



California State University, Sacramento  
Department of Communication Sciences and Disorders  
Bachelor of Science Degree Program  
SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2026	Course: CSAD 143	Section: 01
Meeting Days: T/Th	Meeting Times: 4:30pm-5:45pm	Location: Folsom 1050
Instructor: Joseph Ram Raj Arata		Email: Joseph.arata@csus.edu
Office Hours: 2:30pm-4:00pm M/W, Email me for other times.		Location: ZOOM

### Catalogue Course Description:

#### CSAD 143 Communication Disorders in Multicultural Populations.

##### 3 Units

**Prerequisite(s):** [CHAD 30](#), [DEAF 51](#), [PSYC 2](#), [STAT 1](#), [CSAD 110](#), [CSAD 125](#), [CSAD 126](#) and [CSAD 148](#).

Identification, evaluation, and treatment of multicultural, multilingual clients with communication disorders. Discussion of normal second language acquisition, bilingual development, and cultural values related to effective service delivery for multicultural clients.

##### Place of Course in Program

This class will focus primarily on how linguistic principles impact our speech, language, and hearing services for diverse clients. We will especially emphasize differentiating speech and language differences from disorders in order to ensure linguistic justice/human rights, equity, and access for all of the clients we serve. There is a strong focus on research-based practice with an emphasis on scientifically-supported assessment and intervention materials and methods.

### Sacramento State Baccalaureate Learning Goals

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
<b>Competence in the Disciplines:</b> <i>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.</i>	Y
<b>Knowledge of Human Cultures and the Physical and Natural World</b> <i>through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.</i>	Y

<b>Intellectual and Practical Skills, Including:</b> <i>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.</i>	Y
<b>Personal and Social Responsibility, Including:</b> <i>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</i>	Y
<b>Integrative Learning**, Including:</b> <i>synthesis and advanced accomplishment across general and specialized studies</i>	Y

## Expected Learning Outcomes (ELO)

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 towards 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 you establish competence and knowledge in these areas.

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

### **CSAD 143 SPECIFIC STUDENT LEARNING OUTCOMES:**

1. Explain the terms equity, access, and linguistic justice/linguistic human rights and how these concepts relate to provision of services to culturally and linguistically diverse (CLD) clients with communication disorders.
2. Incorporate principles of cultural competence, responsiveness, and humility as a foundation for all assessment and treatment procedures.
3. Summarize the history of disabilities and principles of ableism.
4. Explain professional and public policies and laws that relate to clients from CLD backgrounds.
5. Describe typical second language acquisition and bilingual development in children.
6. Contrast communication differences and communication disorders in CLD populations.
7. Describe potential limitations of standardized testing with CLD clients
8. Explain how to use alternative, non-standardized methods for nonbiased assessment.
9. Describe a team-oriented, multidisciplinary approach to identification, assessment, and treatment of CLD clients with communication disorders and discuss professional communications skills necessary to effective team relationships.
10. Plan, implement, evaluate, and modify educational program plans for serving CLD children within the public school setting.
11. Describe appropriate treatment techniques for CLD children with speech-language disorders.
12. Summarize methods and materials for linking intervention to the Common Core State Standards for school-aged children with language impairments.
13. Recognize the need for participation in professional activities that promote lifelong learning about best practices when working with CLD students and their families.
14. Highlight procedures for engaging in collaborative practice with other professionals in order to provide the most comprehensive services for clients.
15. Summarize and apply research literature pertaining to principles of evidence-based practice in the areas of assessment and treatment for CLD clients

Course Learning Outcome	Components Indicating Competence	Grades Received
2,13,14-15	Analytical Response/Reflection Papers	
1, 3-5,7,8,13,15	Tests	

2, 14	Discussion Board Postings	
1,3-6 ,8-9,11, 13, 14-15	In-Class Assignments	
2, 10-13, 15	Lesson Plan [from a Diverse, Equity, and Inclusive (DEI) lens]	
2, 6-10, 12,14, 15	Assessment Plan Project	

## Textbooks, Materials, and Online Resources:

Journal articles, Selected Book Chapters from a Variety of Sources, and Case studies, as posted on Canvas

"Links to required readings and videos can be found in Canvas"

## Course Requirements/Components:

- A minimum GPA of 2.5 is necessary for major classes in order to graduate with a Bachelor's Degree in Communication Sciences and Disorders.
- All students in CSD 143 are required to complete each of the following assignments for Spring 2022:

➤ *No late assignments will be accepted without a University "excused" absence; Points may deducted upon discretion of instructor*

*Note: Failure to complete any one of the listed course requirements may result in a failing grade for this course.*

Course Requirement	Description
<b>Analytical Response/Reflection Papers</b> (3 x 20 points each = 60 points total)	<p>This assignment is an opportunity for students to demonstrate a thoughtful analysis, critical thinking, and/or clinical application skills via a short- written assignment.</p> <p>The response/reflections should address two key areas: (1) a brief article summary and (2) a connection to clinical (see grading rubric on separate hand-out for details)</p>
<b>Tests</b> (2 x 50 points each= 100 points total)	<p>There will be a total of <b>2 Tests</b> worth <b>50 points</b> each. Tests will cover material presented up to the time of the scheduled test and will require students to integrate, organize and interpret the information presented in class, reading assignments and classdiscussions. Possible format: Short answer essay, multiple choice, T/F, Fill-in-the-blank</p>
<b>Discussion Board Postings</b>	<p>You will be required to engage in two discussions when provided with a prompt or a case. For each discussion, you will be required to answer the prompt/question independently. Your responses will be posted as part of a discussion thread. Next, you will be required to read your peers' responses and comment back to engage in a thoughtful exchange of ideas regarding the question or prompt. Deadlines and due dates will be posted on Canvas or the Course Outline.</p> <p>See Grading Rubric on separate hand-out for details.</p>

<p><b><u>In Class Assignments</u></b> (5 points x 8 weeks = 40 points)</p>	<p>A variety of <b><i>in – class application activities</i></b> will be completed during in person sessions. There will be a total of 8 <b>mandatory</b> in- class assignments worth a total of <b>40 points</b>. Activities may be completed in a group or individually. Activities will be randomly assigned throughout the semester. These activities may be administered at the beginning, middle, or end of the class session; time and date of administration is at the discretion of the instructor. Attendance is mandatory in order to complete and receive credit for in-class assignments.</p> <p><i>No make-up points will be given for missed assignments unless student has an excused absence or has notified the instructor beforehand.</i></p>
<p><b><u>Lesson plan using a Diverse, Equitable, and Inclusive (DEI) lens</u></b> 15 points</p>	<p>A Lesson Plan emphasizing a DEI lens will be completed. It can be either for an individual client via a Tele-Practice session with a preschool-age child <b>OR</b> school-age individual. It can also be geared for a group of students (i.e., co-teaching with *special populations for specialized academic instruction/special day classes; or pre-vocational / transitional settings)</p> <p><i>--*special population includes those with intellectual disabilities, non-to-minimal verbal status, with or without accompanying physical, visual, or hearing impairments)</i></p> <p><b><i>Grading rubric will be provided through a separate hand-out</i></b></p>
<p><b><u>Assessment Plan (Group Presentation)</u></b> 75 points</p> <p><i>10 groups total (5 students per group)</i></p>	<p>You will write an assessment plan for a fictional client from a culturally and linguistically diverse background (e.g., preschool student with a language disorder, adult with aphasia, school-aged student with difficulties in fluency) with careful consideration to incorporate non-biased assessment procedures. Specific cases may be provided by instructor.</p> <p>Each group will be comprised of <b>5 students</b>. Rubric and additional details will be provided in class. <b>All groups (regardless of presentation date) will be required to submit their assignments on the first day of presentations (05/04/2026) – week 15)</b></p> <p><b>A grading rubric will be provided on a separate document. Rationales for each assessment procedure/task will be required for all suspected areas of need.</b></p>

## Test's:

Tests will be in person and must be completed during the scheduled timeframe. There will be two (2) Tests. They will be based on class lectures, assigned readings, class activities/homework, and discussions. The format of tests may be: multiple choice, true/false, matching and/or short answer questions.

Information about study guides is presented below. In the case of a documented medical emergency / university – excused absence prior to each quiz or specific assignment due on a particular day, the student will be required to notify the instructor in advance and provide documentation of the illness/injury or emergency. Make-up tests will be arranged with the instructor for such excused cases. **It is the responsibility of the student to contact the instructor prior to the quiz or presentation, demonstrate documentation of the medicalemergency and schedule the make-up.**

Scheduling conflicts such as work or volunteering or family holidays/travel are ineligible for test make-ups. The final exam date will be scheduled according to the registrar's office. Please take this into consideration when booking travel plans at the end ofthe semester.

Please note that each student remains individually responsible for being aware of their exam dates and times posted in the course syllabus.

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## Grading Policy:

Points you receive for graded activities will be posted to the Canvas Grade Center. Grades are typically posted within seven (7-10) days following the completion of an activity. Final grades will be based on the number of points received out of the total number of points available for each assignment or test. The instructor may not reply to emailed requests to “bump up” a grade.

*Note:* For more information about grading at Sac State, visit the academic policies and grading section of the university catalog.

### EXAMPLE

Source	Points	% of Grade	Due Date
Analytical Response / Reflection Papers (3) (20 points each)	60	20%	02.08.2026 03.01.2026 04.12.2026
Tests (2) (50 points each)	100	25%	03.10.2026 04.28.2026
Discussion Board Postings (5 points each)	10	10%	02.26.2026 03.19.2026
Class Application Activities (5 points each across 8 different weeks)	40	15%	Throughout the Semester
Assessment Plan – Group Presentation	75	20%	Beginning week 15
DEI Lesson Plan / Activity	15	10%	05.5.2026

Letter grades are assigned according to the following percentages.

%	Letter
93-100	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
67-69%	D+
63-66%	D
60-62%	D-
<60%	F

## CSUS Grading Policy

The CSUS Grading Policy (Policy# 11476953) can be found at:  
<https://sacramentostatetate.policystat.com/policy/11476953/latest>

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## Attendance Policy

Attendance is mandatory on in class assignment days to receive in class participation points.

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## Course Policies/Procedures:

### Expectations:

1. **Class meetings, participation and “Netiquette”:** It is expected that students will complete all readings prior to class. Teaching strategies will include lecture posted slides and/or videos and functional assignments composed of application activities. Active listening, critical thinking, and discussion (In person, through Zoom, or discussion posts) are expected in this course.
  2. **Attendance:** While much of the material for this class can be completed at the student’s preferred pace, professional attendance is required for in person learning and through Zoom meetings. Students are encouraged to attend all scheduled in person classes, and Zoom meetings, and to take advantage of every opportunity for learning within the context of the class. Your grade will not be reduced if you are sick and unable to attend in person lectures. However, you are encouraged to attend.
  3. **Students are responsible for all materials covered in their absence.** Materials for this course will be posted on Canvas. Students are responsible for accessing and locating materials and downloading appropriate resources to learn the material for this class. Internet access is required.
  4. **Technology use:** It is a course expectation that students will participate fully in class discussion and give classmates and discussion full and undivided attention. Students are not permitted to engage in other homework or extracurricular activities during class time. Please silence your cellphone to avoid distractions during class time.
  5. **Recording:** To facilitate students’ learning (practice in notetaking) and out of respect for fellow classmates (to allow all students to feel comfortable actively participating in class discussion), students are not permitted to audio or video record lectures (unless verified with an accommodation letter from Disability Services.) If students require an accommodation and additional support in note-taking, please see the instructor.
  6. **Canvas:** Information will be posted on Canvas throughout the semester. Ensure that you access the material in a timely manner. Electronic devices will be used to access posted Canvas resources or documents and posted materials.
  7. **Commitment to Integrity:** As a student in this course (and at this University) you are expected to maintain high degrees of professionalism, exhibit a commitment to active learning and participation in this class, and demonstrate integrity in your behavior in and out of the classroom. Students are expected to conduct themselves in a manner that demonstrates respect for others and respect for diversity. Academic dishonesty of any kind will not be tolerated and will be dealt with under established University policy. If you are caught cheating on an exam, you will receive a failing grade for the class. Students who experience concerns with the assignments or course material should communicate these challenges to the instructor as soon as possible. Building rapport and effective relationships is key to becoming an effective professional. Be pro-active and inform the instructor when any difficulties arise during the semester so possible solutions can be identified.
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## Course Schedule/Outline:

## TENTATIVE Course Schedule/Outline\*:

Date	Topic/Class Content	Readings*	Assignment/Activities
<b>Week 1</b> 01/27/2026 01/28/2026	-Introduction, syllabus, course requirements  -Issues in Ethics: Cultural and Linguistic Competence <a href="https://www.asha.org/practice/ethics/cultural-and-linguistic-competence/">https://www.asha.org/practice/ethics/cultural-and-linguistic-competence/</a>	a) Issues in Ethics: Cultural and Linguistic Competence <a href="https://www.asha.org/Practice/ethics/Cultural-and-Linguistic-Competence/">https://www.asha.org/Practice/ethics/Cultural-and-Linguistic-Competence/</a>  b) Ebert, K. (2013). Perceptions of Racial Privilege in Prospective Speech-Language Pathologists and Audiologists. <i>Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse (CLD) Populations</i> , 20(2), 60-71.  c) Williams, L., & Ebert, K. D. (2023). Perceptions of racism and White privilege among White graduate students in audiology and speech-language pathology. <i>American Journal of Speech-Language Pathology</i> , 32(3), 1431–1449.	Complete readings  Class Activity: ASHA Cultural Competence Checklists (4) <a href="https://www.asha.org/practice/multicultural/self/?srsltid=AfmBOopZD579MJOA2vX76CohfbvhlDQC5jm5HW5HfVgr1zeNDXp_oR8kW">https://www.asha.org/practice/multicultural/self/?srsltid=AfmBOopZD579MJOA2vX76CohfbvhlDQC5jm5HW5HfVgr1zeNDXp_oR8kW</a>
<b>Week 2</b> 02/03/2026 02/05/2026	Service Delivery in a Diverse World  -Overview of Key Terms: <i>Access, Equity, Linguistic Justice; Cultural humility vs. Cultural Competence</i>	a) Payne, J. (2011). Cultural Competence in Treatment of Adults with Cognitive and Language Disorders <a href="https://leader.pubs.asha.org/doi/10.1044/leader.FTR.6.16132011.np">https://leader.pubs.asha.org/doi/10.1044/leader.FTR.6.16132011.np</a>  b) Crowley, C., et al. (2015). Cultural Competence Needed to Distinguish Disorder from Difference: Beyond Kumbaya.  c) Chapter 2: Definitions (from Hyter, Y.D. & Salas-Provance, M.B. (2019) Culturally Responsive in Speech, Language, and Hearing Sciences  d) Bharadwaj, S. V., & Daniel, L. L. (2023). Evolution of a practitioner's cultural competence and cultural humility with three culturally and linguistically diverse families: A case study.	Complete readings (see reading list with designated dates) and view lesson/ module before to prepare for class  -How to Develop-and-apply your cultural competence (see link on slides)  Class Activity: (based on readings)  <b>Analytical Response Paper# 1 based on Ebert, K. (2013) and Williams, L., &amp; Ebert, K. D. (2023) article</b>



		<i>Perspectives of the ASHA Special Interest Groups, 8, 1485–1499.</i>	due via Canvas Sunday Feb 8 <sup>th</sup> by 11:59pm
<b>Week 3</b> 02/10/2026 02/12/2026	Part I: -Overview of Race and Disability -History of Disability and Ableism	See assigned readings for week on Course Reading List	Complete readings
<b>Week 4</b> 02/17/2026 02/19/2026	Part II: -History of Disability and Ableism	See assigned readings for week on Course Reading List	Complete readings, view lesson/ module before to prepare for class activities <b>Begin Discussion Thread #1 (thread open for one week)</b>
<b>Week 5</b> 02/24/2026 02/26/2026	Second Language Acquisition Principles <b>Guest Speaker</b>	See assigned readings for week on Course Reading List	Complete readings/ view lesson/module  <b>Analytical Response Paper #2 Due via Canvas Sunday March 1<sup>st</sup> by 11:59pm</b>
<b>Week 6</b> 03/03/2026 03/05/2026	Second Language Acquisition Principles (continued)	See assigned readings for week on Course Reading List	Complete readings/ View lesson/module before to prepare for class activities
<b>Week 7</b> 03/10/2026 03/12/2026	Part I. Considerations for Culturally Responsive Assessments -The role IPP in Ax -Dynamic Assessment	See assigned readings for week on Course Reading List	Complete readings related to Case Scenarios (school-based) and view lesson/module assigned  <b>Test 1 (covering content from week # 1-6) 3/10/2026</b>  <b>Begin Discussion Thread #2 (thread open for one week)</b>



Week 8 03/17/2026 03/19/2026	Part II. Considerations for Culturally Responsive Assessments	Langdon, H., & Saenz, T. (2016). Working with Interpreters to Support Students Who Are English Language Learners. <i>Perspectives of the ASHA Special Interest Groups</i> , 1(16), 15-27. *article provided  **Begin preparation for Assessment Plan Presentations	Complete readings -Case Scenarios (clinic-based) before to prepare for class activities
Week 9	<b>Spring Break (Campus Closed)</b>	<b>Spring Break (Campus Closed)</b>	<b>Spring Break (Campus Closed)</b>
Week 10 03/31/2026 04/02/2026	Part I. Considerations for Culturally Responsive Intervention  -The role of IPP in Tx Diverse, Equitable, Inclusive (DEI)	See assigned readings for week on Course Reading List	Plan / Prep for DEI Lessons 03/31/2026 (CAMPUS CLOSED)
Week 11 04/07/2026 04/09/2026	Part II. Considerations for Culturally Responsive Intervention  -DEI lens (continued)  -Prepare for Assessment Plan /Case Study Group Assignment (Putting it all together)	See assigned readings for week on Course Reading List	Complete readings, view lesson/module before to prepare for class activities <b>Analytical Response Paper #3 Due via Canvas On Sunday, TBD by 11:59pm</b>
Week 12 04/14/2026 04/16/2026	<b>Guest Speakers</b>		
Week 13 04/21/2026 04/23/2026	Work on Group Projects in class	Focus on wrapping up project	IN-Class application activities (practice in pairs/groups guided by instructor) AAC Work shop (how to make AAC devices multicultural friendly) <b>04/23/2026 Review for Test #2</b>
Week 14 04/28/2026 04/30/2026	Work on Group Projects 04/30/2026	See assigned readings for week on Course Reading List	<b>Test #2 (covering content from week # 6-12) 4/28/2026.</b>  <b>Assessment Plan Group Project Due 05/04/2026 11:59pm on Canvas</b>
Week 15 05/05/2026 05/07/2026	<b>Begin:</b> Assessment Plan Group Presentations  DEI Lesson Plan Activities-- (see rubric for details)---Collaborative work guided		<b>Assessment Plan Groups Presentations</b>  <b>Groups #1-10</b> (Be prepared with group rating rubrics)

	by instructor		DEI Lesson Plans due (final version) via Canvas by TBD 11:59pm
Week 16 05/12/2026 05/14/2026	Finish Student Presentations		
Week 17 05/19/2026	Final Exam Time TBD (per Registrar's Office)		

*\*Subject to change and is dependent on time factors and overall instructional needs of students.*

## Hornet Honor Code

[https://www.csus.edu/student-affairs/\\_internal/\\_documents/hornet-honor-code.pdf](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 and also integrity in your behavior in and out of the classroom.

## Sac State's Academic Honesty Policy & Procedures

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades." Read more about Sac State's Academic Honesty Policy & Procedures at the following website:

<https://sacramentostate.policystat.com/policy/11300038/latest>

**Definitions:** At Sac State, "cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means." **Plagiarism** is a form of cheating. At Sac State, "plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution." Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

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## Department Policy on Use of APA format

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

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## Understand When You May Drop This Course

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

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## C- Grades for Prerequisite Courses

The Academic policy on prerequisite coursework posted in the Sac State Catalog Academic Policies ( <https://catalog.csus.edu/academic-policies/>) within the Grading System Policies states:

### C- Grades for Prerequisite Courses

A grade of "C-" or better is required for prerequisite courses. If a department requires a "C" or better in a prerequisite course and will not accept a "C-" grade, then the department must specify so in the catalog course description. This policy applies to all undergraduate-level courses.

Students who receive a grade below a "C-" may petition to continue in the CSAD BS program without repeating a major pre-requisite course at the link posted on the CSAD Handbooks: Resources, Forms and Information webpage: <https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.html>

**Please note:** filing a petition does not guarantee acceptance of prerequisite waiver. Each form will be reviewed on a case-by-case basis.

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## Equal Access

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

Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at [dac@csus.edu](mailto:dac@csus.edu) Additional information can be found on the DAC website: <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

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

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

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## Title IX

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

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

Student Health & Counseling Services at The WELL On Campus

Phone Number: 916-278-6461

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

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

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

WEAVE 24/7 Hotline: 916-920-2952

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## Other Resources

The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>

Testing Center: <https://www.csus.edu/testing/>

Library: <https://library.csus.edu/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Sacramento State Disability Access Center (DAC): <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>

Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>

SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>

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