



California State University, Sacramento  
Department of Communication Sciences and Disorders  
Bachelor of Science Degree Program

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.

## SYLLABUS & COURSE OUTLINE

Semester/Year: Spring, 2026	Course: CSAD 146 Introduction to Clinical Issues and Methods	Section: 01
Meeting Days: Tuesdays/Thursdays	Meeting Times: 9:00am – 11:50pm	Location: FLS 1050
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	Virtual Office Hours: <a href="https://calendly.com/drpatersoncsad/officehrs">https://calendly.com/drpatersoncsad/officehrs</a> Tues 1:30pm-3:00pm • Thurs 3:30pm-5:00pm (or by individual appointment - please email)	

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### Catalogue Course Description:

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CSAD 146 Introduction to Clinical Issues and Methods

3 Units

**Prerequisite(s):** [CHAD 30](#), [DEAF 51](#), [PSYC 2](#), [STAT 1](#), [CSAD 110](#), [CSAD 111](#), [CSAD 112](#), [CSAD 125](#), [CSAD 126](#), [CSAD 130](#), and [CSAD 145](#). Minimum major GPA of 3.2 with no CSAD course below a grade of "C."

Work with graduate students and clients/patients. Introduction to clinical procedures, ASHA Code of Ethics, legal issues, funding sources, supervision and scope of practice. Survey of professional settings for speech, language, and hearing services, including multidisciplinary settings. Required for applicants of the CSAD Master's program. Recommended for students who plan to apply to the Au.D. program at Sacramento State and graduate programs in speech-language pathology at other universities. Optional for students who do not plan to attend graduate school. Background check, immunizations, and HIPPA training required prior to enrollment (see Department webpage).

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## 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 toward meeting each learning outcome and must make an appointment with the professor for any grade equal to or less than a C. The professor will suggest strategies to assist the student with establishing 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.

Course Learning Outcome	Components Indicating Competence	Grades Received
1. Define and identify (un)ethical behavior in the practice of speech pathology and audiology, including confidentiality and informed consent, as determined by the American Speech-Language-Hearing Association (ASHA).	ASHA Code of Ethics Activity/Quiz	
2. Discuss the tenants of Universal Precautions.	Health module certificate of completion	
3. Apply HIPAA regulations to clinical practice.	Health module certificate of completion	
4. Be able to discuss the tenants of supervision according to Jean Anderson's Continuum of Supervision.	Exam	
5. Observe clinical practicum and identify (in writing) client/patient objectives and chart notes, client objectives, teaching methods, reinforcers, and client/patient behaviors.	Treatment Plan Clinic attendance Clinic journal	

6. Formulate a written treatment plan, including treatment objectives and materials and teaching methods, for clients/patients.	Treatment Plan Clinic attendance Clinic journal	
7. Participate in therapy, planned and guided by a graduate clinician and/or supervising clinician.	Clinic attendance Clinic journal	
8. Design treatment objectives detailing performance, conditions, and criterion.	Treatment Plan Goal and objective writing activity Exam	
9. Utilize standard treatment/teaching methods under the guidance of a graduate clinician.	Clinic attendance Clinic journal	
10. Collect and interpret treatment data in a standardized manner.	Data collection activity (in class) Clinic journal	

## Textbooks, Materials, and Online Resources:

### REQUIRED TEXT

Roth, F. P., & Worthington, C. K. (2025). *Treatment Resource Manual for Speech-Language Pathology, 7<sup>th</sup> Edition*. San Diego: Plural Publishing.



### RECOMMENDED TEXT

Dwight, Debra M. (2022). *Here's How to do Therapy: Hands-On Core Skills in Speech-Language Pathology, Third Edition* Plural Publishing, Inc., San Diego, CA



The professor will utilize the above text editions for the Spring, 2026 term. If students possess the previous editions of the above texts, (i.e., Roth, 6<sup>th</sup> ed. And Dwight, 2<sup>nd</sup> ed.), they are **not** required to purchase the new editions at this time. Students should be aware, however, of changes between the older and updated editions.

Roth, F. P., & Worthington, C. K. (2021). *Treatment Resource Manual for Speech-Language Pathology, 6<sup>th</sup> Edition*. San Diego: Plural Publishing.

Dwight, Debra M., *Here's How to do Therapy: Hands-On Core Skills in Speech-Language Pathology, Second Edition* Plural Publishing, Inc., San Diego, CA, 2014.

Links to additional required readings and videos will be made available for student access on Canvas.

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## Course Requirements/Components:

### Required Medical Documents

Students are required to provide documentation for the following:

1. Department Background Check: *[insert new link - TBD]*
2. Current Negative TB test.
3. Sign *Video Permission Form*. See CANVAS
4. Sign *Confidentiality Agreement* (usually completed in CSAD 145) See CANVAS

These documents are due no later than the third week of classes and students may NOT participate in in-person clinic without completion of the department's background checks and proof of negative TB test. Submission of these documents on or before the third week of class is worth 10 points.

### Participation as a Clinical Assistant

### Speech-Language Clinic

- 1) This semester students will be assigned a graduate clinician and a participating client. Students will be required to attend and participate in the 16 clinical sessions during the semester.
- 2) Attendance is required and points are assigned for attendance. Make-up sessions are not available.
- 3) Attendance will be taken by the graduate clinician.
- 4) Absences may be excused and make-up sessions allowed for documented emergencies only. Students must email Professor Patterson **prior** to the session unless extenuating circumstances can be documented. Students must also provide sufficient written documentation of the emergency for approval.
- 5) Session Participation: Students will be required to prepare and run a session activity during therapy. The specifics of the assignment will be discussed in class prior to the due date.
- 6) Clinic Journal: Students will be required to complete a session journal of their experience. The clinic journal assignment and format will be discussed in class.
- 7) Clinic journal points are awarded as follows:

Documentation	Points per session	Total per journal
Session Attendance (signature of graduate student required)	5	80
Session observation, data, and reflection	5	80
Lesson Plan/Case Protocol	40	40
TOTAL		200

## Audiology Clinic

Students will gain exposure to the AuD clinical environment through observation of graduate student clinicians and faculty across a range of audiology services. Experiences may include observation of diagnostic and/or treatment sessions, clinical interactions, and professional practice discussions. Specific activities will vary based on clinic availability.

- 1) This semester students will observe at least one hour in the Audiology clinic.
- 2) Attendance is scheduled through the Audiology clinic.
- 3) Attendance will be taken by the graduate clinician.
- 4) Absences may be excused, and make-up sessions allowed for documented emergencies only. Students must email Professor Patterson **prior** to the session unless extenuating circumstances can be documented. Students must also provide sufficient written documentation of the emergency for approval.
- 5) Clinic Journal: Students will be required to complete a session journal of their experience. The clinic journal assignment and format will be discussed in class.
- 6) Clinic journal points are awarded as follows:

Documentation	Points per session
Session Attendance (signature of graduate student required)	5
Session observation, data and reflection	5
Lesson Plan/Case Protocol	40
TOTAL	

### Tentative Clinic Schedule

#### Speech-Language Clinic

Week of Clinic	What <b>CSAD 146 Student</b> will do during clinic	Student should feel prepared to discuss during CSAD 146	What <b>Graduate Clinician</b> Will Provide
1-3	<ul style="list-style-type: none"> <li>-Meet with graduate clinician</li> <li>-Chart review</li> <li>-Review interview questions</li> <li>-Review assessment results</li> </ul>	<ul style="list-style-type: none"> <li>-Client's age and disorder</li> <li>-Client's relevant history</li> <li>-Client's assessment plan and results</li> </ul>	<ul style="list-style-type: none"> <li>-Be available to meet</li> <li>-Discuss case history, review chart</li> <li>-Discuss assessment results</li> <li>-Discuss therapy session structure currently in place</li> </ul>
2-4	<ul style="list-style-type: none"> <li>-Review plan of therapy, therapy goals, and objectives</li> <li>-Complete a subjective observation</li> <li>-Make speech, language, and behavioral observations relevant to the client</li> </ul>	<p>What relevant observations did students make about their client?</p> <p>How do observations support or refute what they've learned during the chart review?</p>	<ul style="list-style-type: none"> <li>-Graduate clinician will share semester goals and objectives</li> <li>-Graduate clinician will share lesson plan</li> <li>-Graduate clinician will discuss CSAD 146 student's speech, language, and behavioral observation findings (and how they relate to the session design).</li> </ul>

4-5	<ul style="list-style-type: none"> <li>-Review the client's goals and objectives, as well as past results and progress towards goals thus far</li> <li>-Note the treatment approach(es) used</li> <li>-Begin to engage with the client, as directed by the graduate clinician</li> </ul>	<p>Do you understand the client's goals and objectives?</p> <p>Do the activities and materials relate to the client's goals and objectives in a meaningful way for you?</p> <p>What feelings did you experience when you began interacting with the client?</p>	<ul style="list-style-type: none"> <li>-Graduate clinician will share lesson plan</li> <li>-Will discuss rationale for treatment approaches being used</li> <li>-Will model therapy approach(es) and how they address goals and objectives</li> <li>-Provide an opportunity for the CSAD 146 student to engage with the client, perhaps as a communication partner</li> </ul>
6-7	<ul style="list-style-type: none"> <li>-Continue interacting with the client, with more independence, as directed by the graduate clinician</li> <li>-Take data for the goals and objectives addressed during the session</li> </ul>	<p>What does it feel like to take data during a session?</p> <p>What do you think were the pro's and con's of taking real-time data?</p>	<ul style="list-style-type: none"> <li>-Graduate clinician will share lesson plan</li> <li>-Will review requirements for needed data collection during session</li> <li>-Will review data collected by CSAD 146 student and discuss how it meets their needs for tracking client progress</li> </ul>
8	<ul style="list-style-type: none"> <li>-Continue interacting with the client, with more independence, as directed by your graduate clinician</li> <li>-Plan an activity based on one of the goals/objectives</li> <li>-Work WITH your grad to implement this activity.</li> </ul>	<p>Explain your thought process as it relates to activity planning.</p> <p>What treatment approaches did you consider? What materials?</p> <p>Where did you locate materials and resources? Did you create materials yourself?</p>	<ul style="list-style-type: none"> <li>-Graduate clinician to share lesson plan</li> <li>-Will request that CSAD 146 student plan an activity, to be carried out over two sessions (aligned to a semester short-term objective or long-term goal)</li> <li>-Graduate clinician and CSAD 146 student will review data from the two sessions and discuss whether or not (and why or why not) the activity appeared to be effective</li> </ul>

**HealthStream Learning Center - Online Clinical Orientation Program: [HealthStream Instructions](#)**

Create an account: <https://www.healthstream.com/hlc/login/register.aspx?organizationId=012ec70d-7656-11deac59-001517135401&institution=2cb55c2a-7656-11de-ac59-001517135401>

Sacramento State is listed at the very bottom

You are required to complete the following modules:

- (a) [Standard Precautions and Bloodborne Pathogens](#)
- (b) [Hand Hygiene: Basic Principles and Competency](#)
- (c) [HIPAA: A guide for Healthcare Workers](#)

These modules will prepare students for work in a variety of healthcare settings and support their knowledge of Universal Precautions, basic hygiene and client privacy. These certificates of completion are worth 10 points each for a total of 30 points.

**Attendance:**

Attendance is expected for weekly classes. Although attendance is not taken, it is crucial as it directly impacts a student's ability to engage with the course material, participate in discussions, and absorb the nuances of lectures that go beyond what is covered in textbooks or online resources. Regular attendance fosters a sense of commitment and discipline, helping students stay on track with the course's pacing and deadlines. It also allows for real-time clarification of doubts and collaboration with peers, which can enhance understanding and retention of the subject matter. Ultimately, consistent attendance is a key factor in academic success and personal development during college.

Students are responsible for all materials covered in their absence. Materials for this course will be posted on Canvas. Slide decks will be outlines only. Students are responsible for synthesizing lectures to supplement outlines. Students are responsible for accessing and locating materials and downloading appropriate resources to learn the material for this course. If students are absent from class they are expected to retrieve notes from a peer. Internet access is required.

In the case of a documented medical emergency prior to an exam or assignment, the student will be required to notify the professor in advance of the exam or assignment and provide written documentation of the illness/injury or emergency. Please note that each student remains individually responsible for being aware of their exam dates and times posted in the course syllabus.

**Clinic Handbook Activity:**

Students will review the Maryjane Rees Language Speech and Hearing Clinic and the Audiology Clinic Handbooks. After reviewing the handbooks students will complete a quiz to demonstrate knowledge and the ability to find information embedded in the handbook.

**Data Collection Activity:**

In order to practice real-time data collection, students will be required to watch videos of speech and language therapy and use a therapist devised tool for data collection to accurately record the student's performance during therapy.

**UC Davis ADEPT Training Videos:**

Students will be required to watch and respond to two video modules. These videos will describe and support learning for task analysis, behavior management, reinforcement schedules etc. in therapy sessions. The student will be required to complete the associated quizzes.

**Goals and Objective Writing Activity:**

Students will be required to analyze and design treatment objectives, detailing performance, conditions, and criterion during this assignment. They will be required to identify these components within a long-term goal and short-term objective, as well as create them independently.

**Ground Rounds Activity:**

Students will be required to synthesize pertinent client information and present their client to the class in a succinct and concise manner. Students will be required to use professional terminology and tone of voice and make clinical decisions regarding salient information.

**Code of Ethics Activity:**

Each student will be responsible for participating in a code of ethics activity. The purpose of this assignment is for students to read, understand and interact with the ASHA Code of Ethics, including understanding common complaints to ASHA and reviewing case studies for analysis. General requirements and guidelines regarding the format for this assignment will be discussed in class.

**Code of Ethics Activity:**

The students will review the ASHA Code of Ethics and discuss ethical dilemmas within the field of Speech-Language Pathology.

**Guest Speakers:**

Guest speakers will be invited to discuss topic-specific material. Attendance is mandatory for all guest speakers. As guest speakers are professionals from the community who volunteer their time to discuss their experiences with our students, attendance is expected. The dates of guest speakers are tentative to accommodate their scheduling needs. Although schedule changes do not happen often, the attendance policy will apply on the actual day the speaker presents. There are 15 class points associated with guest speakers days.

**Tests:**

Two in-class exams and one final will be given. Each will cover the concepts and content discussed during the course sessions or assigned readings prior to the exam. The second exam is not cumulative, but an assessment of the course material presented in the second half of the semester. The final is cumulative. The lowest of the three exam scores will be dropped and the two highest scores will be counted towards the score.

**Study Guides:**

Study guide and practice exam questions will be made available via Canvas for student's independent exam preparation.

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## Grading Policy:

Grades will be based upon the total number of points achieved for the semester out of the total possible. Letter grades will be based upon the following:

	Source	Points	Points Earned
1	Clinic Handbook Quiz	25	
2	Health Modules	30	
3	Documents	10	
4	UC Davis ADEPT Modules	144	
5	Test #1	50	
6	Grand Rounds	50	
7	Clinic Journal and Attendance	200	
8	Code of Ethics Activity	25	
9	Supervision Activity	25	
10	Test #2	50	
	<b>TOTAL</b>	<b>609</b>	

Letter grades are assigned according to the following scores:

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

### LATE ASSIGNMENTS

Assignments are considered due at the time of collection by the instructor on the assigned due date or at the due date listed in Canvas. Late assignments must be turned in on paper, to the professor. Assignments are considered late if they are submitted after the collection of the assignment by the professor. Late Assignments will be docked 2 points for each week they are late.

## **CSUS Grading Policy**

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

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## **Attendance Policy**

### **ATTENDANCE**

Attendance is not taken for lecture classes. It is the student's responsibility to obtain missing lecture notes and concepts as all lectures are represented on the test. Although lecture slides will be posted on Canvas, lectures will not be recorded due to privacy concerns. Resources may include: CANVAS, textbooks and classmates. Attendance is mandatory for all student/group presentations, the clinical assistantship, activities, quizzes and guest speakers in order to earn points. Points will be sacrificed if not in attendance for graded assignments. Students will lose 15 points from their overall grade for any unexcused absences on days with a guest speaker or presentations.

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## **Course Policies/Procedures:**

### **PARTICIPATION IN CLASS MEETINGS**

There will be a moderate amount of lecture to this course. Many class sessions will consist of lecture, directed discussions and group exercises, activities or quizzes. Verbal discussion and presentations are essential parts of this course. Students are expected to attend class regularly, prepared to participate in class discussions. Although a tentative schedule is proposed, lectures, in class assignments and activities may be adjusted as needed throughout the semester.

As a reminder, in order to maintain confidentiality for clients and students:  
Audio recording may be a HIPAA violation and violations of this policy will be referred accordingly.

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## Tentative Course Schedule/Outline:

Date	Topic/Class Content	Readings <i>Dwight 3<sup>rd</sup> ed. &amp; Roth, 7<sup>th</sup> ed.</i>	Assignment/Activities
1/30/26	Welcome, Introduction, Syllabus Clinic Sign Up (Qualtrics) Health Modules Introduced Clinic Tour and Dress code Video Permission Form		Clinic Sign Up (online via Qualtrics)  Video Permission Form
2/6/26	Clinic Handbook Activity (25 pts)  Developmental Domains and Special Classifications	Dwight, Chapter 4  Roth, Chapter 1	Health Modules Documents Clinic Handbook Activity
2/13/26	Learning Theories  Journal Introduction	Dwight, Chapter 4 (2 <sup>nd</sup> ed); Chapter 3 (3 <sup>rd</sup> ed)  Roth, Chapter 1	
2/20/26	UC Davis ADEPT		
2/27/26	Data Collection Goal Writing/SOAP notes	Roth, Chapter 1, 2	Data Collection Activity
3/6/26	Data Collection Goal Writing/SOAP notes	Roth, Chapter 1, 2	Goal Writing Activity
<b>3/13/26</b>	<b>Exam 1</b>		<b>Exam 1</b>
3/20/26	Legal lecture/Critical Legislation		
3/27/26	<i>Spring Recess</i>		
4/3/26	Hands on Core Skills	Dwight, Chapter 5	
4/10/26	Basic Structure Within Therapy  Introduce Grand Rounds	Dwight, Chapter 6	
4/17/26	Supervision Supervision/Code of Ethics Code of Ethics	Dwight, Chapter 2 – <i>Code of Ethics</i> <a href="http://www.asba.org/policy">http://www.asba.org/policy</a> Dwight, Chapter 3	Supervision Activity Code of Ethics Activity
<b>4/24/26</b>	<b>Exam 2</b>		<b>Exam 2</b>
5/1/26	Grand Rounds		Grand Rounds
5/8/26	Professional Settings Panel		
5/15/26	Wrap-up and Review		
	<b>Final Exam</b>		

## 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.

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## 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.

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## 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/csadhandbooks.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/studentaffairs/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-educationsupport/>

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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/centersprograms/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-writingcenter.html>

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

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