



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

Semester/Year: Fall 2026	Course: CSAD 243B Practice: Language Disorders II	Section: 01
Meeting Days: Tuesday/Thursday	Meeting Times: 2:00-6:00p	Location: Folsom 2206 C
Instructor:	Email: louney@csus.edu	
Office Hours: Thursday 10:00-11:30 am Friday 12:00-1:30 pm	Location: Folsom 2306 B	

Catalogue Course Description:

CSAD 243B Practice: Language Disorders II.

2 Units

Prerequisite(s): Instructor permission

Corequisite(s): [CSAD 242B](#)

Supervised clinical practice with children demonstrating language disorders secondary to a myriad of contributing factors including delayed development, neurological problems, and various genetic conditions.

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)

CSAD 243B Practice: Language Disorders II.

Expected Learning Outcomes (ELO) 1

Upon completion of this course, students will demonstrate clinical competency in evaluation when working with clients exhibiting receptive/expressive language disorders impacting literacy.

Expected Learning Outcomes (ELO)2

Upon completion of this course, students will demonstrate clinical competency in treatment when working with clients exhibiting receptive/expressive language disorders impacting literacy.

Expected Learning Outcomes (ELO) 3

Upon completion of this course, students will demonstrate clinical competency in writing when working with clients exhibiting receptive/expressive language disorders impacting literacy.

Expected Learning Outcomes (ELO) 3

Upon completion of this course, students will demonstrate clinical competency in interaction and personal qualities (professional behavior) when working with clients exhibiting receptive/expressive language disorders impacting literacy.

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	• Comply with all HIPAA and FERPA requirements. • Comply with all of ASHA's code of ethics.	<u>This Course:</u> Calipso competencies SOAP notes/Lesson Plans Meetings with Clinical Instructor <u>The Program:</u> • Clinic Orientation

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).		• 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> Calipso competencies SOAP notes/Lesson Plans Meetings with Clinical Instructor <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> Calipso competencies SOAP notes/Lesson Plans Meetings with Clinical Instructor <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> Calipso competencies SOAP notes/Lesson Plans Meetings with Clinical Instructor <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,	• Demonstrate active listening skills, respect, and understanding of multiple perspectives in	<u>This Course:</u> Calipso competencies SOAP notes/Lesson Plans Meetings with Clinical Instructor

communities, and interprofessional team colleagues and other professionals.	all written and/or oral communications. Respond to others in a timely, thoughtful, considerate, reflective, and respectful manner.	<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> Calipso competencies IEP Simulation CSHA Position Paper Annotation Assessment Findings assignment SOAP notes/Lesson Plans Meetings with Clinical Instructor <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> Calipso competencies IEP Simulation CSHA Position Paper Annotation SOAP notes/Lesson Plans Meetings with Clinical Instructor <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> Calipso competencies IEP Simulation CSHA Position Paper Annotation SOAP notes/Lesson Plans Meetings with Clinical Instructor <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> Calipso competencies SOAP notes/Lesson Plans Meetings with Clinical Instructor <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> Calipso competencies Presentations CSAD 146 Clinical Assistant assignment SOAP notes/Lesson Plans Meetings with Clinical Instructor <u>The Program:</u> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences

Textbooks, Materials, and Online Resources:

No textbook is required. Materials will be selected from the supply room in consultation with your Clinical Instructor.

Links to required readings and videos can be found in Canvas

Course Requirements/Components:

The student clinician will be responsible for:

- Assessing clients' developing language system in terms of oral-written language skills.
- Conducting, and evaluating language intervention with two (2) clients for a total of at least four (4) hours/weekly, totaling approximately 48 client contact hours. If a client cancels, we generally do not make up the session. If the Student Clinician, Clinical Instructor, or Clinic Coordinator cancels the session for any reason, it must be made up. All make-up sessions must be completed the week ending **5/10/2025**.
- Interpreting results of therapy with clients' family members/caretaker and working with them on carryover home assignments.
- Writing daily lesson plans using the standard Clinic Lesson Plan Template as directed by your Clinical Instructor. Measurable outcomes must be documented on a daily basis.
- Documenting progress in daily/weekly Lesson Plans in clients' working files. Writing Initial and Final Reports of Therapy.

- f. As with other practicum experiences, once the student clinician has met with his/her clients, dropping clinical practicum classes by the student clinician is prohibited except for medical reasons or extraordinary circumstances as approved by the Department.
- g. Evaluating and reflecting on your own performance of recorded sessions of your therapy as required by your Clinical Instructor. Because of client confidentiality, you **MUST** follow the policy set forth in the Clinic Handbook on recording and viewing client therapy sessions.
- h. Meeting with your Clinical Instructor on a once-weekly basis. Your Clinical Instructor will be available to you at other times also, but the weekly meeting should center on specific questions/concerns you have about your clients' programs. Prepare for these weekly meetings: Have specific questions written and ready to discuss. If you are unable to keep your appointment, you must cancel prior to meeting time and reschedule with your Clinical Instructor.
- i. Evaluating your clinical strengths and identifying areas in which you wish to develop. During meetings and evaluations, you will discuss your developing areas of strengths and areas you wish to strengthen. You will be asked to be self-evaluative, noting specifically what you need to do better and what you plan to do to strengthen these areas. Your Clinical Instructor will also commit to what they can do to help you in these areas. In keeping with ASHA's expectations, we will use formative assessment ("ongoing measurement during educational preparation for the purpose of improving student learning") to evaluate students' critical thinking, decision making, and problem solving skills across oral and written components and in clinical competency.

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.

Grading Policy:

A passing grade for clinic performance is based on the Final Clinical Competency Form. You should review this form BEFORE clinic starts so that you are aware of all items that will become part of your formative and summative assessment for this clinic. The Clinical Competency form will be completed by your clinical instructor at midterm and at final, but it is the **final** Clinical Competency Report on which your clinic grade is based. The Clinical Competency Form is separated into four (4) general competency categories: Writing, Assessment, Treatment, and Professional Behavior. Each general competency area consists of numerous individual line items.

A passing grade for each clinic is a B- or higher. A passing grade is obtained by achieving a rating of 4.0 or better on the average combined score of the 4 general competency categories, provided that the student achieves; (a) an average rating of 4.0 or better for **each** of the 4 general competency categories **and** (b) a minimum score of 3.0 on **all** individual competency line items. **Therefore, any student receiving (a) a rating of 2.99 or less on any one (or more) specific line item or (b) a rating of**

3.99 or less for a competency category *will not pass the clinic, even if their average combined score of the 4 general competency categories is a B- or higher. In such cases, a grade of C+ will be given for the clinic.*

CSUS Grading Policy

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

Letter grades will be based upon the following:

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

3.50 – 3.64	C-	<u>Needs Significant Improvement in Performance</u> (Maximum assistance required) • Clinical skill/behavior is beginning to emerge, but is inconsistent or inadequate • Student is aware of need to modify behavior, but is unsure of how to do so • Maximum amount of direction and support from clinical Supervisor required to perform effectively.
3.35 – 3.49	D+	
3.15 – 3.34	D	
3.00 – 3.14	D-	
1.00 – 2.99	F	<u>Unacceptable Performance</u> (Maximum assistance is not effective) • Clinical skill/behavior is not evident most of the time • Student is unaware of need to modify behavior and requires ongoing direct instruction from Clinical Instructor to do so • Specific direction from Clinical Instructor does not alter unsatisfactory performance

Attendance Policy

Absences: Students are expected to meet all clinic appointments, including required orientations prior to sessions starting on Week 3. Unexcused absences may result in a performance improvement plan (PIP) and/or failure of the course. Late arrival, excessive and unexcused absences will be reflected in your clinical competency score. If a student is ill and cannot attend clinic, please contact your clients and assigned Clinical Instructor according to the instructions in the handbook. Please work with your Clinical Instructor if you need to be out so that a plan can be made to help you achieve competency. All students should contact the clinic if you will be absent at and provide a medical excuse.

Note: In the event that your Clinical Instructor is not available during the semester for whatever reason, students will be contacted and advised how the course will proceed. This may include a change in instructor and/or modality.

Course Policies/Procedures:

Please refer to the Student Clinic Handbook for clinic policies and procedures. Students are asked to pay particular information to the following:

Initial Case Reports (ICRs)/Final Case Reports (FCRs)

1. Please follow the standardized ICR/FCR format provided in the handbook and provided in class as templates for this clinic.
2. Please edit all submitted reports including mechanics (e.g., spelling, grammar) and formatting (e.g., margins, font, etc).
3. Please comply with all HIPAA regulations (e.g., remove identifying info)
4. For all edits, please use the software's editing tool (e.g., "track changes" in Microsoft Word) or follow the assigned clinical instructor's instructions.

Therapy Observation Comments:

- (a) Be sure to **always** initial the clinical instructor's comments once read.
- (b) Please be sure to answer any questions that are asked and feel free to ask questions for the clinical instructor.
- (c) Be sure to bring your notes and questions to every weekly conference with the clinical

instructor.

Weekly Conferences

Students will meet with the assigned clinical instructor every week in group or individual format. This weekly meeting schedule will be created at the beginning of the semester. Please prepare for each weekly conference with the assigned Clinical Instructor. Students will receive ongoing written and verbal feedback from the assigned Clinical Instructor throughout the semester. Students are expected to integrate all clinical recommendations into the intervention. As a result, the midterm and final evaluation reports/conferences should be a reflection of the ongoing collaboration and discussions.

Confidentiality:

Please consult your clinic handbook regarding client confidentiality and client confidentiality as it pertains to video and audio recording. Any violation of these policies will result in the student receiving a failing grade in the clinic through reduction of points.

General Policies:

Absences: Students are expected to meet all clinic appointments, including required orientations prior to sessions starting on Week 3. Unexcused absences may result in a performance improvement plan (PIP) and/or failure of the course. If a student is ill and cannot attend clinic, please contact your clients and assigned Clinical Instructor according to the instructions in the handbook. Please work with your Clinical Instructor if you need to be out so that a plan can be made to help you achieve competency. All students should contact the clinic if you will be absent and provide a medical excuse.

Note: In the event that your Clinical Instructor is not available during the semester for whatever reason, students will be contacted and advised how the course will proceed. This may include a change in instructor and/or modality.

Dropping Course: As with other practicum experiences, once you have met with your clients, dropping clinical practicum classes by the student clinician is prohibited except for medical reasons or extraordinary circumstances, as approved by the Department. See the department catalog for details.

Submission of Written Work: Documenting progress in daily/weekly Lesson Plans in clients' working files; Writing Initial and Final Reports of Therapy. Remember, all final reports AND required paperwork must be completed and filed on the last scheduled therapy day for each of your clients.

Course Schedule/Outline:

Date	Topic/Class Content	Readings	Assignment/Activities	
Semester week 1-2	Clients assigned. Please read client file. Make appointment with clinic Clinical Instructor to plan first sessions and develop assessment plan. Set up weekly meetings. These may be conducted in group format at the discretion of the Clinical Instructor, but you, or your Clinical Instructor, may request an individual meeting at any time. Begin practice sessions with		ATTEND MANDATORY ORIENTATIONS/INITIAL STAFFINGS. Begin writing your INITIAL CASE REPORT during your file review!!	

	your Clinical Instructor and colleagues.			
Week 3	First week of clinic for L2 clients. Conduct interview. Have the client/caretakers complete all required forms. Continue practice sessions with your Clinical Instructor and colleagues. Prepare for and meet with Clinical Instructor.		Submit Lesson Plans.	
4	Conduct assessments as appropriate. Develop semester goals and objectives. Chart baseline behaviors as appropriate. Prepare for and meet with Clinical Instructor.		Submit Lesson Plans.	
5	Continue assessment; begin therapy. Prepare for and meet with Clinical Instructor.		Submit Lesson Plans.	
6	Continue assessment, begin therapy. Prepare for and meet with Clinical Instructor.		Submit Lesson Plans. Submit first draft(s) of initial case report(s) approximately this week.	
7	Continue therapy. Prepare for and meet with Clinical Instructor.		Submit Lesson Plans.	
8	Continue therapy. Prepare for and meet with Clinical Instructor.		Submit Lesson Plans. MID-SEMESTER COMPETENCIES EVALUATION MEETING WITH CLINICAL INSTRUCTOR DUE THIS WEEK	
9	Continue therapy. Prepare for and meet with Clinical Instructor.		Submit Lesson Plans.	
10	Submit Lesson Plans. Continue therapy. Prepare for and meet with Clinical Instructor.		Submit Lesson Plans. Begin Post-testing and planning/writing your FINAL CASE REPORT	
11	Continue therapy and post-testing. Work on Final Case Report Drafts. Prepare for and meet with Clinical Instructor.		Submit Lesson Plans. Submit first draft(s) of final case report(s) approximately this week	
12	Continue therapy. Prepare for and meet with Clinical Instructor.		Submit Lesson Plans.	
13	Continue therapy.		Submit Lesson Plans.	

	Prepare for and meet with Clinical Instructor			
14	Last week of LII clinic (not including make-ups) Conduct end of semester meeting with clients' parents/caretakers. Submit forms to Clinical Instructor regarding continuation of therapy. Prepare for and meet with Clinical Instructor:		Submit Lesson Plans. Final Conference All final reports AND required paperwork must be completed and submitted on the last scheduled therapy day for each of your clients.	
15	Conduct end of semester meeting with clients' parents/caretakers. Prepare for and meet with Clinical Instructor for any wrap-up Congratulations!		Submit Lesson Plans. Submit forms to Clinical Instructor regarding continuation of therapy.	

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.
