



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2025	Course: CSAD 218 Motor Speech Disorders.	Section: #01 Course #164886 Class #83171									
Meeting Days: Monday & Wednesday	Meeting Times: 09:00 – 10:15 a.m.	Location: Folsom Hall – Room #2604									
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	Office Hours/Appointments: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Day</th><th>Start Time</th><th>End Time</th></tr> </thead> <tbody> <tr> <td>Monday</td><td>10:15</td><td>11:45</td></tr> <tr> <td>Wednesday</td><td>10:15</td><td>11:45</td></tr> </tbody> </table>		Day	Start Time	End Time	Monday	10:15	11:45	Wednesday	10:15	11:45
Day	Start Time	End Time									
Monday	10:15	11:45									
Wednesday	10:15	11:45									
<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></p> <p style="text-align: center;">– Ronda Rousey</p> <p style="text-align: center;">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></p> <p>–Joanna Bendel from https://blog.cincinnatichildrens.org/share-your-story/growing-up-with-apraxia-of-speech-6-things-that-helped-me/</p> <p style="text-align: center;">Date of last revision: 8/11/2025</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	

CSUS CSAD MS Program Learning Outcomes

The course must provide Competency Enriched Activities (e.g., content and opportunities) for students to learn so that each student can **demonstrate professional attributes and abilities**. To that end, identifying and articulating the ASHA Professional Competencies and Foundational Knowledge, and/or clinical skills that you acquire in this course and during your time at Sac State are critical to becoming career ready and your success both as a student and post-graduation. In this syllabus, assignments, readings, in-class activities, and exams are all opportunities where you can enhance and gain the professional and foundational competencies and skills that employers are seeking and the field requires. This will occur throughout this course including class conversations and will contribute to your ability to identify and articulate these competencies and skills when applying for leadership roles, internships, employment, doctoral programs, fellowships, and more.

Note: Failure to meet professional competencies may result in an A-PIP or C-PIP.

CSUS CSAD MS Program Learning Outcomes		
Competency Area:	Examples of Skills to be Demonstrated:	Competency Enriched Activity (CEA)
Accountability: <ul style="list-style-type: none"> Adhere to the professional codes of ethics, the speech-language pathology scope of practice documents, professional fiduciary responsibility for each client/patient/student served, and federal state, and institutional regulations and policies related to the profession of speech-language pathology and its services, including compliance with confidentiality issues related to the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA). 	<ul style="list-style-type: none"> Comply with all HIPAA and FERPA requirements. Comply with all of ASHA's code of ethics. 	<u>This Course:</u> <ul style="list-style-type: none"> Maintain privacy and confidentiality of all discussions involving case studies, factual or fictitious Apply HIPAA and FERPA requirements to in-class discussions and case studies. <u>The Program:</u> <ul style="list-style-type: none"> Clinic Orientation Internship Orientation Professional Development Series Interprofessional Education (IPE) Learning Experiences All CSU Compliance Trainings, completed by the end of the first week of the semester
<ul style="list-style-type: none"> Differentiate service delivery models based on practice sites (e.g., hospital, school, private practice). 	<ul style="list-style-type: none"> Demonstrate understanding of SLP service differences between employment settings. Demonstrate understanding of differences between levels of care in medical SLP services. 	<u>This Course:</u> <ul style="list-style-type: none"> Demonstrate understanding of service delivery models through class discussions and clinically-based exam questions.

		<u>The Program:</u> <ul style="list-style-type: none"> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
<ul style="list-style-type: none"> • Demonstrate an understanding of the effects of their actions and make appropriate changes as needed. 	<ul style="list-style-type: none"> • Demonstrate awareness, understanding, and ability to perform professional problem solving, communication repair, and resolution including on-time behaviors for clinic, notes, assignments, meetings, orientations, misunderstandings, etc. 	<u>This Course:</u> <ul style="list-style-type: none"> • Demonstrate professional behavior and communication to include communication repair and resolution with classmates and/or professor and guest speakers during each class meeting as well as communication interactions outside of class meetings including face-to-face, phone, text, and/or email. <u>The Program:</u> <ul style="list-style-type: none"> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
<ul style="list-style-type: none"> • Explain the health care and education landscapes and how to facilitate access to services in both sectors. 	<ul style="list-style-type: none"> • Demonstrate understanding and ability to advocate for clients/loved ones across the lifespan. • Educate and facilitate client/family self-advocacy knowledge and skills. 	<u>This Course:</u> <ul style="list-style-type: none"> • Demonstrate understanding during class discussions of in-class case studies and small/whole group discussions. • Demonstrate understanding via exam questions. <u>The Program:</u> <ul style="list-style-type: none"> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
Effective Communication Skills		
<ul style="list-style-type: none"> • Demonstrate the ability to communicate in a responsive and responsible manner with clients/patients/students, communities, and interprofessional team colleagues and other professionals. 	<ul style="list-style-type: none"> • Demonstrate active listening skills, respect, and understanding of multiple perspectives in all written and/or oral communications. • Respond to others in a timely, thoughtful, considerate, reflective, and respectful manner. 	<u>This Course:</u> <ul style="list-style-type: none"> • Demonstrate appropriate communications with instructor, guest speakers, and all classmates throughout the semester. <u>The Program:</u> <ul style="list-style-type: none"> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
Evidence-Based Practice		
<ul style="list-style-type: none"> • Access and critically evaluate information sources, apply information to appropriate populations, and integrate evidence in provision of speech-language pathology services. 	<ul style="list-style-type: none"> • Identify, discuss, use, and integrate EBP into all aspects of clinical work and plan of care including assessments, therapeutic approaches, goals, education, counseling, etc.. 	<u>This Course:</u> <ul style="list-style-type: none"> • Demonstrate awareness, clinical understanding and applicability of EBP during class discussions, case studies, and exam questions. <u>The Program:</u> <ul style="list-style-type: none"> • Clinic Orientation • Internship Orientation • Professional Development Series

		<ul style="list-style-type: none"> • Interprofessional Education (IPE) Learning Experiences
Professional Duty		
<ul style="list-style-type: none"> • Demonstrate knowledge of one's own role and those of other professions to appropriately assess and address the needs of the individuals and populations served. 	<ul style="list-style-type: none"> • Understand the role that an SLP performs in all clinical services • Demonstrate understanding and ability to provide the highest level of care in meeting the needs of clients including the provision of education, resources, home exercise programs, counseling, etc. 	<p><u>This Course:</u></p> <ul style="list-style-type: none"> • Demonstrate awareness, clinical understanding and applicability of professional duty during class discussions, case studies, and exam questions. <p><u>The Program:</u></p> <ul style="list-style-type: none"> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
<ul style="list-style-type: none"> • Demonstrate knowledge of the roles and importance of interdisciplinary/interprofessional assessment and intervention and be able to interact and coordinate care effectively with other disciplines and community resources. 	<ul style="list-style-type: none"> • Identify the four domain areas of IPE (CERT). • Recognize and model respect, teamwork, collaboration, and professionalism with other disciplines. • Educate and advocate for the profession with other disciplines during all interactions. 	<p><u>This Course:</u></p> <ul style="list-style-type: none"> • Demonstrate awareness, clinical understanding and applicability of interprofessional roles during class discussions, case studies, and exam questions. <p><u>The Program:</u></p> <ul style="list-style-type: none"> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
<ul style="list-style-type: none"> • Demonstrate knowledge of the roles and importance of individual and collective (e.g., local, national organizations) advocacy for clients/patients/students' right to care. 	<ul style="list-style-type: none"> • Understand and perform the role of an advocate • Advocate at all levels for those that our profession serves. 	<p><u>This Course:</u></p> <ul style="list-style-type: none"> • Demonstrate awareness, clinical understanding and applicability of advocacy during class discussions, case studies, and exam questions. • <p><u>The Program:</u></p> <ul style="list-style-type: none"> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
<ul style="list-style-type: none"> • Demonstrate knowledge of the role of clinical teaching and clinical modeling as well as supervision of students and other support personnel. 	<ul style="list-style-type: none"> • Understand, acknowledge, respect, and learn from clinical instructors and supervisors. • Model and perform professionalism when interacting with all clinic assistants and staff. 	<p><u>This Course:</u></p> <ul style="list-style-type: none"> • Demonstrate awareness, clinical understanding and applicability of supervision during class discussions, case studies, and exam questions. <p><u>The Program:</u></p> <ul style="list-style-type: none"> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences

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.

Other Readings:

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

*This page deliberately left blank

REQUIRED MATERIALS:

Students should accessible the following supplies for each class meeting:

- Required textbook – As posted in the CSUS Fall 2025 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: This course involves verbal interaction among the students and the instructor. You cannot really “get” what was covered in class via classmates’ notes. A modified Socratic method will be employed, whereby students will be called upon randomly to contribute to classroom discussions. Because of this, class attendance is required. You are allowed one unexcused absence. The instructor will pass around a role sign-in sheet each class meeting. If you are late, you are responsible for signing the sheet before class is over. If you are present but don’t sign the sheet, this will officially be considered an absence. Excused absences will be granted for **documented emergencies** where the instructor is given a **paper copy** confirming the emergency. All other absences will be considered unexcused. After the one (1) allowed unexcused absence, **the second unexcused absence will result in your final grade dropping ½ letter grade (e.g., A- to B+)**. Your grade will drop ½ letter grade for every unexcused absence after the first one. Working as a Speech-Language Pathologist requires being present, on time, and prepared. Practicing those skills now will prepare you for your 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, not the instructor.

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.

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 Kamelia R. Slankard Ph.D., CCC-SLP from the Placentia-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 And More	100	Wednesday, October 1, 2025
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	Wednesday October 29, 2025
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 details on CANVAS Including group assignments, presentation order, length and content of presentation, and grading rubric
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 8, 2025 Day/time: <i>Per official university final examination schedule</i>
Total Points Possible	600	

The following grading scale will be used to assign letter grades based on the total number of points earned out of 600 possible points. Please note that unexcused tardiness and absences may result in the reduction of one letter grade. For additional information, please see the above-reported grading policy.

Letter Grade	Percentage Range	Point Range (Out of 600)
A	93–100%	558–600
A-	90–92%	540–557
B+	87–89%	522–539
B	83–86%	498–521
B-	80–82%	480–497
C+	77–79%	462–479
C	73–76%	438–461
C-	70–72%	420–437
D+	67–69%	402–419
D	63–66%	378–401
D-	60–62%	360–377
F	Below 60%	0–359

This space intentionally left blank.

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 25 and Aug 27	<ul style="list-style-type: none"> *Greetings and Introductions *Ice Breaker Activity *Review of syllabus and course expectations *Review assignments and exams *Interprofessional Education (IPE), if time 	
2	Sept 1 and Sept 3	<p>**Guest Presentation: Kamelia Slankard Ph.D., CCC-SLP “The Parental Perspective of the Familial Effects of Childhood Apraxia of Speech” – September 3, 2025</p> <p>**September 1 is a holiday – No class meeting</p>	
3	Sept 8 and Sept 10	<ul style="list-style-type: none"> *Interprofessional Education (IPE), *Lecture: Neuro Review Organization of the Nervous System *Neurologic Bases of Motor Speech and Its Pathologies *Case Studies 	Read: Ch. 2, Duffy In-class small group activities
4	Sept 15 and Sept 17	<ul style="list-style-type: none"> *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 22 and Sept 24	<ul style="list-style-type: none"> * Flaccid & Spastic Dysarthria (continued) * Hypokinetic & Hyperkinetic Dysarthrias 	Read: Ch. 4 & 5, Duffy In-class small group activities
6	Sept 29 and Oct 1	<ul style="list-style-type: none"> * Hypokinetic & Hyperkinetic Dysarthrias (continued) <p>*Exam I, 10/1</p>	Read: Ch. 6 & 9, Duffy In-class small group activities
7	Oct 6 and Oct 8	<ul style="list-style-type: none"> *Ataxic and Unilateral Upper Motor Neuron Dysarthrias *Mixed Dysarthrias 	Read: Ch. 7 & 8, Duffy In-class small group activities
8	Oct 13 and Oct 15	<ul style="list-style-type: none"> *Acquired Apraxia of Speech *Neurogenic Mutism 	Read: Ch. 10, Duffy Read: Ch.11, Duffy In-class small group activities

9	Oct 20 and Oct 22	*Other Neurogenic Speech Disturbances *IPE - Attitudes, Stereotypes, Implicit/Explicit Bias	Read: Ch. 12, Duffy In-class small group activities
10	Oct 27 And Oct 29	*Acquired Psychogenic & Related Nonorganic Speech Disorders *Exam II, 10/29	Read: Ch. 13 & 14, Duffy
11	Nov 3 and Nov 5	*Differential Diagnosis *Managing Motor Speech Disorders: General Considerations *Managing the Dysarthrias	Read: Ch. 14 & 15 Duffy In-class small group activities
12	Nov 10 and Nov 12	*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 17 and Nov 19	*Continued, lecture *Small Group Presentations [n=38 students] Groups #1, #2, #3	11/21 – Groups #1, #2, #3
14	Nov 24 And Nov 26	*Small Group Presentations, continued *11/27, Thanksgiving (holiday)	11/26 – Groups #4, #5, #6
15	Dec 1 And Dec 3	*Small Group Presentation(s), as needed vs. lecture *Additional content, as needed *Review for final	11/30 – Groups #7, #8
16	Week of Dec. 8	*Final, Examination III, cumulative Date/time, per university schedule	Day/time: <i>Per posted university schedule</i>

Additional Information

Hornet Honor Code

<https://www.csus.edu/student-affairs/internal/documents/hornet-honor-code.pdf>

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.

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://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.

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.

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 SSWD and meet with a SSWD 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 Additional information can be found on the DAC website: <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

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/>

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: <https://www.csus.edu/student-life/health-counseling/counseling/>

Campus Confidential Advocate Email: weave@csus.edu

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

WEAVE 24/7 Hotline: 916-920-2952

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 Program: <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>

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.