



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

Semester/Year: Fall 2026	Course: CSAD 245 Practice: Speech - Language Assessment	Section: 01
Meeting Days: Friday	Meeting Times: 9 am- 2 pm	Location: Folsom Hall
Instructor: Molly Walker, M.S., CCC-SLP Jennifer Brickley, M.A., CCC-SLP Marcella Mojibi, M.S., CCC-SLP Kathryn Vigil, M.S., CCC-SLP	Email: molly.walker@csus.edu jennifer.brickley@csus.edu Marcell.mojibi@csus.edu Kathryn.vigil@csus.edu	
Office Hours: Please schedule individually	Location: Folsom Hall Clinic	

Catalogue Course Description:

CSAD 245 Practice: Speech -- Language Assessment.

1 Unit

Prerequisite(s): Instructor permission

Corequisite(s): [CSAD 244](#)

Supervised clinical practice in assessment with a variety of communication disorders in children and adults.
Experience with interdisciplinary teams.

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 245 Practice: Speech -- Language Assessment.

[Expected Learning Outcomes \(ELO\) 1](#)

Upon completion of this course, students will demonstrate clinical competency in evaluation when working with clients exhibiting a variety of speech and language disorders.

[Expected Learning Outcomes \(ELO\)2](#)

Upon completion of this course, students will demonstrate clinical competency in writing when working with clients exhibiting a variety of speech and language disorders.

[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 a variety of speech and language disorders.

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,	- Comply with all HIPAA and FERPA requirements. - Comply with all of ASHA's code of ethics.	<u>This Course:</u> Assessment plan Reports Clinical Instructor meetings Reflection on action

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).		<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> Assessment plan Reports Clinical Instructor meetings Reflection on action <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> Assessment plan Reports Clinical Instructor meetings Reflection on action <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> Assessment plan Reports Clinical Instructor meetings Reflection on action <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> Assessment plan Reports Clinical Instructor meetings Reflection on action <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> Assessment plan Reports Clinical Instructor meetings Reflection on action <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> Assessment plan Reports Clinical Instructor meetings Reflection on action <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> Assessment plan Reports Clinical Instructor meetings Reflection on action <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> Assessment plan Reports Clinical Instructor meetings Reflection on action <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> Assessment plan Reports Clinical Instructor meetings Reflection on action <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:

1. Completing three in clinic assessments as assigned during the semester. If the Client, Student Clinician, Clinical Instructor, or Clinic Coordinator cancels the session for any reason, it must be made up. All make-up sessions will be completed as assigned by the clinic scheduling department.
2. Selecting appropriate instruments for use in assessing a variety of clients with speech, hearing, language and/or cognitive problems. These instruments will be assessed during class (CSAD 244) discussions and during the presentation of assessment plans (CSAD 244), as well as when implementing the plan in the client assessment.
3. Administering informal and standardized testing instruments to assess a variety of clients who demonstrate speech, hearing, language and/or cognitive problems in a practiced and skilled manner. This skill will be evaluated during the administration of those instruments with clients.
3. Interpreting informal and standardized testing instruments to assess a variety of clients who demonstrate speech, hearing, language and/or cognitive problems. This will be assessed during conferences with the clinical instructor and in the writing of client assessment reports.

4. Effectively explaining assessment testing, results, and recommendations to parents/caregivers of clients assessed. This skill will be evaluated during the closing caregiver/client conferences on assessment day by the clinical instructor.
5. Effectively counseling clients and family regarding prevention, intervention, and home programming in communication and hearing disorders. This skill will be evaluated during the closing caregiver/client conferences on assessment day by the clinical instructor.
6. Making appropriate recommendations regarding client needs (remedial goals, referrals, etc.) based on assessment results. This will be assessed during the conference held between the clinical instructor and the clinician immediately following the scoring of tests and in the writing of client assessment reports.
7. Understanding and being able to discuss, in writing and verbally, the impact of the speech/hearing/language/cognitive problem on the client's daily life (school, home, etc.). This information will be assessed via the Diagnostic Summary section of the written report.
8. 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.

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 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 the midterm (after the first assessment) and at the final (after the third assessment) time. Your clinic grade is based on the **final** Clinical Competency Form. The final competency form is a reflection of all work throughout the semester, not merely the last assessment. The Clinical Competency Form is separated into three (3) general competency categories: Writing, Assessment, 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 3 general competency categories, provided that the student achieves; (a) an average rating of 4.0 or better for **each** of the 3 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 3 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:

SCORE	GRADE	DESCRIPTION
4.65 - 5.00	A	<u>Exceeds Performance Expectations</u> (Minimum assistance required) • Clinical skill/behavior well-developed, consistently demonstrated, and effectively implemented • Demonstrates creative problem solving • Clinical Instructor consults and provides guidance on ideas initiated by student
4.50 - 4.64	A-	
4.35 - 4.49	B+	<u>Meets Performance Expectations</u>
4.15 - 4.34	B	(Minimum to moderate assistance required)

		- Clinical skill/behavior is developed/implemented most of the time, but needs continued refinement or consistency - Student can problem solve and self-evaluate adequately in-session - Clinical Instructor acts as a collaborator to plan and suggest possible alternatives
4.00 – 4.14	B-	
3.85 – 3.99	C+	<u>Needs Improvement in Performance</u> (Moderate assistance required) - Inconsistently demonstrates clinical skill/behavior - Student's efforts to modify performance result in varying degrees of success - Moderate and ongoing direction and/or support from Clinical Instructor required to perform effectively
3.65 – 3.84	C	
3.50 – 3.64	C-	
3.35 – 3.49	D+	<u>Needs Significant Improvement in Performance</u> (Maximum assistance required) - Clinical skill/behavior is beginning to emerge, but is inconsistent or inadequate - Student is aware of need to modify behavior, but is unsure of how to do so - Maximum amount of direction and support from clinical Supervisor required to perform effectively.
3.15 – 3.34	D	
3.00 – 3.14	D-	
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

Attendance at actual assessments is required. The only exception is a serious emergency. While your partner can assist you, they cannot be expected to replace you. Every effort will be made to reschedule cancellations no matter who is responsible for the cancellation (you or the client). Each assessment should take you 1 1/2-2 hours. It is hoped that you will get 6-8 hours for the semester. As soon as you know about a client cancellation (if you get the email), let the clinic know at speechclinic@csus.edu.

Course Policies/Procedures:

ASSESSMENT SCHEDULE

Your assessment schedule will be provided to you. Each student will be expected to complete 3 assessments that may be spread over several weeks and under one clinical instructor. Be advised that Clinical Instructors may offer students additional assessments to demonstrate competency. Offering additional assessments to demonstrate competency is at the discretion of the Clinical Instructor. Modifications are not allowed without approval by the class instructor, clinic coordinator and potentially the Department Chair.

ASSESSMENT PLANS

A preliminary copy of the assessment plan you will present in class the week prior to the assigned assessment may be required by your Clinical Instructor. Please adhere to the schedule provided by the Clinical Instructor. Late submission of these preliminary plans will affect your final grade in CSAD 245. A final copy of your assessment plan, including the room # for the assessment, must be given to the clinical instructor (not the class instructor) on the day of the assessment. They usually require that it be placed in the observation room at their station by 9 A.M.

ASSESSMENT MATERIALS

Students should have ordered their assessment materials from the Supply Room on the day prior to their assessment. This is part of assessment planning. It is expected that students will have reviewed the test manuals for administration instructions and scoring procedures. Diagnostic instruments will be shared as needed. Students will be expected to make arrangements between themselves as to the exchange time. The person checking out the materials should be the person checking in the materials. Adequate preparation and planning is another critical element of Professional Behavior.

SCOPE OF ASSESSMENT AND REPORTS

This clinic is not designed for in-depth assessment. It is designed as a preliminary form of assessment to determine the need for further assessment, clinic enrollment, or further referral. It is also designed to help students learn to efficiently conduct an assessment, interpret and summarize test results and clinical observations, and develop diagnostic impressions and recommendations in a clear and concise manner, much as they will be expected to do as interns. All reports are to follow the appropriate format (handout).

The first rough draft MUST be electronically submitted (with no personal identifying information) to the Clinical Instructor by 5 P.M. on the Monday immediately following the Friday assessment. Late report submission will be reflected in your Clinical Competency scores and, therefore, have the potential to seriously impact your final grade in this clinic. Some of the Clinical Instructors may prefer a hard copy of your rough draft to the electronic version. Please ask your Clinical Instructors if they will be using the report format presented in class, and, if there are differences, what they are. 48-hour turn-around time on revisions is mandatory. Final reports MUST be mailed to the client within 3 weeks of assessment and MUST NOT exceed 5 pages in length without approval by the Clinic Coordinator.

PERFORMANCE IMPROVEMENT PLANS (PIPS)

A Performance Improvement Plan may be implemented AT ANY TIME by the clinical instructor. Performance Improvement Plans are used as teaching tools to assist students in the demonstration of proficiency in ANY area related to assessment. Performance Improvement Plans may or may not be assigned at the time of a competency form. Performance Improvement Plans that are written must be successfully completed by the student prior to receiving a passing grade in the clinic. Students with outstanding Performance Improvement Plan(s) or those who fail to successfully complete a Performance Improvement Plan will not receive a passing grade for the clinic. Their final grade will be determined by their clinical instructor after a careful review of competency scores and progress towards the Performance Improvement Plan(s).

Course Schedule/Outline:

Date	Topic/Class Content	Readings	Assignment/Activities	
Week 1-2	Attend class for the duration of three hours to gain an overview of the course, assessment clinic specific lectures and activities	None	Notes	

	necessary for completion of assessments during the semester.			
Week 3-13	Pre-assessment: 2-3 weeks prior to assessment please read client file and create interview questions. Call/contact client to confirm assessment as well as conduct interview. Make appointment with Clinical Instructor to develop assessment plan. Prepare assessment plan for methods class presentation. 1 week prior, present assessment plan to methods class for feedback. During Assessment: Interview, assess, score and make recommendations for your client. Confer with Clinical Instructor as needed. Post-assessment: Write and finalize report. Make and follow through with appropriate recommendations.	None	Grand Rounds	
Week 15	Make –up assessments (as needed)	None	Grand Rounds Course Evaluation	

Hornet Honor Code

https://www.csus.edu/student-affairs/_internal/_documents/hornet-honor-code.pdf

As proud members and representatives of the Sacramento State Hornet community, we commit ourselves to actively promoting honesty, integrity, respect, and care for every person, ensuring a welcoming campus environment, and striving to help every member of our Hornet family feel a strong sense of belonging.

As Hornets, we will:

- Promote an inclusive campus and community
- Listen and respect each other's thoughts, interests, and views Value diversity and learn from one another
- Engage daily with mutual trust, care, and integrity
- Support a culture of honor and adhere to campus policies for honesty, ethics, and conduct
- Be proud to be Sac State Hornets.

Commitment to Integrity

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

Sac State's Academic Honesty Policy & Procedures

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

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

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

Department Policy on Use of APA format

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

Understand When You May Drop This Course

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

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.
