

## College of Health and Human Services

Department of Communication Sciences and Disorders

Course Prefix, Section number, Title: CSD 350, Section 1217-9435-001,  
Communication Development in Children

Term/Year: Total Units of Course Credit: Fall 2022: 3 credits

Course Pre-requisite(s): None

Instruction Mode: Online, Asynchronous

### Instructor Contact Information

<p><b>Instructor</b> Kristan Culbertson</p> <p><b>Teaching Assistant (TA)</b> Mario Martinez</p>	<p><b>Office Location and Hours</b></p> <p><b>Instructor:</b> CHHS, Building #66, Room 238A Campus: Tuesday &amp; Wednesday 10-11 a.m.. Virtual: By appointment</p> <p><b>TA:</b> By appointment only. Please message him in the class if you want to set up an appointment.</p>
<p><b>E-mail*</b> <a href="mailto:Kristan.Culbertson@nau.edu">Kristan.Culbertson@nau.edu</a></p> <p>*See <i>Course Communication Policies</i> below</p>	<p><b>Phone*</b> Office: (928) 523-8619 Cell: (928) 550-0056</p> <p>*See <i>Course Communication Policies</i> below</p>

### Course Purpose

The purpose of SST 350 is to provide the student with foundational knowledge of normal childhood development of speech and language, including the relationship of perceptual, cognitive, social-emotional, motor, and communicative factors with an emphasis on language and articulatory systems as well as articulation and language acquisition.

This course is required for the for the CSD Bachelor of Science degree or the SLPA Certificate program. It may also be used as a leveling class for NAU graduate students.

### Student Learning Outcomes

Upon completion of this course the student will:

Describe prominent theories of language acquisition.

Describe varieties of learning and interaction styles across individuals, age groups and cultures.

Interpret normal development of motor, cognitive, social-emotional, and communicative development from birth through adolescence.

Identify the major components of language.

Interpret basic morphological and syntactic analysis.

### Assignments/Assessments of Course Student Learning Outcomes

Prerequisite knowledge needed to be successful in this course: None. This course will benefit you in subsequent courses that require basic knowledge of children's speech and language development.

#### MODULE 1: Introduction to Speech, Language, Hearing and Communication

Read Chapter 1 of your e-textbook

Engage in active learning by viewing the embedded videos, doing the Check Your Understanding quizzes, Application Activity, and end of the chapter quiz.

Ungraded Discussion

Module quiz

#### MODULE 2: Building Blocks of Language

Read Chapter 2 of your e-textbook

Engage in active learning by viewing the embedded videos, doing the Check Your Understanding quizzes, Application Activity, and end of the chapter quiz.

Module quiz

Morpheme Analysis quiz

View Morpheme Analysis PowerPoint

Part 1 of MLU Project

#### MODULE 3: Neuroanatomy & Neurophysiology of Language

Read Chapter 3 of your e-textbook

Engage in active learning by viewing the embedded videos, doing the Check Your Understanding quizzes, Application Activity, and end of the chapter quiz.

\*\*\* There is no quiz or other graded events for this module. Content from this module will not be on the midterm exam. Suggestion, you might like to take time on this module throughout the course when you have extra time.

You can go ahead and get started on reading Chapter 4 content if you'd like...or not.

#### MODULE 4: Science & Theory of Language Development

Read Chapter 4 of your e-textbook

Engage in active learning by viewing the embedded videos, doing the Check Your Understanding quizzes, Application Activity, and end of the chapter quiz.

Ungraded Discussion

Module quiz

#### MIDTERM EXAM: Covers Modules 1-4 Content

#### MODULE 5: Infant

Read Chapter 5 of your e-textbook

Engage in active learning by viewing the embedded videos, doing the Check Your Understanding quizzes, Application Activity, and end of the chapter quiz.

Module quiz

## MODULE 6: Toddler

Read Chapter 6 of your e-textbook

Engage in active learning by viewing the embedded videos, doing the Check Your Understanding quizzes, Application Activity, and end of the chapter quiz.

Module quiz

## MODULE 7: Preschool

Read Chapter 7 of your e-textbook

Engage in active learning by viewing the embedded videos, doing the Check Your Understanding quizzes, Application Activity, and end of the chapter quiz.

Module quiz

Morpheme Analysis quiz

View Morpheme Analysis Powerpoint

Part 2 of MLU Project

## MODULE 8: School Years & Beyond

Read Chapter 8 of your e-textbook

Engage in active learning by viewing the embedded videos, doing the Check Your Understanding quizzes, Application Activity, and end of the chapter quiz.

Module quiz

FINAL EXAM: Covers Modules 5-8 Content

## TECHNOLOGY

Depending upon the technology needed for your e-textbook, I recommend you look for the preferred browser. Using the preferred browser can make all the difference in accessing videos, etc

Be sure to contact the [NAU Student Technology Center](#) with help on accessing BB Learn and/or computer difficulties. They can proxy into your computer, if they allow them to, and can help with most issues.

The instructor's role is to provide the content necessary, not instruct you on how to use the technology required. Due to computer, connectivity, etc. I am not able to assist with computer specific issues. I would recommend that you clear your cache/cookies after each computer/browser use. This can make all the difference in accessing a video, chart, etc. Be sure to check for browser specifics in programs you are using. For example, Master Clinician reports their network is not supported by Internet Explorer, or old versions of Safari or Firefox.

## Quizzes & Exams, Discussions, MLU Project

Exams are open book, multiple choice, with three attempts to take them and the highest score of your attempts being the score you receive. They are timed with a limit of 150 minutes each attempt.

Quizzes: Each module with the exception of Module 3 has a graded quiz covering the module's content. They are open book, multiple choice, with three attempts to take them and your highest score is the recorded grade. They are timed with 75 minutes for each attempt.

There are two additional Module quizzes: Morpheme Analysis and DSS Categories quizzes in Modules 2 & 7. You have unlimited attempts possible and the highest score of your attempts is the recorded grade for these quizzes only. These are not timed.

Discussions for Module 1 & 4 will be open the first day of class and will remain open until the last of the semester. These are ungraded and provided as a learning opportunity.

Your MLU Project has 2 Parts with 2 different due dates. Each part scaffolds to the next part. Part 1 starts in Module 2, Part 2 in Module 7. Information regarding the MLU Project can be found in Module 2, Module 7.

What time of day do quizzes, exams, MLU project and discussions open and close?

All grading events open at 12:30 a.m. corresponding to the module, exam schedule, etc. They close at 11:59 p.m., Phoenix, AZ. time on the due date.

## Grading System

The points possible for this class are as follows:

**Exams:** Exams are open book, multiple choice, with three attempts to take them and the highest score of your attempts being the score you receive. They are timed with a limit of 150 minutes each attempt. The midterm exam and final exam are worth 100 points each, a total of 200 points possible.

**Quizzes:** Each module with the exception of Module 3 has a graded quiz covering the module's content. You will see them when corresponding the Module opens. When they close they are no longer viewable. They are open book, multiple choice, with three attempts to take them and your highest score is the recorded grade. They are timed with 75 minutes for each attempt. Each quiz is worth 20 points each, a total of 140 points possible.

There are two additional Module quizzes: Morpheme Analysis quizzes in Modules 2 & 7. You have unlimited attempts possible and the highest score of your attempts is the recorded grade for these quizzes only. These quizzes are worth 50 points each, a total of 100 points possible.

**Discussions:** Modules 1 & 4 are ungraded

**MLU Project:** Part 1=100 points, Part 2=100 points, a total of 200 points.

**GRADE POINT SCALE:** The grade point scale is based on 640 possible points.

Assignment of letter grades is based upon the percentage of the total points a student earns, as follows:

A = 89.5% to 100%

B = 79.5% to 89.4%

C = 69.5% to 79.4%

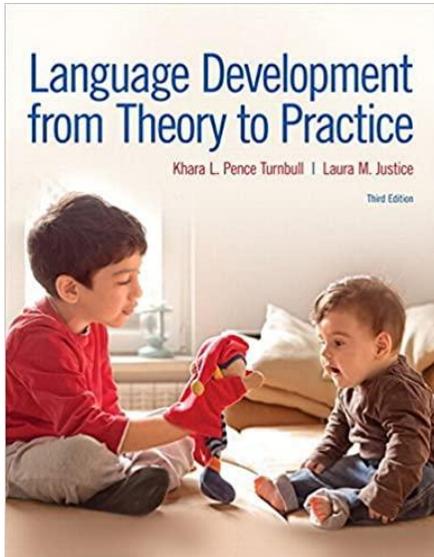
D = 59.5% to 69.4%

F = <59.4%

The NAU Academic Grading Policy can be found at

<https://www5.nau.edu/policies/Client/Details/67>

## Required Materials:



## Required e-Textbook:

Pence Turnbull, K. L. & Justice, L. M. (2017). Language development from theory to practice, enhanced Pearson eText (3rd ed.). Pearson Plus. Available from <https://www.pearson.com/store/en-us/pearsonplus/p/>

\*\*\*You will need the Pearson Plus (Pearson +) **eTextbook** . Do not get a paper only format or PDF only format sold by VitalSource\*\*\*

The Pearson + ISBN: 9780134170671.

There are a couple of options for you. You can buy the e-book for a lifetime, or you can purchase a short-term subscription. There is also an option to buy a printed supplement as well. See the Pearson website for that information. It's fairly inexpensive.

Instructions to gain access to book from Pearson.

Sign up is easy — your students will gain instant access to your text by following these simple steps. Copy & paste them into your syllabus and include your title and ISBN.

- Visit the new [PearsonPlus.com](https://www.pearsonplus.com) store.
- Search for the title Language Development From Theory to Practice with ISBN 9780134170671.
- Select the subscription plan that works best for you. (There is a 120 day and 4 month subscription).

You can also buy from the NAU bookstore. You'll see two options. Choose one only.

## Tentative Schedule

8/29-9/4	
Getting Started	Read: Syllabus Ask: Message me in the class, text or call me if you have any questions.

**Take Time:** Look at the Course layout and read Announcements already posted.  
\*\*\*I've opened Module 1 quiz if you want to get a start on this before the opening date of Module 1 (9/5).

**9/5-9/12**

Module 1  
Introduction to Speech, Language, Hearing and Communication

**Read:** Chapter 1 of your e-textbook  
**Engage in active learning in your e-Book:** View the embedded videos, do the Check Your Understanding quizzes, Application Activity, and end of the chapter quiz. These are not graded, they are for your learning only.  
**Do:** Graded Module quiz. **Due by 9/12, 11:59 p.m. Phoenix, AZ. time.**  
**Do:** Ungraded Discussion. Open all semester

**9/13-10/3**

Module 2  
Building Blocks of Language  
Module

**Read:** Chapter 2 of your e-textbook  
**Engage in active learning in your e-Book:** View the embedded videos, do the Check Your Understanding quizzes, Application Activity, and end of the chapter quiz. These are not graded, they are for your learning only.  
**Do:** Graded Module quiz. **Due by 10/3, 11:59 p.m. Phoenix, AZ. time.**  
**Do:** Graded Morpheme Analysis quiz. **Due by 10/3, 11:59 p.m. Phoenix, AZ. time.**  
**View:** Morpheme Analysis PowerPoint  
  
**MLU PROJECT-PART 1**  
**View:** Rug Rats video found in Module 2 if you are using a Rug Rats child for your project.  
**Do:** Language sample for Part 1. Look in the Module for Instructions. **Due by 10/3, 11:59 p.m. Phoenix, AZ. time.** \*\*\*Get started by 9/13 to get feedback in time so you earn these points\*\*\*  
  
\*\*\*This module is a little longer than usual so you have time to do your MLU project, Part 1.

**10/4-10/10**

Module 3  
Neuroanatomy & Neurophysiology of Language

**Read:** Chapter 3 of your e-textbook  
**Engage in active learning in your e-Book:** View the embedded videos, do the Check Your Understanding quizzes, Application Activity, and end of the chapter quiz. These are not graded, they are for your learning only.  
  
\*\*\* There is no quiz or other graded events for this module. Content from this module will not be on the

midterm exam. Suggestion, you might like to take time on this module throughout the course when you have extra time. You can go ahead and get started on reading Chapter 4 content if you'd like...or not.

**10/11-10/17**

Module 4  
Science & Theory of Language Development

**Read:** Chapter 4 of your e-textbook  
**Engage in active learning in your e-Book:** View the embedded videos, do the Check Your Understanding quizzes, Application Activity, and end of the chapter quiz. These are not graded, they are for your learning only.  
**Do:** Graded Module quiz. **Due by 10/17, 11:59 p.m. Phoenix, AZ. time.**  
**Do:** Ungraded Discussion. Open all semester

Midterm

**Do: Midterm Exam, Covers Modules 1,2,4. Open 10/20 and closes 10/23, 11:59 p.m. Phoenix, AZ. time.** Exams are open book, multiple choice, with three attempts to take them and the highest score of your attempts being the score you receive. They are timed with a limit of 150 minutes each attempt.

**10/24-10/31**

Module 5  
Infant

**Read:** Chapter 5 of your e-textbook  
**Engage in active learning in your e-Book:** View the embedded videos, do the Check Your Understanding quizzes, Application Activity, and end of the chapter quiz. These are not graded, they are for your learning only.  
**Do:** Graded Module quiz. **Due by 10/31, 11:59 p.m. Phoenix, AZ. time.**

**11/1-11/7**

Module 6  
Toddler

**Read:** Chapter 6 of your e-textbook  
**Engage in active learning in your e-Book:** View the embedded videos, do the Check Your Understanding quizzes, Application Activity, and end of the chapter quiz. These are not graded, they are for your learning only.  
**Do:** Graded Module quiz. **Due by 11/7, 11:59 p.m. Phoenix, AZ. time.**

**11/8-11/28**

Module 7  
Preschool

**Read:** Chapter 7 of your e-textbook  
**Engage in active learning in your e-Book:** View the embedded videos, do the Check Your Understanding quizzes, Application Activity, and end of the chapter quiz. These are not graded, they are for your learning only.

	<p>Do: Graded Module quiz. Due by 11/28, 11:59 p.m. Phoenix, AZ. time.</p> <p>Do: Graded Morpheme Analysis quiz. Due by 11/28, 11:59 p.m. Phoenix, AZ. time.</p> <p><b>MLU PROJECT-PART 2</b></p> <p>Do: Morpheme analysis using the language sample you created from Module 2. Look in the Module for Instructions. Due by 11/28, 11:59 p.m. Phoenix, AZ. time</p> <p>Revisit: Morpheme Analysis PowerPoint</p> <p>***Get started by 11/8 to get feedback in time so you earn these points***</p>
<p><b>11/29-12/5</b> <b>12/7-12/11 Study for Final Exam</b></p>	
<p>Module 8 School Years &amp; Beyond</p>	<p>Read: Chapter 8 of your e-textbook</p> <p>Engage in active learning in your e-Book: View the embedded videos, do the Check Your Understanding quizzes, Application Activity, and end of the chapter quiz. These are not graded, they are for your learning only.</p> <p>Do: Graded Module quiz. Due by 12/5, 11:59 p.m. Phoenix, AZ. time.</p>
<p><b>12/12-2/16</b></p>	
<p>Final Exam</p>	<p>Do: Final Exam, Covers Modules 5-8. The final exam opens 12/12 and closes 12/16, 11:59 p.m. Phoenix, AZ. time. Exams are open book, multiple choice, with three attempts to take them and the highest score of your attempts being the score you receive. They are timed with a limit of 150 minutes each attempt.</p>

TIPS for Succeeding in the Course:

- READ AND RE-READ THE SYLLABUS. The syllabus contains the expectations for this course. It is time well spent to read, understand, and ask me questions if you don't understand an expectation.
- It is expected that for every credit hour of a course, you spend at least 3 hours on the course each week, e.g. a 3 credit course=9 hours/week. This expectation comes from the Arizona State Board of Regents (ABoR). In the summer, this translates to about 1 day equaling 1 week of a regular semester.
- Do not wait until the due date and/or hours before doing your MLU project parts, quizzes, exams, etc.. You run the risk of losing points.
- Consult the Student Tech Center if you're having technical trouble. Information can be found in the "Start Here" link on your Course Navigation Menu.

- Please feel free to contact the instructor if you have any questions. That's why I'm here! I'm happy to help with questions, concerns, etc. about the course or content.
- Demonstrate professional conduct. This includes posting well thought out comments and questions as well as respectfully responding to other classmates. Mutually respectful dialogue and professional written and verbal communication should be used throughout the course. For example, use complete sentences in all communication, proof written messages (e-mails and discussion posts) for spelling and grammatical errors before submitting.
- I understand life happens. I've been there too. I thought I would add this so each of you knows that I totally support you in whatever decisions you make in earning your grade for this class. If a situation comes up that is making it difficult to complete work in the class, please contact me so we can discuss options. I don't give grades, you earn your grade.
- My hope for you is that you will find this course intellectually aerobic as well as having some fun with online learning. You might consider asking yourself this important question as you spend long hours preparing in this course, "If I had a stroke and needed an SLP/SLPA, would I want someone like me for a therapist?" At the 300-400 level of coursework, it's time to start thinking and acting like a professional in the field. I look forward to helping you with this transition in a positive and supportive way if needed. It is your responsibility to let me know if you need additional support. This is in line with your future SLP-SLPA relationship, too, so we can practice here!

## Course Communication Policies

- There are variety of ways we can communicate in this course. You will receive Announcements regularly and will occasionally receive a "No-Reply" Announcement in your NAU email. Please do not respond to those emails and instead contact me through your Blackboard course messages or by phone. Use the course messages system in the BB Learn course to ask questions, give comments or concerns regarding all course related content issues. I look forward to our communication in the class and I encourage you to reach out to me when needed. That's why I'm here!
- I have provided my cell phone number so that you can call or text me if needed. If you choose this option, I prefer text messages for most issues, e.g. missing a deadline, quiz, or virtual video conference appointment.
- Questions regarding an assignment can be addressed in a course message to me or by making an appointment for us to meet either by phone, video conference, or in person.
- If calling or texting me, please be sure to give your name, which course you are in, and a brief description of what you have questions about so I can better be prepared to answer them.

## Course Policies

Students are expected to:

1. Attend class via the internet at least 3-4 times weekly. During this time, you should check course announcements, e-mail, calendar, discussions, assignments, and other tools used in the course. Simply reading the book does not equal being an active class participant! For a three-credit course, you are expected to spend at least 9 hours a week on the course.
2. Participate fully in class assignments and discussions.
3. Late quizzes/midterm exam: Late quizzes and/or the midterm exam may be taken late with a penalty. You can earn up to 70% of the possible points.

4. Late submissions for the MLU Project, Part 1 & 2 will be accepted, however you will lose a letter grade for each day the work is late. No exceptions.
5. All course work is due by the end of the term.
6. Students are responsible for regular online communication and submission of assignments according to scheduled deadlines.
7. Review the course syllabus, assignment guidelines, and due dates before asking questions that have already been explained in the course materials.
8. Submit original work. Plagiarism of copy-written materials and/or other individual's work will not be tolerated. Review NAU's policies regarding academic dishonesty. Plagiarism and cheating are serious offenses at the university/college level.
9. Demonstrate professional conduct. This includes posting well thought out comments and questions as well as respectfully responding to other classmates. Mutually respectful dialogue and professional written and verbal communication should be used throughout the course. For example, use complete sentences in all communication, proof written messages (e-mails and discussion posts) for spelling and grammatical errors before submitting.

## University Policies:

### COVID Policies/Procedures:

To allow flexibility to pivot as the path of this virus continues to evolve, please refer to the *Jacks Are Back* webpage: <https://nau.edu/jacks-are-back/>. Any necessary information and updates will be posted there throughout this academic year. Please be sure to visit and read through this information at the start of the semester and discuss with your instructor as necessary.

### ACADEMIC INTEGRITY

NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU's online academic integrity workshop available in the E-Learning Center and should review the full *Academic Integrity* policy available at <https://policy.nau.edu/policy/policy.aspx?num=100601>.

### COPYRIGHT INFRINGEMENT

All lectures and course materials, including but not limited to exams, quizzes, study outlines, and similar materials are protected by copyright. These materials may not be shared, uploaded, distributed, reproduced, or publicly displayed without the express written permission of NAU. Sharing materials on websites such as Course Hero, Chegg, or related websites is considered copyright infringement subject to United States Copyright Law and a violation of NAU Student Code of Conduct. For additional information on ABOR policies relating to course materials, please refer to ABOR Policy 6-908 A(2)(5).

### COURSE TIME COMMITMENT

Pursuant to Arizona Board of Regents guidance (ABOR Policy 2-224, *Academic Credit*), each unit of credit requires a minimum of 45 hours of work by students, including but not limited to, class time, preparation, homework, and

studying. For example, for a 3-credit course a student should expect to work at least 8.5 hours each week in a 16-week session and a minimum of 33 hours per week for a 3-credit course in a 4-week session.

## DISRUPTIVE BEHAVIOR

Membership in NAU's academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not interfere with normal class activities or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of "W". For additional information, see NAU's *Disruptive Behavior in an Instructional Setting* policy at <https://nau.edu/university-policy-library/disruptive-behavior>.

## NONDISCRIMINATION AND ANTI-HARASSMENT

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, veteran status and genetic information. Certain consensual amorous or sexual relationships between faculty and students are also prohibited as set forth in the *Consensual Romantic and Sexual Relationships* policy. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU's *Nondiscrimination and Anti-Harassment* policy. EAO also assists with religious accommodations. For additional information about nondiscrimination or anti-harassment or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at [equityandaccess@nau.edu](mailto:equityandaccess@nau.edu), or visit the EAO website at <https://nau.edu/equity-and-access>.

## TITLE IX

Title IX of the Education Amendments of 1972, as amended, protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. In accordance with Title IX, Northern Arizona University prohibits discrimination based on sex or gender in all its programs or activities. Sex discrimination includes sexual harassment, sexual assault, relationship violence, and stalking. NAU does not discriminate on the basis of sex in the education programs or activities that it operates, including in admission and employment. NAU is committed to providing an environment free from discrimination based on sex or gender and provides a number of supportive measures that assist students, faculty, and staff.

One may direct inquiries concerning the application of Title IX to either or both the Title IX Coordinator or the U.S. Department of Education, Assistant Secretary, Office of Civil Rights. You may contact the Title IX Coordinator in the Office for the Resolution of Sexual Misconduct by phone at 928-523-5434, by fax at 928-523-0640, or by email at [titleix@nau.edu](mailto:titleix@nau.edu). In furtherance of its Title IX obligations, NAU promptly will investigate or equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. The Office for the Resolution of Sexual Misconduct (ORSM): Title IX Institutional Compliance, Prevention & Response addresses matters that fall under the university's Sexual Misconduct policy. Additional important information and related resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <https://in.nau.edu/title-ix>.

## ACCESSIBILITY

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-8747 (fax), or [dr@nau.edu](mailto:dr@nau.edu) (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources. The Director

of Disability Resources, Jamie Axelrod, serves as NAU's Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at [jamie.axelrod@nau.edu](mailto:jamie.axelrod@nau.edu).

## RESPONSIBLE CONDUCT OF RESEARCH

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

## MISCONDUCT IN RESEARCH

As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University's Research Integrity Officer, Dr. David Faguy, who can be reached at [david.faguy@nau.edu](mailto:david.faguy@nau.edu) or 928-523-6117. More information about misconduct in research is available at <https://nau.edu/university-policy-library/misconduct-in-research>.

## SENSITIVE COURSE MATERIALS

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

## Syllabus Policy Statements

<https://nau.edu/university-policy-library/wp-content/uploads/sites/26/Syllabus-Policy-Statements.docx>

## ASHA AND STATE COMPETENCIES

ASHA has standards of competence for speech-language pathologists (SLPs) and suggested guidelines for speech language pathology assistants (SLPAs). Review the [American Speech Language-Hearing Association](#) (ASHA) web page to become familiar with these competencies. This course was designed to equip you (an SLP or SLPA) with a component of these competencies.

The state of Arizona requires certain competencies and coursework for speech professionals and paraprofessionals beyond this course. For additional information regarding Arizona SLPA licensure contact the [Arizona Department of Health Services- Special Licensing Division](#). If you are obtaining SLPA licensure in Arizona or another state, it is your responsibility to know what your state requires for licensure. NAU's SLPA Certificate program may or may not meet your state's requirements. [Be sure to see our SLPA Certificate Program website for information on this.](#)