



California State University, Sacramento
 Department of Communication Sciences and Disorders
 GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2022	Course: CSAD 250 Speech/Language Internships Seminar	Section: 01
Meeting Days: Wednesday	Meeting Times: 6:00-7:50 PM	Location: Web Online
Instructor: James Chuchas, M.A. CCC-SLP	Email: james.chuchas@csus.edu	Phone: 916-278-4867
Office Location:	Office Hours/Appointments: Please contact me by e-mail to schedule office hours appointment. Office Hours: Tuesdays: 2pm to 3pm **SUBJECT TO CHANGE	

Catalogue Course Description:

CSAD 250. Speech/Language Internships Seminar.

2 Units

Prerequisite(s): [CSAD 228A](#), [CSAD 228B](#), [CSAD 228C](#), [CSAD 229A](#), [CSAD 229B](#), [CSAD 229C](#), [CSAD 241S](#), [CSAD 242A](#), [CSAD 242B](#), [CSAD 242C](#), [CSAD 243A](#), [CSAD 243B](#), [CSAD 243C](#), [CSAD 244](#), [CSAD 245](#).

Corequisite(s): [CSAD 295I](#), or [CSAD 295M](#), or [CSAD 295P](#), or [CSAD 295S](#).

Term Typically Offered: Fall, Spring

Assessment, scheduling and conducting language speech and hearing programs in schools. Related issues including scope of practice, managed care, interagency cooperation and transdisciplinary approaches.

Place of Course in Program

The course objectives have been designed to be in direct support of the American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition listed at the end of the syllabus; the following California Commission on Teacher Credentialing (CTC) Education Teacher Credentials Program Design Standards: Standards 1, 2, 3, 4, 5, 6, 7, and 8; The following Speech-Language Pathology Services Credential Program Design Standards: SLP Standard 4, 5 6, 7, and 8; And the Special Class Authorization Standards 1, 2, 3, 4, and 5.

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>	Yes
Communication: <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	Yes
Critical thinking/analysis: <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	Yes
Information literacy: <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	Yes
Professionalism: <i>Demonstrate an understanding of professional integrity.</i>	Yes
Intercultural/Global Perspectives: <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i>	Yes

Course Learning Outcomes:

GRADUATE

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

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

CSAD 250 SPECIFIC STUDENT LEARNING OUTCOMES:

The student:

1. will become aware of the history of education.
2. will identify and discuss legal issues involved in treatment of clients in the school setting.
3. will review and discuss the types of clients and associated treatment models in the school setting (articulation, fluency, voice & resonance, receptive and expressive language, hearing impaired, etc.) (pull-out, push-in, consultative, collaborative, etc.)
4. will review and discuss the relationship between language and speech disorders and academics (oral and written communication).
5. will identify and discuss professional, legal, and ethical practices related to practice in the schools, including state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities, transition and transitional planning, etc.
6. will identify and discuss academic assessment procedures (literacy, written language arts, and quantitative concepts) appropriate for the school age client with and without severe disorders of language.
7. will review and discuss different service delivery models including Response to Intervention.
8. will review and discuss different communication modalities for public school settings (oral, manual, AAC).
9. will review and discuss service delivery to culturally and linguistically diverse clients.
10. will review and discuss California state standards and statewide testing and curriculum approaches in the areas of reading/language arts/writing/math.
11. will review curriculum-relevant assessment (standardized and non-standardized) and the writing of curriculum-relevant goals.
12. will review and discuss providing access to the curriculum commonly taught in public schools by adapting and relating curriculum to students' backgrounds, interests, and abilities.
13. will review and discuss methods for initial and ongoing speech and language assessment that provides data to drive selection and modification of instructional strategies, activities, and materials that appeal to and challenge the diverse abilities and interests of students.
14. will review and discuss common curriculum adoptions in the language arts, writing, and mathematics and their delivery to students with speech and language impairments.
15. will review service to health impaired clients in the schools, including service to medicated clients.
16. will identify and discuss methodology related to the use of speech assistants in school settings.
17. will identify and discuss different approaches for helping clients maintain their behavior.

18. will review and discuss pedagogical approaches for curricular instruction (literacy, written language arts, and quantitative concepts) in both general education and special day classroom settings.
19. will review and discuss processes used in research and the integration of research principles into evidence-based clinical practice.
20. will review and discuss cognitive and social aspects of communication and various communication modalities in school settings.
21. will review and discuss standards of ethical conduct, contemporary professional issues, and certification, licensure, and credentials.
22. will review and discuss strategies for effective interaction with students, families, and related professionals in school settings.
23. will identify and discuss methods to self-evaluate the effectiveness of his/her practice.
24. will review and discuss state and district data maintained in student's files (California English Language Development Test-CELDT, California statewide standards testing, etc.) and the implications of such data on student's speech and language and learning profile.

Course Learning Outcomes	Components Indicating Competency	Grades Received
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14	PPT Presentation Assignments, Class Research Discussion Assignments, IFSP & Transition Planning Assignments	
12, 14, 17, 18	PPT Presentation Assignments, Class Research Discussion Assignments, Language Arts & Math Observation Assignment	
15, 16, 19, 20 , 21	PPT Presentation Assignments, Class Research Discussion Assignments	
22, 24	PPT Presentation Assignments, Class Research Discussion Assignments, Psychologist Interview & Language Arts, Math Observation Assignments	
23	PPT Presentation Assignments, Class Research Discussion Assignments, Effective Supervision & Learning Reflection Assignment	

Textbooks and Materials:

Required Texts:

1. Moore, B. & Montgomery, J. (2018). *Speech-Language Pathologists in Public Schools, Making a Difference for America's Children*. Third Edition. Pro-ed.

Online Resources:

Access to CSUS CANVAS

Course Requirements/Components:

(*Please note, subject to potential changes due to Covid-19 OnLine Instruction Format)

Discussion Attendance/Participation: (50 points). Students can earn **up to 50 points** for active participation in classroom discussions. Because this class is a Seminar format, your discussion and contributions are a significant component. Regular and consistent attendance is also an important element. Students are expected to log on to class sessions on time and remain for entire class period. If you are unable to attend or you will be late to class, please contact instructor by cellphone text or e-mail prior to the beginning of class. **Everyone starts the semester with 50 points for Discussion/Participation Points. Students are able to miss ONE (1) class during the semester before any point loss for participation might occur. Point loss will not occur as a result of excused absences (e.g., illness, medical emergency, or family death).**

Please have required items for discussion as assigned (such as goal sheets, screening examples, curriculum materials, etc.). Please complete research assignments ahead of time so that you are ready to discuss them during class.

Classroom Presentations: (100 points). Each Intern Student will be required to present a Power Point on certain assigned topics as covered in chapters or parts of chapters from the texts: *Making a Difference for America's Children and/or School Programs in Speech-Language Pathology*. Your presentation must be in power point format. It must cover all of the important points regarding the topic in the chapter, but should not be a laundry list of facts OR a chapter outline. You must teach your peers what they need to know about the important legal and procedural information in an interesting and useful way. **You should also research specific topic outlined in the chapter to insure that statistics and/or information as indicated in the text are current and if necessary incorporate researched up to date information in your presentation.** Power Points should be e-mailed to instructor the day before the assigned date of presentation so it can be posted on CANVAS. The complete power point series should provide each student a handbook for beginning practice as an SLP in the public school setting. Students should make arrangements to have laptop computer for presentation. Presentation should be around 15 minutes.

SEVEN- (7).... WRITTEN ASSIGNMENTS: Total of: 150 (points)

#1) Written Observation of Master Clinician or Written Interview of Master Clinician Describing Caseload, duties and responsibilities of their assignment: (15 points)- **DUE Wednesday, February 2.

Written Observation or Interview of Master Clinician- **one to two pages-** due on Wednesday, February 2.

#2) Psychologist and SLP Assessments (25 points) **DUE: Wednesday, February 23: In collaboration with Master Clinician select a student who has had or is going through a full team assessment. Review the file with Master Clinician and/or School Psychologist, discuss and compare speech/language and psychologist reports on a student that is being assessed or has previously been tested for a full team evaluation. Ask School Psychologist and/or Master Clinician to share their thoughts about the relationship between the psychological assessment and speech and language testing in the IEP process. For student in question, what were the commonalities or differences in the psych and speech/language assessment findings? What were the placement outcomes? Any other insights that you might have discovered? **Write up at least a one to two page document with your findings.** Be prepared to discuss in class.

#3) IFSP (Individual Family Service Plan to IEP Transition (20 points): **DUE: Wednesday, March 2 : Participate in an IFSP to IEP transition meeting or discuss with your Master Clinician the IFSP to IEP transition planning meeting process for students in their district focusing on the aspects of this process and write a **one to two page document** regarding the IFSP to IEP transition planning process.

#4) Secondary Transition (20 points): **DUE: Wednesday, March 9 : Discuss with your Master Clinician how they address transition planning process for Secondary Students in their School District. If your are able, participate in the Individual Transition Plan for a student at the Secondary Level. Write up to a **one page to two page document**, focusing on your discussion and/or participation involving the Individual Transition Plan IEP process for Secondary Level students.

#5) Classroom Modification/ Accommodation Suggestions for Language Arts and Math Lesson (30 points) ** DUE: Wednesday, March 16: Select a student from your caseload, preferably a language client. Having provided therapy to this student and knowing their strengths and weaknesses, what modification or accommodation strategies would you suggest to the student's teacher to assist in promoting success for this student in the classroom in the academic areas of language arts and math instruction. Write up a **one to two page document**.

#6) Multicultural IEP Assignment (20 pts): ** DUE: Wednesday, March 30. Discuss with your Master Clinician the process and aspects involved in conducting an IEP where a multi-lingual interpreter is being utilized. If possible participate in an IEP where a multi-lingual interpreter is utilized. What are suggestions that would promote a successful IEP when using an interpreter. Write up a **one to two page document** concerning your discussion and/or participation experience in this type of IEP.

#7) Effective Supervision & Learning Reflection: (20 points):DUE: Wednesday, April 6.**

Please write a **one page reflection** focusing on **two (2) key concepts** from Dr. D'Angelo's (Dr. Pieretti's) Fall 2021 **Effective Supervision and Learning Powerpoint**. Please describe the ways in which these concepts related to your itinerant internship experience in the Public Schools and how they will inform on your supervision of Student Clinicians, Student Interns, and/or SLPAs in the future.

OTHER ASSIGNMENTS: Total of : (50 pts)

- COMPLETION OF: Master Clinician Thank You Letters: (20 points) **DUE: Wednesday, March 30, Formal "Thank You" letters to Master Clinicians with cc Directors of Programs is required. These letters will be proofread by the instructor prior to sending to Master Clinician

- COMPLETION OF: Supervisor Feedback Form and Student Evaluation of Off-Campus Placement Form (Two SEPARATE FORMS- ON CALIPSO) : (30 points). **DUE by or before: Wednesday, April 13: MANDATORY completion of: Supervisor Feedback Form and Student Evaluation of Off-Campus Placement Form – to be completed on CALIPSO

****PLEASE NOTE REGARDING ASSIGNMENTS: ALL ASSIGNMENTS MUST BE COMPLETED AND TURNED IN BY DUE DATE UNLESS INSTRUCTOR GIVES PERMISSION FOR OTHER DUE DATE AS A RESULT OF SCHEDULE CHANGE OR EXCUSED ABSENCE. IF ANY ASSIGNMENT IS NOT TURNED IN, STUDENT WILL NOT RECEIVE POINTS FOR THAT ASSIGNMENT, AND YOUR LETTER GRADE COULD BE DROPPED ONE LETTER GRADE FOR EACH MISSING ASSIGNMENT**

**** STUDENT PERSONAL RECORDING (Audio, Visual and/or Video) OF ANY PART OF THE ON LINE CLASS, LECTURES AND/OR DISCUSSIONS IS NOT PERMITTED.** Please refer to **On-Line Instructions privacy responsibilities and On- Learning Guidelines** related to Zoom OnLine class format as outlined on pages 11 & 12 of this Class Syllabus.

If a faculty member is not available during the semester, students will be contacted and advised how the course will proceed. This may include a change in instructor or modality.

Office Hours:

Office hours are established weekly on Tuesdays from 2:00pm to 3pm (** Subject to Change). Students are requested to e-mail instructor to schedule either a phone conference or virtual on line appointment.

**** PLEASE NOTE:** The office hours outlined above may not work for CSAD 250 Schools Internship Students schedules, therefore please e-mail instructor to schedule a phone conference or virtual on line meeting at an alternate time.

Grading Policy:

GRADING INFORMATION based on Maximum total of 350 POINTS:

The course final grade will be computed as total points earned out of the maximum total of **250 points**. Letter grades will be assigned as follows:

Points	Grade	Points	Grade
350-331	A	266-257	C
330-314	A-	256-243	C-
313-303	B+	242-233	D+
302-292	B	232-222	D
291-278	B-	221-208	D-
277-267	C+	208- 0	F

****Please refer to the University Policy Manual for further information regarding CSUS Grading Policies.**

CSUS Grading Policy

Information for students regarding grading is provided here:

<https://www.csus.edu/umannual/acad/umg05150.htm>

Course Policies/Procedures: *Please refer to Course Requirements & Component Section*

TENTATIVE Course Schedule/Outline:

(**NOTE: Subject to change)

WEDNESDAY, JANUARY 26

Discussion: Graduation Applications Information; Review class syllabus and discuss chapters for reading and outline assignments. Determine presentation dates.

Review Fourth Semester Clinical Competencies sheet. Share details about your placement

Reading Assignment Due: None

HOMEWORK!!!! Please complete the schedule form posted on CANVAS outlining your Schools Internship schedules/locations/contact information etc...AND SUBMIT in the CSAD 250 CANVAS ASSIGNMENT SECTION before or by Tuesday, February 1. Discuss the goal sheet provided to you in your internship packet and develop initial goals for your internship together with your Master Clinician.

WEDNESDAY, FEBRUARY 2

**** DUE Written Assignment #1: Master Clinician Observation or Interview Due (15pts)**

Discussion: Placement updates/experiences to share/questions. Bring in and share your district's criteria for placement in the speech and language program. What exit criteria, if any, exist?

Reading Assignment Due: Read: Moore & Montgomery Chapter 1 & Chapter 2 (pgs. 17-33); Assigned Power Point Presentations

Research Assignment Due: Obtain information about district's placement and exit criteria for speech and language qualification criteria.

WEDNESDAY, FEBRUARY 9

Discussion: Placement updates/experiences to share/questions. Assessment and placement IEP forms from your respective districts.

Reading Assignment Due: Read Moore & Montgomery, Chapter 2 (pgs. 33-62) & Chapter 3 (pgs. 63-66) Assigned Power Point presentations.

Research Assignment Due: Be prepared to discuss IEP forms that your district uses in the assessment and placement process.

WEDNESDAY, FEBRUARY 16

Discussion: Placement updates/experiences to share/questions. Grouping strategies. Articulation methods.

Reading Assignment Due: Read Moore & Montgomery, Chapter 3 (pgs. 63-94) **AND** Appendix B (pgs. 391-398). Assigned Power Point Presentations

Research Assignment Due: Ask you Master Clinician about procedures/forms/tools for SCREENING if utilized by district. If screening is used, please bring in forms/tools to share/discuss that are used for screening from your district.

WEDNESDAY, FEBRUARY 23

Discussion: Placement updates/experiences to share/questions.

Reading Assignment Due: Read Moore & Montgomery, Chapter 3 (pgs. 94-119)

Discussion: Behavior Management *Research Assignment Due:* Bring in behavior management system that you and/or your Master Clinician have in place. Focus both on the positive things that are done to reinforce behavior and on the consequences of inappropriate behavior. How does this system fit into the school-wide behavior management process if any? Be ready to share and discuss.

**** DUE: WRITTEN Research Assignment #2- Psychologist Interview- (25pts):** In collaboration with Master Clinician select a student who has had or is going through a full team assessment. Review the file with Master Clinician and/or School Psychologist, discuss and compare speech/language and psychologist reports on a student that is being assessed or has previously been tested for a full team evaluation. Ask School Psychologist and/or Master Clinician to share their thoughts about the relationship between the psychological assessment and speech and language testing in the IEP process. For student in question, what were the commonalities or differences in the psych and speech/language assessment findings? What were the placement outcomes? Any other insights that you might have discovered? **Write up at least a one page to two page document or more with your findings.** Be prepared to discuss in class.

WEDNESDAY, MARCH 2

Discussion: Placement updates/experiences to share/questions. Service delivery models.

Reading Assignment Due: Read Moore & Montgomery, Chapter 4 (pgs. 121-153) Assigned Power Point Presentations.

**** DUE Written Assignment #3: ISFP to IEP Transition (20 points):** Participate in an IFSP to IEP transition meeting and/or discuss with your Master Clinician the IFSP to IEP transition planning meeting process for students in their district focusing on the aspects of this process and write a **one to two page document** regarding the IFSP to IEP transition planning process

WEDNESDAY, MARCH 9

Discussion: Placement updates/experiences to share/questions.

Reading Assignments Due: Read Moore & Montgomery Chapter 4 (pgs. 153-168) & Chapter 5 (pgs. 169-183) Assigned Power Point presentations.

Research Assignment Due: Ask your Master Clinician about service delivery models they have used and which they find useful at your site. Ask them how goals are written in the district (goal banks, etc.) and how they make them curriculum-relevant. Bring in any supporting materials if any. Is RTI being used for SPT? How? **Be prepared to discuss.**

****DUE Written Assignment #4) Secondary Transition (20 points):** Discuss with your Master Clinician how they address transition planning process for their Secondary Students in their School District. If you are able, participate in the Individual Transition Plan for a student at the Secondary Level. Write up to a **one page document**, focusing on your discussion or participation involving the Individual Transition Plan IEP process for Secondary Level students.

WEDNESDAY, MARCH 16

Discussion: Placement updates/experiences to share/questions and Interview Information. Grouping strategies. Articulation methods.

Research Assignment Due: Discuss with Master Clinician techniques for articulation therapy they utilize and ask them how they choose which students are in which groups. Be prepared to discuss.

Reading Assignment Due: Read Moore & Montgomery Chapter 6 (pgs. 205-239). Assigned Power Point presentations.

*****DUE: WRITTEN Research Assignment #5 – Classroom Modification/Accommodation Suggestions for Language Arts and Math Lesson (30pts)** : Select a student from your caseload, preferably a language client. Having provided therapy to this student and knowing their strengths and weaknesses, what modification or accommodation strategies would you suggest to the student's teacher to assist in promoting success for this student in the classroom in the academic areas of language arts and math instruction. Write up a **one to two page document**.

(NO CLASS- WEDNESDAY, MARCH 23 - SPRING BREAK- MARCH 21- MARCH 27)

WEDNESDAY, MARCH 30

Discussion: Placement updates/experiences to share/questions. **Reading Assignment Due:** Read Moore & Montgomery Chapter 6 (pgs. 239-255) & Chapter 7 (pgs. 258-274). Assigned Power Point Class Presentations

****DUE Assignment #6) Multicultural IEP Assignment (20 pts)**; Discuss with your Master Clinician the process and aspects involved in conducting an IEP where a multi-lingual interpreter is being utilized. If possible participate in an IEP where a multi-lingual interpreter is utilized. What are suggestions in order to promote a successful IEP in this type of situation. Write up a **one to two page document** concerning your experience in participating in this type of IEP and /or what this process involves and suggestions that were discussed to make the process successful.

Master Clinician Thank You Letters DUE (20pts): Email to me: Rough Draft **Thank You Letters** to your Master Clinicians, the Director of the Speech Programs, the principals at your sites. Be sure to include a positive paragraph about your Master Clinician's skills in the letters to the principals and directors.

WEDNESDAY, APRIL 6

Discussion: Placement updates/experiences to share/questions. Be ready to discuss difficult IEPs, Conflicts, Mediations/Due Process. **Reading Assignment Due:** Read Moore & Montgomery Chapter 7 (pgs. 274-299) & Chapter 8 (pgs. 301-307). Assigned Power Point Class Presentations

Research Assignment Due: Ask your Master Clinician how suspected autistic spectrum disorders (ASD) referrals are handled and processed including assessment procedures. Discuss service delivery options/ models for ASD students in your assigned District. Be prepared to discuss.

Research Assignment Due: Obtain information from Master Clinician regarding difficult IEPs, IEP conflicts, and Due Process (Mediations and/or Hearings) if any; What was done to help in these conflicts? What did or didn't work in these situations? Is there any informal resolution/problem solving process available to parents prior to filing for Due Process Mediation/ Hearing in your assigned District? If so, describe process. Be prepared to discuss above items in class

*****DUE: Written Assignment #7 - Effective Supervision & Learning Reflection: (20 points):** Please write a one page reflection focusing on two (2) key concepts from **Dr. D'Angelo's (Dr. Pieretti's) Spring 2020 Supervision Workshop and the Effective Supervision and Learning Powerpoint**. Please describe the ways in which these concepts related to your itinerant internship experience in the Public Schools and how they will inform your won supervision of SLPAs, Student Clinicians, and Student Interns in the future.

WEDNESDAY, APRIL 13

Discussion: Placement updates/experiences to share/questions.

Reading Assignment Due: Read Moore & Montgomery Chapter 8 (pgs. 305-325) & Chapter 9 (pgs. 325-343) . Assigned Power Point presentations.

****DUE: Supervisor Feedback Form and Student Evaluation of Off-Campus Placement Form (Two Separate Forms- ON CALIPSO) : (30 points).** **Evaluation of Master Clinician and Schools Internship Sites is mandatory – to be completed on CALIPSO**

WEDNESDAY, APRIL 20

Discussion: Placement updates/experiences to share/questions. Assigned Power Point Presentations.

Reading Assignment Due: Read Moore & Montgomery Chapter 9 (pgs. 343-368) & Chapter 10 (pgs. 382-389) . Assigned Power Point presentations.

WEDNESDAY, APRIL 27

Discussion: Placement updates/experiences to share/questions. **Complete remaining Power Point Presentations.**

Research Assignment Due: Review the following websites and print out instructions and forms for paperwork submission to begin the process for obtaining the following: **ASHA Certification, Credentialing, and Licensing paperwork discussion**

California License:

Speech-Language Pathology and Audiology Licensing Board. www.speechandhearingca.gov

ASHA CCC: American Speech Language Hearing Association www.ASHA.org

CA. Credential: You need to apply and be recommended by the Credentialing Office on campus. You do not apply directly to the California Commission on Teacher Credentialing.

WEDNESDAY, MAY 4

Discussion: Placement updates/experiences to share/questions. Interviewing Strategies.

ASHA Certification, Credentialing, and Licensing paperwork discussion

WEDNESDAY, MAY 11, LAST CLASS *Discussion:* Placement updates/experiences to share/questions. Interviewing Strategies. **Questions Re: Licensure, CCC, and California Credential, Turn in any late assignments/ paperwork. Class Evaluations**

**** (FINALS WEEK) MONDAY, MAY 16 – FRIDAY, MAY 20**

Online Learning

For additional information, please review the [CSAD Handbooks](#) website

<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html>

Zoom/ Online Instruction privacy and relevant rights and responsibilities:

Any time that a class session is recorded during the COVID-19-related Remote Instruction Period, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:

Only students enrolled in the subject class during the Remote Instruction Period may view the recording.

- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

Attitudes & Technical Skills Required

You will find that the following attitude will significantly contribute to your success in this online class:

- A positive attitude towards technology
- An open mind towards online education
- Willingness to share your experiences with others
- Strong analytical and critical thinking skills for when you "get stuck"
- Resourcefulness - don't be afraid to click on links and explore and ask questions
- Time management

Online learning requires only basic technical skills:

- Be competent with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Possess internet navigation skills
- Update your Internet browser
- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

Technical Assistance

Seek help when you can't access Canvas or class materials.

- For technical assistance, contact the IRT Help Desk. Visit AIRC 2005 during [open hours](#) to speak with the IRT Service Desk Team, or call (916)278-7337. [IRT website.](#)
- For assistance with course materials, contact your instructor

Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: [Don't Fall for a Phishing Scam](#)
- Use anti-virus, anti-spyware, and anti-malware software. [Sac State's Software and Tools](#) available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone. Use strong passwords that include a combination of letters and numbers that no one can guess.

Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities. Visit the [Mobile section](#) of the [Canvas Guides](#) website for more information.

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, shall be reported to the [Office of Student Conduct](#).

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.

****Please refer to the University Policy Manual for more information regarding the CSUS Drop and Withdrawal Policy.** www.csus.edu › umannual

Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

Equal Access & Information regarding the Services for Students with Disabilities (SSWD)

Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please immediately contact **Services for Students with Disabilities (SSWD)** to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. SSWD is located on the first floor of Lassen Hall 1008. Phone is 916-278-6955 and e-mail is sswd@csus.edu. For a complete listing of services and current business hours visit <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>

Health, Counseling & Safety Information:

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

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: https://sacstateshcs.wufoo.com/forms/covid19-illnessexposure-report/](https://sacstateshcs.wufoo.com/forms/covid19-illnessexposure-report/) 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>

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: www.csus.edu/shcs

Campus Confidential Advocate – Laura Swartzen

Email: weave@csus.edu

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

WEAVE 24/7 Hotline: 916-920-2952

Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away. The CARES office provides case management support for any enrolled student. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the [CARES website](#).

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/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation : Rachel Stark, MS, AHIP, stark@csus.edu
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>
- Crisis Assistance and Resource Education Support (CARES): <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>
- 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>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- SMART Thinking (tutoring resource): https://www.csus.edu/student-affairs/centers-programs/degrees-project/_internal/_documents/smarthinking.pdf

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

CSAD 250. Speech/Language Internships Seminar

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:

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.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: certification, specialty recognition, licensure, and other relevant professional credentials.

Standard IV-F: Research

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

Standard V-A: Oral and Written Communication

- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

