



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

Semester/Year: Fall 2026	Course: CSAD 146 Introduction to Clinical Issues and Methods	Section: 01
Meeting Days: Friday	Meeting Times: 9:00-11:50 am	Location: Folsom 1050
Instructor: Kelly Louney, MS CCC-SLP		Email: louney@csus.edu
Office Hours: Thursday 10:00-11:30 am Friday 12:00-1:30 pm		Location: 2036B

Catalogue Course Description:

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. Introduction to clinical procedures, ASHA Code of Ethics, legal issues, funding sources, supervision and scope of practice. Survey of professional settings for speech and language services, including multidisciplinary settings. Required for applicants of the CSAD Master's program. Recommended for students who plan to apply to graduate programs 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).

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. 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 and Hearing Association (ASHA).	COE Activity/Quiz	
2. Be able to state or write and discuss the tenants of Universal Precautions.	Health module certificate of completion	
3. Be able to discuss and apply HIPAA regulations to clinical practice.	Health module certificate of completion	
4. Be able to discuss the tenants of supervision according to Anderson's Continuum of Supervision.	Test	
5. Observe clinical practicum and identify (in writing) client objectives, teaching methods, reinforcers, and client behaviors.	Treatment Plan Clinic attendance Clinic journal	
6. Formulate a written treatment plan, including treatment objectives and materials and teaching methods, for clients.	Treatment Plan Clinic attendance Clinic journal	
7. Participate in therapy, planned and guided by a graduate/master clinician.	Clinic attendance Clinic journal	

8. Design treatment objectives, detailing performance, conditions, and criterion.	Treatment Plan Goal and objective writing activity Test	
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. (2021). *Treatment Resource Manual for Speech-Language Pathology, 7th Edition*. San Diego: Plural Publishing.

RECOMMENDED TEXT

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

Links to required readings and videos can be found in Canvas



Course Requirements/Components:

Required Medical Documents

Students are required to provide documentation for the following:

1. Department Background Check: https://www.csus.edu/college/health-human-services/communication-sciences-disorders/_internal/_documents/policy/csad-background-check-policy-and-instructions.pdf
2. Current Negative TB test. Administered after to December 10, 2023
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 class and students may NOT participate in person clinical 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.

Speech-Language Clinic- Clinic Dates: 9/28/2026-11/20/2026

- 1) This semester you will be assigned a graduate student and a participating client. You 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 via graduate clinician.
- 4) Absences may be excused and make-up sessions allowed for documented emergencies only. You must email Instructor Louney **prior** to the session unless extenuating circumstances can be documented. You must also provide sufficient written documentation of the emergency for approval.
- 5) Session Participation: You 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: You will be required to complete a session journal of your experience. The clinic journal assignment and format will be discussed in class. Clinic journal points are awarded as follows

Audiology Clinic

- 1) Students assigned to the Audiology Clinic will complete **16 hours of scheduled clinic participation**.
- 2) Audiology Clinic staff will assign each student's dates, times, and responsibilities. During assigned hours, students will observe or assist with clinical activities as directed by the supervising clinician.
- 3) Attendance will be verified by the supervising clinician. Students are responsible for obtaining the required verification for each clinic experience.
- 4) Students will complete the corresponding section of the Clinic Journal for each assigned experience. Entries will include attendance verification and a brief observation, data summary, and reflection.
- 5) If an emergency prevents attendance, the student must notify Instructor Louney and the Audiology Clinic before the assigned start time, unless documented circumstances make advance notice impossible.
- 6) Students may not arrange their own make-up hours. When clinic availability permits, an alternative time or experience may be assigned for an excused absence. Make-up opportunities are not guaranteed for unexcused absences.

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

Tentative Clinic Schedule

Speech-Language Clinic

Week	What CSAD 146 Student will do during clinic	Be prepared to discuss the following during class on Friday	What Graduate Student Will Provide
Prior to week 1	-Meet with graduate student -Chart review -Review interview questions -Assessment results	Client's age and disorder Client's relevant history Client's assessment plan/results	-Be available to meet -Discuss case history/review chart -Discuss Assessment Results -Discuss therapy session structure currently in place

2-3	-Review plan of therapy and therapy goals/objectives -Complete a subjective observation -Make speech/language/behavioral observations relevant to your client	What you relevant observations did you make about your client and how do they support or refute what you learned during chart review?	-Graduate student will share semester goals and objectives -Graduate student will share lesson plan -Graduate student will discuss CSAD 146 student's speech/language/behavioral observation findings and how they relate to session design.
4-5	-Review the client's goals/objective and past results/progress towards goals thus far -Note the treatment approach(es) used -Begin to engage with the client, as directed by your graduate clinician	Do you client's goals/objectives make sense to you? Do the activities and materials relate to the goals/objectives in a meaningful way for you? What were your feelings when you began interacting with the client?	-Graduate student will share lesson plan -Graduate student will discuss rationale for treatment approaches being used and model therapy approach(es) and how they address goals/objectives -Provide an opportunity for the CSAD 146 student to engage with the client, perhaps as a communication partner
6-7	-Continue interacting with the client, with more independence, as directed by your graduate clinician -Take data for the goals/objectives addressed during the session	What does it feel like to take data during a session? What do you think were the pro's and con's of taking real time data?	-Graduate student will share lesson plan -Graduate student will review requirements for needed data collection during session -Graduate student will review data collected by CSAD 146 student and discuss why it meets their needs for tracking client progress
8	-Continue interacting with the client, with more independence, as directed by your graduate clinician -Plan an activity based on one of the goals/objectives -Work WITH your grad to implement this activity.	Explain your thought process as it relates to activity planning. What treatment approaches did you consider? What materials? Did you find this somewhere or create it yourself?	-Graduate student to share lesson plan -Graduate student will request that CSAD 146 student plan an activity, to be carried out over two sessions, that is aligned to a semester short-term objective or long-term goal -Graduate student and CSAD 146 student will review data from the two sessions and discuss whether or not (and why or why not) the activity appears to be effective

CSU Learn modules:

Accessing Courses in CSU Learn

1. Using a computer, open Google Chrome or Mozilla Firefox. Do not use a phone, tablet, Safari, or Microsoft Edge, as your course completion may not be recorded correctly.
2. Log in to My Sac State using your SacLink credentials.

3. Select CSU Learn from the available campus applications.
4. On the CSU Learn homepage, locate the course under Assigned Learning. If the course is not assigned, use the search bar to search for the course by its exact title.
5. Open the course and select Register, Start, or Launch, as applicable.
6. Complete all required sections and assessments. Make sure the course displays a Completed status before exiting.
7. Save or download your completion certificate if one is available.

If you cannot access CSU Learn or locate the required course, submit a request through the Sac State IRT Support Portal and specify that you have a “CSU Learn for Students” question.

Sacramento State is listed at the very bottom

You are required to complete the following modules:

- (a) Bloodborne pathogens/Cal-OSHA
- (b) Sac State Injury and Illness Prevention Program (IIPP)
- (c) HIPAA: Protecting Patient Privacy

These modules will prepare you for work in a variety of healthcare settings and support your 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 deck outlines. Students are responsible for accessing and locating materials and downloading appropriate resources to learn the material for this class. If you are absent from class you are expected to get notes from a peer as office hours are meant to clarify and elaborate information, not repeat lectures to absent students. 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 instructor in advance of the exam/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:

You 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 goal/objective as well as create them independently.

Grand 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, 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 Speaker:

Guest speakers will be brought in to discuss topic specific material. Attendance is mandatory for all guest speakers. Because guest speakers are professionals from the community who volunteer their time to discuss their métier with our students, attendance is expected. The dates of guest speakers are tentative, although they are confirmed prior to class scheduling; we sometimes need to afford guest speakers flexibility as their schedules may change. Although schedule changes do not happen often, the attendance policy will apply on the actual day the speaker presents. Students will sacrifice 15 overall class points for absences on days with guest speakers.

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:

Attempts will be made to review course material prior to tests. However, lecture and instruction of content material will be prioritized over test review. Test reviews will support the students' ability to identify holes in their knowledge related to the concepts and focus their studying in order to prepare for the test. Test questions and specific information and or a modified list of information to know will not be provided. Tests are meant to sample a range of information across the instructional period and scores should accurately reflect their knowledge of the overall

content. Due to the fact that the course material is not conducive to simply memorizing terms and definitions (but rather applying concepts learned throughout other aspects of the speech-language pathology and audiology program), students are encouraged to develop their own personal study guide for this class to best support their learning. Students may wish to develop charts to compare/contrast key terms and are encouraged to pay close attention to being able to describe relationships between etiologies of different disorders and make decisions about assessments given case scenarios.

Artificial Intelligence Use Policy

Artificial intelligence may support your learning, but it may not replace your thinking, clinical reasoning, or professional judgment. Each assignment will be labeled with an AI Assessment Scale level indicating how AI may be used for that specific task. If an assignment does not identify a level, ask the instructor before using AI.

The AI Assessment Scale

1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.
3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.
4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.



Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale

Responsible and Safe Use

Regardless of the assignment's AI level, the following requirements always apply:



Responsible AI Use in Class

Use AI to support your learning, not replace your thinking.



LOW RISK (GREEN):

Good ways to
use AI

- 1 Grammar and clarity support:** Use tools like Grammarly to polish spelling, grammar, and sentence clarity after you have written your own work.
- 2 Study help and practice:** Ask AI to create flashcards, practice questions, concept explanations, or simple study guides using class content that does not include any private information.
- 3 Safe educational tools:** Use tools such as Diffit for Teachers or similar supports only when the material does not include PHI, client names, or other identifiable information.



MEDIUM RISK (YELLOW):

Use with caution

- 1 Brainstorming and outlining:** AI can help you generate ideas, outlines, or starting points, but you must fact check, revise, and make the final work your own.
- 2 Report Review Program:** Use only with fully redacted reports. Remove names, dates of birth, schools, contact information, ID numbers, and any other identifiable details before using it.
- 3 Feedback on drafts:** AI may help with organization, wording, or clarity, but you are still responsible for accuracy, clinical reasoning, and following course expectations.



HIGH RISK (RED):

Do not use AI
this way

- 1 Never upload or paste** unredacted reports, evaluations, IEPs, therapy notes, or screenshots that include PHI or identifiable student or client information.
- 2 Never enter medical information** from parents, family details, or sensitive client information into ChatGPT or other public AI tools.
- 3 Do not submit AI generated work** as your own or use AI to replace your analysis, interpretation, or clinical judgment.



When in doubt: protect privacy, redact thoroughly, verify accuracy, and ask your instructor.

Disclosure and Accountability

When AI use is permitted, you must disclose how you used it. Include the name of the tool, the purpose for which it was used, and a brief description of how you evaluated and revised its output. You may be asked to provide prompts, drafts, revision history, sources, or other evidence of your process.

You are responsible for the accuracy, quality, originality, citations, privacy, and ethical integrity of everything you submit, regardless of whether AI assisted you. AI can produce inaccurate, biased, incomplete, or fabricated information; therefore, its output should never be treated as an authoritative source.

Using AI beyond the level permitted for an assignment, failing to disclose required AI use, submitting AI-generated work as your own, or entering confidential information into an AI tool may be addressed as an academic-integrity or professional-conduct concern. When in doubt, protect privacy, verify accuracy, and ask the instructor before using AI.

Grading Policy:

Your grade will be based upon the total number of points you achieve 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 (or final, whichever is higher)	50	
6	Grand Rounds	50	
7	Clinic Journal and Attendance	200	
8	Code of Ethics Activity	25	
9	Supervision Activity	25	
10	Test #2 (or final, whichever is higher)	50	
	TOTAL	609	

Letter grades are assigned according to the following scores:

Percentage	Letter
94-100	A
90-93	A-
88-89	B+
84-87	B
80-83	B-
78-79	C+
74-77	C
70-73	C-
68-69	D+
64-67	D
60-63	D-

59 and below	F
--------------	---

LATE ASSIGNMENTS Assignments are due when collected by the instructor on the assigned due date or by the deadline listed in Canvas. An assignment is considered late if it is submitted at any time after that point. Late assignments must be submitted on paper directly to the instructor. For each week or portion of a week that an assignment is late, the grade will be reduced by 10% of the total possible points or 2 points, whichever is greater. The first late period begins immediately after the assignment is collected and ends at the corresponding collection time one week later. Each additional week or portion of a week results in another deduction.

CSUS Grading Policy

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

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. Your points will be sacrificed if not in attendance for graded assignments. You will sacrifice 15 points from your overall grade for any unexcused absences on days with a guest speaker or presentations.

Course Policies/Procedures:

PARTICIPATION IN CLASS MEETINGS

There will be a moderate amount of lecture during 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.

Course Schedule/Outline:

Date	Topic/Class Content	Readings	Assignment/Activities	Class/ Clinic/ Assistant
9/4	Welcome/Introduction/Syllabus /Clinic Sign Up/ Video Permission Form Learning Theories	Dwight, Chapter 3 Roth, Chapter 1	Clinic Sign Up Video Permission Form	1/
9/11	Learning Theories Developmental Domains	Dwight, Chapter 3 and 4 Roth, Chapter 1	Documents	2/

	Disability Categories Journal Introduction			
9/18	UC Davis ADEPT		UC Davis ADEPT Due 10/2	3/1
9/25	Data Collection Goal Writing/SOAP notes Clinic Tour- Dress code	Roth, Chapter 1, 2		4/2
10/2	Data Collection Goal Writing/SOAP notes	Roth, Chapter 1, 2	Data Collection Activity Goal Writing Activity	5/3/1
10/9	TEST #1		TEST #1	6/4/2
10/16	Clinic Handbook Activity (25 pts) Health Modules Introduced		Clinic Handbook Activity	7/5/3
10/23	Legal lecture/Critical Legislation			8/6/4
10/30	Hands on Core Skills	Dwight, Chapter 5	Health Modules	9/7/5
11/6	Basic Structure Within Therapy Introduce Grand Rounds	Dwight, Chapter 6		10/8/6
11/13	Supervision Lecture Supervision/Code of Ethics Code of Ethics	Dwight, Chapter 3	Supervision Activity COE Activity	11/9/7
11/20	TEST #2 (50)		Test #2 Journal Due	12/10/8
11/27	Thanksgiving			
12/4	Grand Rounds		Grand Rounds	13/11
12/11	Professional Settings Panel		Course Evaluations	14/12
12/14	Finals week			15/

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.

Commitment to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State's Academic Honesty Policy & Procedures

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

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

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

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)

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
