i>Per posted university schedule</i>

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.

Attitudes & Technical Skills Required

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

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

Online learning requires only basic technical skills:

- Be competent with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)

- Possess internet navigation skills
- Update your Internet browser
- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

Technical Assistance

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

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

Spam and Phishing Scams

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

Canvas Student App

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

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

Additional Information

Commitment to Integrity:

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

Sac State's Academic Honesty Policy & Procedures:

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

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. 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 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 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>

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 <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, Counseling & Wellness Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- Student Academic Success & Educational 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/>
- The Writing Program: <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 218 Motor Speech Disorders

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) 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: phonology, articulation disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: voice and resonance disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: communication modalities, including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard IV-D: Prevention, Assessment, and Intervention

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

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of assessment and intervention regarding communication modalities.

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

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

Standard IV-F: Research

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

Standard V-A: Oral and Written Communication

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

Standard IV-B: Basic Human Communication Processes

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