



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

Semester/Year Spring 2025	Course: CSAD 228A: Speech Sound Disorders: Concepts and Methods	Section: 01
Meeting Days: Monday/ Wednesday	Meeting Times: 4:00-4:50	Location: Folsom Hall 2206B
Instructor: Kathryn Vigil MS CCC-SLP	Email: kathryn.vigil@csus.edu	
Office Hours: Wednesdays 12:00-1:00/ Fridays 9:00-10:00 (Zoom by appointment)	Location: Folsom Hall or Zoom	

Catalogue Course Description:

CSAD 228A Speech Sound Disorders: Concepts and Methods.

2 Units

Prerequisite(s): Admission to the graduate program. [CSAD 125](#), [CSAD 126](#), [CSAD 143](#), [CSAD 145](#), [CSAD 146](#), [CSAD 148](#).

Corequisite(s): [CSAD 229A](#).

Speech sound disorders for graduate students in speech-language pathology. Foundations of speech sound disorders, as well as techniques and materials for assessing and treating speech sound differences and disorders of varying etiologies and presentations. Weekly content will be integrated with practical experiences to promote learning.

Sacramento State Graduate Learning Goals (GLG)

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
Disciplinary knowledge: <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	Y
Communication: <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	Y
Critical thinking/analysis: <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	Y
Information literacy: <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	Y

Professionalism: <i>Demonstrate an understanding of professional integrity.</i>	Y
Intercultural/Global Perspectives: <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i>	Y

Expected Learning Outcomes (ELO)

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.

Course Learning Outcome	Components Indicating Competence	Grades Received
1. Independently compare and contrast speech sound disorders by discussing their etiology, underlying anatomical and physiological characteristics, acoustic and linguistic characteristics, and developmental nature.	Quizzes/ Assignments Project & Presentation	
2. Compare and contrast speech sound disorders and differences and their linguistic and cultural characteristics.	Quizzes/ Assignments Project & Presentation	
3. Discuss interviewing techniques with a focus on culturally and linguistically diverse (CLD) clients	Quizzes/ Assignments Project & Presentation	
4. List and discuss principles of screening and assessment	Quizzes/ Assignments Project & Presentation	
5. Explain developmental norms as they apply to children with and without a delay or disorder.	Quizzes/ Assignments Project & Presentation	
6. Evaluate common standardized and non-standardized assessments with respect to the psychometric properties of reliability, validity, sensitivity, and specificity.	Quizzes/ Assignments	

7. Select psychometrically valid and reliable assessment procedure for clients.	Quizzes/ Assignments	
8. Describe and compare-contrast goal attack and target selection strategies	Quizzes/ Assignments	
9. Describe cognitive-linguistic (including phonological) and motor-based intervention approaches.	Project & Presentation	
10. Explain patterns of generalization expected from a specific speech sound production profile.	Project & Presentation	
11. Design an appropriate, client-specific baseline and post-treatment assessment measure using trained, untrained, and generalization targets.	Project & Presentation	

CSUS CSAD MS Program Learning Outcomes

The course must provide Competency Enriched Activities (e.g., content and opportunities) for students to learn so that each student can **demonstrate professional attributes and abilities**. To that end, identifying and articulating the ASHA Professional Competencies and Foundational Knowledge, and/or clinical skills that you acquire in this course and during your time at Sac State are critical to becoming career ready and your success both as a student and post-graduation. In this syllabus, assignments, readings, in-class activities, and exams are all opportunities where you can enhance and gain the professional and foundational competencies and skills that employers are seeking and the field requires. This will occur throughout this course including class conversations and will contribute to your ability to identify and articulate these competencies and skills when applying for leadership roles, internships, employment, doctoral programs, fellowships, and more. Note: Failure to meet professional competencies may result in an Academic Performance Improvement Plan (A-PIP) or Clinical Performance Improvement Plan (C-PIP.)

CSUS CSAD MS Program Learning Outcomes		
Competency Area:	Examples of Skills to be Demonstrated:	Competency Enriched Activity (CEA)
<p>Accountability:</p> <ul style="list-style-type: none"> • Adhere to the professional codes of ethics, the speech-language pathology scope of practice documents, professional fiduciary responsibility for each client/patient/student served, and federal state, and institutional regulations and policies related to the profession of speech-language pathology and its services, including compliance with confidentiality issues related to the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA). 	<ul style="list-style-type: none"> • Comply with all HIPAA and FERPA requirements. • Comply with all of ASHA's code of ethics. 	<p><u>This Course:</u></p> <ul style="list-style-type: none"> • Class Lectures • Clinic Handbook Review <p><u>The Program:</u></p> <ul style="list-style-type: none"> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences • All CSU Compliance Trainings, completed by the end of the first week of the semester

<ul style="list-style-type: none"> • Differentiate service delivery models based on practice sites (e.g., hospital, school, private practice). 	<ul style="list-style-type: none"> • Demonstrate understanding of SLP service differences between employment settings. • Demonstrate understanding of differences between levels of care in medical SLP services. 	<p><u>This Course:</u></p> <ul style="list-style-type: none"> • Class Lecture • Assigned Readings <p><u>The Program:</u></p> <ul style="list-style-type: none"> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
<ul style="list-style-type: none"> • Demonstrate an understanding of the effects of their actions and make appropriate changes as needed. 	<ul style="list-style-type: none"> • Demonstrate awareness, understanding, and ability to perform professional problem solving, communication repair, and resolution including on-time behaviors for clinic, notes, assignments, meetings, orientations, misunderstandings, etc. 	<p><u>This Course:</u></p> <ul style="list-style-type: none"> • Class Lectures <p><u>The Program:</u></p> <ul style="list-style-type: none"> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
<ul style="list-style-type: none"> • Explain the health care and education landscapes and how to facilitate access to services in both sectors. 	<ul style="list-style-type: none"> • Demonstrate understanding and ability to advocate for clients/loved ones across the lifespan. • Educate and facilitate client/family self-advocacy knowledge and skills. 	<p><u>This Course:</u></p> <ul style="list-style-type: none"> • Class Lectures <p><u>The Program:</u></p> <ul style="list-style-type: none"> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
<p>Effective Communication Skills</p>		
<ul style="list-style-type: none"> • Demonstrate the ability to communicate in a responsive and responsible manner with clients/patients/students, communities, and interprofessional team colleagues and other professionals. 	<ul style="list-style-type: none"> • Demonstrate active listening skills, respect, and understanding of multiple perspectives in all written and/or oral communications. • Respond to others in a timely, thoughtful, considerate, reflective, and respectful manner. 	<p><u>This Course:</u></p> <ul style="list-style-type: none"> • Class Lectures • Class discussion and collaboration opportunities <p><u>The Program:</u></p> <ul style="list-style-type: none"> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
<p>Evidence-Based Practice</p>		
<ul style="list-style-type: none"> • Access and critically evaluate information sources, apply 	<ul style="list-style-type: none"> • Identify, discuss, use, and integrate EBP into all 	<p><u>This Course:</u></p> <ul style="list-style-type: none"> • Class Lectures

<p>information to appropriate populations, and integrate evidence in provision of speech-language pathology services.</p>	<p>aspects of clinical work and plan of care including assessments, therapeutic approaches, goals, education, counseling, etc..</p>	<ul style="list-style-type: none"> ● Assigned Readings <p><u>The Program:</u></p> <ul style="list-style-type: none"> ● Clinic Orientation ● Internship Orientation ● Professional Development Series ● Interprofessional Education (IPE) Learning Experiences
Professional Duty		
<ul style="list-style-type: none"> ● Demonstrate knowledge of one’s own role and those of other professions to appropriately assess and address the needs of the individuals and populations served. 	<ul style="list-style-type: none"> ● Understand the role that an SLP performs in all clinical services ● Demonstrate understanding and ability to provide the highest level of care in meeting the needs of clients including the provision of education, resources, home exercise programs, counseling, etc. 	<p><u>This Course:</u></p> <ul style="list-style-type: none"> ● Class Lectures ● Assigned Readings ● Course Quizzes <p><u>The Program:</u></p> <ul style="list-style-type: none"> ● Clinic Orientation ● Internship Orientation ● Professional Development Series ● Interprofessional Education (IPE) Learning Experiences
<ul style="list-style-type: none"> ● Demonstrate knowledge of the roles and importance of interdisciplinary/ interprofessional assessment and intervention and be able to interact and coordinate care effectively with other disciplines and community resources. 	<ul style="list-style-type: none"> ● Identify the four domain areas of IPE (CERT). ● Recognize and model respect, teamwork, collaboration, and professionalism with other disciplines. ● Educate and advocate for the profession with other disciplines during all interactions. 	<p><u>This Course:</u></p> <ul style="list-style-type: none"> ● Class Lectures ● Class Discussion ● Course Quizzes <p><u>The Program:</u></p> <ul style="list-style-type: none"> ● Clinic Orientation ● Internship Orientation ● Professional Development Series ● Interprofessional Education (IPE) Learning Experiences
<ul style="list-style-type: none"> ● Demonstrate knowledge of the roles and importance of individual and collective (e.g., local, national organizations) advocacy for clients/patients/students’ right to care. 	<ul style="list-style-type: none"> ● Understand and perform the role of an advocate ● Advocate at all levels for those that our profession serves. 	<p><u>This Course:</u></p> <ul style="list-style-type: none"> ● Class Lectures ● Class Discussion ● Course Quizzes <p><u>The Program:</u></p> <ul style="list-style-type: none"> ● Clinic Orientation ● Internship Orientation ● Professional Development Series ● Interprofessional Education (IPE) Learning Experiences

<ul style="list-style-type: none"> • Demonstrate knowledge of the role of clinical teaching and clinical modeling as well as supervision of students and other support personnel. 	<ul style="list-style-type: none"> • Understand, acknowledge, respect, and learn from clinical instructors and supervisors. • Model and perform professionalism when interacting with all clinic assistants and staff. 	<p><u>This Course:</u></p> <ul style="list-style-type: none"> • Class Lectures • Class Discussion • Course Quizzes <p><u>The Program:</u></p> <ul style="list-style-type: none"> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
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Textbooks, Materials, and Online Resources:

1. McLeod, S & Baker, E. (2017). Children’s Speech: An Evidence-Based Approach to Assessment and Intervention. Pearson. (Required)
2. Resources will be posted on Canvas, as indicated in the syllabus.

Course Requirements/Components:

Throughout the course, there will be an emphasis on critical thinking, problem-solving, and the real-world application of theory and knowledge. While the instructor will occasionally lecture, students are responsible for completing readings in detail to be able to discuss the contents in a seminar format.

As part of the course, students will complete 9-10 quizzes or assignments, one project, and one presentation. The quizzes will be focused on assessing students’ foundational knowledge of speech sound development, speech sound disorders, and assessment and considerations for the development of an intervention plan. The project and presentation are designed to promote learning and students’ ability to demonstrate knowledge of speech sound production. A focus for the project will be the application of evidence-based clinical decision-making. Students will be required to problem-solve through a case, while applying knowledge of speech sound development and disorders, difference versus disorder, target selection strategies, patterns of generalization, selection of treatment outcome measures and approaches.

Grading Policy:

The student’s grade will be based upon the total # of points achieved for the semester out of the total possible.

Source	Points	% of Grade
Quizzes and Reflection on Action 10x10 points	100	50%
Project (50) & Presentation (50)	100	50%
Total	200	100%

Letter grades are assigned according to the following scores:

Points	%	Letter	Result
184+	92-100	A	Pass
180-183	90-91	A-	Pass
174-179	87-89	B+	Pass
166-173	83-86	B	Pass
160-165	80-82	B-	Fail
154-159	77-79	C+	Fail
146-153	73-76	C	Fail
140-145	70-72	C-	Fail
134-139	67-69	D+	Fail
128-133	64-66	D	Fail
120-127	60-63	D-	Fail
<119	<60	F	Fail

Late submission of assignments (project and presentation) will result in a deduction of 20% per day.

Quizzes cannot be made up.

CSUS Grading Policy

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

Attendance Policy

Attendance at scheduled events, such as this course, is a professional responsibility and obligation. It is the student's responsibility to inform the methods instructor if they will be absent for a class session. Students are encouraged to attend class at the scheduled class times. If a student feels that attending class at a synchronous time will be a concern, please reach out as soon as possible so that solutions can be found. Grades will not be reduced if you become ill and have to miss synchronous class sessions, however I ask that you communicate with me to the greatest extent possible regarding any absences so that we can ensure that you obtain the needed materials to support your learning.

Course Policies/Procedures:

Drop/Adds: Once students are enrolled in the corresponding practicum course (CSAD 229A), they are not allowed to drop this course without also dropping that course. Once students have accepted a client and a treatment session day and time, they are not allowed to drop CSAD 229A.

Course Modality: The course will be held in-person.

Technology use in the classroom: It is a course expectation that students will participate fully in class discussion and give classmates and discussion their full and undivided attention. Students are not permitted to engage in therapy planning or complete other homework or clinical activities during class time. "Multitasking" will not be permitted.

Health & Safety Information: If you are sick, stay home and do not attend class. Notify your instructor.

Quizzes: The quizzes will be posted in Canvas and must be completed during the scheduled timeframe. The quizzes will be based on class lectures, assigned readings, class activities/homework, and discussions. Quizzes may be composed of multiple choice, short or long answers, true/false or matching questions. In the case of a documented medical emergency prior to the quizzes, the student will be required to notify the instructor in advance of the quiz and provide documentation of the illness/injury or emergency. Students who fail to complete one or more of the quizzes by the last day of the final exam period may receive a “0” on their exam(s) as per instructor discretion.

I (We) understand that taking quizzes 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 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.

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.

Course Schedule/Outline:

TENTATIVE Course Schedule/Outline:

Date	Topic/Class Content	Readings	Assignment/Activities
1/22	Introductions, review syllabus, assignments, client confidentiality, IPA, foundations of speech sound development	Syllabus, clinic manual, McLeod & Baker, Ch 1-2	Quiz 1 due (all quizzes due at the end of the week)
1/27-1/29	Interview, planning for an assessment, transcription, difference versus disorder, patterns of ELL, developmental norms, patterns of generalization Foundations of speech sound disorders and differences, including: etiological, anatomical, physiological, acoustic,	McLeod & Baker, Ch 4, 6, 7 Articles as assigned McLeod & Baker, Ch 3, 5	Quiz 2 due Make a list of possible test procedures to use with each of your Speech 1 Clients Discuss “pre-judgments”

Date	Topic/Class Content	Readings	Assignment/Activities
	psychological, linguistic, developmental & cultural characteristics: 1. Speech Delay (e.g., genetic, OME, articulation, phonological, developmental/psychosocial) 2. Motor Speech Disorder (e.g., CAS, dysarthria, NOS, inconsistent SSD) 3. Speech Errors (e.g., /r/ and /s/) 4. Speech differences (ELL/CLD)		
2/3-2/5	Interview/ assessments continue. Psychometric properties of tests, outcome measures, strengths, and weaknesses of outcomes (PCC, intelligibility, probe words, test data)	McLeod & Baker, Ch 8 Articles as assigned	Quiz 3 due
2/10-2/12	Assessment cont. Error analysis, target selection, probing, baseline data collection	Articles as assigned McLeod & Baker, Ch 9,	Quiz 4 due -Discuss “pre-judgments” VS “discovery”
2/17-2/19	Troubleshooting baselines, goal attack strategies, behavior, cumulative intervention intensity	McLeod & Baker, Ch 9, 10 Articles as assigned	Quiz 5 due -Discussion of client errors, probe, baseline, goal... -Bring baseline data to class
2/24-2/26	Intervention for speech sound disorders; connecting approaches with disorder subtype: 1. Speech Delay (e.g., genetic, OME, articulation, phonological, developmental/psychosocial) 2. Motor Speech Disorder (e.g., CAS, dysarthria, NOS, inconsistent SSD) 3. Speech Errors (e.g., /r/ and /s/) Speech differences	McLeod & Baker, Ch 11, 12 (only pages 413-422, 13, 15)	Quiz 6 due -clinic issues? -baseline? -goals? -lets talk about methods.
3/3-3/5	Interventions for speech sound disorders: (to name a few) <ul style="list-style-type: none"> • Minimal pairs • Maximal Oppositions • Multiple Oppositions • Metaphon • Cycles • Core vocabulary 	McLeod & Baker, Ch 13 Articles as assigned	Quiz 7 due
3/10-3/12	Interventions for speech sound disorders: (to name a few)	McLeod & Baker, Ch 14	Quiz 8 due

Date	Topic/Class Content	Readings	Assignment/Activities
	<ul style="list-style-type: none"> • Traditional Articulation • Motor speech • AAC/ total communication 		
3/17-3/19	Tracking progress	McLeod & Baker, Ch 10, Articles as assigned	Quiz 9 due
3/24-3/26	Materials? Behaviors? Catch up		Quiz 10 due
3/31-4/2	Spring break		
4/7-4/9	Presentations (6)		
4/14-4/16	Presentations (6)		
4/21-4/23	Presentations (6)		
4/28-4/30	Presentations		
5/5-5/7			Project Due- 5/11

Additional Information

Hornet Honor Code

<https://www.csus.edu/student-affairs/internal/documents/hornet-honor-code.pdf>

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

As Hornets, we will:

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

Commitment to Integrity

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

Sac State's Academic Honesty Policy & Procedures

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

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

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

Department Policy on Use of APA format

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

Understand When You May Drop This Course

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

Equal Access

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Disability Access Center (DAC), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student’s responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Disability Access Center (DAC)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, DAC provides consultation and serves as the information resource on disability related issues to the campus community. DAC is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at dac@csus.edu Additional information can be found on the DAC website: <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

Crisis Assistance & Resource Education Support (CARES) Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Crisis Assistance & Resource Education Support (CARES) website to learn more about your options and resources available. <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>

Title IX

The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their experience to me or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

Sac State is committed to supporting students and fostering a campus environment free of sexual misconduct and gender-based discrimination. If a student chooses to disclose to a faculty or staff member an experience related to sexual misconduct which includes rape, relationship violence, or stalking, all faculty and staff are obligated to report this disclosure to the university's Title IX Coordinator. Sac State's Title IX Coordinator is Mary Lee Vance. Please email equalopportunity@csus.edu or (916) 278-5770. Upon receipt of the report, the Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including resolution options for holding accountable the person who harmed you. Students who elect not to discuss their experience with the Title IX Coordinator can speak confidentially to the following confidential resources:

Student Health & Counseling Services at The WELL On Campus

Phone Number: 916-278-6461

Website: <https://www.csus.edu/student-life/health-counseling/counseling/>

Campus Confidential Advocate Email: weave@csus.edu

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

WEAVE 24/7 Hotline: 916-920-2952

Other Resources

The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>

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

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

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

Sacramento State Disability Access Center (DAC): <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

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

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

CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>

Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>

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

ASHA Knowledge And Skills Acquisition (KASA) tracking for courses and clinics in the MS program can be found online in the student's CALIPSO account.
