

**CALIFORNIA STATE UNIVERSITY, SACRAMENTO**  
**Department of Communication Sciences and Disorders**  
**Fall 2020 Syllabus**

**CSAD 146 Introduction to Clinical Methods,  
Ethical Practices and Legal Issues (Section 50)**  
**Monday / Wednesday**  
**4:30 – 5:45 pm**  
**WEBONLINE**

**Instructor:** Darla K. Hagge Ph.D., CCC-SLP

**Office:** Virtual via Phone / Zoom

**Phone:**

(916) 278-6695

(714) 749-2799, cell [*cell is preferred, if time sensitive or urgent*]

**Email:** hagge@csus.edu

**Office Hours:** By appointment, please contact Dr. Hagge directly by email

Tuesdays, 2:30 – 4:00 p.m.

Wednesdays, 2:30 – 4:00 p.m.

Thursdays, 3:00 – 4:00 p.m.

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**\*\*\*In order to maintain confidentiality for clients and students,  
audio recordings during class are not allowed in this course\*\*\***

**PLACE OF COURSE IN PROGRAM**

This course will generally be taken by students as one of their senior level courses. This course will orient students to fundamental clinical procedures in speech-language pathology, in addition to introducing ethical and legal issues as they pertain to speech-language pathologists and speech-language pathology assistants. This course follows the completion of CSAD 145 (Supervised Observations) in which the student completes a minimum of 15 guided observation hours as a prerequisite.

**COURSE DESCRIPTION**

Methods and materials used in clinical procedures are introduced. Work with graduate students and clients provides introduction to actual procedures and ethical practices. Introduction to ASHA Code of Ethics and legal issues in professional practice including federal and state laws and regulations, funding sources and scope of practice, survey of professional settings for speech and hearing services, including multidisciplinary settings.

**PREREQUISITES**

Prior to enrolling in the first course involving direct client contact (CSAD 140L) the student must meet or demonstrate the criteria listed below.

1. Be physically capable of dealing with young children and physically disabled persons.
2. Have and maintain sufficient emotional stability to work with difficult clients.
3. Major GPA of 3.2 with no CSAD course grade below "C".
4. CHDV 30, DEAF 51, PSYC 2, STAT 1, CSAD 110, 111, 112, 125, 126, 130, 145 or equivalents)

### **REQUISITES**

1. Provide documentation of all medical requirements: negative TB (PPD) test and initiation or completion of the Hepatitis B series.
2. Complete the department's authorized background check/fingerprint/internship paperwork as required. Please see the department's website for instructions regarding completing the background check.

### **Learning Outcomes Competencies (CSAD 146):**

Mastery of each student learning outcome listed below is indicated by a grade of C or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a C. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

### **SPECIFIC STUDENT LEARNING OUTCOMES:**

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

1. **Define and identify (un)ethical behavior in the practice of speech pathology and audiology, including confidentiality and informed consent, as determined by the American Speech and Hearing Association (ASHA). (Code of Ethics)**
2. **Critically discuss and answer questions about the scope of practice for SLPs and Audiologists versus SLPAs.**
3. **Identify (in writing and verbally), the differing requirements made by the CA State Licensing Board between the SLP and the SLPA, including the responsibilities not to be performed by the SLPA.**
4. **State or write and discuss the tenets of Universal Precautions.**
5. **Discuss HIPAA regulations to clinical practice verbally and in writing.**
6. **Observe clinical practicum and identify (in writing) client objectives, teaching methods, reinforcers, and client behavior.**
7. **Design treatment objectives, detailing performance, conditions, and criterion.**
8. **Demonstrate (in writing and verbally) the ability to set up a treatment session based on the client objectives established by the SLP, including appropriate teaching methods, and reinforcement.**

9. Formulate a written treatment plan, including treatment objectives and materials and teaching methods, for clients
10. Collect and report treatment data in a standardized manner as required by the supervising SLP.
11. Collect and interpret treatment data in a standardized manner.
12. Utilize standard treatment/teaching methods under the guidance of the supervising SLP.
13. Identify in writing the difference between a complete client assessment and a screening.
14. Describe (in writing and verbally) the non-treatment duties of a SLPA
15. Discuss in writing a model of best-practice supervision, the supervision requirements for a SLPA, as well as the CEUs in supervision required for the supervising SLP.
16. Describe the requirements and processes for registering as a SLPA.

Course Learning Outcome	Components Indicating Competence	Grades Received
1	COE in-class activity	
2	Exam 1	
3	Exam 1	
4	Universal Precautions quiz	
5	HIPAA quiz	
6	Journal project	
7	Exam 1; in-class activity	
8	Exam 1; Case presentation	
9	Exam 1; Case Presentation; small-group project	
10	Journal project	
11	Journal project	
12	Journal project; Case presentation	
13	Exam 1	
14	Exam 1	
15	Exam 1	
16	In-class discussions	

\*PowerPoint outlines are posted on Canvas.

### **TEXTBOOKS:**

#### ***Required Text:***

Roth, F. P., & Worthington, C. K. (2018). *Treatment resource manual for speech-language pathology 5<sup>th</sup> Edition*. San Diego: Singular Pub. Group.

#### ***Recommended Texts:***

Dwight, D. (2015). *Here's How to Do Therapy: Hands-On Core Skills in Speech-Language Pathology*, 2<sup>nd</sup> edition. San Diego, CA: Plural Publishing.

Ostergren, Jennifer A. (2014). *Speech-Language Pathology Assistants: A Resource Manual*. San Diego, CA: Plural Publishing.

***Required Readings: (Available at the URL provided)***

1. American Speech-Language-Hearing Association. (2016). *Code of ethics* [Ethics]. Available from [www.asha.org/policy/](http://www.asha.org/policy/). See more at: <http://www.asha.org/Code-of-Ethics/#sthash.heLaVqJ0.dpuf>

**Resources:**

1. ASHA State-by-state. Available at: <http://www.asha.org/advocacy/state/>
2. Speech-Language Pathology and Audiology Board (as posted by the State of California, 2015). *Excerpts from the California Business and Professions Code for Speech-Language Pathology Assistant*. Available at: [http://leginfo.legislature.ca.gov/faces/codes\\_displayText.xhtml?lawCode=BPC&division=2.&title=&part=&chapter=5.3.&article=7.5](http://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=BPC&division=2.&title=&part=&chapter=5.3.&article=7.5).
3. Speech-Language Pathology and Audiology Board. SLPA Application Packet. Available at: [https://www.speechandhearing.ca.gov/forms\\_pubs/app\\_pack\\_slp\\_assist.pdf](https://www.speechandhearing.ca.gov/forms_pubs/app_pack_slp_assist.pdf)

**COURSE POLICIES AND ASSIGNMENTS**

**Participation in Class Meetings:**

There will be a moderate amount of lecture to this course. Many classes will consist of directional discussions and group exercises (learning tool/break-out sessions). Verbal discussions and presentations are essential parts of this course. Students are expected to attend class regularly, prepared to participate in class discussions.

**Attendance:**

Attendance will not be taken for lecture classes. It is the student's responsibility to obtain missing lecture notes and concepts as all lectures will be represented on the exam. Attendance is mandatory for all student presentations. You will sacrifice 15 points from your overall grade for being absent on presentation days.

**Participation as a SLPA Intern:**

During this course, students will be engaged in a clinical internship (CSAD 140L), under the supervision of a Master Clinician who holds a current California license in Speech-Language Pathology or a current Speech-Language Pathology or Clinical Rehabilitation Services Credential. Students will perform administration and/or clerical duties associated with the clinical process, as well as participate in direct, clinical contact activities. Under no circumstance shall students participate in any activity outside the scope of duties of a SLPA [as described in the California state law (Title 16 Business and Professions Code-1399.170—1399.170.20.1, 2358—2538.7 and Title 5 Education Code 56363)]. The clinical practicum (CSAD 140L) will take place at off-campus sites.

1. As part of this course you will be **REQUIRED** to complete a minimum of 9 weeks of a clinical practicum at a work site under the guidance of a SLP and completing SLPA duties ONLY. This practicum will consist of two to three days a week, totaling a minimum of 100 training hours.
2. You are required to furnish your own transportation to this practicum.

3. If you cannot work this requirement into your schedule, please talk to the instructor and program coordinator as soon as possible.

### **Attendance as a SLPA Intern**

1. Consistent attendance is **REQUIRED** and will be considered as part of the final lab/internship grade.
2. Absences from your duties as a SLPA intern **must** be reported to the instructor by email, and to your assigned SLP Master Clinician. You must give sufficient advanced notice so the SLP Master Clinician may accommodate your absence.
3. **CSAD 146 and 140L are considered co-requisites.** Unreported absences from the internship site will result in a grade of “F” for the course and immediate withdrawal from the course and from the practicum.
4. A total of 100 successful and competent practicum hours is required to receive a passing grade for the course. Each student is required to track and document his or her clinical activities and hours and have the documentation signed by the supervising SLP.
5. The supervising SLP will grade/assign points for the completion of the internship using the clinical competency form you have been provided as a guide. While every attempt is made to be objective when grading a practicum, being successful in a clinical setting has a subjective component. Your grade may, in part, reflect that subjective component as well as the larger objective component.

### **Due Dates for All Assignments:**

Due dates are not negotiable. Late submission will result in decreased points for the assignments (10 points per day).

### **Exams/Quizzes:**

One in-class exam and two in-class quizzes will be given. The Exam will be based on lectures and readings. All make-up exams/quizzes will be taken during dead week. If you are absent from class, you are responsible for all material covered. Please remember that 3 units of class time = 9 hours of study per week.

### **Guided Reflection Journal Project:**

You are required to maintain a journal in which you will record a total of 10 entries/assignments worth 100 points total. This exercise will compel you to reflect on your SLPA internship experience designed to help you record your clinical experiences, think about what you have learned, and document sources you have used as evidenced-based rationales for the decisions and actions you take during your therapy sessions. General requirements and guidelines regarding format and submission will be provided at the beginning of this course and reinforced throughout the semester.

### **Code of Ethics Activity:**

Each student will be responsible for participating in a code of ethics in-class activity. General requirements and guidelines regarding the format for this assignment will be discussed in class. This assignment will be worth 30 points and students must be in attendance to receive credit. If a student is absent for this in-class assignment, the student will be required to write a 5-page paper on ethical practices as they relate to the field of Speech-Language Pathology as assigned by the professor.

**Therapy Activity Project:**

Each student will be responsible for participating in a small-group in-class therapy project focusing on developing therapy objectives and activities. General requirements and guidelines regarding the format for this assignment will be discussed in class. This assignment will be worth 25 points and students must be in attendance to receive credit. If a student is absent for this in-class assignment, the student will be required to write a 5-page paper discussing evidence-based therapy approaches and activities for certain diagnostic profiles as assigned by the professor. Additional instructions for this therapy activity project will be available on CANVAS.

**HIPAA quiz:**

A quiz will be given following a lecture on the Health Insurance Portability and Accountability Act. The quiz will be worth 25 points.

**Universal Precautions quiz:**

A quiz will be given following a lecture on Universal Precautions. The quiz will be worth 20 points.

**Case Presentation:**

This assignment is your **FINAL PROJECT** for this class and is worth 100 points. Each student will prepare a 20-minute case study PowerPoint presentation. General requirements and instructions, including rules for confidentiality will be discussed in class and posted on Canvas. Attendance is mandatory for colleague presentations. Students will sacrifice 15 overall class points for absences on case presentation days.

**Drop/Adds:**

Any adds or drop petitions will need to be handled through the College of Continuing Education and will require approval from the instructor and department chair.

**SERVICES TO STUDENTS WITH DISBLITIES**

Website: <http://www.csus.edu/sswd/services/apps.html>

To apply for SSWD support services, you may download and print out the forms from the web page. To establish your eligibility for services, you must sign and submit the Support Services Application form, the respective verification/certification forms (type of form depends on the disability(ies), completed by either licensed physicians or appropriate professionals, and a copy of unofficial transcripts. These documents may be submitted in person, by mail, or by fax (916) 278-7825.

**TESTING FOR STUDENTS WITH DISABILITIES**

Students registered with Services to Students with Disabilities, (SSWD), are able to take exams in an environment free from distractions, with tools usually not available in the classroom. Some of the testing accommodations available to students are; readers and scribes, computer assisted and computer adaptive software, and wheelchair accessible and adjustable tables. Group room testing times are 12:30 PM on Monday, and 8:30 AM and 12:30 PM Tuesdays – Thursdays. Students arriving after 8:30 AM or 12:45 PM will not be admitted to the testing

room. Testing Accommodation Instructions Forms are to be completed by faculty and submitted with the exam. Exams should be faxed or emailed.

Students registered with SSWD and authorized private rooms, or other Testing Center resources listed on their Certification of Test/Course Accommodation, schedule appointments with the Testing Center receptionist or by calling (916) 278-6296.

### Grading:

Exam (1)	100	points
Journal 1	50	points
Journal 2	50	points
Code of Ethics Activity	30	points
Therapy Activity Project	25	points
HIPAA quiz	25	points
Universal Precautions quiz	20	points
Case Presentation	100	points
<b>TOTAL POINTS</b>	<b>400</b>	<b>points</b>

### GRADING POLICY

Your grade will be based upon a total # of points you achieve for the semester out of the total # of points possible. Letter grades will be based upon the following:

94.5-100	A	73.5-76.499	C
89.5-94.499	A-	69.5-73.499	C-
86.5-89.499	B+	66.5-69.499	D+
83.5-86.499	B	63.5-66.499	D
79.5-83.499	B-	59.5-63.499	D-
76.5-79.499	C+	Below 59.5	F

Students who receive below a B- on any test, quiz, assignment/project, or presentation will be expected to conference with me, during office hours, to discuss deficient areas and what can be done to ensure competency in the deficient area.

**This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition for certification in Speech-Language Pathology: CSAD 146: Introduction to Clinical Issues and Methods**

**Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences**

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: phonology, articulation disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: fluency disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)

**CSAD 146 Section 50 Introduction to Clinical Methods: Ethical Practices & Legal Issues**

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: voice and resonance disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: communication modalities, including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

#### Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding articulation.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding fluency.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding voice and resonance.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).



- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of assessment and intervention regarding communication modalities.

#### Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

#### Standard V-B 3a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

- The student will demonstrate the ability to communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

#### Standard V-B 3b. Collaborate with other professionals in case management.

- The student will demonstrate the ability to collaborate with other professionals in case management.

#### Standard V-B 3d. Adhere to the ASHA Code of Ethics and behave professionally.

- The student will demonstrate the ability to adhere to the ASHA Code of Ethics and behave professionally.

## TENTATIVE COURSE SCHEDULE

Date Week Of:	Topic	Readings	Assignments
8/31	Course design and syllabus review; Course Assignments SLPA/SLP Role & Relationship Scope of Practice SLP/SLPA Duties/Supervision and Mentoring/CEU's Successful Supervisor/Supervisee Interactions	Lecture A Power Points	<b><i>Submit required Medical verifications, And placement site schedule form ASAP</i></b>
9/7	Universal Precautions Learning Theories to S-L intervention Developmental Domains Foundations for Tx	Lecture B Power Points Roth/Worthington (2018) Ch. 1	<b><i>Universal Precautions Quiz – On Canvas</i></b>
9/14	HIPAA Hands on Core Skills Baseline Data- probe trials vs. session notes Basic Structure Peripheral Management Issues	Lecture C Power Points Roth/Worthington (2018) Ch. 1	<b><i>HIPAA Quiz – On Canvas</i></b>
9/21	SLPA Role in Screening and Assessment Implementing Treatment Goal/Objective writing Scaffolding	Lecture D Power Points Roth/Worthington (2018) Ch. 1	
9/28	Goal/Objective writing Scaffolding Prompting Hierarchy	Roth/Worthington (2018) Ch. 1 Appendices	
10/5	Data Collection Lesson Plans SOAP Notes	Lecture E Power Points Roth/Worthington (2018) Ch. 1	
10/12	Best-Practice Supervision in the field of SLP Anderson's Continuum of Supervision Q&A Review for Exam	Lecture F Power Points	
10/19	Class time to work on Case Presentation EXAM – In class		<b><i>Journal 1 Due Entries 1-5 (Wed)</i></b>
10/26	ASHA's Code of Ethics Interprofessional Education and Collaborative Practice Attitudes, Stereotypes and Bias	ASHA's COE	<i>Code of Ethics In-class activity</i>
11/2	Therapy Activity Project (In-class activity)	Roth/Worthington (2018) Text book	<i>Small group in-class assignment (instructions to be posted on CANVAS)</i>
11/9	Case Studies 11/11 - Holiday		
11/16	Case Presentations (5)		
11/23	Case Presentations (5) Library Assignment, Wednesday (to be posted on CANVAS)		
11/30	Case Presentations (6)		
12/7	Case Presentations (6)		<b><i>Journal 2 Due Entries 6-10 (Wed)</i></b>
12/14	Licensure Requirements, Application Process  <i>Congratulations on your Graduation!!!</i>		

## Additional Information

### Commitment to Integrity:

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

### Sac State's Academic Honesty Policy & Procedures:

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sac State's Academic Honesty Policy & Procedures at the following website: <http://www.csus.edu/umannual/student/stu-0100.htm>

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

### 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 Office of Services to Students with Disabilities (SSWD), 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 Services to Students with Disabilities (SSWD)** 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, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD 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 [sswd@csus.edu](mailto:sswd@csus.edu).

## Basic Needs Support

If you are experiencing challenges in the area of food and/or stable housing, Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available. <https://www.csus.edu/basicneeds/>

## Other Resources

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

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

Services to Students with Disabilities: <https://www.csus.edu/sswd/>

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

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

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

Case Manager, Office of Student Affairs: <https://www.csus.edu/student/casemanager/>

## SPECIAL COVID-19 INSTRUCTIONS AND INFORMATION:

**Note:** In the event a faculty member 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.

**Per University Policy:** To support [student privacy and for equity reasons](#), students shall not be required by faculty to allow live access to a webcam. This includes proctoring, discussion, class sessions, office hours, or other consultation.

**Testing Modifications:** I understand that taking exams during the *regular* class period can be restrictive and does not address the myriad of environments students are taking their exams in. To address this specifically, the “*availability*” of exams will be across a period of 3 days (72 hours). The time to take the exam, once students begin, will remain consistent with the class period time (i.e., 75mins). Students, however, have the flexibility to take their exam **at any time during the availability period**. For example, if a student's home environment and availability best correspond to 11:30pm on a Wednesday or 6:00am on Friday, the student will be able to control for this.

Please note that each student remains individually responsible for being aware of their exam dates and times posted in the course syllabus.

Online exams via Canvas: Quizzes and other assignments are to be completed **independently**, though students may utilize their individual notes and texts. It is expected that students will maintain all aspects of academic integrity.

**Course Modality:** Unless otherwise noted by the instructor, all Fall 2020 CSAD courses are being taught synchronously. Class meeting will be scheduled by your instructor through Zoom through Canvas.

**Attendance Policy:** Attendance policies will be adjusted so as not to penalize students who become ill or are placed under quarantine during the COVID-19 pandemic.

**Grading Policy:** Course assignments (late work, due dates) will be adjusted so as not to penalize students who become ill or are placed under quarantine during the COVID-19 pandemic.

### Health & Safety Information:

1. If you are sick, stay home and do not attend class. Notify your instructor. Please self-diagnose if you are experiencing any COVID- like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care. You are asked to report any possible COVID related illnesses/exposures to SHCS via this link [COVID-19 Illness/Exposure Report Form](#). Expect a call from SHCS within 24 hours. The CDC provides a good source of information regarding COVID-19 and a way to self-check symptoms: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>