

College of Health and Human Services

Department of Communication Sciences and Disorders

Course Prefix, Section number, Title: CSD 455C, Section 1227-2496-002, Capstone in CSD

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

Course Pre-requisite(s)\*: CSD 202, 251, 350, 375, 376, 405

Instruction Mode: Online, Asynchronous

Instructor Contact Information

<p><b>Instructor</b> Kristan Culbertson</p>	<p><b>Office Location and Hours</b> Campus Office: Building # 66, room 238A Campus Office Hours: Tuesday &amp; Wednesday 10-11 a.m. Virtual Office Hours: By Appointment with at least 48 hours advanced notice</p>
<p><b>E-mail*</b> <a href="mailto:Kristan.Culbertson@nau.edu">Kristan.Culbertson@nau.edu</a>  *See <i>Course Communication Policies</i> below</p>	<p><b>Phone*</b> Office: (928) 523-8619 Cell: (928) 550-0056  *See <i>Course Communication Policies</i> below</p>

\*Course Prerequisites

Prerequisites enable progressive development of knowledge and skills in a sequence necessary to ensure competence for professional practice. Students must have successfully completed the prerequisite courses in a prior semester. Students are responsible for ensuring they have met all of the prerequisites. If unsure, students should contact their academic advisor. The course instructor will administratively withdraw students who have not met the course prerequisites and may do so any time.

## Course Purpose

CSD 455C is the "Capstone" course in the Communication Sciences and Disorders BS program. As such, it is intended to be a culminating experience for students completing their studies in the field. The capstone course is intended to integrate the BS-CSD curriculum and to provide the student a forum in which to demonstrate mastery of learning across the curriculum and a forecast of advancement.

This course reviews normal aspects of speech and language as well as problems commonly evaluated and treated by practicing clinicians.

The following Liberal Studies Essential skills (LSES) are integrated into the culminating experience: "Critical Thinking" is addressed through course activities related to course learning outcomes 3-5 listed below. "Effective Oral Communication" is addressed through oral presentations given to demonstrate students' understanding of speech and language development and disorders.

CSD 455C integrates the Liberal Studies Science Distribution Block (DB) into the culminating experience by examining, reviewing and reinforcing all the CSD Specialization courses' scientific material. *It integrates theories, concepts and taxonomies central to the scientific discipline* of human communication. *The application of scientific knowledge and technologies to problem solving* is also addressed through this culminating experience.

This course is required for the for the CSD Bachelor of Science degree.

## Course Learning Outcomes

Upon completion of this course the student will:

1. Demonstrate a clear and basic understanding of speech and language development.
2. Recognize the etiologies of various speech/language related disorders.
3. Define the role of the speech-language pathologist when working with a variety of populations
4. Employ ethical reasoning skills to interpret case studies that are violations of the Code of Ethics.
5. Describe the impact communication disorders have on an individual, caregivers, and society.

## Assignments/Assessments of Course Student Learning Outcomes

The above learning objectives will be met with students achieving a 70% or greater rating on each of the following:

### 1. Blackboard Collaborate Ultra Presentation/Individual: 100 points (meets Learning Objective 1)

Each student will prepare an oral presentation including audio or video recording using Blackboard Collaborate Ultra Ultra (found in the main course menu to the left). Students will select from a series of topics related to speech and language developmental milestones from which to report. Full details about this assignment are presented in Module 1 (Objective 1) in the Course Content area.

### 2. Characteristics and Etiologies Assignment and Test: 100 points (meets Learning Objective 2)

A. To meet this objective you, along with your assigned group (you will be assigned a group approximately the 3<sup>rd</sup> week of the semester), will use the Blackboard Collaborate Ultra tool to present on your chosen topic. A list of topics is available in the module. Group topic choices will be due on the date specified on your calendar and in the syllabus where all due dates are listed. You will present a PowerPoint in Blackboard Collaborate Ultra Ultra pertaining to causes and characteristics of a speech, language, or hearing disorder or difference (e.g. accents/dialects). This information will be modified and used in your final group project at the end of the course. Full details about this assignment are presented in Module 2 (Objective 2) in the Course Content area.

**B. Characteristics and Etiologies Test (50 points)** You will take a test based on expert recorded lectures in Module 2. Listen to lectures and take notes. You will have 2 opportunities to take the test and the highest score will be the one that is recorded.

**3. Reflection on Video Interview and Test: 100 points** (meets Learning Objective 3)

**A.** For this objective, you will watch several video interviews conducted with SLPs who work in a variety of settings and submit a 1 page reflection essay on the videos you watched. Full details about this assignment are presented in Module 3 (Objective 3) in the Course Content area.

**B.** Roles of the SLP/Audiologist Test (50 points) You will take a test based on expert recorded lectures in module 3. Listen to lectures and take notes. You will have 2 opportunities to take the test and the highest score will be the one that is recorded.

**4. Ethics Assignment: 100 points** (meets Learning Objective 4)

To meet this objective, you will learn about ethics in speech-language pathology through several readings and PowerPoints provided as well as research conducted on your own. You will then evaluate case studies considering the American Speech Language Hearing Association (ASHA) Code of Ethics. Full details about this assignment are presented in Module 4 (Objective 4) in the Course Content area.

**5. Impact of Communication Disorders on Patients, Caregivers, and Society: 300 points** (meets Learning Objective 5)

To meet this objective, you will join with your assigned group again to incorporate your characteristics and etiologies presentation with impact on individuals, caregivers, and/or society unique to your communication disorder or difference. For example, what impact may stuttering have on an individual and his/her social life or what impact does a swallowing disorder have on a patient with dementia? What do language and literacy deficits mean for society? This will require research on your end. You will present a PowerPoint slide (similar to a poster from a poster session) in Blackboard Collaborate Ultra, again, including information from your previous presentation with the addition of the impact portion. Full details about this assignment are presented in Module 5 (Objective 5) in the Course Content area.

## Grading System

Total Points Possible = 800

A = 90-100%

C = 70-79%

B = 80-89%

D = 60-69%

F = Below 60%

**\*\*\*Mitigating Participation Factor: Students who fail to perform their assigned tasks in group activities can earn no higher than a "C" for the COURSE FINAL GRADE.**

The NAU Academic Grading Policy can be found at

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

**FINAL GRADE COMPUTATION** (HINT: Keep track of due dates listed):

**Objective 1** : Blackboard Collaborate Ultra Presentation/Individual: (100 pts) DUE 9/20 11:59 p.m.

## **Objective 2** : Characteristics/Etiologies

Part A- Group presentation (100 pts) DUE 10/25 at 11:59 p.m.

\*\*\*Instructor will assign groups:

Designated Group Leader (chosen and agreed upon by group members) DUE 9/16

Topic Choice and roles DUE 9/19 at 11:59 p.m.- group leader messages instructor, Mrs. C, topic choice and group member roles DUE 9/20.

Part B- Test (50 pts) OPENS 10/13 12:30 a.m. and CLOSES 10/16 at 11:59 p.m.

## **Objective 3** : Roles and Responsibilities

Part A- Video Reflection (100 pts) DUE 11/8 at 11:59 p.m.

Part B- Test (50 pts) OPENS 11/10 12:30 a.m. and CLOSES 11/13 at 11:59 p.m.

**Objective 4** : Ethics Assignment – (100 pts) DUE 11/22 11:59 p.m.

**Objective 5** : Impact Presentation – (300 pts) RECORDINGS and PowerPoint submission DUE 12/15 at 11:59pm

## **COURSE STRUCTURE/APPROACH:**

The class will consist of individual and group presentations, assignments, and tests. The activities in this course have been designed to allow students the opportunity to reflect on previous learning, question and critically evaluate their knowledge, apply ethical constructs to course related content, reflect on the experiences of others in the field, and explore the impact of communication disorders. The series of assignments and activities are designed to enable students to meet and demonstrate their knowledge of the information encompassed in the course's learning objectives.

\*Students are responsible for reading all directions for graded assignments and presentations. In the event a student feels the directions for a graded assignment are unclear, notify the instructor for clarification prior to submission of and due date for the graded activity.\*

## **Readings and Required Materials:**

Students are required to purchase or have access to an external microphone for voice recording, as well as the following software: Microsoft PowerPoint, and a word processing program such as Microsoft Word. All NAU students are provided with access to Microsoft PowerPoint and Word for free through Office 365 Education.

Information about accessing these services is provided on the following website:

<https://in.nau.edu/its/software-students/>

There is not a required textbook for this class. However, access to previously purchased CSD course textbooks will be beneficial to students.

## **Technology**

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 you allow them to, and can help with most issues.

## Tentative Schedule

The syllabus is the ultimate source for due dates. I reserve the right to change the number, nature, and value of assignments, presentations, and tests based on class needs. Students will be notified in advance of any changes to assignments.

Topics	Assignments & Deadlines
<b>8/29-9/4</b>	
Getting Started	<p><b>Read:</b> Syllabus</p> <p><b>Do:</b> Put due dates in your personal calendar</p> <p><b>Ask:</b> Message me in the class, text or call me if you have any questions.</p> <p><b>Take Time:</b> Look at the Course layout and Announcements already posted.</p>
<b>9/5-9/20</b>	
<p>Module 1: Speech, Language, and Hearing Development</p> <p>***Pre-Planning Activities for Module 2</p>	<p><b>Do: Objective 1- Blackboard Collaborate Ultra Presentation/Individual:</b> Each student will prepare an oral presentation including audio or video recording using Blackboard Collaborate Ultra (found in the main course menu to the left). Students will select from a series of topics related to speech and language developmental milestones from which to report. Full details about this assignment are presented in Module 1 (Objective 1) in the Course Content area. <b>DUE 9/20, 11:59 p.m.</b></p> <p><b>Pre-Plan for Objective 2 Assignment:</b> The Instructor will assign groups around the 3<sup>rd</sup> week of class. You'll receive an Announcement when those groups are created.</p> <p><b>Choose:</b> Designate a Group Leader for your group (chosen and agreed upon by group members) <b>DUE 9/16</b></p> <p><b>Choose:</b> Topic Choice AND your group's roles. <b>Due 9/19</b></p> <p><b>Do:</b> Group leader messages the instructor with your group's topic choice and group member roles. <b>DUE 9/20 at 11:59 p.m.</b></p>
<b>9/21-10/25 (***)Test 10/13-10/16)</b>	
Module 2: Characteristics and Etiologies of Communication Disorders	<p><b>Do: Objective 2- and Etiologies Assignment:</b> To meet this objective you, along with your assigned group, will use the Blackboard Collaborate Ultra tool to present on your chosen topic. A list of topics is available at the bottom of module 2. You will present a PowerPoint in Blackboard Collaborate Ultra pertaining to causes and characteristics of a speech, language, or hearing</p>

Topics	Assignments & Deadlines
	<p>disorder or difference (e.g. accents/dialects). This information will be modified and used in your final group project at the end of the course. Full details about this assignment are presented in the Module 2 (Objective 2) folder in the Course Content area. <b>DUE 10/25 at 11:59 p.m.</b></p> <p><b>Do: Characteristics and Etiologies Test.</b> You will take a test based on expert recorded lectures in module 2. Listen to lectures and take notes. You will have 2 opportunities to take the test and the highest score will be the one that is recorded. <b>OPENS 10/13 12:30 a.m. and CLOSSES 10/16 at 11:59 p.m.</b></p>
<b>10/26-11/8 (***)Test 11/10-11/13)</b>	
Module 3: The Role of Speech-Language Pathologist and Audiologist	<p><b>Do: Objective 3-Reflection on Video Interview.</b> For this objective, you will watch several video interviews conducted with SLPs who work in a variety of settings and submit a 1 page reflection essay on the videos you watched. Full details about this assignment are presented in the Module 3 (Objective 3) folder in the Course Content t area. <b>DUE 11/8 at 11:59 p.m.</b></p> <p><b>Do: Roles of the SLP/Audiologist Test.</b> You will take a test based on expert recorded lectures in module 3. Listen to lectures and take notes. You will have 2 opportunities to take the test and the highest score will be the one that is recorded. <b>OPENS 11/10 12:30 a.m. and CLOSSES 11/13 at 11:59 p.m.</b></p>
<b>11/9-11/22</b>	
Module 4: Ethical Practice	<p><b>Do: Objective 4- Ethics Assignment:</b> To meet this objective, you will learn about ethics in speech-language pathology through several readings and PowerPoints provided as well as research conducted on your own. You will then evaluate case studies considering the American Speech Language Hearing Association (ASHA) Code of Ethics. Full details about this assignment are presented in the Module 4 (Objective 4) folder in the Course Content area. <b>DUE 11/22 at 11:59 p.m.</b></p>
<b>11/23-12/15</b>	
Module 5: Impact of Communication Disorders	<p><b>Do: Objective 5- Group Assignment on Impact of Communication Disorders on Patients, Caregivers, and Society:</b> To meet this objective you will join with your assigned group again to incorporate your</p>

Topics	Assignments & Deadlines
	characteristics and etiologies presentation with impact on individuals, caregivers, and/or society unique to your communication disorder or difference. For example, what impact may stuttering have on an individual and his/her social life or what impact does a swallowing disorder have on a patient with dementia? What do language and literacy deficits mean for society? This will require research on your end. You will present a PowerPoint slide (similar to a poster from a poster session) in Blackboard Collaborate Ultra, again, including information from your previous presentation with the addition of the impact portion. <b>DUE 12/15 at 11:59 p.m.</b>

### 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).
- Do not wait until the due date and/or hours before tests, assignments, etc. are due. You run the risk of not completing your assignment, test, etc.
- 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.
- 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 a 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. Complete assignments by the due date.
4. Students are responsible for regular online communication and submission of assignments according to scheduled deadlines.
5. Review the course syllabus, assignment guidelines, and due dates before asking questions that have already been explained in the course materials.
6. 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.
7. 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.

### GROUP PRESENTATIONS:

Each group member is responsible for doing an EQUAL share of work on presentations. If it is deemed that this has not been the case, I reserve the right to deduct points from that or those individuals who have not "pulled their weight."

### MAKEUP POLICY:

Late assignments, tests, or presentations may not be accepted and may result in a zero for that assignment, test, or presentation.

### EXTRA CREDIT POLICY:

There are no extra credit opportunities in this course.

### CALENDAR:

The syllabus is the ultimate resource for due dates. The course calendar is not used for various reasons. You are required to keep track of due dates with your own personal organizer. Now is a good time to get used to taking responsibility for due dates. In our profession, we have many due dates to keep track of!



## 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>

### STUDENT TECHNOLOGY CENTER:

Please contact the Student Technology Center (STC) at (928) 523-9294, (888) 520-7215, and/or ask-stc@nau.edu, immediately if you have a concern in which you feel technical difficulties have prevented you from completing an assignment, presentation, and/or test. This will allow them to offer you the most immediate support. As is always recommended for online courses, do not wait until the last minute to complete graded activities.

The Student Technology Center is open 24 hours and there to assist you. Please also note it is the recommendation of STC that students use Firefox or Google Chrome as their internet browser.

\*Students must contact STC within 24 hours of the event, to report an incident in which they feel a technical difficulty has negatively impacted submission of any graded activity\*

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. variances 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.

### 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 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

American Speech Language Hearing Association (ASHA) Standard IV: Outcomes for SST 455C

See: <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

		<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>455C Learner Outcomes</b>	<b>Assessment Method</b>	<b>ASHA: Principles of Sciences</b>	<b>ASHA: Knowledge of basic human processes</b>	<b>ASHA: Knowledge of Nature of speech, language, hearing and comm. disorders</b>	<b>ASHA: Prevention and assessment and intervention</b>	<b>ASHA: Ethical Conduct</b>
Demonstrate a clear and basic understanding of	Objective 1	X	X			

speech and language development.	Individual Presentation						
Recognize the etiologies/characteristics of various speech/language related disorders.	Objective 2 Group presentation and test	X		X			
Define the role of the speech-language pathologist, when working with a variety of populations.	Objective 3 Assignment video reflection and test		X	X	X	X	
Employ ethical reasoning skills to interpret case studies that are violations of the ASHA Code of Ethics.	Objective 4 Ethics assignment						X
Describe the impact communication disorders have on an individual, caregivers, and society.	Objective 5 Impact Group Presentation	X	X	X	X	X	