



# California State University, Sacramento

## Department of Communication Sciences and Disorders

We are mindful in acknowledging that the land we stand on today, was and continues to be occupied by the indigenous people of this area, the Maidu, Miwok, and Nisenan.

Recognizing their culture that is rich in spiritual ties to the land and water with which their traditions resonate. We are humbled and take this opportunity to thank the Indigenous people of this area.

### UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall, 2025	Course: CSAD 142 Topics in Autism Spectrum Disorders	Section: 02
Meeting Days: Tuesdays	Meeting Times: 12:00PM – 1:50PM	Location: Folsom Hall, Rm 1063
Instructor: Dr. Aishah Y. Patterson, CCC-SLP	Email: <a href="mailto:patterson@csus.edu">patterson@csus.edu</a>	Phone: 916-278-7341
Campus Office Location: Folsom Hall 2316	Office Hours Calendar: <a href="https://calendly.com/drpatricksoncsad/officehrs">https://calendly.com/drpatricksoncsad/officehrs</a> Tues 2:00pm-3:00pm • Wed 11:00am-12:00pm • Thurs 12:00pm-1:00pm (or by individual appointment - please email)	

### Catalog Course Description:

CSAD 142 Topics in Autism Spectrum Disorders 2 Units  
**Prerequisite(s):** [CSAD 112](#), [CSAD 125](#), [CSAD 148](#), [PSYC 2](#), [STAT 1](#), [CHDV 30](#), and [DEAF 51](#).

Term Typically Offered: Fall

Detailed look at characteristics of autism spectrum disorders (including Asperger's Syndrome, PDD-NOS and Autism). Issues related to diagnosis/assessment, early intervention, school-based intervention, functional therapeutic techniques and theories, and current "hot topics" in Autism (Theory of Mind, joint attention, biomedical issues, dietary restrictions, sensory regulation and intervention paradigms) will be a part of this course.

### Place of Course in Program:

CSAD 142 Topics in Autism Spectrum Disorders is typically taken in the Fall semester of year 4 of the B.S. degree program (senior year).

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
<b>Competence in the Disciplines:</b> The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.	Y
<b>Knowledge of Human Cultures and the Physical and Natural World:</b> Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.	Y
<b>Intellectual and Practical Skills, including:</b> Inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.	Y
<b>Personal and Social Responsibility, including:</b> Civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges.	Y
<b>Integrative Learning**</b> , including: Synthesis and advanced accomplishment across general and specialized studies.	Y

### Course Learning Outcomes:

#### UNDERGRADUATE

Mastery of each student-learning outcome listed below is indicated by a grade of C or better on each component of the corresponding measures listed in the table. Students are required to track their progress toward meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a C. The instructor will suggest strategies to help the student establish competence and knowledge in these areas.

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

#### CSAD 142 SPECIFIC STUDENT LEARNING OUTCOMES:

During the course of this semester, the student will:

1. Discuss the historical background of Autism Spectrum Disorders (ASD).
2. Provide the criteria used in the DSM-V to diagnose ASD.
3. List four warning signs of ASD in young children.
4. Discuss six characteristics of ASD.
5. List two differences between the DSM-IV and DSM-V criteria for ASD.
6. Discuss three areas of the brain that have been found to be different in individuals with ASD.
7. Explain three sensory systems that may be affected in individuals with ASD.

8. Provide one formal and one informal assessment instrument/procedure used by SLPs.
9. List the four steps of Perspective Taking (Winner, 2007).
10. Describe the components of the ILAUGH model of Social Cognition.
11. Discuss four treatment approaches used with individuals with ASD.
12. Devise treatment plans for four children with ASD.
13. Discuss three alternative behaviors that might be taught using a Positive Behavior Support Approach.
14. Develop a treatment plan to address two parental concerns regarding their child's behavior at home.

Course Learning Outcome	Components Indicating Competence	Grades Received
1, 2, 3, 4, 5, 6, 7	Exam 1, Assignments 1 and 2, Class Participation	
8, 9, 10, 11, 12, 13, 14	Exams 2, Assignment 3 and 4, Class Participation	

### Textbooks and Materials:

Readings and audio/video material, assigned or otherwise referred to during the course, will be made available to students via Canvas.

### Online Resources:

<http://canvas.csus.edu/>

This course is paired with Canvas, an online learning resource. Students are required to log onto <https://my.csus.edu/> (accessible from any computer with an internet connection and up-to-date web browser) **regularly** to access posted course materials, resources, announcements and grades. Virtual technical support is available through Information Resources & Technology (IRT) at: <https://www.csus.edu/information-resources-technology/get-support-consultation/>.

Remote Learning Resources for students, including laptop checkout, laptop discount program, drive-in Wi-Fi, and remote computer lab access, can be found at: <https://www.csus.edu/information-resources-technology/remote-learning/>.

### Course Requirements/Components:

Participation in this course will minimally require the completion of two (2) multiple-choice exams (worth 100 points each), four (4) assignments (worth 50 points each).

### Grading Policy:

There are 400 points available for the course. There is **no** extra credit anticipated for this course. An exception will be made in the event that a guest lecture or other learning experience **cannot** be scheduled during the regular class period. Under such circumstances, the extra credit opportunity (paired with an alternative, asynchronous option) will become available, with additional credit **not** exceeding 5 extra credit points total.

Students should secure a **Scantron 882-E** and **#2 pencil** for each exam. Please keep scantrons in good condition, otherwise the mechanical reader will be unable to score them (i.e., if previously wet, wrinkled, folded, tattered, etc.). Scantrons are available in the Hornet Bookstore or at The Store, inside of the Student Union.

Source	Points	Percentage of Grade
Midterm Exam	100	25%
Final Exam	100	25%
Assignments (4)	200	50%
<b>Total</b>	<b>400</b>	<b>100%</b>

Letter grades are assigned according to the following points:

Points	Percent	Letter
400 – 370	100 – 93%	A
369 – 358	92 – 90%	A-
357 – 346	89 – 87%	B+
345 – 330	86 – 83%	B
329 – 318	82 – 80%	B-
317 – 306	79 – 77%	C+
305 – 290	76 – 73%	C
289 – 278	72 – 70%	C-
277 – 266	69 – 67%	D+
265 – 250	66 – 63%	D
249 – 237	62 – 60%	D-
≤ 237	≤ 59%	F

### Course Policies/Procedures:

CSAD 142 (Section 02) meets on Tuesdays from 12:00pm – 1:50pm in Folsom Hall, Room 1063. This seminar course will consist of focused topic discussions, interactive small and large group activities, in- and out-of-class assignments, and invited speakers (to be arranged). Course lectures are **not** recorded.

If the faculty member is not available during the term, students will be contacted and advised how the course will proceed. This may include a change in instructor or modality.

## Office Hours:

Office hours are established weekly on Tuesdays (2:00pm-3:00pm), Wednesdays (11:00am-12:00pm), and Thursdays (12:00pm-1:00pm), beginning the first week of classes (8/25/25) and running until the last day of classes (12/5/25). On the rare occasion that regular office hours need to be cancelled or rescheduled, an announcement will be posted to Canvas. Students are requested to access the professor's [Calendly](#) calendar to schedule an office hours appointment. If students are unable to attend regularly scheduled office hours, they are welcome to email the professor to schedule a separate appointment time. If the student is unable to keep the scheduled appointment time, the student should cancel and/or reschedule the appointment.

Calendly Office Hours Calendar – Schedule w/Link: <https://calendly.com/drpatricksoncsad/officehrs>

Email: [patterson@csus.edu](mailto:patterson@csus.edu)

## Student Responsibilities:

- **Attendance:** Class attendance is necessary to do well in this course. Students are expected to arrive to class sessions on time and remain for the entire class period. Should events require an absence, it is the student's responsibility to connect with peers for missed lecture notes. Students should only attend the section of the course for which they are registered. The submission of assignments and exams should also correspond to the student's registered course section. **There are no points in this course earned for attendance.**
- **Professionalism:** Class participation during discussions and demonstrations should be conducted in a professional manner. At a minimum, students must maintain a level of respectful, courteous behavior expected of a professional in the field of speech-language pathology. Cell phone and electronic device use for non-academic purposes is not permitted during the class period.
- **Zoom Netiquette:** In the event of an online lecture or guest speaker presentation, students are invited to post questions during the lecture or presentation in the chat box. The chat box is intended to facilitate group understanding of content and address requests for clarification. **Students should refrain from using the chat box for side conversations that are disrespectful or distracting to the group.** Please keep microphones muted when not speaking to reduce background noise. Please see more about Videoconferencing Tips and Professionalism here:

<https://www.socialintents.com/blog/zoom-etiquette-15-zoom-meeting-rules-everyone-should-follow/>

- **Participation:** Class participation is necessary to do well in this course. Students are expected to actively participate in all small and large group discussions. Activities and discussions are designed to facilitate acquisition of course content. Students will practice diagnostic and therapeutic techniques, observe and analyze audio/video patient/client samples, and interact with guests (guest speaker schedules to be arranged).

## **Class Attendance and Participation Addendum Fall, 2025**

### **University Immigration-Related Accommodations**

In recognition of immigration-related events, fears, and/or family circumstances, it is recognized that there could be circumstances that impact the student's ability to attend classes and complete course requirements as per the course schedule. Under university guidance, the instructor of this course has adopted flexible course policies to maintain a welcoming space for all students, regardless of immigration status, national origin, and/or background.

In an effort to support the academic success of impacted students, various accommodations have been established to support the student with successfully meeting course requirements. Students may email the instructor with "Support Needed" in the subject line. There is no need to disclose additional information to request assistance. If unable to connect with the course instructor in-person or via email, the impacted student may send the request for support via a trusted peer.

### **Campus Immigration Resources and Supports**

[Immigration Resources](#)

[Dreamer Resource Center](#)

Dean of Students Office: 916-278-6602

[Counseling Services](#): 916-278-6461

### **Health & Safety Information:**

If students are sick, they should stay home and not attend class. Notify the instructor. Please self-diagnose if experiencing cold, flu, or COVID-like symptoms (e.g., fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache), or have had exposure to someone who has tested positive for COVID.

If students wish to confer privately with the professor about their vaccination, exposure, or positive test status, students should first affirm that they are voluntarily disclosing their medical information. Any information shared with the professor will be treated securely and only be used to follow established safety protocols.

Students entering, working or volunteering in the Maryjane Rees Language, Speech & Hearing Center will be required to adhere to safety requirements as the Center is designated as a health care setting. Please follow current mask procedures upon entry in the Center. Adhering to the Center's policies is a skill that students must develop and maintain.

## Student Health and Counseling Services:

Students' physical and mental health are important to their success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help students get and stay healthy during your time at Sacramento State. SHCS offers:

- Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations
- Urgent care for acute illness, injuries and urgent counseling needs
- Pharmacy for prescription and over-the-counter products
- Mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling
- Athletic training for sports injury rehabilitation
- Wellness services, including nutrition counseling, peer led health education and wellness workshops, and free safer sex supplies
- Violence and sexual assault support services
- **Most services are covered by the Health Services fee and available at no additional cost.**

## **Work Habits:**

• Professional work habits begin today. The penalty for late assignments is a 1-point deduction per day. Written assignments are supplied with a grading rubric. **It is the student's responsibility to double check their online submission of assignments. Uploads that are empty, the wrong document, or otherwise unretrievable/unviewable, will receive 0 points.**

• There are no planned make-up exams for this course. Legitimate, documented emergencies (e.g., medical emergency or family death) are acceptable exceptions. Exams must be made up within the time frame specified by the instructor. The student is responsible for arranging (with the instructor's approval of a date) a time to take the make-up exam.

The student is responsible for arranging (once provided with the instructor's approved make-up date) a time to take the make-up exam at the CSUS Testing Center. The Testing Center charges a \$6.00 fee to proctor make-up exams. For those students with the instructor's approval to schedule a make-up exam, additional information and online registration are available at the link below. **Students should not schedule a make-up exam with the Testing Center prior to receiving the instructor's approval.** All accommodated and make-up exams will be proctored by the CSUS Testing Center.

<https://www.csus.edu/student-affairs/centers-programs/testing-center/services.html#make-up-exams>

TENTATIVE Course Schedule/Outline:  
CSAD 142 Topics in Autism Spectrum Disorders (Section 02)

Date	Topic/Class Content	Readings	Assignments	Week
8/26/25 Tues	Introduction & Course Overview  Evidence-Based Practice and Autism Spectrum Disorders		Please Review Course Syllabus <i>(course policies and procedures, exam and assignment dates, and grading)</i>	Week 1
9/2/25 Tues	ASD Overview  Brain-Behavior Connections	Canvas Reading #1.1		Week 2
9/9/25 Tues	Practices in Early Intervention	Canvas Reading #1.2		Week 3
9/16/25 Tues	Symbolic Communication  Symptoms and Assessment	Canvas Reading #1.3	<b>Assignment #1 Due by Friday, 9/19/25 by 11:59pm via Canvas</b>	Week 4
9/23/25 Tues	Sensory Processing  Intervention	Canvas Reading #1.4		Week 5
9/30/25 Tues	Positive Behavior Supports  Play, Imagination and Friendships	Canvas Reading #1.5		Week 6
10/7/25 Tues	Social Thinking, Perspective Taking, ILAUGH model	Canvas Reading #1.6	<b>Assignment #2 Due by Friday, 10/10/25 by 11:59pm via Canvas</b>	Week 7
<b>10/14/25 Tues</b>	<b>Midterm Exam</b>	Multiple Choice <i>(Topics from 8/26 -10/7)</i>	<b>Scantron 882-E and #2 Pencil</b>	Week 8
10/21/25 Tues	AAC and Manual Signs PECS and Speech-Generating Devices	Canvas Reading #2.1		Week 9



10/28/25 Tues	Elementary Behavioral Intervention Strategies ( <i>Discrete Trial Instruction, Differential Reinforcement and Shaping</i> )	Canvas Reading #2.2		Week 10
11/4/25 Tues	Developmental, Individual-Difference Relationship-Based (DIR) Model	Canvas Reading #2.3	<b>Assignment #3 Due by Friday, 11/7/25 by 11:59pm via Canvas</b>	Week 11
11/11/25 Tues	Emotional Regulation Social Stories and Interactive Multimedia	Canvas Reading #2.4		Week 12
11/18/25 Tues	Parent Training and Perspectives  Structured Teaching & Environmental Supports Treating Challenging Behavior	Canvas Reading #2.5		Week 13
11/25/25 Tues	Therapy Special Interest Areas in the Classroom	Canvas Reading #2.6		Week 14
12/2/25 Tues	Collaboration and the Education Team  Transition and Education Across the Lifespan	Canvas Reading #2.7	<b>Assignment #4 Due by Friday, 12/5/25 by 11:59pm via Canvas</b>	Week 15
12/9/25 Tues Sec 02	<b>Final Exam (120mins)</b>  per <a href="#">CSUS exam schedule</a>	<b>Tuesday, 12/9/25 12:45pm – 2:45pm</b>  Multiple Choice (Topics from 10/21 -12/2)	<b>Scantron 882-E and #2 Pencil</b>	Finals Week

# Online Learning

For additional information, please review the [CSAD Handbooks](https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.html) website  
<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.html>

## Zoom/Online Instruction: Privacy, Relevant Rights & Responsibilities:

Any time that a class session is recorded during a Remote Instruction Period (e.g., COVID-19), students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:

Only students enrolled in the subject class during the Remote Instruction Period may view the recording.

- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

## Attitudes & Technical Skills Required

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

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

Online learning requires only basic technical skills:

- Be competent with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Possess internet navigation skills
- Update your Internet browser
- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

## Technical Assistance

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

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

## Spam and Phishing Scams

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

## Canvas Student App

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

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

## Additional Information

### 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.

As Hornets, we will:

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

### 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, as well as integrity in your behavior in and out of the classroom.

## Sacramento 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 Sacramento State's Academic Honesty Policy & Procedures at the following website: <https://www.csus.edu/umannual/student/stu-100.htm>

Definitions: At Sacramento 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 Sacramento State, "plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution." Source: Sacramento State University Library

Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the Office of Student Conduct, Division of Student Affairs.

### Use of Artificial Intelligence (AI)

Students may not use Artificial Intelligence (AI) language models (e.g., ChatGPT) to generate a response to course assignments. Generated assignment content must be properly cited.

### 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 Sacramento State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

### Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

## Equal Access:

California State University, Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Disability Access Center (DAC) (formally Services to Students with Disabilities – SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to the DAC and meet with a DAC counselor to request special accommodation before classes start. **Sacramento State Disability Access Center (DAC)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, DAC provides consultation and serves as the information resource on disability related issues to the campus community.

Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class, please immediately contact the DAC to discuss eligibility. A current accommodation letter from DAC is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided.

The DAC is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only). <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/student-resources.html>

California State University (CSU) policy prohibits discrimination on the basis of age, disability (physical and mental), gender (or sex), gender identity (including transgender), gender expression, genetic information, marital status, medical condition, nationality, race or ethnicity (including color or ancestry), religion (or religious creed), sexual orientation, sex stereotype, and veteran or military status. California State University prohibits all forms of discrimination, harassment (including harassment, sexual misconduct, dating and domestic violence, and stalking) and retaliation. The University Policy Manual is available at <http://csus.edu/umanual/>.

## Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away. The CARES office provides case management support for any enrolled student. Email the CARES office at [cares@csus.edu](mailto:cares@csus.edu) to speak with a case manager about the resources available to you. Check out the [CARES website](#).

## Title IX:

The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their experience to their professor or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

Sacramento 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. Sacramento State's Title IX Coordinator is William "Skip" Bishop.

Please email [equalopportunity@csus.edu](mailto:equalopportunity@csus.edu) or (916) 278-5770. Upon receipt of the report, the Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including resolution options for holding accountable the person who harmed you. Students who elect not to discuss their experience with the Title IX Coordinator can speak confidentially to the following confidential resources:

Student Health & Counseling Services at The WELL On Campus

Phone Number: 916-278-6461 Website: [www.csus.edu/shcs](http://www.csus.edu/shcs)

Campus Confidential Advocate Email: [weave@csus.edu](mailto:weave@csus.edu)

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

WEAVE 24/7 Hotline: 916-920-2952

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

### CSUS Grading Policy:

Information for students regarding grading is provided here:

<https://www.csus.edu/umanual/acad/umg05150.htm>

### Campus Resources:

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation: Rachel Stark, MS, AHIP, [stark@csus.edu](mailto:stark@csus.edu)
- Disability Access Center (DAC): <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/student-resources.html>
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>
- Crisis Assistance and Resource Education Support (CARES): <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>
- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- Virtual Calming Room: <https://www.csus.edu/administration-business-affairs/emergency-employee-information/virtual-calming-room.html>

# Knowledge and Skills Acquisition (KASA) For Certification in Speech-Language Pathology

## CSAD 142 Topics in Autism Spectrum Disorders

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) 2017 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: 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.

### **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 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).

### **Standard IV-B: Basic Human Communication Processes**

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: biological bases of human communication.
- 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: psychological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.