



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

Semester/Year: Fall 2026	Course: CSAD 140L SLPA Methods	Section: 50
Meeting Days: As scheduled	Meeting Times: As scheduled	Location: As scheduled
Instructor: Heather L. Thompson, PhD, CCC-SLP Tonia N. Davis, PhD, CCC-SLP Lisa D'Angelo, PhD, CCC-SLP Celeste Roseberry-McKibbin, PhD, CCC-SLP Darla K. Hagge, PhD, CCC-SLP		Email: heather.thompson@csus.edu tonia.davis@csus.edu dangelo@csus.edu celeste@csus.edu hagge@csus.edu
Office Hours: Contact instructor of record directly		Location: FLS 2316

Catalogue Course Description:

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CSAD 140L. SLPA Methods. 3 Units

Prerequisite(s): CSAD 145, instructor permission

Term Typically Offered: Summer

This course serves as extension coursework to the CSAD Bachelor of Science Program to prepare students for SLPA license application. This course is designed to meet the State of California's registration and licensing requirements for Speech-Language Pathology Assistants and the American Speech-Language-Hearing Association (ASHA) Code of Ethics. Supervised clinical practice takes place in schools, private practice or medical settings. Students are expected to conform to the schedules of assigned placement(s) and must furnish their own transportation to clinical site(s).

Place of Course in Program:

This course is required to meet the State of California's registration and licensing requirements for Speech-Language Pathology Assistants (SLPA). CSAD 140L will generally be taken by students following the completion of their undergraduate degree or as part of the second bachelor's of science in Communication Sciences and Disorders program. The methods course (CSAD 140 or 146) is a co-requisite to this CSAD 140L practicum course.

This clinical experience requires assisting a licensed Speech-Language Pathologist (SLP) with the clinical management of persons with communication disorders. Each CSAD 140L student will be assigned to a speech language pathology (SLP) onsite supervisor with whom they will work during an approximately 6 (or 12) week clinical semester. The SLP onsite supervisor has at least three years of experience working as an SLP, holds a current California license and is registered with Speech-Language Pathology and Audiology Board (SLPAB), and/or holds a current Clinical Rehabilitative Credential.

Sacramento State Baccalaureate Learning Goals

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
Competence in the Disciplines: <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
Knowledge of Human Cultures and the Physical and Natural World <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
Intellectual and Practical Skills, Including: <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
Personal and Social Responsibility, Including: <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
Integrative Learning**, Including: <i>synthesis and advanced accomplishment across general and specialized studies</i>	Y

Expected Learning Outcomes (ELO)

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

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

Course Learning Outcome	Components Indicating Competence	Grades Received
1. Identify and discuss the professional responsibilities and ethical behavior for practice of a Speech-Language Pathology Assistant (SLPA) under the guidelines of the state of California's Speech-Language Pathology and Audiology Licensing Board (SLPAB) and	Clinical Competencies	

American Speech-Language and Hearing Association (ASHA) Code of Ethics.		
2. Identify and discuss the regulations to client confidentiality and privacy rule under the Health Insurance Portability and Accountability Act of 1996 (HIPAA) regulation.	Clinical Competencies	
3. Understand and discuss the procedures and considerations for cultural and linguistic variations for management of individuals with communicative disorders as required by the SLP onsite supervisor.	Clinical Competencies	
4. Discuss and set up a treatment session based on the client's treatment objectives, teaching methods, and use of appropriate reinforcements as described orally and in writing by the SLP onsite supervisor.	Clinical Competencies	
5. Collect and report treatment data in a standardized manner as required by the SLP onsite supervisor.	Clinical Competencies	
6. Understand and discuss the difference between a complete client assessment and a screening.	Clinical Competencies	
7. Identify and discuss the supervision requirements for a SLPA (type of supervision and CEU requirements for the SLP onsite supervisor).	Clinical Competencies	
8. Understand and identify the requirements and processes for registering as a SLPA.	Clinical Competencies	

Textbooks, Materials, and Online Resources:

Canvas will be used for course materials. Readings will be as assigned.

Course Requirements/Components:

Appearance: Students are expected to be clean, free of strong scents and odors, and dress appropriately for the clinical setting. Attire should be discussed with the licensed SLP onsite supervisor to ensure appropriate dress for the assigned clinical duties.

Clinic Handbook: The Clinic Handbook will be provided at the start of the semester. Students are responsible for following the policies and procedures described in the clinic handbook.

Schedule: A schedule of suggested timelines and activities is provided in the clinic handbook. Students must review the schedule and timeline to ensure that competencies can be achieved.

Use of AI. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these.

Grading Policy:

CSUS Grading Policy

The CSUS Grading Policy (Policy# 11476953) can be found at:

<https://sacramentostate.policystat.com/policy/11476953/latest>

Grading Policy: A passing grade for clinic performance is based on the Final Clinical Competency Form that is completed by the SLP onsite supervisor (See Clinical Competencies). Students and SLP onsite supervisors should review this form BEFORE clinic starts so that s/he aware of all items that will become part of the assessment for this clinic and so that the student can be evaluated on each of the competencies listed on the form. The Clinical Competency form will be completed by the SLP onsite supervisor at midterm and at the end of the fieldwork experience, but it is the final Clinical Competency Report on which the clinic grade is based. **A passing grade for the fieldwork experience is a B- or higher.** A passing grade is obtained by achieving a rating of 4.0 or better on the average of the competency items scored (i.e., items rated a score of 1-5). Items rated as a “0” or “No basis for evaluation” are not included in the final score.

If a student needs to move to another site to complete hours, the student’s final score will be an average of the competency scores for the two sites. Students must obtain a B- or better in each of the two placements to pass the clinic. Students cannot count hours for placements in which they have failed toward their license verification.

Letter grades will be based upon the following, using the average total score from the competency rating form (Part VIII - Clinical Competencies, in the Clinic Handbook):

SCORE	GRADE	DESCRIPTION
4.65 - 5.00	A	<u>Exceeds Performance Expectations</u> (Minimum assistance required) ☐ Clinical skill/behavior well-developed, consistently demonstrated, and effectively implemented ☐ Demonstrates creative problem solving ☐ Clinical Instructor consults and provides guidance on ideas initiated by student
4.50 - 4.64	A-	
4.35 – 4.49	B+	<u>Meets Performance Expectations</u>
4.15 – 4.34	B	(Minimum to moderate assistance required) ☐ Clinical skill/behavior is developed/implemented most of the time, but needs continued refinement or consistency ☐ Student can problem solve and self-evaluate adequately in-session ☐ Clinical Instructor acts as a collaborator to plan and suggest possible alternatives
4.00 – 4.14	B-	
A grade below this line is a fail		
3.85 – 3.99	C+	<u>Needs Improvement in Performance</u> (Moderate assistance required) ☐ Inconsistently demonstrates clinical skill/behavior ☐ Student’s efforts to modify performance result in varying degrees of success ☐ Moderate and ongoing direction and/or support from Clinical Instructor required to perform effectively
3.65 – 3.84	C	
3.50 – 3.64	C-	

3.35 – 3.49	D+	<u>Needs Significant Improvement in Performance</u> (Maximum assistance required) ☐ Clinical skill/behavior is beginning to emerge, but is inconsistent or inadequate ☐ Student is aware of need to modify behavior, but is unsure of how to do so ☐ Maximum amount of direction and support from clinical Supervisor required to perform effectively.
3.15 – 3.34	D	
3.00 – 3.14	D-	
0 – 2.99	F	<u>Unacceptable Performance</u> (Maximum assistance is not effective) ☐ Clinical skill/behavior is not evident most of the time ☐ Student is unaware of need to modify behavior and requires ongoing direct instruction from Clinical Instructor to do so ☐ Specific direction from Clinical Instructor does not alter unsatisfactory performance

Attendance Policy

Attendance: Prompt attendance at the practicum site is required at all times. Students are expected to be at their assigned practicum site on the days/times agreed upon between the SLP onsite supervisor and SLPA student intern. In the event of a medical emergency or illness, the student must notify their SLP onsite supervisor as soon as possible with the goal of notifying the SLP onsite supervisor at least 24 hours in advance of their absence in an agreed upon manner (via email, telephone, etc.). Medical documentation may be requested to support an absence, consistent with University policy. If a student cannot attend one or more field experience days due to a medical emergency or illness, the liaison may request medical documentation.

The student is expected to arrive on time, stay focused, and participate in the designed learning activities (clinical/non-clinical). The student will only perform tasks under the supervision of their licensed SLP onsite supervisor and must abide by the scope of practice outlined in the Scope of Practice for certified SLPAs.

SLP Onsite supervisor: Practicum site times have been assigned based upon internship site availability. No change to the schedule may be made without the approval of the student's SLP onsite supervisor and the program coordinator. SLP onsite supervisors must be on site and available to supervise sessions at all times and s/he must provide at least 50% direct supervision for sessions involving direct client contact.

Course Policies/Procedures:

Please see the SLPA Internship Handbook for policies and procedures for the internship.

Course Schedule/Outline:

Please see the SLPA Internship Handbook for a schedule of tasks and duties for the SLPA internship.

Hornet Honor Code

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.

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://sacramentostatetext.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.

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.

C- Grades for Prerequisite Courses

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

C- Grades for Prerequisite Courses

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

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

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

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 Additional information can be found on the DAC website: <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

Crisis Assistance & Resource Education Support (CARES) Support

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

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

Campus Confidential Advocate Email: weave@csus.edu

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

WEAVE 24/7 Hotline: 916-920-2952

Other Resources

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

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

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

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

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

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

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

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

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

StudyMate (tutoring resource): Available in the course CANVAS site