



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2026	Course: CSAD 222 Curriculum in Relation to Language -Learning Disabilities in School- age Children.	Section: 01
Meeting Days: Tuesday/Thursday	Meeting Times: 10:30-11:45am	Location: FLS 2604
Instructor: Tonia Davis, PhD, CCC-SLP	Email: tonia.davis@csus.edu	Phone: 916-278-6679
Office Location: Folsom Hall 2404D	Office Hours/Appointments: Monday, Tuesday, Thursday 12-1pm and by appointment	

Catalogue Course Description:

CSAD 222. Curriculum in Relation to Language - Learning Disabilities in School-age Children.

3 Units

Prerequisite(s): Instructor permission.

Term Typically Offered: Spring only

Language acquisition as a continuum from oral language to reading and writing, the role of the speech-language specialist in working with reading disabilities; the interactions among speech-language intervention and curricula areas including mathematics, spelling, handwriting, social studies and language arts; and various service delivery models, including collaborative consultation and learning centers.

Place of Course in Program

The focus of this 3-unit graduate course is on in-depth study of language processing, production, and application problems of the school-aged population. Current principles, methods, and materials used by Language, Speech, and Hearing Specialists (LSHS) to assess and remediate language and literacy in school-aged populations will be presented. Discussions will include how the LSHS can work more closely with the core academic curriculum (including Mathematics, Spelling, Handwriting, Social Studies, and Language Arts), support literacy and language-based learning, and help students gain access to the school curriculum and meet Common Core Standards through a variety of service delivery models.

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
Disciplinary knowledge: <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	Y
Communication: <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	Y
Critical thinking/analysis: <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	Y
Information literacy: <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	Y
Professionalism: <i>Demonstrate an understanding of professional integrity.</i>	Y
Intercultural/Global Perspectives: <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i>	Y

Course Learning Outcomes:

Mastery of each student-learning outcome listed below is indicated by a grade of B 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 B. 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 222 SPECIFIC STUDENT LEARNING OUTCOMES:

1. Explain the oral to written language continuum.
2. Apply the four-processor model of reading acquisition to the Simple View of Reading.
3. Understand the role Speech Language Pathologists play in the identification and remediation of developmental reading disabilities.
4. Describe the 7 components that support a differential diagnosis of dyslexia, specific comprehension deficit, and mixed decoding/comprehension deficit profile, in the presence or absence of concomitant areas of deficit, e.g., intellectual disability, attention deficit hyperactivity disorder, executive dysfunction, etc.
5. Create and apply appropriate curriculum-relevant strategies to support these students in collaboration with the classroom teacher and other general and special educators.
6. Apply the Common Core Standards to goals for students with language-based reading problems.
7. Discuss contemporary topics and research articles relating to language-based learning disabilities and school-based SLPs.
8. Discuss cultural and linguistic differences among students, emphasizing the importance of a social-cultural perspective on reading and writing.
9. Discuss relevant state and federal laws and regulations, as well as court cases, pertinent to school-based SLPs.

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Exam	
2	Exam	
3	Exam	
4	Exam	
5	Binder Project	
6	Binder Project	
7	Annotation	
8	Annotation	
9	Annotation	

Textbooks and Materials:

Erickson, K.A. & Koppenhaver, D.A. (2020). *Comprehensive Literacy for All: Teaching Students with Significant Disabilities to Read and Write*. Brooks Publishing.

Articles and legal documents as posted on *Canvas*.

Online Resources:

Please review the course module, which can be found on *Canvas*, for syllabi and tentative course schedule, assignments and rubrics, materials for course activities, posted lecture notes, etc.

Course Requirements/Components:

Literacy: The first six weeks of the course will contain a module on literacy, focusing on students with language-based learning disabilities. Nature of literacy disorders, comprehensive assessment, and intervention will be covered. This course is designed in parallel with CSAD 242B Clinical Methods and the CSAD 243B Clinical Practicum Experience. This unit is assessed via examination.

Curriculum: The next five weeks of the course will focus on curriculum based instruction, including embedding speech and language goals into the curriculum, alignment with Common Core Standards, IEPs/IFSPs, and service delivery models. This section of the course will cover topics required for CTC standards in SLP credentialing. This unit is assessed via the curriculum binder project.

Research, Legal Stuff, and Contemporary Topics: The final section of the course will cover a variety of legal and technical topics, current research in language-based learning disabilities, guest speakers on contemporary topics, etc. This section is designed to be more flexible to the needs of the students as well as to be able to target relevant contemporary and professional issues. This section will be assessed via annotation.

Grading Policy:

Source	Points	% of Grade
Exam	100	33%
Curriculum Binder Project	100	33%
Annotations x10	100	33%

Letter grades are assigned according to the following scores

%	Letter
100-95%	A
94-90%	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-
Below 60%	F

Course Policies/Procedures:

Attendance

Attendance in all lectures is expected, but lecture is not graded. Please make every effort to attend each class section. Students are responsible for all material covered in class. If you need to miss class, please get a copy of the notes from a classmate.

Audio-Recording

Students may audio-record lectures for their own personal use as a study tool. Audio-recording devices must be placed at the front of the classroom for the duration of the lecture. Non-lecture activities (such as lab activities or reviewing tests) may not be recorded. Students **may not** post recordings to any online platform (e.g., Google Drive) or share via electronic means (e.g., Slack, Discord). If students are found to have posted recordings online, this will be considered a violation of the Hornet Honor Code and students will be referred to the Conduct Council.

Exams & Makeups

Exams take place in the classroom on the day of the exam or through the testing center on campus. Makeups are allowed only with documentation of need (e.g., doctor's note, police report). If students cannot makeup the exam by the time it is returned to the class for review, they will need to take a makeup during finals week. All makeups will take place at the [Testing Center](#).

Late Assignments

Late assignments are accepted with a 10% penalty per day late up to 10 days late (at which point the grade would be 0%).

Office Hours Policies

Office hours will take place both in person in my office at FLS 2404D. Office hours follow a “drop in” format. If you need an office hours appointment outside of these times, please email the instructor at tonia.davis@csus.edu to set up a time. I am happy to host office hours on Zoom via appointment – please email the instructor.

ASHA Code of Ethics Statement

As a future clinician, I expect you to follow the Sacramento State Commitment to Integrity (see [Additional Information](#)) as well as the American Speech Language Hearing Association (ASHA) Code of Ethics.

The four Principles of Ethics form the underlying philosophical basis for the Code of Ethics and are reflected in the following areas:

- (I) responsibility to persons served professionally and to research participants, both human and animal;
- (II) responsibility for one's professional competence;
- (III) responsibility to the public; and
- (IV) responsibility for professional relationships.¹

Commitment to a Safe Learning Environment

I am committed to each student’s success in learning within a caring, responsive, and safe environment that is free of discrimination, violence, and bullying. Our program works to ensure that all students have the opportunity and support to develop to their fullest potential and share a personal and meaningful bond with peers and faculty within the program. Please don’t be a bystander to acts of harassment, discrimination, or hatred.

Land Acknowledgment

We are mindful in acknowledging that the land that Sacramento State is located on, was and continues to be occupied by the indigenous people of this area, the Miwok, Maidu, and Nisenan.

¹ <https://www.asha.org/code-of-ethics/>

Additional Information 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: <http://www.csus.edu/umannual/student/stu-0100.htm>

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.” **The use of artificial intelligence, including ChatGPT, without attribution is considered plagiarism.**

Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the [Office of Student Conduct](#).

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.

Students may utilize the [APA Style Guide](#) through the Sac State Library or Purdue [Online Writing Lab \(OWL\)](#) website for APA support.

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.

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), 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 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. 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.

Religious Observance Policy:

No student should ever have to choose between important religious observances and academic commitments. Students who wish to participate in religious observances that conflict with other obligations should proactively make arrangements with their instructors and coaches to do so. Instructors are encouraged to accommodate students' planned absence for religious observances with respect to tests, examinations, graded assignments, deadlines, or class participation.

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 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

Campus Confidential Advocate – Laura Swartzen

Email: weave@csus.edu

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

WEAVE 24/7 Hotline: 916-920-2952

Basic Needs Support

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

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/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation : Rachel Stark, MS, AHIP, stark@csus.edu
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- 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/>
- SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>

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

CSAD 222 Curriculum in Relation to Language -- Learning Disabilities in School-age Children.

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: hearing disorders (including the impact on speech and language 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, screening, and intervention regarding hearing, including the impact on speech and language.
- 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-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

Standard IV-F: Research

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

Standard V-A: Oral and Written Communication

- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

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

CTC Credentialling Standards

This course meets the following standards:

Preliminary Speech-Language Performance Expectations (SLPEs) Speech-Language Pathology Services Credential candidates will:

1. Demonstrate knowledge of developmental and behavioral milestones for California students from ages birth - 22 required to access the core curriculum.
3. Use knowledge of communication disabilities to determine the potential educational impact.
4. Appropriately select, administer, interpret, and document the results of least-biased assessment measures for all students.
5. Appropriately select, implement, and document intervention services for all students.
9. Demonstrate relevant methods of consultation and collaboration with teachers, families, and additional members of the educational team to support students' learning across educational contexts.