



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### GRADUATE (Au.D) SYLLABUS

Table 1: Class Information

|                                            |                                                                                        |                                      |
|--------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------|
| <b>Semester/Year:</b><br>Fall/2026         | <b>Course:</b><br>CSAD 130: Introduction to Audiology                                  | <b>Section:</b><br>02                |
| <b>Meeting Days:</b><br>Monday & Wednesday | <b>Meeting Times:</b><br>5:30 PM-6:45 PM                                               | <b>Location:</b><br>Folsom Hall 1049 |
| <b>Instructors:</b><br>Rita Flores, Au.D.  | <b>Email:</b><br><a href="mailto:ritaflores@csus.edu">ritaflores@csus.edu</a>          | <b>Phone:</b><br>916-628-4384        |
| <b>Office Location:</b><br>Zoom            | <b>Office Hours/Appointments:</b><br>Tuesday 5:00 to 6:00 <u>by appointment only</u> . |                                      |

### Catalogue Course Description

**CSAD 130:** Introduction to Audiology

3 Units

**Prerequisite(s):** CHDV 30, STAT 1

**Term Typically Offered:** Fall, Spring.

**Description:** Introduction to the field of audiology. Covers the principles of sound, the anatomy and physiology of the auditory system, audiometry, physiological measures of auditory function, disorders of the auditory system, sound and various assessment approaches.

### Place of Course in Program

This course is ideally placed in the second semester of the junior year. Following CSAD 110 Phonetic Science and CSAD 111 Anatomy and Physiology, the Audiology and Hearing Testing course will use that knowledge and expand on it. This will then ready them for CSAD 133 Aural Rehabilitation. This is important to ensure that the students have an intimate knowledge of the auditory mechanism, its normal and abnormal function, and how to evaluate it. This is essential when assessing the receptive language systems.

Table 2: Sacramento State Graduate Learning Goals (GLG)

| 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. | Yes                            |
| <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.                       | Yes                            |
| <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                                                             | Yes                            |

|                                                                                                                                                                                                                                                                                                                   |     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.                                                                                                                                                |     |
| <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 | Yes |
| <b>Integrative Learning**, Including:</b> synthesis and advanced accomplishment across general and specialized studies                                                                                                                                                                                            | Yes |

## 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 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 your progress towards meeting each learning outcome by listing your grades on the table below over the course of the semester.

#### CSAD 130 specific student learning outcomes:

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

Mastery of each student learning outcome listed below is indicated by a grade of C (73-76%) 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.

1. Outline the history and contemporary practices related to the profession of audiology.
2. Explain the nature of sound, including concepts related to acoustics (e.g., pressure, intensity, frequency) and psychoacoustics (e.g., loudness, pitch, and binaural hearing).
3. Describe the basic principles of and the behavioral and physiological procedures used to assess the auditory and vestibular systems in infants, children, and adults.
4. Perform pure-tone audiometric testing in a sound-treated booth.
5. Interpret behavioral and physiological test results.
6. Describe disorders of the auditory and vestibular system that impact communication.
7. Discuss appropriate assessment and rehabilitation procedures for children and adults with hearing impairment.

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                       | Quiz 1                                                            |                 |
| 2                       | Quiz 1, midterm and final exams                                   |                 |
| 3                       | Midterm and final exams, clinical observation and project         |                 |
| 4                       | Clinical observation and project                                  |                 |
| 5                       | Clinical observation and project, quiz 3, midterm and final exams |                 |
| 6                       | Quiz 2, midterm and final exams                                   |                 |
| 7                       | Quiz 4 and final exam                                             |                 |
| 8                       | Attendance                                                        |                 |

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

CSAD 130 Introduction to Audiology

## **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: hearing disorders (including the impact on speech and language 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, screening, and intervention regarding hearing, including the impact on speech and language.

## **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.

## Textbooks and Materials

Introduction to Audiology, 14th Edition, Frederick Martin and John Clark (Paperback or eBook)

ISBN: 9780135353189 (Paperback)

ISBN-13: 9780135353271 (eTextbook, 2025 Update)

ISBN-13: 9780135353271 (eTextbook and Study Prep on Pearson, 2025 Update)

Authors: Frederick N Martin John Greer Clark

### Bookstore Link for CSAD 130

[https://www.bkstr.com/csusacramentostore/course-materials-results?shopBy=course&divisionDisplayName=&departmentDisplayName=CSAD&courseDisplayName=130&sectionDisplayName=02&programId=1346&termId=100092864&utm\\_medium=email&utm\\_source=follett&utm\\_campaign=rush\\_fall-2026-syllabus](https://www.bkstr.com/csusacramentostore/course-materials-results?shopBy=course&divisionDisplayName=&departmentDisplayName=CSAD&courseDisplayName=130&sectionDisplayName=02&programId=1346&termId=100092864&utm_medium=email&utm_source=follett&utm_campaign=rush_fall-2026-syllabus)



## Course Requirements/Components

### Course Format

Lecture.

### Class Preparation

All required readings are for the date listed in the course schedule, not the following class period. Students are responsible for all assigned readings, whether discussed in class or not. Students are expected to actively participate in class discussions and are required to have read the assigned material prior to class meetings.

### Policy on attendance:

Regular attendance and active participation are essential for your success in this course, especially given our hands-on class activities. We meet 27 times; missing even a single class represents a significant loss of instructional time and course discussion. Attendance is worth 10% of your total grade (50 points out of 500). Attendance is verified via a timestamped log or a unique code entry submitted at the start of class. Failure to check in using the correct method within this window will result in an altered attendance status for the day.

### Excused Absences:

You are permitted up to 3 unexcused absences without direct penalty to your attendance score, provided they meet standard university guidelines (e.g., documented illness, legal obligations, or university-sanctioned events). You must notify the instructor via email before the start of class. You remain responsible for all missed material, assignments, and announcements. There are no makeup quizzes or exams unless there is documentation of need (e.g., a doctor's note or a police report). Students may not find information reviewed in class anywhere else. So, it is strongly advised that you attend every class period.

### 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). Make-up exams will be scheduled during the last week of classes and must be completed at the testing center (\$6). If you plan to take the exams in the Testing Center, make sure to book at least 2 weeks in advance, for the same day within 1 hour of the scheduled test hour. Exams are closed book with no prepared notes. Students remain individually responsible for being aware of your exam dates and times posted in the course syllabus or announcements in the class or Canvas.

### Assignments

Use the Assignments section of Canvas to access and submit the assignments.

### AI Policy

In this course, generative AI tools (such as ChatGPT, Claude, and Copilot) are permitted **only during the preparatory phases** of your assignments. AI is a tool to help you jumpstart your thinking, not a replacement for your own voice, analysis, or writing.

### Late Assignments

Late assignments are accepted with a 20% penalty per day late up to 5 days late (at which point the grade would be 0%). This is true for both individual and group assignments.

### Extra Credit (Difficult Topic Mastery):

To support your understanding of the most challenging concepts in this course, several optional extra credit opportunities will be provided throughout the semester. These will take the form of specialized discussion board prompts or targeted assignments designed to help you master difficult topics. You may complete as many of these exercises as you like for practice, but only a maximum of two (2) submissions will be counted toward extra credit. Each approved extra credit submission is worth 5 points (applied directly to your 500-point course total). You can earn a maximum of 10 extra credit points total (equivalent to a 2% boost to your final grade). Extra credit assignments must be submitted by the specific due date posted for that topic. No late extra credit submissions will be accepted under any circumstances.

## **Clinical observation**

This assignment offers students firsthand experience in audiological procedures through a hearing screening, vestibular screening, or hearing aid consultation at the Maryjane Rees Center - Audiology Clinic. Students will sign up for one option, with slots evenly allocated. Early sign-ups provide more choice, but full options require selecting from the remaining slots.

Appointments must be scheduled at least 4 weeks before the report deadline by calling (916) 278-4697 or visiting the clinic. After the appointment, students must submit a report (with test results redacted) and answer reflection questions about their experience.

If you were unable to schedule a clinical audiology procedure session during the semester, you may now use Master Clinician Network (<https://www.masterclinician.org/Links to an external site.>) as an alternative to complete your Clinical Audiology Procedures Exposure assignment.

## **Clinical project**

Using a portable audiometer or Audiology Clinic downstairs you will complete a hearing exam on another student and submit a copy of the audiogram.

## **Group Discussions**

If you need to speak to your classmate on an issue not pertaining to the lecture, please leave the room. If it pertains to the class, please ask me, or address the entire class. Please keep your behavior in class professional.

## **Cell Phone Policy**

Please keep your cell phones turned off during class. If you absolutely need it to be on, please keep it on “vibrate” mode and sit near the exit. If you need to take a call, please leave the classroom silently and come back when you are finished. You do not need to ask permission to leave or enter the class.

## **Drop/Add**

Students may drop and add classes only according to University Policy. You must go through the online system to add or drop. Students must fill out appropriate forms and meet University deadlines to drop or add classes.

## **Special Needs/Accommodations**

Please seek assistance from [Disability Access Center \(DAC\)](#).

## **Readings**

The assigned readings are not optional you will be tested on the material. The material will only be covered briefly in class. All readings will be from our text or posted on Canvas. This course requires extensive reading. Be prepared and read all reading assignments prior to class.

## **Remediation**

If your midterm grade is below a C-, it is your responsibility to email the instructor and schedule an office hour appointment, either in person or via Zoom, within one week of receiving your grade.

## **Audio Recording**

Students may audio record lectures only if they have official accommodations.

## **Student travel policy**

<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/internal/documents/policy/csad-student-travel-policy.pdf>

If you are sick, stay home and do not attend class. Notify your instructor. Please self-diagnose if you are experiencing any COVID- like symptoms (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 contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care. The CDC provides a good

source of information regarding COVID-19 and a way to self-check symptoms:  
<https://www.cdc.gov/coronavirus/2019-ncov/index.html>.

Students must adhere to COVID-19 policies as described on the CSUS website. Please see <https://www.csus.edu/compliance/risk-management/coronavirus.html> and <https://www.csus.edu/return-to-campus/return-to-campus-faq.html> for more information and updates.

## TENTATIVE Course Schedule/Outline

Table 3: Course schedule and outline

| Date         | Topic/Class Content                                                      | Reading           | Assignment                                                                                           |
|--------------|--------------------------------------------------------------------------|-------------------|------------------------------------------------------------------------------------------------------|
| 8/31         | Introduction to Course<br>Syllabus review<br>The profession of audiology | Syllabus<br>Ch. 1 | Survey<br>How much do you know about audiology?                                                      |
| 9/02         | The profession of audiology                                              | Ch. 1             |                                                                                                      |
| <b>9/07</b>  | <b>No class (Labor Day)</b>                                              |                   |                                                                                                      |
| 9/09         | Sound and its measurement                                                | Ch. 2             |                                                                                                      |
| 9/14         | Sound and its measurement                                                | Ch. 2             |                                                                                                      |
| 9/16         | Sound and its measurement                                                | Ch. 2             |                                                                                                      |
| 9/21         | Anatomy and Disorders I                                                  | Ch. 8             | Quiz #1 (Sound and its measurement)                                                                  |
| 9/23         | Anatomy and Disorders II                                                 | Ch. 9             |                                                                                                      |
| 9/28         | Anatomy and Disorders III                                                | Ch. 9             |                                                                                                      |
| 9/30         | Anatomy and Disorders IV                                                 | Ch. 10            |                                                                                                      |
| 10/05        | Anatomy and Disorders V                                                  | Ch. 10 & 11       |                                                                                                      |
| 10/07        | Hearing, Hearing loss and pure-tone audiometry                           | Ch. 3             |                                                                                                      |
| <b>10/12</b> | Hearing, Hearing loss and pure-tone audiometry                           | Ch. 3             | Quiz #2 (Anatomy and Disorders)                                                                      |
| 10/14        | Speech audiometry and masking                                            | Ch. 4 & 5         |                                                                                                      |
| 10/19        | Speech audiometry and masking                                            | Ch. 4 & 5         | Assignment #1: Choosing Terms for Hearing Disabilities                                               |
| 10/21        | <b>Mid-term review</b>                                                   |                   |                                                                                                      |
| <b>10/26</b> | <b>Mid-term</b>                                                          |                   |                                                                                                      |
| 10/28        | Physiological tests I                                                    | Ch. 6             |                                                                                                      |
| 11/02        | Physiological tests II                                                   | Ch. 6             |                                                                                                      |
| 11/04        | Physiological tests III                                                  | Ch. 6             |                                                                                                      |
| 11/09        | Physiological tests IV                                                   | Ch. 6             |                                                                                                      |
| 11/11        | Pediatric audiology                                                      | Ch. 7             | Quiz #3 (Physiological tests)                                                                        |
| 11/16        | Pediatric audiology                                                      | Ch. 7             |                                                                                                      |
| 11/18        | Hearing aids                                                             | Ch. 14            |                                                                                                      |
| 11/23        | Hearing aids                                                             | Ch. 14            |                                                                                                      |
| 11/25        | Vestibular disorders                                                     | Ch. 13            | Quiz #4 (Pediatric audiology & HAs)                                                                  |
| 11/30        | Vestibular disorders                                                     | Ch. 13            |                                                                                                      |
| 12/02        | Work on assignment                                                       |                   |                                                                                                      |
| <b>12/07</b> | <b>Final review</b>                                                      |                   |                                                                                                      |
| 12/09        | Work on assignment                                                       |                   | Assignment #2: Interconnection Between SLP and Audiology<br>Submission: Clinical exposure assignment |
| <b>12/</b>   | <b>Final exam (10:15AM – 12:15 PM)</b>                                   |                   |                                                                                                      |

\*\* Course schedule is subject to change as required to accommodate student learning or guest lecture/clinic availability.

## Grading Policy

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

The Final Grade will be based on a percentage of total points (500) and will be assigned as follows:

*Table 4: Course Requirements and Grade Distribution*

| Source               | Point                | % of grade |
|----------------------|----------------------|------------|
| Quizzes              | 4x25                 | 20         |
| Exams                | 50 midterm, 75 final | 25         |
| Assignments          | 2x50                 | 20         |
| Clinical observation | 1x50                 | 10         |
| Clinical project     | 1x75                 | 15         |
| Attendance           | 50                   | 10         |
| Total                | 500                  | 100        |

*Table 5: Course Grade Scheme*

| %          | Points               | Letter |
|------------|----------------------|--------|
| 95– 100    | 475.00-500.00 Points | A      |
| 90 – 94.99 | 450.00-474.95 Points | A-     |
| 87 – 89.99 | 435.00-449.95 Points | B+     |
| 83 – 86.99 | 415.00-434.95 Points | B      |
| 80 – 82.99 | 400.00-414.95 Points | B-     |
| 77 – 79.99 | 385.00-399.95 Points | C+     |
| 73 – 76.99 | 365.00-384.95 Points | C      |
| 70 – 72.99 | 350.00-364.95 Points | C-     |
| 67 – 69.99 | 335.00-349.95 Points | D+     |
| 63 – 66.99 | 315.00-334.95 Points | D      |
| 60 – 62.99 | 300.00-314.95 Points | D-     |
| < 60       | 300.00 Points        | F      |

## Online Resources

### CSUS Library

Access the CSUS Library is a requirement of this course. Please become familiar with library access and login information as quickly as possible. As a CSUS student you should have free access to the library and its resources. The Department has access to the Health Sciences Librarian Rachel Stark. She is available to you for assistance and questions on how to utilize the library effectively. <https://library.csus.edu/directory/rachel-stark>

### CANVAS

This course is posted on CANVAS. All lecture material and required readings not in the textbook will be available only on CANVAS. Access to CANVAS is a requirement of this course. Laptops are available to loan out as needed. Please contact the Department for further information. Grades and statistics for the tests will be posted on CANVAS. Please forward interesting links to me as I will post them for the benefit of the entire class. All submissions must be in MS WORD.

## Additional Information

### 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 resources.
- Willingness to share your experiences with others.
- Strong analytical and critical thinking skills for when you "get stuck".
- Resourcefulness - don't be afraid to explore and ask questions.
- Time management

### 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.

### 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://www.csus.edu/umannual/student/stu-100.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." Source: Sacramento State University Library 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.

### 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** 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)

### **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 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: [www.csus.edu/shcs](http://www.csus.edu/shcs)

Campus Confidential Advocate – Laura Swartzen  
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

### **CSUS Grading Policy**

Information for students regarding grading is provided here:  
<https://www.csus.edu/umannual/acad/umg05150.htm>

As an instructor, one of my primary responsibilities is to help foster a safe learning environment in the classroom and throughout our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. In this class, sexual topics may emerge in readings, assignments, and class discussions. Making a personal connection with the topics addressed in this class can be meaningful. However, please be advised that 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 the following confidential resources:

### **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](mailto:stark@csus.edu)
- Disability Access Center: <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>
- 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>