



California State University, Sacramento  
 Department of Communication Sciences and  
 Disorders  
 Doctor of Audiology (Au.D.)  
 SYLLABUS & COURSE OUTLINE

*Table 1: Class Information*

Semester/Year: Spring 2025	Course: CSAD 683: Speech-Language Pathology for Audiologists	Section: 01
Meeting Days: Monday	Meeting Time: 11:00-11:50am	Location: Folsom Hall 2604
Instructor: Razi Zarchy, SLPD, CCC-SLP	Email: razi.zarchy@csus.edu	Phone: 916-245-0327 cell/text
Office Location: Folsom Hall 2306C (in the CSAD department office)	Office Hours By appointment: <a href="https://calendly.com/razi-zarchy-slp">https://calendly.com/razi-zarchy-slp</a>	

### Catalogue Course Description:

**CSAD 683, Speech-Language Pathology for Audiologists**

**1 unit**

**Prerequisite(s):** Admission to Doctor of Audiology program; [CSAD 611](#), [CSAD 612](#), [CSAD 613](#), [CSAD 314](#), [CSAD 621](#), [CSAD 622](#), [CSAD 622L](#), [CSAD 623](#), [CSAD 624](#), [CSAD 331](#), [CSAD 332](#), [CSAD 641](#), [CSAD 641L](#), [CSAD 642](#), [CSAD 643](#), [CSAD 651](#), [CSAD 652](#), [CSAD 653](#), [CSAD 661](#), [CSAD 662](#), [CSAD 671](#), [CSAD 672](#), [CSAD 673](#)

**Term Typically Offered: Spring**

Overview of speech and language development, including screening for speech and language disorders and risk factors for speech and language delay, from the perspective of audiology. Principles of auditory-verbal therapy.

### Place of Course in Program:

This course is an overview of the field of speech-language pathology. The topics presented in this course are intended to expose students to other areas within the field of Communication Sciences and Disorders, normal and disordered communication, principles of assessment and intervention, and opportunities to collaborate with speech-language pathologists.

Communication disorders can impact aspects of a person’s life. Speech-language pathologists are involved with the prevention, assessment, identification and diagnosis, treatment, counseling, and follow-up of speech, language, swallowing, and cognitive disorders. Awareness of the anatomy and physiology of the speech and language mechanism, disorders, and fundamentals of intervention and treatment is important for audiologists when determining the impact of hearing impairment on a patient and referring patients.

## Sacramento State Graduate Learning Goals (GLG)

Table 2: Sacramento State Graduate Learning Goals (GLG)

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

### Expected Learning Outcomes:

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

**COURSE LEARNING OUTCOMES:**

Upon completion of this course, students will be able to:

1. Summarize the history, education and licensing/certification requirements, and scope of practice for speech-language pathologists
2. Contrast normal and disordered anatomy and physiology of the speech mechanism
3. Outline normal developmental milestones for speech and language
4. Explain commonly used assessment procedures for communicative disorders
5. Describe basic procedures and techniques for intervention and therapy of communicative disorders
6. Give examples of interprofessional collaborations between audiologists and speech-language pathologists

*Table 3: Course Learning Outcomes, Components, and Grades Received*

<b>Course Learning Outcome</b>	<b>Components Indicating Competence</b>	<b>Grades Received</b>
1	Observations/Reflections, Article Presentations	
2	Project, Article Presentations, Quiz	
3	Project, Observations/Reflections, Child Screening, Article Presentations	
4	Project, Observations/Reflections, Adult and Child Screening, Article Presentations	
5	Project, Observations/Reflections, Adult and Child Screening, Article Presentations	
6	Project, Observations/Reflections, Article Presentations, Quiz	

## Textbooks, Materials, and Online Resources:

The *optional* text is digitalized and PDFs will be posted to Canvas: Shames G. H. & Anderson N. B. (2011). Human communication disorders: an introduction (8th ed.). Pearson.

Required articles, handouts, and materials will be shared and uploaded to Canvas. You must have an active CSUS email and use CSUS's Canvas platform to access handouts, course assignments, class discussions, and class email.

## Course Requirements/Components:

### **Class Preparation:**

All required readings are due on the date listed in the course schedule, not the following class period. Students are responsible for all assigned readings, whether discussed in class or not.

### **Class Attendance:**

Classroom attendance is necessary for this course. Students are expected to arrive on time as class begins at 11am. Excused absences will be granted for emergencies or conflicts. No more than two unexcused absences are allowed. You must report absences to Dr. Zarchy via email before class meetings. **Communication is rewarded with flexibility.**

This course involves verbal interaction among the students and the instructor. You cannot really “get” what was covered in class via classmates’ notes. If you do need to miss a class, you are responsible for all materials covered in your absence and must get them from a classmate, not the instructor.

An interactive lecture + discussion + observation format will be followed. Because this is a seminar, active listening, participation, and problem-solving are expected. For example, when you are listening to another student present their ideas, you should take notes and offer suggestions. Comments such as “I agree” or “great idea,” are acceptable, but substantive participation (e.g., comments that help advance the discussion, or that help develop a new angle on a problem) is far more meaningful participation. Audiology and speech-language pathology are professions where you need to actively problem-solve and collaborate at all times!

### **Class Assignments:**

Course grades will be based on classroom article presentations, observation hours and reflections, a speech/language screening, a quiz, and a shared diagnosis project presentation.

Assignments are due throughout the semester. Late assignments can impact your grade, so please note the due dates. Only *prior* communication with the instructor will be accepted to arrange for late or missing assignments. See the late work policy below for more details.

- 1. Class Participation/Weekly Article Presentations:** Students are expected to actively participate in class discussions and are required to read the assigned material **before** class meetings. Students will sign up to select at least 2 weeks to present topic-specific, peer-reviewed journal articles related to that week’s designated content and present them to the class.

2. **Speech-Language Pathology Observation Hours and Reflection:** Students will complete 3 observation hours in speech-language pathology in at least 2 settings. These may be live or on an online platform (not simulation). Students should take notes before, during, and after the observation, paying attention to the strategies and methods of the clinician. Observation logs must be filled out for each session observed, including the date and time, setting, location, name and signature of the clinician, the clinician's ASHA number (if applicable), and type of session. Students are encouraged to use our in-house speech and language clinic as one of their settings.
3. **Speech/Language Screening:** Students will conduct a speech or language screening with one child or adult of their choice, using an age-appropriate and developmentally appropriate screening tool provided in Canvas, followed by a short write-up.
4. **Shared Diagnosis Project Presentation:** Students will identify a diagnosis or disorder that involves interprofessional collaboration between audiologists and speech-language pathologists. You will complete a 10-minute slide presentation for the class. You will be required to cite at least 3 peer-reviewed journal sources in APA format. We will discuss diagnoses in class for possible projects.

## Grading Policy:

Your grade will be based on the total points you achieve for the semester out of the total possible.

The CSUS Grading Policy (Policy# 11476953) can be found at:

<https://sacramentostate.policystat.com/policy/11476953/latest>

*Table 4: Course Requirements and Grade Distribution*

Source	% of total
Weekly Article Presentation	30 points
3 Observations/Reflections	100 points
Speech/Language Screening	100 points
Quiz	20 points
Shared Diagnosis Presentation	100 points
<b>Total</b>	<b>350 points</b>

Letter grades are assigned according to the following scores:

*Table 5: Points, Percentages, and Letter Grades*

Letter	%
A	93-100%
A-	90-92.99%
B+	87-89.99%

<b>B</b>	83-86.99%
B-	80-82.99%
C+	77-79.99%
C	73-76.99%
C-	70-72.99%
D+	67-69.99%
D	63-66.99%
D-	60-62.99%
F	< 60%

## Course Policies/Procedures:

1. **Late Work Policy:** Late work will be accepted without penalty for 72 hours (3 days) after the due date. Assignments submitted after the 3-day grace period will be penalized by 10% of the total value of the assignment per additional 24 hours late. **Communication is rewarded with flexibility.** Students who experience a home or work hardship and require extra time on assignments are strongly encouraged to contact the instructor immediately and discuss options for late submission of classwork.
2. **Class Discussions:** If you need to speak to your classmate on an issue not pertaining to the lecture, please leave the room. If it pertains to the class, please ask me or address the entire class. Please keep your behavior in class professional.
3. **Cell Phone Policy:** Please keep your cell phones turned off during class. If you absolutely need it to be on, please keep it on “vibrate” mode and sit near the exit. If you need to take a call, please leave the classroom silently and come back when you are finished. You do not need to ask permission to leave or enter the class.
4. **Technology Use:** It is a course expectation that you will participate fully in class discussions and give classmates and discussion your full and undivided attention. You are not permitted to engage in other homework or extracurricular activities during class time. “Multitasking” will not be permitted. Please silence your cell phone to avoid distractions during class time.
5. **Drop/Add:** Students may drop and add classes according to University Policy. Students must fill out appropriate forms and meet University deadlines to drop or add classes.
6. **Course Evaluations:** This class is continually modified to promote student learning and to promote knowledgeable students’ entry into graduate programs. After the course, you are expected to comment on the nature of this course. This procedure allows me to modify segments of the course to make it more applicable to future students’ educational and professional growth. A link will also be posted in Canvas so that you can give anonymous

feedback regarding the course. You are encouraged to use this modality as a direct and appropriate means of voicing concerns. Your voice matters.

7. **Health and Safety Information:** If you are sick, stay home and do not attend class. Notify your instructor. Please self-diagnose if you are experiencing any COVID-like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care. The CDC provides a good source of information regarding COVID-19 and a way to self-check symptoms: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

Students must adhere to COVID-19 policies regarding mask wearing and vaccinations as described on the CSUS website. Please see [Campus Coronavirus/COVID-19 Safety Information](#) and [Coming to Campus](#) for more information and updates.

### 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).
- 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:

Date	Topics	Readings/Assignment
1/27	Professionals in CSD  History of SLP  Employment settings  Education and certification	<a href="#">Syllabus</a>  <a href="#">Article presentation sign-up</a>  <a href="#">Clinic observation sign-up</a>  Read:  <a href="#">Duchan, J.F. (2002) "What do you know about your profession's history?"</a>  ASHA <a href="#">Employment Settings for SLPs</a>  Skim:  ASHA <a href="#">Scope of Practice in Speech-Language Pathology</a>  <a href="#">CA Qualifications For Licensure for Speech-Language Pathologists</a>
2/3	Anatomy and physiology  Screening lesson	<a href="#">Anderson &amp; Shames Ch. 3</a> (also available in Canvas)
2/10	Assessment  Kelly Louney, guest speaker	<a href="#">Tyler, A. A., &amp; Tolbert, L. C. (2002). Speech-language assessment in the clinical setting. American Journal of Speech-Language Pathology, 11(3), 215–220. https://doi.org/10.1044/1058-0360(2002/022)</a>  <a href="#">Derr, A. (2003). Growing diversity in our schools—Roles and responsibilities of speech-language pathologists. School-Based Issues.</a>  Optional:  <a href="#">Sensitivity and Specificity simplified</a>



		<p><a href="#">Diagnostic Testing Accuracy: Sensitivity, Specificity, Predictive Values and Likelihood Ratios - StatPearls - NCBI Bookshelf</a></p> <p><a href="#">Williams, C. J., &amp; McLeod, S. (2012). Speech-language pathologists' assessment and intervention practices with multilingual children. International Journal of Speech-Language Pathology, 14(3), 292-305.</a></p> <p><a href="#">Skahan, S. M., Watson, M., &amp; Lof, G. L. (2007). Speech-language pathologists' assessment practices for children with suspected speech sound disorders: Results of a national survey. American Journal of Speech-Language Pathology, 16(3), 246-259. <a href="https://doi.org/10.1044/1058-0360(2007/029)">https://doi.org/10.1044/1058-0360(2007/029)</a></a></p> <p><a href="#">Aldous, K., Tolmie, R., Worrall, L., &amp; Ferguson, A. (2014). Speech-language pathologists' contribution to the assessment of decision-making capacity in aphasia: A survey of common practices. International Journal of Speech-Language Pathology, 16(3), 231-241. <a href="https://doi.org/10.3109/17549507.2013.871751">https://doi.org/10.3109/17549507.2013.871751</a></a></p>
2/17	Intervention and therapy	<p><b>Observation #1 due</b></p> <p><a href="#">Law, J., Garrett, Z., &amp; Nye, C. (2003). Speech and language therapy interventions for children with primary speech and language delay or disorder. The Cochrane Database of Systematic Reviews, 2003(3), CD004110. <a href="https://doi.org/10.1002/14651858.CD004110">https://doi.org/10.1002/14651858.CD004110</a></a></p> <p>Optional:</p> <p><a href="#">Pomaville, F. M., &amp; Kladopoulos, C. N. (2013). The effects of behavioral speech therapy on speech sound production with adults who have cochlear implants. Journal of Speech, Language, and Hearing Research, 56(2), 531-541. <a href="https://doi.org/10.1044/1092-4388(2012/12-0017)">https://doi.org/10.1044/1092-4388(2012/12-0017)</a></a></p> <p><a href="#">Ng, Z. Y., Waite, M., Ekberg, K., &amp; Hickson, L. (2022). Clinicians' and managers' views and experiences of audiology and speech-language pathology service provision for culturally and linguistically diverse families of young children with hearing loss. Journal of Speech, Language, and Hearing Research, 65(7), 2691-2708. <a href="https://doi.org/10.1044/2022_JSLHR-21-00378">https://doi.org/10.1044/2022_JSLHR-21-00378</a></a></p>

2/24	Language impairments, children	<p><a href="#">Bruinsma, G., Wijnen, F., &amp; Gerrits, E. (2020). Focused stimulation intervention in 4- and 5-year-old children with developmental language disorder: Exploring implementation in clinical practice. <i>Language, Speech, and Hearing Services in Schools</i>, 51(2), 247–269. <a href="https://doi.org/10.1044/2020_LSHSS-19-00069">https://doi.org/10.1044/2020_LSHSS-19-00069</a></a></p> <p>Optional:</p> <p><a href="#">Pfeiffer, D. L., Feuerstein, J., &amp; Landa, R. J. (2023). Speech-language pathologists’ perceptions of language and literacy instruction for pre-k children with developmental language disorder. <i>Language, Speech, and Hearing Services in Schools</i>, 54(4), 1295–1307. <a href="https://doi.org/10.1044/2023_LSHSS-23-00002">https://doi.org/10.1044/2023_LSHSS-23-00002</a></a></p>
3/3	Language development & deprivation in deaf & hard of hearing children	<p><b>Observation #2 due</b></p> <p><a href="#">Joint Committee on Infant Hearing. (2019). Year 2019 position statement: Principles and guidelines for early hearing detection and intervention programs. <i>Journal of Early Hearing Detection and Intervention</i>, 4(2), 1–44. <a href="https://doi.org/10.15142/FPTK-B748">https://doi.org/10.15142/FPTK-B748</a></a></p> <p><a href="#">Hall, W. C., Levin, L. L., &amp; Anderson, M. L. (2017). Language deprivation syndrome: A possible neurodevelopmental disorder with sociocultural origins. <i>Social Psychiatry and Psychiatric Epidemiology</i>, 52(6), 761–776. <a href="https://doi.org/10.1007/s00127-017-1351-7">https://doi.org/10.1007/s00127-017-1351-7</a></a></p> <p><a href="#">Kaipa, R., &amp; Danser, M. L. (2016). Efficacy of auditory-verbal therapy in children with hearing impairment: A systematic review from 1993 to 2015. <i>International Journal of Pediatric Otorhinolaryngology</i>, 86, 124-134.</a></p>
3/10	<b>No class</b>	<p><a href="#">Horn, P., Driscoll, C., Fitzgibbons, J., &amp; Beswick, R. (2021). Detecting hearing loss in infants with a syndrome or craniofacial abnormalities following the newborn hearing screen. <i>Journal of Speech, Language, and Hearing Research</i>, 64(9), 3594–3602. <a href="https://doi.org/10.1044/2021_JSLHR-20-00699">https://doi.org/10.1044/2021_JSLHR-20-00699</a></a></p> <p><a href="#">Robin, N. H., Baty, H., Franklin, J., Guyton, F. C., Mann, J., Woolley, A. L., Waite, P. D., &amp; Grant, J. (2006). The multidisciplinary evaluation and management of cleft lip and palate. <i>Southern Medical Journal</i>, 99(10), 1111–1120. <a href="https://doi.org/10.1097/01.smj.0000209093.78617.3a">https://doi.org/10.1097/01.smj.0000209093.78617.3a</a></a></p>

		See Canvas for asynchronous video & quiz on deaf and hard of hearing children: Prevalence, identification, and etiologies
3/17	Articulation, phonological disorders	<p><b>Observation #3 due</b></p> <p><a href="https://doi.org/10.3109/02699206.2014.926994">Mcleod, S., &amp; Baker, E. (2014). Speech-language pathologists' practices regarding assessment, analysis, target selection, intervention, and service delivery for children with speech sound disorders. Clinical Linguistics &amp; Phonetics, 28(7–8), 508–531. https://doi.org/10.3109/02699206.2014.926994</a></p> <p>Skim for overall implications/recommendations:</p> <p><a href="https://doi.org/10.1044/1058-0360(2009/09-0006">McCauley, R. J., Strand, E., Lof, G. L., Schooling, T., &amp; Frymark, T. (2009). Evidence-based systematic review: Effects of nonspeech oral motor exercises on speech. American Journal of Speech-Language Pathology, 18(4), 343–360. https://doi.org/10.1044/1058-0360(2009/09-0006)</a></p>
3/24	Education and schools  Literacy  AAC	<p><a href="https://doi.org/10.1044/0161-1461(2011/10-0011">American Speech-Language-Hearing Association. (2010). Roles and responsibilities of speech-language pathologists in schools.</a></p> <p><a href="https://doi.org/10.1044/0161-1461(2011/10-0011">Richburg, C. M., &amp; Knickelbein, B. A. (2011). Educational audiologists: Their access, benefit, and collaborative assistance to speech-language pathologists in schools. Language, Speech, and Hearing Services in Schools, 42(4), 444–460. https://doi.org/10.1044/0161-1461(2011/10-0011)</a></p> <p>ASHA Practice Portal on <a href="https://www.asha.org/practice-portal/communication">Augmentative and Alternative Communication</a>: Overview &amp; Key Issues</p> <p>Optional:</p> <p><a href="https://doi.org/10.15585/mmwr.mm6948a5">Eichwald, J., &amp; Scinicariello, F. (2020). Survey of teen noise exposure and efforts to protect hearing at school—United States, 2020. MMWR. Morbidity and Mortality Weekly Report, 69(48), 1822–1826. https://doi.org/10.15585/mmwr.mm6948a5</a></p>
3/31	SPRING BREAK	Sleep! Eat! Fun!

4/7	<p>Cognitive-Communication across the lifespan</p> <p>Adult neurogenic speech and language disorders</p> <p>Dr. Lisa D'Angelo, guest speaker</p>	<p><b>Screening due</b></p> <p><a href="#">Šarki, Ć B., Douglas, J. M., &amp; Simpson, A. (2023). "Nobody has a caseload called, patients with traumatic brain injury": Rationale to include TBI content into audiology programs. Perspectives of the ASHA Special Interest Groups. <a href="https://doi.org/10.1044/2023_PERSP-23-00092">https://doi.org/10.1044/2023_PERSP-23-00092</a></a></p> <p><a href="#">Silkes, J. P. (2012). Providing audiological services to individuals with aphasia: Considerations, preliminary recommendations, and a call for research. American Journal of Audiology, 21(1), 3–12. <a href="https://doi.org/10.1044/1059-0889(2012/10-0002)">https://doi.org/10.1044/1059-0889(2012/10-0002)</a></a></p>
4/14	<p>Voice</p> <p>Dr. Aishah Patterson, guest speaker</p>	<p>Choose 2:</p> <p><a href="#">Hirsch, S. (2017). Combining voice, speech science and art approaches to resonant challenges in transgender voice and communication training. Perspectives of the ASHA Special Interest Groups, 2(10), 74–82. <a href="https://doi.org/10.1044/persp2.SIG10.74">https://doi.org/10.1044/persp2.SIG10.74</a></a></p> <p><a href="#">Hancock, A. B., &amp; Garabedian, L. M. (2013). Transgender voice and communication treatment: A retrospective chart review of 25 cases. International Journal of Language &amp; Communication Disorders, 48(1), 54–65. <a href="https://doi.org/10.1111/j.1460-6984.2012.00185.x">https://doi.org/10.1111/j.1460-6984.2012.00185.x</a></a></p> <p><a href="#">Sapienza, C. M., Ruddy, B. H., &amp; Baker, S. (2004). Laryngeal structure and function in the pediatric larynx: Clinical applications. Language, Speech, and Hearing Services in Schools, 35(4), 299–307. <a href="https://doi.org/10.1044/0161-1461(2004/029)">https://doi.org/10.1044/0161-1461(2004/029)</a></a></p>
4/21	<p>Fluency</p>	<p><a href="#">Smith, A., &amp; Weber, C. (2017). How stuttering develops: The multifactorial dynamic pathways theory. Journal of Speech, Language, and Hearing Research, 60(9), 2483–2505. <a href="https://doi.org/10.1044/2017_JSLHR-S-16-0343">https://doi.org/10.1044/2017_JSLHR-S-16-0343</a></a></p>
4/28	<p>Swallowing</p> <p>Dr. Lisa D'Angelo, guest speaker</p>	<p>Pick 2 to read:</p> <p><a href="#">Arend, B. (2016, June 8). A day in the life of an acute care SLP. ASHA Leader Live. <a href="https://leader.pubs.asha.org/doi/10.1044/a-day-in-the-life-of-an-acute-care-slp/full/">https://leader.pubs.asha.org/doi/10.1044/a-day-in-the-life-of-an-acute-care-slp/full/</a></a></p> <p><a href="#">Martin-Harris, B., Bonilha, H. S., Brodsky, M. B., Francis, D. O., Fynes, M. M., Martino, R., O'Rourke, A. K., Rogus-Pulia, N. M.,</a></p>

		<p><a href="https://doi.org/10.1044/2021_PERSP-20-00303">Spinazzi, N. A., &amp; Zarzour, J. (2021). The modified barium swallow study for oropharyngeal dysphagia: Recommendations from an interdisciplinary expert panel. Perspectives of the ASHA Special Interest Groups, 6(3), 610–619. https://doi.org/10.1044/2021_PERSP-20-00303</a></p> <p><a href="https://doi.org/10.1016/j.pmr.2008.06.001">Matsuo, K., &amp; Palmer, J. B. (2008). Anatomy and physiology of feeding and swallowing: Normal and abnormal. Physical Medicine and Rehabilitation Clinics of North America, 19(4), 691–707. https://doi.org/10.1016/j.pmr.2008.06.001</a></p> <p><a href="https://doi.org/10.1044/2016_JSLHR-H-16-0217">Rawool, V. W. (2017). Prevalence of auditory problems in children with feeding and swallowing disorders. Journal of Speech, Language, and Hearing Research, 60(5), 1436–1447. https://doi.org/10.1044/2016_JSLHR-H-16-0217</a></p>
5/5	<b>Presentations!</b>	<b>Submit for grading AND sharing</b>
5/14	Finals Week	Get those white coats!

# Hornet Honor Code

## [Hornet Honor Code](#)

As proud members and representatives of the Sacramento State Hornet community, we commit ourselves to actively promoting honesty, integrity, respect, and care for every person, ensuring a welcoming campus environment, and striving to help every member of our Hornet family feel a strong sense of belonging.

As Hornets, we will:

- Promote an inclusive campus and community
- Listen and respect each other's thoughts, interests, and views Value diversity and learn from one another
- Engage daily with mutual trust, care, and integrity
- Support a culture of honor and adhere to campus policies for honesty, ethics, and conduct
- Be proud to be Sac State Hornets.

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## 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).
- 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.
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## 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.

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## 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://sacramentostate.policystat.com/policy/11300038/latest>

**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, may be reported to the office of student affairs.

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## 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 (7<sup>th</sup> edition.) All assignments are to be composed using APA format and style unless otherwise noted.

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## 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.

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## 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), 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 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. DAC 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 [dac@csus.edu](mailto:dac@csus.edu) Additional information can be found on the DAC website:

<https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

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## Crisis Assistance & Resource Education Support (CARES) Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Crisis Assistance & Resource Education Support (CARES) website to learn more about your options and resources available.

<https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>

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## Title IX

The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do



not wish to report their experience to me or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

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

- Student Health & Counseling Services at The WELL On Campus
- Phone Number: 916-278-6461
- Website: <https://www.csus.edu/student-life/health-counseling/counseling/>
- Campus Confidential Advocate Email: [weave@csus.edu](mailto:weave@csus.edu)
- On Campus Phone Number: 916-278-5850 (during business hours)
- WEAVE 24/7 Hotline: 916-920-2952

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## 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/testing/>
- Library: <https://library.csus.edu/>
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>
- Sacramento State Disability Access Center (DAC): <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>
- Peer & Academic Resource Center: <https://www.csus.edu/parc/>
- Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

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

ASHA Knowledge And Skills Acquisition (KASA) tracking for courses and clinics in the AuD program can be found online in the student's CALIPSO account.