



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2026	Course: CSAD 228C Methods: Speech Disorders III.	Section: 01
Meeting Days: Tuesdays	Meeting Times: 1:00-1:50pm	Location: Clinic 2206B
Instructor: Lauren Cook, MA CCC-SLP	Email: Lauren.Cook@csus.edu	Phone: 321-698-6142 text preferred
Office Location: Virtual	Office Hours/Appointments: Fridays 1:30-3:30pm or by appointment (Zoom)	

Catalogue Course Description:

CSAD 228C. Methods: Speech Disorders III. 1 Unit

Prerequisite(s): [CSAD 218](#), [CSAD 228B](#); [CSAD 221](#) may be concurrent; instructor permission.

Corequisite(s): [CSAD 229C](#).

Term Typically Offered: Fall, Spring

Techniques and materials for assessing and treating clients with disordered speech secondary to developmental disabilities and syndromes, degenerative diseases or complex problems associated with English as a second language (ESL). Discussions of cases in the current caseload.

Place of Course in Program

The purpose of this graduate course is to introduce student clinicians to methods, materials, and procedures in use with children and adults who demonstrate multiple communication disorders, emphasizing speech disorders secondary to developmental disabilities, syndromes, degenerative disease, motor speech disorder, and those requiring augmentative and alternative communication. CSAD 229C is a co-requisite.

The goal of CSAD 228C is to assist students in building problem-solving and critical thinking skills. Students are encouraged to be active participants and bring topics to discuss with the class. Topics may include, but are not limited to: challenges with clients, therapy techniques, assessment, etc. This class is primarily conducted in a seminar and discussion format.

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

GRADUATE

CSUS CSAD MS Program Learning Outcomes

The course must provide Competency Enriched Activities (e.g., content and opportunities) for students to learn so that each student can **demonstrate professional attributes and abilities**. To that end, identifying and articulating the ASHA Professional Competencies and Foundational Knowledge, and/or clinical skills that you acquire in this course and during your time at Sac State are critical to becoming career ready and your success both as a student and post-graduation. In this syllabus, assignments, readings, in-class activities, and exams are all opportunities where you can enhance and gain the professional and foundational competencies and skills that employers are seeking and the field requires. This will occur throughout this course including class conversations and will contribute to your ability to identify and articulate these competencies and skills when applying for leadership roles, internships, employment, doctoral programs, fellowships, and more. Note: Failure to meet professional competencies may result in an Academic Performance Improvement Plan (A-PIP) or Clinical Performance Improvement Plan (C-PIP.)

CSUS CSAD MS Program Learning Outcomes		
Competency Area:	Examples of Skills to be Demonstrated:	Competency Enriched Activity (CEA)
Accountability:		
• Adhere to the professional codes of ethics, the speech-language pathology scope of practice documents, professional fiduciary responsibility for each client/patient/student served, and federal state, and institutional regulations and policies related to the profession of speech-language pathology and its services, including compliance with confidentiality issues related to the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).	• Comply with all HIPAA and FERPA requirements. • Comply with all of ASHA's code of ethics.	<u>This Course:</u> • Plan, Assessment, Interview Summary • Report <u>The Program:</u> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences • All CSU Compliance Trainings, completed by the end of the first week of the semester
• Differentiate service delivery models based on practice sites (e.g., hospital, school, private practice).	• Demonstrate understanding of SLP service differences between employment settings. • Demonstrate understanding of differences between levels of care in medical SLP services.	<u>This Course:</u> • Clinic practice, Grand Rounds <u>The Program:</u> • Clinic Orientation • Internship Orientation • Professional Development Series

		• Interprofessional Education (IPE) Learning Experiences
• Demonstrate an understanding of the effects of their actions and make appropriate changes as needed.	• Demonstrate awareness, understanding, and ability to perform professional problem solving, communication repair, and resolution including on-time behaviors for clinic, notes, assignments, meetings, orientations, misunderstandings, etc.	<u>This Course:</u> • Grand Rounds <u>The Program:</u> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
• Explain the health care and education landscapes and how to facilitate access to services in both sectors.	• Demonstrate understanding and ability to advocate for clients/loved ones across the lifespan. • Educate and facilitate client/family self-advocacy knowledge and skills.	<u>This Course:</u> • Community Resources Presentation • Grand Rounds <u>The Program:</u> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
Effective Communication Skills		
• Demonstrate the ability to communicate in a responsive and responsible manner with clients/patients/students, communities, and interprofessional team colleagues and other professionals.	• Demonstrate active listening skills, respect, and understanding of multiple perspectives in all written and/or oral communications. • Respond to others in a timely, thoughtful, considerate, reflective, and respectful manner.	<u>This Course:</u> • Grand Rounds • Client and Family TX sessions • Communication with School SLP and other members of the team <u>The Program:</u> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
Evidence-Based Practice		
• Access and critically evaluate information sources, apply information to appropriate populations, and integrate evidence in provision of speech-language pathology services.	• Identify, discuss, use, and integrate EBP into all aspects of clinical work and plan of care including assessments, therapeutic approaches, goals, education, counseling, etc..	<u>This Course:</u> • Treatment planning • Grand Rounds • Materials Share Presentation <u>The Program:</u> • Clinic Orientation

		• Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
Professional Duty		
• Demonstrate knowledge of one's own role and those of other professions to appropriately assess and address the needs of the individuals and populations served.	• Understand the role that an SLP performs in all clinical services • Demonstrate understanding and ability to provide the highest level of care in meeting the needs of clients including the provision of education, resources, home exercise programs, counseling, etc.	<u>This Course:</u> • Grand Rounds • Collaborate with outside professionals <u>The Program:</u> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
• Demonstrate knowledge of the roles and importance of interdisciplinary/interprofessional assessment and intervention and be able to interact and coordinate care effectively with other disciplines and community resources.	• Identify the four domain areas of IPE (CERT). • Recognize and model respect, teamwork, collaboration, and professionalism with other disciplines. • Educate and advocate for the profession with other disciplines during all interactions.	<u>This Course:</u> • Grand Rounds • Discussion on team members and referrals <u>The Program:</u> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
• Demonstrate knowledge of the roles and importance of individual and collective (e.g., local, national organizations) advocacy for clients/patients/students' right to care.	• Understand and perform the role of an advocate • Advocate at all levels for those that our profession serves.	<u>This Course:</u> • Grand Rounds • Community Resource Presentation <u>The Program:</u> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
• Demonstrate knowledge of the role of clinical teaching and clinical modeling as well as supervision of students and other support personnel.	• Understand, acknowledge, respect, and learn from clinical instructors and supervisors.	<u>This Course:</u> • Grand Rounds • Client and Family Training/Education

	Model and perform professionalism when interacting with all clinic assistants and staff.	<u>The Program:</u> - Clinic Orientation - Internship Orientation - Professional Development Series - Interprofessional Education (IPE) Learning Experiences
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Mastery of each student-learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

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

CSAD 228C SPECIFIC STUDENT LEARNING OUTCOMES

Upon completion of this course the student will be able to:

- 1) Students will discuss and identify major categories to be addressed in an interview
- 2) Students will demonstrate ability to use appropriate tools and techniques in assessing clients with multiple speech and/or language disorders
- 3) Students will design appropriate and effective measures to obtain an accurate baseline
- 4) Students will write professional reports with all pertinent case history information
- 5) Students will present data clearly and accurately in reports and other forms of written documentation and oral report
- 6) Students will develop specific, measurable, attainable, results oriented, time-bound goals
- 7) Students will describe and implement appropriate techniques to accurately measure and report treatment outcomes
- 8) Students will integrate goals into the client's functional daily living by providing home carryover activities
- 9) Students will involve caregivers in the therapy and/or home carryover process through participation in treatment planning, therapy, and planning of home carryover activities
- 10) Students will facilitate discussions and demonstrate critical thinking skills with other students through class presentations
- 11) Students will list and describe behavior management and reinforcement techniques
- 12) Students will discuss a variety of treatment activities
- 13) Students will identify and implement techniques to effectively communicate with other students, clinical instructors and other professionals
- 14) Students will identify and make appropriate referrals

Course Learning Outcome	Components Indicating Competence	Grades Received
1,4,5	Client Chart Review and Interview Questions	
2,3,7	Assessment Plan, Client Summary	
12,11	Materials Presentation	
6, 7, 10,13, 14	Grand Rounds Discussions	
10,13	Attendance/Participation	
8,9,10,14	Community Resources Presentation	

Textbooks and Materials/ Online Resources

NO Textbook. Canvas: This course is embedded into the Canvas format. You **must** have an active CSUS email and use CSUS's Canvas platform to access handouts, course assignments, class discussions and class email.

Course Requirements/Assignments

Chart Review and Interview Questions: Submit a brief outline of interview questions for your client(s) with the **Assessment Plan:** Submit an outline of your planned assessment. This includes what information you plan to obtain and how you will assess each given area. 1 form per client=2 total due.

Client Summary Presentation: A summary of your clients that states age, diagnosis, pertinent medical history, past and current intervention, assessment tools used, and goals.

Simulation IEP: in class, participation in presenting results and goals in SST/IEP

Community Resources Presentation: This presentation will focus on a diagnosis/disorder or organization or resource.

Materials Presentation: The student will discuss a therapy material or assessment or website materials that they used during the semester.

Weekly Grand Rounds: Students will reflect, discuss, and collaborate on specific topics and self-reviews of sessions. A Problem Solving Focus Approach will be utilized as a group with client cases. Focus will be on appreciating success/learning, and identifying areas for growth, discussing client challenges and change/progress, and working together as a collaborative team. Participation will be measured verbally and in short written format in class.

Grading Policy

Your grade will be based on the total points you achieve for the semester out of the total possible.

Chart Review, Assessment Plan, Interview Questions, IFSP Discussion	100 points
Community Resources Presentation	50 points
Materials Presentation	50 points
Grand Rounds Collaboration	100 points
Sim IEP participation	100 points
Attendance/Participation	50 points
Client Presentation/Sharing	50 points
Total= 500	

Letter grades are assigned according to the following scores:

%	Letter
95-100	A
90-94	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
64-66	D
60-63	D-
59 and below	F

CSUS Grading Policy

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

Course Policies/Procedures

Attendance. This course involves verbal interaction among the students and the instructor. You cannot really “get” what was covered in class via classmates’ notes. A modified Socratic method will be employed, whereby students will be called upon randomly to contribute to classroom discussions. Because of this, class attendance is required. If you are not in class or not present when your name is selected for discussion, you will be considered absent. This also means that working on therapy materials and other assignments during the class is not allowed.

You must report absences to Lauren Cook **via email prior** to class meetings. Excused absences will be granted for documented emergencies or conflicts: ***You must provide written documentation of the emergency or conflict to the instructor.*** All other absences will be considered unexcused. **Two or more (2) unexcused absences will result in your final grade dropping one letter grade via reduction of the 50 participation points.** Working as a Speech-Language Pathologist requires being present, on time, and prepared. Practicing those skills now will prepare you for what this career will be like. If you do need to miss a class, you are responsible for all materials covered in your absence. This means you must get any materials handed out during your missed session from a classmate, not the instructor.

Assignments: Assignments are due throughout the semester. Presentations and Grand Rounds sharing of information is expected per the syllabus. The assignment may have a different due date than the exact date of the sharing presentation. Please make note. Late assignments can impact your grade, so please note the due dates. Only documented medical excuses will be accepted for late or missing assignments.

Class meetings and participation: Interactive lecture + discussion+ collaboration format will be followed. Because this is a seminar, active listening, participation, and problem solving is expected. For example, when you are listening to another student present his/her ideas, you should take notes and offer suggestions. Comments such as “I agree” or “great idea,” are okay. Substantive participation (e.g., comments that help advance the discussion, or that help develop a new angle on a problem) is considered to be far more meaningful participation. Speech-Language Pathology is a profession in which you need to actively problem solve at all times.

TENTATIVE Course Schedule/Outline:

Please note: each class will have a seminar component in which students may discuss challenges or ask questions

<u>Week</u>	<u>Topic</u>	<u>Reminders/Due Dates</u>
1	Course overview, review syllabi Discussion: Chart Review and Interview Questions IN-PERSON ORIENTATION AND PLANNING	
2	Discussion: Assessment Plan, Client Summary Discussion: Tests for different areas, Dynamic, Standardized, Checklists, Observations Discussion: Behavior Management and Reinforcement	1) Client Chart Review and interview questions 2) Assessment Plan due Grand Rounds

3	Goal writing review and Baseline data Using Interpreters Discussion: Prompting and visual schedules Reinforcement	Clinic starts this week! Grand Rounds
4	Discussion: Clients and Initial Case Reports Goals writing, EBP, SOAP notes	Bring goal plans/ideas Client Summary Presentation Due
5	Students present Client Summaries from Chart Review, initial meetings with clients and caregivers; Guest Speaker: Sarah Cruz, M.A., CCC-SLP AAC Best Practices	Prepare for IEP Grand Rounds
6	Natural Language Acquisition/Gestalt Learners Discussion: Cueing, Fading, Reinforcing, Chaining	Prepare for IEP Grand Rounds
7	How to progress treatment/modify goals/family carryover/functional treatment	IEP Simulation prep
8	No class this week IFSP Discussion Posting	Discussion Post Due 10/20 Respond to 2 peers by 10/22
9	Progress, data collection to document change	Materials Share
10	Progress, Problem Focused Approach	Grand Rounds
11	Students present Community Resources Presentations	Community Resources Handout Due
12	Discussion: Parent involvement and home carryover	Grand Rounds
13	Guest Speaker: Megan Minnema, M.A., BCBA Different Lenses, Shared Goals: SLP-BCBA Collaboration for Student Success	Participation Required
14	Discussion: Collecting Final Data and Review of semester with parent and reporting progress	Grand Rounds
15	Discussion on school internships, interviewing, resume	Grand Rounds
16	Finals Week- No Class 😊	

Additional Information

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:

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

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

Use of Artificial Intelligence in CSAD Classes

Course-Level Approach: AI With Limits

Generative artificial intelligence (AI) tools, including ChatGPT and similar platforms, may be used in **CSAD 228-C for limited purposes that support learning**. AI should be used to enhance your learning—not replace your thinking, clinical reasoning, or development of professional skills.

Because this course prepares students for clinical practice as Speech-Language Pathologists, it is essential that you develop the ability to independently analyze information, apply course concepts, make clinical decisions, and communicate your reasoning. **You are responsible for the accuracy, quality, and integrity of all work you submit, regardless of whether AI was used during the process.**

Appropriate Uses of AI

Unless otherwise specified for an individual assignment, students may use AI to:

- Improve grammar, spelling, organization, or clarity after first developing their own content.
- Create study materials, such as flashcards, practice questions, explanations of course concepts, or study guides using non-confidential course content.
- Brainstorm ideas or develop an outline as a starting point for an assignment.
- Receive feedback on the organization or clarity of a draft, provided the content does not contain confidential, identifiable, or protected information.
- Use instructor-approved educational AI tools when directed as part of a course activity.

When AI is used for brainstorming, outlining, or feedback, students are expected to critically evaluate, fact-check, revise, and take ownership of the final product.

Uses Requiring Caution

AI may sometimes be appropriate for activities such as reviewing a draft or assisting with organization. However, **AI-generated information should never be assumed to be accurate.**

Students remain responsible for:

- Verifying factual and clinical information using appropriate course materials and credible sources.
- Ensuring that references and citations actually exist and accurately support the information presented.
- Applying their own clinical reasoning and interpretation.
- Following the specific AI expectations provided for each assignment.

If you are unsure whether a particular use of AI is appropriate, ask the instructor before using it.

Prohibited Uses of AI

Students may **not**:

- Upload or **enter** Protected Health Information (PHI), personally identifiable information, or confidential information into ChatGPT or other public AI tools.
- Upload unredacted evaluations, reports, IEPs, therapy notes, case histories, screenshots, or other clinical documents containing identifiable information.
- Enter client/student names, dates of birth, schools, contact information, identification numbers, medical information, family information, or other details that could reasonably identify a client or student.
- Use AI to generate clinical interpretations, conclusions, recommendations, or clinical decisions in place of their own reasoning when the assignment is intended to assess those skills.
- Submit AI-generated work as though it were entirely their own.
- Use AI on an assignment, quiz, examination, or activity when the instructor has specifically indicated that AI use is not permitted.
- Use AI in any manner that interferes with demonstrating the knowledge or skills the assignment is designed to assess.

Assignment-Specific Expectations

AI expectations may vary by assignment based on the learning objectives being assessed. Individual assignments may be designated as:

No AI: The work must be completed independently without generative AI assistance.

AI With Limits: AI may be used only for the specific purposes identified in the assignment instructions.

AI Integrated: AI use is intentionally incorporated into the assignment, and students will receive instructions regarding how it should be used.

Assignment-specific instructions supersede the general course policy. When an assignment does not provide additional AI instructions, the AI With Limits course policy described above applies.

The same standards of confidentiality and professional judgment expected in clinical practice apply when using AI. When in doubt: protect privacy, redact thoroughly, verify accuracy, and ask your instructor.

Failure to follow these expectations may be addressed under applicable university academic integrity and/or professional conduct policies.

Academic Integrity and Responsibility

It is your responsibility—not the AI tool’s—to ensure the quality, integrity, and accuracy of all work you submit in this course. Generative AI can produce inaccurate information, fabricated references, misleading clinical information, and content that may unintentionally constitute plagiarism. You are responsible for independently verifying AI-generated information against course materials and credible sources before incorporating it into your work.

Using generative AI in ways that are not explicitly permitted by this course policy or by the instructions for an individual assignment may constitute a violation of the CSUS Academic Integrity Policy. Possible consequences for academic integrity violations may include consequences at the assignment, course, program, or university level, consistent with CSUS policies and procedures.

Students should be particularly cautious about:

- submitting AI-generated language or ideas without appropriate acknowledgment;
- relying on AI-generated citations or references without verifying that the sources actually exist;
- presenting fabricated, altered, or AI-generated data as authentic;
- using AI to complete analysis, interpretation, or clinical reasoning that the student is expected to demonstrate independently; and
- using AI in any manner prohibited by the instructions for a particular assignment.

Disclosure and APA Citation of Generative AI

When AI use is permitted, meaningful use of generative AI should be disclosed, including use for brainstorming, outlining, generating or substantially revising text, or obtaining feedback that meaningfully shapes the final product. Routine spelling and grammar assistance does not require disclosure unless otherwise specified.

When students reproduce, quote, paraphrase, or otherwise rely upon AI-generated content in an academic assignment, they should also follow current APA Style guidance for citing generative AI tools.

APA Style treats the organization responsible for the AI model as the author and adapts the reference format from the APA software reference template. Students should identify the specific AI tool/model and version used whenever that information is available, rather than automatically using the older 2023 ChatGPT example.

A reference generally follows this format:

Company/Developer. (Year). *Name of AI tool* (Version) [Large language model]. URL

Corresponding in-text citations use the developer and year:

- **Parenthetical:** (OpenAI, year)
- **Narrative:** OpenAI (year)

Because AI tools and models change frequently, students should consult current APA Style guidance and use the model/version they actually used rather than copying an older sample citation.

AI Use Statement

In addition to an APA citation when applicable, students may be required to provide a brief statement describing how AI was used. For example:

AI Use Statement: *I used ChatGPT to brainstorm potential ways to organize this assignment and to review my completed draft for clarity. I independently developed the clinical analysis and recommendations, verified the information included in my paper, and take responsibility for the final submission.*

Citation does not make an otherwise prohibited use of AI permissible. If an assignment requires students to demonstrate a skill independently, citing or disclosing AI use does not authorize the use of AI for that portion of the assignment.

Non-registered Persons in CSAD Classes

The Department of Communication Sciences and Disorders and its faculty are supportive of student parents and families.

There are times when students may request that individuals who are not enrolled be permitted to attend Communication Sciences and Disorders (CSAD) classes. At this time, for the safety of our students and the confidentiality of students enrolled in the class (per FERPA guidelines), adults (individuals above the age of 17) are not permitted to attend CSAD classes.

In some situations that are due to unforeseen circumstances, students may request that minors (individuals aged 17 or below) be permitted to attend classes. At this time, students must request from their course instructor, in advance, if they can bring a minor individual to the class. It is up to the discretion of the individual instructor on whether or not they will permit a minor individual to attend the class. Faculty are not required to provide a reason to the student regarding why a minor may not attend. However, reasons may include client confidentiality, safety, risk, liability, or the nature of the class content.

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

Inclusivity: Students in this class are encouraged to speak up and participate through in-person, online, or discussion posts. Each of us must show respect for each other because our class represents a diversity of beliefs, backgrounds, and experiences. I believe that this is what will enrich all of our experiences together. I recognize that our individual differences can 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 me early in the semester so that we can work together to help you become an active and engaged member of our class and community.

Accessibility/Equity: The goal for all of our students is for access to all information and remove as many barriers as possible to learning. If you feel that you have difficulty accessing the information for WHATEVER reason, please talk to me. We have ways of lending technology (through IRT), helping with disabilities/learning differences and gaining accommodations (DAC), and emergency needs for housing, food, etc.. If it doesn't fall into those categories, please talk to me anyways: we can figure it out.

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 to speak with a case manager about the resources available to you. Check out the [CARES web page](#)

Student Health and Counseling Services

Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost.

Supporting All Students: Immigration-Related Accommodations

Statement of Support

This classroom is a welcoming space for all students, regardless of immigration status, national origin, or background. I am committed to creating an inclusive learning environment where every student can succeed academically while feeling safe and supported.

Flexible Policies

I recognize that immigration-related events, fears, or family circumstances may impact your ability to attend class or complete assignments on schedule. If you are experiencing challenges related to immigration enforcement activities, family circumstances, or anxiety about current events, please reach out to me as soon as possible.

Available Accommodations:

- Extended deadlines for assignments
- Alternative arrangements for missed classes or exams
- Modified participation requirements
- Referrals to campus support services

Confidentiality

All communications regarding your personal circumstances will be kept strictly confidential. You are not required to disclose specific details—simply let me know you need support.

Campus Resources:

- [Immigration Resources](#)
- Dreamer Resource Center
- Counseling and Psychological Services
- Dean of Students Office: 916-278-6602

How to Request Support:

- [Email me](#) directly with “Support Needed” in the subject line
- Speak with me after class or during office hours
- Have a trusted classmate reach out if you’re unable to contact me directly

Title IX

Students and faculty each have responsibility for maintaining a safe and respectful space to express their reasoned opinions. Professional courtesy and consideration for our classroom community are especially important with respect to topics dealing with differences in race, color, gender and gender identity/expression, sexual orientation, national origin, religion, disability, and age.

While making personal connections with the topics studied in any course can be a meaningful and important endeavor, please be aware of the following policy regarding confidentiality and disclosures of incidents of sexual misconduct/sexual violence. As your instructor, one of my responsibilities is to help maintain a safe learning environment on our campus. In the event that you choose to write, speak or otherwise disclose information about having experienced sexual misconduct/sexual violence, including rape, sexual assault, sexual battery, dating violence, domestic violence, or stalking and specify that this violence occurred while you or the perpetrator were a Sac State student, federal and state laws require that I, in my capacity as a “responsible employee,” must notify Sac State’s Title IX Coordinator. The Title IX Coordinator will contact you to inform you of your rights and options and connect you with support resources, including possibilities for holding accountable the person who harmed you. Please be advised that you will not be forced to share information and your level of involvement will be your choice.

Sac State's Title IX Coordinator: Skip Bishop Director of Equal Opportunity Del Norte Hall 2005
william.bishop@csus.edu 916-278-5770

If you do not want the Title IX Coordinator notified, instead of disclosing the experience to me, you can speak confidentially by contacting the following confidential resources:

* Campus Confidential Advocate – Laura Swartzen Email: weave@csus.edu

or phone Number: 916-278-5850 (during business hours) WEAVE 24/7 Hotline: 916-920-2952

Other Resources

Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>

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

Student Health and Counseling Services at the WELL: <https://www.csus.edu/student-life/health-counseling/>

Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>

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/>

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

CSAD 228C Clinical Methods Complex Communication Disorders

ASHA Knowledge and Skills Acquisition (KASA) tracking for courses and clinics in the MS program can be found online in the student’s CALIPSO account.

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:

3.1.1B Professional Practice Competencies

The program must provide content and opportunities for students to learn so that each student can demonstrate the following attributes and abilities and demonstrate those attributes and abilities in the manners identified.

Accountability

- Adhere to the professional codes of ethics, the speech-language pathology scope of practice documents, professional fiduciary responsibility for each client/patient/student served, and federal state, and institutional regulations and policies related to the profession of speech-language pathology and its services, including compliance with confidentiality issues related to the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).
- Differentiate service delivery models based on practice sties (e.g., hospital, school, private practice).
- Demonstrate an understanding of the effects of their actions and make appropriate changes as needed.
- Explain the health care and education landscapes and how to facilitate access to services in both sectors.

Effective Communication Skills

- Demonstrate the ability to communicate in a responsive and responsible manner with clients/patients/students, communities, and interprofessional team colleagues and other professionals.

Evidence-Based Practice

- Access and critically evaluate information sources, apply information to appropriate populations, and integrate evidence in provision of speech-language pathology services.

Professional Duty

- Demonstrate knowledge of one's own role and those of other professions to appropriately assess and address the needs of the individuals and populations served.
- Demonstrate knowledge of the roles and importance of interdisciplinary/ interprofessional assessment and intervention and be able to interact and coordinate care effectively with other disciplines and community resources.
- Demonstrate knowledge of the roles and importance of individual and collective (e.g., local, national organizations) advocacy for clients/patients/students' right to care.
- Demonstrate knowledge of the role of clinical teaching and clinical modeling as well as supervision of students and other support personnel.

3.1.2B Foundations of Speech-Language Pathology Practice

The program must include content and opportunities to learn so that each student can demonstrate knowledge of the foundations of Speech-language pathology. The program must include content and opportunities to learn so that each student can demonstrate knowledge of the discipline of human communication sciences and disorders;

- basic human swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases;
- ability to integrate information pertaining to normal and abnormal human development across the life span;
- nature of communication and swallowing processes
- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology);

Knowledge of the above elements includes each of the following:

- etiology of the disorders or differences,
- characteristics of the disorders or differences,
- underlying anatomical and physiological characteristics of the disorders or differences,
- acoustic characteristics of the disorders or differences (where applicable),
- psychological characteristics associated with the disorders or differences,
- developmental nature of the disorders or differences,
- linguistic characteristics of the disorders or differences (where applicable),
- cultural characteristics of the disorders or differences.

3.1.3B Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences+C8

The program must include content and opportunities to learn so that each student can demonstrate knowledge of

- principles and methods of identification of swallowing disorders and differences
- principles and methods of prevention of swallowing disorders.

3.1.4B Evaluation of Swallowing Disorders and Differences

The program must include content and opportunities to learn so that each student can demonstrate knowledge and skills in assessment across the lifespan for disorders and differences associated with

- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology)

3.1.5B Intervention to Minimize the Effects of Changes in the Speech, and Language Mechanisms

The program must include content and opportunities to learn so that each student can demonstrate knowledge and skills in

- intervention for communication and swallowing differences with individuals across the lifespan to minimize the effect of those disorders and differences on the ability to participate as fully as possible in the environment.
- intervention for disorders and differences of
 - o articulation;
 - o fluency;
 - o voice and resonance, including respiration and phonation;
 - o receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities;
 - o hearing, including the impact on speech and language;
 - o swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology);
 - o cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning);
 - o social aspects of communication (e.g., behavioral and social skills affecting communication);
 - o augmentative and alternative communication needs.

3.1.6B General Knowledge and Skills Applicable to Professional Practice

The program must include content and opportunities to learn so that each student acquires knowledge and skills in working with individuals with communication and swallowing disorders across the lifespan and by demonstration of

- ethical conduct;
- integration and application of knowledge of the interdependence of speech, language, and hearing;
- engagement in contemporary professional issues and advocacy;
- engagement in self-assessment over the duration of the program to improve effectiveness in the delivery of clinical services;
- clinical education and supervision;
- clinical counseling skills appropriate to the individual, family members, caregivers, and others involved in care;
- professionalism and professional behavior that is reflective of cultural and linguistic differences;
- interaction skills and interpersonal qualities, including counseling and collaboration;
- ability to work effectively as a member of an interprofessional team.

3.2B An effective speech-language pathology program is characterized by planning and organization, is reviewed systematically and on a regular basis, and is consistent with current knowledge and practice guidelines of the profession.

The program must demonstrate that the

- o curriculum is planned and based on current standards of speechlanguage pathology practice;
- o curriculum is based on current literature and other current documents related to professional practice and education in speech-language pathology;
- o curriculum is delivered using sound pedagogical methods;
- o curriculum is reviewed systematically and on a regular basis;
- o review of the curriculum is conducted by comparing existing plans with current standards of speech-language pathology practice, current literature, and other documents related to professional practice and education in speech-language pathology.

3.3B An effective speech-language pathology program is planned and delivered in an organized, sequential, and integrated manner to allow each student to meet the program's established learning goals and objectives and develop into a competent speech-language pathologist.

The program must demonstrate how the courses and clinical experiences are organized and sequenced and allow for integration across all elements of the program.

3.4B An effective speech-language pathology program is organized and delivered in such a manner that diversity, equity, and inclusion are reflected in the program and throughout academic and clinical education. The program must provide evidence that diversity, equity, and inclusion are incorporated throughout the academic and clinical program, in theory and practice.

- The program must provide evidence that students are given opportunities to identify and acknowledge approaches to addressing culture and language that include cultural humility, cultural responsiveness, and cultural competence in service delivery.

- The program must provide evidence that students are given opportunities to identify and acknowledge the impact of both implicit and explicit bias on clinical service delivery and actively explore individual biases and how they relate to clinical services.
- The program must provide evidence that students are given opportunities to identify and acknowledge:
 - o The impact of how their own set of cultural and linguistic variables affects patients/clients/students care.
 - o The impact of cultural and linguistic variables of the individual served may have on delivery of effective care.
 - o The interaction of cultural and linguistic variables between the caregivers and the individual served.
 - o The social determinants of health and environmental factors for individuals served.
 - o The impact of multiple languages and ability to explore approaches to addressing bilingual/ multilingual individuals requiring services.
- The program must provide evidence that students are given opportunities to recognize that cultural and linguistic diversity exists among various groups and foster the acquisition and use of all languages (verbal and nonverbal), in accordance with individual priorities and needs.

3.5B An effective speech-language pathology program is organized so that the scientific and research foundations of the profession are evident. • The program must demonstrate the procedures used to verify that students obtain knowledge in

- o the basic sciences and statistics;
- o basic science skills (e.g., scientific methods, critical thinking);
- o the basics of communication sciences (e.g., acoustics, linguistics, and neurological processes of speech, language, and hearing).
- The program must demonstrate how the curriculum provides opportunities for students to
 - o understand and apply the scientific bases of the profession,
 - o understand and apply research methodology,
 - o become knowledgeable consumers of research literature,
 - o become knowledgeable about the fundamentals of evidence-based practice, o apply the scientific bases and research principles to clinical populations.
- The program must include research and scholarship participation opportunities that are consistent with the mission and goals of the program

Graduate Learning Outcome.

3.6B

The clinical education component of an effective entry-level speech-language pathology program is planned for each student so that there is access to a base of individuals who may be served that is sufficient to achieve the program's stated mission and goals and includes a variety of clinical settings, populations, and age groups. The comprehensive clinical experiences must include direct contact with individuals seeking service, consultation, recordkeeping, and administrative duties relevant to professional service delivery in speech-language pathology

The program must demonstrate that it has mechanisms to develop comprehensive plans of clinical educational experiences so that each student has an opportunity to

- o experience the breadth and depth of clinical practice,
- o obtain experiences with diverse populations,
- o obtain a variety of clinical experiences in different work settings,
- o obtain experiences with appropriate equipment and resources,
- o learn from experienced speech-language pathologists who will serve as effective clinical educators.

3.7B

An effective speech-language pathology program ensures that clinical education is provided in a manner that supports student development so that each student is prepared to enter professional practice. The type and structure of the clinical education is commensurate with the development of knowledge and skills of each student.

The program must demonstrate that the procedures used in clinical education ensure that student development is supported and that each student acquires the independence needed to enter professional practice. • The program must demonstrate that the clinical education component of the program is structured to be consistent with the knowledge and skills levels of each student.

3.8B

Clinical education is provided in a manner that ensures that the welfare of each person served by a student and clinical educator team is protected and in accordance with recognized standards of ethical practice and relevant federal and state regulations.

- The program must demonstrate that the supervision provided to each student is adjusted to ensure that the specific needs are met for each individual who is receiving services.
- The program must demonstrate that the procedures used in clinical education ensure that the welfare of each person being served by the student and clinical educator team is protected.
- The program must demonstrate that the services provided by the student and clinical educator team are in accordance with recognized standards of ethical practice and relevant federal and state regulations.
- The program must demonstrate that it provides the opportunity for students to understand and practice the principles of universal precautions to prevent the spread of infectious and contagious diseases.

3.9B

Clinical education obtained in external placements is governed by agreements between the program and the external facility and is monitored by program faculty.

The program must have evidence of valid agreements (written or electronic) with all active external facilities in which students are placed for clinical practicum experiences. August 2017, rev. January 2023 Standards for Accreditation Page 24 of 41 • The program must have written policies regarding the role of students in the selection of externship sites and the placement of students in the sites. • The program must have written policies that describe the processes used by the program to select and place students in external facilities. • The program must have written policies and procedures that describe the processes used to determine whether a clinical site has the appropriate clinical population and personnel to provide an appropriate clinical education experience for each student. • The program must have processes to ensure that the clinical education in external facilities is monitored by the program to verify that educational objectives are met.

3.10B

An effective entry-level speech-language pathology program ensures that its students know the expectations regarding their exercise of the highest level of academic and clinical integrity during all aspects of their education.

The program must have written policies and procedures that describe program expectations of student behavior with regard to academic and clinical conduct. • The program must have policies and procedures that describe the processes used to address violations of academic and clinical conduct, including, but not limited to, plagiarism, dishonesty, and all aspects of cheating, and violations of ethical practice.

Resources: ASHA Code of Ethics <https://www.asha.org/siteassets/publications/code-of-ethics-2023.pdf>

CAA Program Standards

Program Standard Standard Language Requirement for Review

1 Program Design and Curriculum The program curriculum is grounded in theoretical and empirically supported practices for Speech-Language Pathology that address cultural and linguistic diversity, neurodiversity, and inclusion for the care and education of all students. Key curriculum elements include typical and atypical child growth and development from ages birth - 22; understanding learning trajectories of young children to young adults; designing and implementing linguistically, culturally, and neurodiverse affirming assessment and intervention services; implementing instructional strategies to develop early literacy skills; understanding and analyzing student achievement outcomes to improve learning; and understanding the range of factors affecting student learning including social determinants of health.

2 Foundations of Speech-Language Pathology Practice The program ensures that SLP candidates have received training and/or exposure in a wide variety of specialized academic instructional settings, including but not limited to: the home, virtual education settings, classrooms and programs for students ages 3-22, and public/nonpublic school programs. The program allows candidates to experience service delivery options within one or more of these settings that may include consultation, collaboration, professional development, telepractice, individual, small-group, whole-group, pull-out, and push-in services. The program prepares candidates in case management practices and strategies for students with disabilities and for those referred for special education services. This includes eligibility requirements, and an understanding of federal and state laws related to Speech-Language Pathology services for all students. The program provides candidates with training and opportunities for collaborating effectively with families to support their student's development and learning.

3 Clinical Practice The program ensures that each candidate completes a supervised clinical practicum in the California public school setting. During this time, candidates (1) acquire a minimum of 100 hours in direct services, (2) participate in speech and language evaluation and intervention, (3) EPC 4C-4 February 2025 write, present, and implement IEPs/IFSPs, (4) assist classroom teachers in providing modifications and accommodations of curriculum for students, and (5) monitor student progress. The program ensures that candidates acquire communication assessment and intervention experiences within the population of all students ranging in age from birth - 22.

4 Preparing Candidates to Master the Speech-Language Performance Expectations The program's organized coursework and clinical practice provide multiple opportunities for candidates to learn and apply each SLPE. As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' performance in relation to the SLPEs and provide timely performance feedback regarding candidates' progress toward mastering the SLPEs.

California Commission on Teaching Credentialing - Common Standards

Program Standard 1: Program Design and Curriculum The program curriculum is grounded in theoretical and empirically supported practices for Speech-Language Pathology that address cultural and linguistic diversity, neurodiversity, and inclusion for the care and education of all students. Key curriculum elements include typical and atypical child growth and development from ages birth - 22; understanding learning trajectories of young children to young adults; designing and implementing linguistically, culturally, and neurodiverse affirming assessment and intervention services; implementing instructional strategies to develop early literacy skills; understanding and analyzing student achievement outcomes to improve learning; and understanding the range of factors affecting student learning including social determinants of health.

Program Standard 2: Foundations of Speech-Language Pathology Practice The program ensures that SLP candidates have received training and/or exposure in a wide variety of specialized academic instructional settings, including but not limited to: the home, virtual education settings, classrooms and programs for students ages 3-22, and public/nonpublic school programs. The program allows candidates to experience service delivery options

within one or more of these settings that may include consultation, collaboration, professional development, telepractice, individual, small-group, whole-group, pull-out, and push-in services. The program prepares candidates in case management practices and strategies for students with disabilities and for those referred for special education services. This includes eligibility requirements, and an understanding of federal and state laws related to Speech-Language Pathology services for all students. The program provides candidates with training and opportunities for collaborating effectively with families to support their student's development and learning.

Program Standard 3: Clinical Practice The program ensures that each candidate completes a supervised clinical practicum in the California public school setting. During this time, candidates (1) acquire a minimum of 100 hours in direct services, (2) participate in speech and language evaluation and intervention, (3) write, present, and implement IEPs/IFSPs, (4) assist classroom teachers in providing modifications and accommodations of curriculum for students, and (5) monitor student progress. The program ensures that candidates acquire communication assessment and intervention experiences within the population of all students ranging in age from birth - 22.

Program Standard 4: Preparing Candidates to Master the Speech-Language Performance Expectations The program's organized coursework and clinical practice provide multiple opportunities for candidates to learn and apply each SLPE. As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' performance in relation to the SLPEs and provide timely performance feedback regarding candidates' progress toward mastering the SLPEs.

Speech-Language Pathology Services Credential candidates will:

1. Demonstrate knowledge of developmental and behavioral milestones for California students from ages birth - 22 required to access the core curriculum.
2. Collect relevant information regarding individuals' past and present status and family and health history.
3. Use knowledge of communication disabilities to determine the potential educational impact.
4. Appropriately select, administer, interpret, and document the results of least-biased assessment measures¹ for all students.
5. Appropriately select, implement, and document intervention services for all students.
6. Demonstrate knowledge of the principles and processes of assessment, selection, and treatment for augmentative and alternative communication (AAC).
7. Demonstrate written communication skills needed to document performance and progress of students.
8. 9. Engage in interprofessional practice with teachers and other relevant personnel. Demonstrate relevant methods of consultation and collaboration with teachers, families, and additional members of the educational team to support students' learning across education contexts.