



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

Semester/Year: Fall 2026	Course: CSAD 242B Methods: Language Disorders II	Section: 01
Meeting Days: Thursday	Meeting Times: 8:00 am- 8:50 am	Location: 2206C
Instructor: Kelly Louney, M.S., CCC-SLP		Email: louney@csus.edu
Office Hours: Thursday 10:00-11:30 am Friday 12:00-1:30 pm		Location: Folsom Hall 2306B

Catalogue Course Description:

CSAD 242B Methods: Language Disorders II.

1 Unit

Prerequisite(s): [CSAD 223](#), [CSAD 242A](#); instructor permission.

Corequisite(s): [CSAD 243B](#).

Techniques and materials for assessing and treating children with disordered language secondary to a myriad of contributing factors including delayed development, neurological problems and various genetic conditions. Discussion of cases in the current caseload.

Sacramento State Graduate Learning Goals (GLG)

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

Expected Learning Outcomes (ELO)

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.

Course Learning Outcome	Components Indicating Competence	Grades Received
1. Demonstrate ability to use appropriate tools and techniques in assessing receptive/expressive oral and written language skills in children with language disorders	Literacy Assessment Findings Reflection on Action Participation Passport Presentation	
2. Demonstrate ability in effectively treating oral-written language disorders in children.	Reflection on Action Participation Passport Presentation	
3. Write professional reports with diagnostic statements, goals and objectives.	Participation Passport Reflection on Action Assignments	
4. Practice measuring and reporting treatment outcomes.	Presentation Reflection on Action Participation Passport	
5. Integrate clinical goals and objectives with the client's functional daily living and with academic expectations.	Participation Passport Reflection on Action Presentation	
6. Apply principles for effectively working with clients' family members or caregivers in the carryover of clinical goals and in their understanding and advocacy for the client being impacted by language-learning disabilities.	Presentation Participation Passport	
7. Facilitate discussions with other clinicians through case presentations.	Presentation Participation Passport	
8. Compare language disorders and language differences and their relationships to reading and writing, demonstrating application of social-	Participation Passport CSHA Position Paper Annotation Reflection on Action Literacy Assessment Findings	

cultural perspectives on reading and writing.		
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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> Structured classroom discussions <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> Structured classroom discussions Presentations CA Position Paper Annotation <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> Structured classroom discussions <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> Structured classroom discussions CA Position Paper Annotation <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> Structured classroom discussions Presentation <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> Structured classroom discussions Assessment Findings assignment <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> Structured classroom discussions CA Position Paper Annotation Presentation <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> Structured classroom discussions CA Position Paper Annotation Presentation <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> Structured classroom discussions CA Position Paper Annotation 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. • Model and perform professionalism when interacting with all clinic assistants and staff.	<u>This Course:</u> Structured classroom discussions CSAD 146 Clinical Assistants as assigned <u>The Program:</u> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences

Textbooks, Materials, and Online Resources:

1. California Speech-Language-Hearing Association (2016): Roles and responsibilities of SLPs with respect to literacy in children and adolescents in California.
<https://www.csha.org/category/practice-support/>

2. Dean, D. (2021). *What Works in Writing Instruction: Research and Practice*, 2nd ed. NCTE.
3. **Required Perusall Subscription:** This course requires a Perusall subscription, which costs approximately \$15. Perusall will be used to complete assigned readings and annotation activities throughout the semester. Instructions for accessing and purchasing the subscription will be provided through Canvas.

Links to required readings and videos can be found in Canvas

Course Requirements/Components:

1. “Reflection-on-Action” reports via Canvas, using the given template, reflecting on at least two therapy sessions for each client. Clinician must record, watch and reflect on these sessions.
2. CSHA’s Position Paper on Roles and Responsibilities of Speech-Language pathologists with Respect to Literacy in Children and Adolescents in California- Annotate via Canvas assignment
3. Case Presentation/Discussion: Present a commonly used literacy intervention program to classmates
 - a. Requirements:
 - i. 1. Slide deck- google slides, power point etc.
 - ii. 2. What is the program?
 - iii. History, program description, scope and sequence, cost etc.
 - iv. 3. Research
 - v. What does the research show?
 - vi. 4. Overall impression

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:

A total of 400 points are possible. Your final grade will be calculated as a % of points out of 400 points. Points possible.

CSUS Grading Policy

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

Source	Points
Annotated position paper	30
IEP Simulation Attendance	25
Literacy assessment findings	15
4 Reflection-On-Action Reports	10 points per/40 total
Presentation	30
Participation Passports (8)	5 points per/40 total
Total:	180

Letter grades are assigned according to the following scores

%	Letter
93-100	A
90-92	A-
89	B+
83-88	B
80-82	B-
79	C+
73-78	C
70-72	C-
69	D+
63-68	D
60-62	D-

Below 60	F
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Attendance Policy

Attendance/Grading. This course involves verbal interaction among the students and the instructor. Class attendance is mandatory and supports your learning and your peers' learning. Unexcused absences will reduce your grade by 5 points. Please report absences to the instructor via email *prior* to class meetings and work with them to submit any missed assignments at a future time so that your grade will not be affected.

Course Policies/Procedures:

Participation: Attendance includes active participation. Students are expected to engage with other students, the instructor and material during the course in a substantive manner (e.g., comments that help advance the discussion, or that help develop a new angle on a problem). Speech-Language Pathology is a profession in which you need to actively problem-solve at all times, and the goal of this class is to support your ability to work on transdisciplinary diagnostic and treatment teams. If a student is deemed by the instructor to be lacking in participation, they will receive a warning wither in writing or in person. If participation does not improve to a sufficient level, a PIP may be deemed necessary. Verbal warnings and PIP's for lack of participation risk lowering the students overall grade by up to 10%. For this reasons, with the exception of in class assignments, laptops are not allowed during the class.

Recordings: No recordings will be permitted during this class because confidential client information will be discussed.

Confidentiality: Please consult your clinic handbook regarding client confidentiality and client confidentiality. Any violation of these policies will result in the student receiving a failing grade in the clinic through reduction of points.

Late Work Policy: Late work will be penalized by 10% of the total value of the assignment per additional day late. Communication is valued. Students who experience a home or work hardship and require extra time on assignments are strongly encouraged to contact the instructor immediately and discuss options for late submission of classwork ahead of time.

Course Schedule/Outline:

Date	Topic/Class Content	Readings	Assignment/Activities
Week 1	Introduction Review Syllabus	Shipley book; class notes from CSAD 112, CSAD 125, CSAD 222, and CSAD 223 Client files CSHA Position Statement Required reading (pp. 1-30) & Appendix B (pp. 43-48)	Begin writing your INITIAL CASE REPORT during your file review Set up weekly staffing with your L2 CI
Week 2	Literacy Lecture Assessments Review Continue to discuss clients assigned.	CSHA Position Statement	
Week 3	Literacy Lecture Assessments Review	CSHA Position Statement	Clinic Clients begin this week

	Continue to discuss clients assigned.		
Week 4	Assessments Review Materials Review		
Week 5	Introduce presentations Review RPI from WJIV	RPI description	
Week 6	In class discussion		Reflection on Action
Week 7	At home assignment		Bring ICR draft
Week 8	In class discussion		*Schedule clinic mid- terms with your CI*
Week 9	In class discussion		Literacy Assessment Findings
Week 10	In class discussion		
Week 11	In class discussion		Case Presentations INITIAL DRAFT OF FINAL CASE REPORT DUE APPROXIMATELY THIS WEEK: Check specific date with your Clinical Instructor Begin Post-assessing and planning the report as appropriate
Week 12	Presentations		Presentations
Week 13	Presentations		Presentations
Week 14	Presentations		Finalize Reports/Last Week of Clinic *Schedule Final Conferences with your CI*
Week 15	Clinic debrief		Send out client reports on Counselor
Finals	Finals		Academic Finals - good luck!

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.
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Commitment to Integrity

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

Sac State's Academic Honesty Policy & Procedures

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

<https://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.

Equal Access

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability

and verification from the Disability Access Center (DAC), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Disability Access Center (DAC)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, DAC provides consultation and serves as the information resource on disability related issues to the campus community. DAC is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at dac@csus.edu Additional information can be found on the DAC website: <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

Crisis Assistance & Resource Education Support (CARES) Support

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

Title IX

The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their experience to me or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

Sac State is committed to supporting students and fostering a campus environment free of sexual misconduct and gender-based discrimination. If a student chooses to disclose to a faculty or staff member an experience related to sexual misconduct which includes rape, relationship violence, or stalking, all faculty and staff are obligated to report this disclosure to the university's Title IX Coordinator. Sac State's Title IX Coordinator is Mary Lee Vance. Please email equalopportunity@csus.edu or (916) 278-5770. Upon receipt of the report, the Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including resolution options for holding accountable the person who harmed you. Students who elect not to discuss their experience with the Title IX Coordinator can speak confidentially to the following confidential resources:

Student Health & Counseling Services at The WELL On Campus

Phone Number: 916-278-6461

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

Campus Confidential Advocate Email: weave@csus.edu

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

WEAVE 24/7 Hotline: 916-920-2952

Other Resources

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

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

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

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

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

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

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

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

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

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

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

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