



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

Semester/Year: Spring 2025	Course: CSAD 146 Introduction to Clinical Issues and Methods	Section: 01
Meeting Days: Friday	Meeting Times: 8:00-10:50 am	Location: Folsom 1050
Instructor: Kelly Louney, MS CCC-SLP		Email: louney@csus.edu
Office Hours: Tuesday and Thursday 2:00 pm- 3:15 pm		Location: Folsom Hall 2306 B

Catalogue Course Description:

CSAD 146 Introduction to Clinical Issues and Methods.

3 Units

Prerequisite(s): [CHAD 30](#), [DEAF 51](#), [PSYC 2](#), [STAT 1](#), [CSAD 110](#), [CSAD 111](#), [CSAD 112](#), [CSAD 125](#), [CSAD 126](#), [CSAD 130](#), and [CSAD 145](#). Minimum major GPA of 3.2 with no CSAD course below a grade of "C."

Work with graduate students and clients. Introduction to clinical procedures, ASHA Code of Ethics, legal issues, funding sources, supervision and scope of practice. Survey of professional settings for speech and language services, including multidisciplinary settings. Required for applicants of the CSAD Master's program. Recommended for students who plan to apply to graduate programs at other universities. Optional for students who do not plan to attend graduate school. Background check, immunizations, and HIPPA training required prior to enrollment (see Department webpage).

Sacramento State Baccalaureate Learning Goals

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
Competence in the Disciplines: <i>The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</i>	Y
Knowledge of Human Cultures and the Physical and Natural World <i>through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.</i>	Y
Intellectual and Practical Skills, Including: <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i>	Y
Personal and Social Responsibility, Including: <i>civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges</i>	Y
Integrative Learning**, Including: <i>synthesis and advanced accomplishment across general and specialized studies</i>	Y

Expected Learning Outcomes (ELO)

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.

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

Course Learning Outcome	Components Indicating Competence	Grades Received
1. 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).	COE Activity/Quiz	
2. Be able to state or write and discuss the tenants of Universal Precautions.	Health module certificate of completion	
3. Be able to discuss and apply HIPAA regulations to clinical practice.	Health module certificate of completion	
4. Be able to discuss the tenants of supervision according to Anderson's Continuum of Supervision.	Article Review Test	
5. Observe clinical practicum and identify (in writing) client objectives, teaching methods, reinforcers, and client behaviors.	Treatment Plan Clinic attendance Clinic journal	
6. Formulate a written treatment plan, including treatment objectives and materials and teaching methods, for clients.	Treatment Plan Clinic attendance Clinic journal	
7. Participate in therapy, planned and guided by a graduate/master clinician.	Clinic attendance Clinic journal	
8. Design treatment objectives, detailing performance, conditions, and criterion.	Treatment Plan Goal and objective writing activity Test	
9. Utilize standard treatment/teaching methods	Article review Clinic attendance	

under the guidance of a graduate clinician.	Clinic journal	
10. Collect and interpret treatment data in a standardized manner.	Data collection activity (in class) Clinic journal	

Textbooks, Materials, and Online Resources:

REQUIRED TEXT

Roth, F. P., & Worthington, C. K. (2021). *Treatment Resource Manual for Speech-Language Pathology, 6th Edition*. San Diego: Plural Publishing.

RECOMMENDED TEXT

Dwight, Debra M., *Here's How to do Therapy: Hands-On Core Skills in Speech-Language Pathology, Second Edition* Plural Publishing, Inc., San Diego, CA, 2014.

Links to required readings and videos can be found in Canvas

Course Requirements/Components:

Required Medical Documents

Students are required to provide documentation for the following:

1. Department Background Check: <https://www.csus.edu/college/health-human-services/communication-sciences-disorders/internal/documents/policy/csad-background-check-policy-and-instructions.pdf>
2. Current Negative TB test. Administered after to December 10, 2023
3. Sign *Video Permission Form*. See CANVAS
4. Sign *Confidentiality Agreement* (usually completed in CSAD 145) See CANVAS

These documents are due no later than the third week of class and students may NOT participate in person clinical without completion of the department's background checks and proof of negative TB test. Submission of these documents on or before the third week of class is worth 10 points.

Participation as a Clinical Assistant

- 1) This semester you will be assigned a graduate student and a participating client. You will be required to attend and participate in the 16 clinical sessions during the semester.
- 2) Attendance is required and points are assigned for attendance. Make-up sessions are not available.
- 3) Attendance will be taken via graduate clinician.
- 4) Absences may be excused and make-up sessions allowed for documented emergencies only. You must email Instructor Louney **prior** to the session unless extenuating circumstances can be documented. You must also provide sufficient written documentation of the emergency for approval.
- 5) Session Participation: You will be required to prepare and run a session activity during therapy. The specifics of the assignment will be discussed in class prior to the due date.
- 6) Clinic Journal: You will be required to complete a session journal of your experience. The clinic journal assignment and format will be discussed in class. Clinic journal points are awarded as follows:

Documentation	Points per session	Total per journal
Session Attendance (signature of graduate student required)	5	80
Session observation, data and reflection	5	80
TOTAL		160

Tentative Clinic Schedule

Week	What CSAD 146 Student will do during clinic	Be prepared to discuss the following during class on Friday	What Graduate Student Will Provide
Prior to week 1	<ul style="list-style-type: none"> -Meet with graduate student -Chart review -Review interview questions -Assessment results 	<ul style="list-style-type: none"> Client's age and disorder Client's relevant history Client's assessment plan/results 	<ul style="list-style-type: none"> -Be available to meet -Discuss case history/review chart -Discuss Assessment Results -Discuss therapy session structure currently in place
2-3	<ul style="list-style-type: none"> -Review plan of therapy and therapy goals/objectives -Complete a subjective observation -Make speech/language/behavioral observations relevant to your client 	<ul style="list-style-type: none"> What you relevant observations did you make about your client and how do they support or refute what you learned during chart review? 	<ul style="list-style-type: none"> -Graduate student will share semester goals and objectives -Graduate student will share lesson plan -Graduate student will discuss CSAD 146 student's speech/language/behavioral observation findings and how they relate to session design.
4-5	<ul style="list-style-type: none"> -Review the client's goals/objective and past results/progress towards goals thus far -Note the treatment approach(es) used -Begin to engage with the client, as directed by your graduate clinician 	<ul style="list-style-type: none"> Do you client's goals/objectives make sense to you? Do the activities and materials relate to the goals/objectives in a meaningful way for you? What were your feelings when you began interacting with the client? 	<ul style="list-style-type: none"> -Graduate student will share lesson plan -Graduate student will discuss rationale for treatment approaches being used and model therapy approach(es) and how they address goals/objectives -Provide an opportunity for the CSAD 146 student to engage with the client, perhaps as a communication partner
6-7	<ul style="list-style-type: none"> -Continue interacting with the client, with more independence, as directed by your graduate clinician -Take data for the goals/objectives addressed during the session 	<ul style="list-style-type: none"> What does it feel like to take data during a session? What do you think were the pro's and con's of taking real time data? 	<ul style="list-style-type: none"> -Graduate student will share lesson plan -Graduate student will review requirements for needed data collection during session -Graduate student will review data collected by CSAD 146 student and discuss why it meets their needs for tracking client progress
8	<ul style="list-style-type: none"> -Continue interacting with the client, with more independence, 	<ul style="list-style-type: none"> Explain your thought process as it relates to activity planning. What treatment approaches did 	<ul style="list-style-type: none"> -Graduate student to share lesson plan

	as directed by your graduate clinician -Plan an activity based on one of the goals/objectives -Work WITH your grad to implement this activity.	you consider? What materials? Did you find this somewhere or create it yourself?	-Graduate student will request that CSAD 146 student plan an activity, to be carried out over two sessions, that is aligned to a semester short-term objective or long-term goal -Graduate student and CSAD 146 student will review data from the two sessions and discuss whether or not (and why or why not) the activity appears to be effective
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HealthStream Online Clinical Orientation Program: [HealthStream Instructions](#)

Create an account: <https://www.healthstream.com/hlc/login/register.aspx?organizationId=012ec70d-7656-11de-ac59-001517135401&institution=2cb55c2a-7656-11de-ac59-001517135401>

Sacramento State is listed at the very bottom

You are required to complete the following modules:

- (a) [Standard Precautions and Bloodborne Pathogens](#)
- (b) [Hand Hygiene: Basic Principles and Competency](#)
- (c) [HIPAA: A guide for Healthcare Workers](#)

These modules will prepare you for work in a variety of healthcare settings and support your knowledge of Universal Precautions, basic hygiene and client privacy. These certificates of completion are worth 10 points each for a total of 30 points.

Attendance:

Attendance is expected for weekly classes. Although attendance is not taken, it is crucial as it directly impacts a student's ability to engage with the course material, participate in discussions, and absorb the nuances of lectures that go beyond what is covered in textbooks or online resources. Regular attendance fosters a sense of commitment and discipline, helping students stay on track with the course's pacing and deadlines. It also allows for real-time clarification of doubts and collaboration with peers, which can enhance understanding and retention of the subject matter. Ultimately, consistent attendance is a key factor in academic success and personal development during college.

Students are responsible for all materials covered in their absence. Materials for this course will be posted on Canvas. Slide decks will be outlines only. Students are responsible for synthesizing lectures to deck outlines. Students are responsible for accessing and locating materials and downloading appropriate resources to learn the material for this class. If you are absent from class you are expected to get notes from a peer as office hours are meant to clarify and elaborate information, not repeat lectures to absent students. Internet access is required.

In the case of a documented medical emergency prior to an exam or assignment, the student will be required to notify the instructor in advance of the exam/assignment and provide written documentation of the illness/injury or emergency. Please note that each student remains individually responsible for being aware of their exam dates and times posted in the course syllabus.

Clinic Handbook Activity:

Students will review the Maryjane Rees Language Speech and Hearing Clinic and the Audiology Clinic Handbooks. After reviewing the handbooks students will complete a quiz to demonstrate knowledge and the ability to find information embedded in the handbook.

Data Collection Activity:

In order to practice real time data collection, students will be required to watch videos of speech and language therapy and use a therapist devised tool for data collection to accurately record the student's performance during therapy..

Inclusion Videos:

You will be required to watch and respond to two videos demonstrating the concept of inclusion. These videos will depict contrasting views of the topic and the assignment will ask that you compare and contrast the viewpoints.

Goals and Objective Writing Activity:

Students will be required to analyze and design treatment objectives, detailing performance, conditions, and criterion during this assignment. They will be required to identify these components within a goal/objective as well as create them independently.

Ground Rounds Activity:

Students will be required to synthesize pertinent client information and present their client to the class in a succinct and concise manner. Students will be required to use professional terminology, tone of voice and make clinical decisions regarding salient information.

Code of Ethics Activity:

Each student will be responsible for participating in a code of ethics activity. The purpose of this assignment is for students to read, understand and interact with the ASHA Code of Ethics; including understanding common complaints to ASHA and reviewing case studies for analysis. General requirements and guidelines regarding the format for this assignment will be discussed in class.

Group Presentations:

Group presentations will require that students know, synthesize and communicate relevant topics in a group format. Topics may vary by semester.

Guest Speaker:

Guest speakers will be brought in to discuss topic specific material. Attendance is mandatory for all guest speakers. Because guest speakers are professionals from the community who volunteer their time to discuss their métier with our students, attendance is expected. The dates of guest speakers are tentative, although they are confirmed prior to class scheduling; we sometimes need to afford guest speakers flexibility as their schedules may change. Although schedule changes do not happen often, the attendance policy will apply on the actual day the speaker presents. Students will sacrifice 15 overall class points for absences on days with guest speakers.

Article Reviews:

Students will be required to read and annotate journal articles to increase their foundation of evidence based practice. Students will be expected to identify, summarize, and evaluate the ideas and information the author has presented.

Tests:

Two in-class exams and one final will be given. Each will cover the concepts and content discussed during the course sessions or assigned readings prior to the exam. The second exam is not cumulative, but an assessment of the course material presented in the second half of the semester. The final is cumulative. The lowest of the three exam scores will be dropped and the two highest scores will be counted towards the score.

Study Guides:

Attempts will be made to review course material prior to tests. However, lecture and instruction of content material will be prioritized over test review. Test reviews will support the students' ability to identify holes in their knowledge related to the concepts and focus their studying in order to prepare for the test. Test questions and specific information and or a modified list of information to know will not be provided. Tests are meant to sample a range of information across the assessment period and scores should accurately reflect their knowledge of the overall content. Due to the fact that the course material is not conducive to simply memorizing terms and definitions (but rather applying concepts learned throughout other aspects of the speech-language pathology and audiology program), students are encouraged to develop their own personal study guide for this class to best support their learning. Students may wish to develop charts to compare/contrast key terms and are encouraged to pay close attention to being able to describe relationships between etiologies of different disorders and make decisions about assessments given case scenarios.

Grading Policy:

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

	Source	Points	Points Earned
1	Clinic Handbook Quiz	25	
2	Health Modules	30	
3	Documents	10	
4	Data Collection Activity	20	
5	Goal/Ojective Writing Activity	20	
6	Test #1	50	
7	Inclusion Videos	50	
8	Grand Rounds	50	
9	Clinic Journal and Attendance	160	
10	Treatment Plan	20	
11	Critical Legislation Activity	20	
12	Code of Ethics Activity	20	
13	Article reviews	4 x 25= 100	
14	Test #2	50	
	TOTAL	625	

Letter grades are assigned according to the following scores:

Percentage	Letter
94-100	A
90-93	A-
88-89	B+
84-87	B

80-83	B-
78-79	C+
74-77	C
70-73	C-
68-69	D+
64-67	D
60-63	D-
59 and below	F

LATE ASSIGNMENTS Assignments are considered due at the time of collection by the instructor on the assigned due date or at the due date listed in Canvas. Late assignments must be turned in on paper, to the instructor. Assignments are considered late if they are submitted after the collection of the assignment by the instructor. Late Assignments will be docked 10% of the total possible points or 2 points for each week they are late- whichever is greater.

CSUS Grading Policy

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

Attendance Policy

ATTENDANCE

Attendance is not taken for lecture classes. It is the student's responsibility to obtain missing lecture notes and concepts as all lectures are represented on the test. Although lecture slides will be posted on Canvas, lectures will not be recorded due to privacy concerns. Resources may include: CANVAS, textbooks and classmates. Attendance is mandatory for all student/group presentations, the clinical assistantship, activities, quizzes and guest speakers in order to earn points. Your points will be sacrificed if not in attendance for graded assignments. You will sacrifice 15 points from your overall grade for any unexcused absences on days with a guest speaker or presentations.

Course Policies/Procedures:

PARTICIPATION IN CLASS MEETINGS

There will be a moderate amount of lecture to this course. Many class sessions will consist of lecture, directed discussions and group exercises, activities or quizzes. Verbal discussion and presentations are essential parts of this course. Students are expected to attend class regularly, prepared to participate in class discussions. Although a tentative schedule is proposed, lectures, in class assignments and activities may be adjusted as needed throughout the semester.

As a reminder, in order to maintain confidentiality for clients and students:
 Audio recording may be a HIPAA violation and violations of this policy will be referred accordingly.

Course Schedule/Outline:

Date	Topic/Class Content	Readings	Assignment/Activities	
1.24	Welcome/Introduction/Syllabus Ice Breaker/Clinic Sign Up/Health Modules Introduced Clinic Tour- Dress code Video Permission Form		Clinic Sign Up Video Permission Form	
1.31	Clinic Handbook Activity (25 pts) Developmental Domains Disability Categories	Dwight, Chapter 5 Roth, Chapter	Health Modules (30) Documents (10) Clinic Handbook Activity (25 pts)	
2.7	Learning Theories Journal Introduction	Dwight, Chapter 4 Roth, Chapter 1		
2.14	Inclusion Videos		Inclusion Videos (50) Article 1 due	
2.21	Data Collection Goal Writing/SOAP notes	Roth, Chapter 1, 2	Data Collection Activity (20) Article 2 due	
2.28	Data Collection Goal Writing/SOAP notes	Roth, Chapter 1, 2	Goal Writing Activity (20)	
3.7	TEST #1		Test (50)	
3.14	Supervision Supervision/Code of Ethics Code of Ethics		Supervision Activity (20) COE Activity (20)	
3.21	Hands on Core Skills	Dwight, Chapter 6	Article 3 due	
3.28	Basic Structure Within Therapy Introduce Grand Rounds	Dwight, Chapter 7		
4.4	Spring Break			
4.11	Legal lecture	Dwight, Chapter 3	Article 4 due	
4.18	TEST #2 (50)		Test (50)	
4.25	Critical legislation activity	Dwight, Chapter 3	Clinic Journal due (160) Treatment Plan (20) Critical legislation activity (20)	
5.2	Professional Settings Panel			
5.9	Grand Rounds		Grand Rounds (50) Course Evaluations	
	Final			

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://sacramentostatetate.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.

C- Grades for Prerequisite Courses

The Academic policy on prerequisite coursework posted in the Sac State Catalog Academic Policies (<https://catalog.csus.edu/academic-policies/>) within the Grading System Policies states:

C- Grades for Prerequisite Courses

A grade of "C-" or better is required for prerequisite courses. If a department requires a "C" or better in a prerequisite course and will not accept a "C-" grade, then the department must specify so in the catalog course description. This policy applies to all undergraduate-level courses.

Students who receive a grade below a "C-" may petition to continue in the CSAD BS program without repeating a major pre-requisite course at the link posted on the CSAD Handbooks: Resources, Forms and Information webpage: <https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.html>

Please note: filing a petition does not guarantee acceptance of prerequisite waiver. Each form will be reviewed on a case-by-case basis.

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>

SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>
