



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

Semester/Year Fall 2025	Course: CSAD 228A: Speech Sound Disorders: Concepts and Methods	Section: 01
Meeting Days: Monday/ Wednesday	Meeting Times: 8-8:50	Location: Folsom Hall 2206B
Instructor: Celeste Roseberry-McKibbin, Ph.D., CCC-SLP	Email: celeste@csus.edu	
Office Hours: Monday 1:15-1:30, Tuesday 10:30- 11:30, Wednesday 1:15-1:30, Thursday 10:30- 12	Location: Folsom Hall or Zoom or Phone	

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Catalogue Course Description:

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**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.

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Sacramento State Graduate Learning Goals (GLG)

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

<b>Information literacy:</b> <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	Y
<b>Professionalism:</b> <i>Demonstrate an understanding of professional integrity.</i>	Y
<b>Intercultural/Global Perspectives:</b> <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.

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

1. Independently compare and contrast speech sound disorders by discussing their etiology, underlying anatomical and physiological characteristics, acoustic and linguistic characteristics, and developmental nature.
2. Compare and contrast speech sound disorders and differences and their linguistic and cultural characteristics.
3. Discuss interviewing techniques with a focus on culturally and linguistically diverse (CLD) clients.
4. List and discuss principles of screening and assessment.
5. Explain developmental norms as they apply to children with and without a delay or disorder.
6. Evaluate common standardized and non-standardized assessments with respect to the psychometric properties of reliability, validity, sensitivity, and specificity.
7. Select psychometrically valid and reliable assessment procedures for clients.
8. Describe and compare-contrast goal attack and target selection strategies
9. Describe cognitive-linguistic (including phonological) and motor-based intervention approaches.
10. Explain patterns of generalization expected from a specific speech sound production profile.
11. Design an appropriate, client-specific baseline and post-treatment assessment measure using trained, untrained, and generalization targets.

Course Learning Outcome	Components Indicating Competence	Grades Received
1-7	Tests	
1-11	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.)

<b>CSUS CSAD MS Program Learning Outcomes</b>		
<b>Competency Area:</b>	<b>Examples of Skills to be Demonstrated:</b>	<b>Competency Enriched Activity (CEA)</b>
<b>Accountability:</b>		
<ul style="list-style-type: none"> <li>• 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).</li> </ul>	<ul style="list-style-type: none"> <li>• Comply with all HIPAA and FERPA requirements.</li> <li>• Comply with all of ASHA's code of ethics.</li> </ul>	<p><b><u>This Course:</u></b></p> <ul style="list-style-type: none"> <li>• Class Lectures</li> </ul> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>• Clinic Orientation</li> <li>• Internship Orientation</li> <li>• Professional Development Series</li> <li>• Interprofessional Education (IPE) Learning Experiences</li> <li>• All CSU Compliance Trainings, completed by the end of the first week of the semester</li> </ul>
<ul style="list-style-type: none"> <li>• Differentiate service delivery models based on practice sites (e.g., hospital, school, private practice).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of SLP service differences between employment settings.</li> <li>• Demonstrate understanding of differences between levels of care in medical SLP services.</li> </ul>	<p><b><u>This Course:</u></b></p> <ul style="list-style-type: none"> <li>• Class Lecture</li> <li>• Assigned Readings</li> </ul> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>• Clinic Orientation</li> <li>• Internship Orientation</li> <li>• Professional Development Series</li> <li>• Interprofessional Education (IPE) Learning Experiences</li> </ul>

<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the effects of their actions and make appropriate changes as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><b><u>This Course:</u></b></p> <ul style="list-style-type: none"> <li>• Class Lectures</li> </ul> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>• Clinic Orientation</li> <li>• Internship Orientation</li> <li>• Professional Development Series</li> <li>• Interprofessional Education (IPE) Learning Experiences</li> </ul>
<ul style="list-style-type: none"> <li>• Explain the health care and education landscapes and how to facilitate access to services in both sectors.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding and ability to advocate for clients/loved ones across the lifespan.</li> <li>• Educate and facilitate client/family self-advocacy knowledge and skills.</li> </ul>	<p><b><u>This Course:</u></b></p> <ul style="list-style-type: none"> <li>• Class Lectures</li> </ul> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>• Clinic Orientation</li> <li>• Internship Orientation</li> <li>• Professional Development Series</li> <li>• Interprofessional Education (IPE) Learning Experiences</li> </ul>
<b>Effective Communication Skills</b>		
<ul style="list-style-type: none"> <li>• Demonstrate the ability to communicate in a responsive and responsible manner with clients/patients/students, communities, and interprofessional team colleagues and other professionals.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate active listening skills, respect, and understanding of multiple perspectives in all written and/or oral communications.</li> <li>• Respond to others in a timely, thoughtful, considerate, reflective, and respectful manner.</li> </ul>	<p><b><u>This Course:</u></b></p> <ul style="list-style-type: none"> <li>• Class Lectures</li> <li>• Class discussion and collaboration opportunities</li> </ul> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>• Clinic Orientation</li> <li>• Internship Orientation</li> <li>• Professional Development Series</li> <li>• Interprofessional Education (IPE) Learning Experiences</li> </ul>
<b>Evidence-Based Practice</b>		
<ul style="list-style-type: none"> <li>• Access and critically evaluate information sources, apply information to appropriate populations, and integrate evidence in provision of</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, discuss, use, and integrate EBP into all aspects of clinical work and plan of care including assessments, therapeutic</li> </ul>	<p><b><u>This Course:</u></b></p> <ul style="list-style-type: none"> <li>• Class Lectures</li> <li>• Assigned Readings</li> </ul> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>• Clinic Orientation</li> </ul>

speech-language pathology services.	approaches, goals, education, counseling, etc..	<ul style="list-style-type: none"> <li>• Internship Orientation</li> <li>• Professional Development Series</li> <li>• Interprofessional Education (IPE) Learning Experiences</li> </ul>
<b>Professional Duty</b>		
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the role that an SLP performs in all clinical services</li> <li>• 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.</li> </ul>	<p><b><u>This Course:</u></b></p> <ul style="list-style-type: none"> <li>• Class Lectures</li> <li>• Assigned Readings</li> <li>• Course Quizes</li> </ul> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>• Clinic Orientation</li> <li>• Internship Orientation</li> <li>• Professional Development Series</li> <li>• Interprofessional Education (IPE) Learning Experiences</li> </ul>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the four domain areas of IPE (CERT).</li> <li>• Recognize and model respect, teamwork, collaboration, and professionalism with other disciplines.</li> <li>• Educate and advocate for the profession with other disciplines during all interactions.</li> </ul>	<p><b><u>This Course:</u></b></p> <ul style="list-style-type: none"> <li>• Class Lectures</li> <li>• Class Discussion</li> <li>• Course Quizes</li> </ul> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>• Clinic Orientation</li> <li>• Internship Orientation</li> <li>• Professional Development Series</li> <li>• Interprofessional Education (IPE) Learning Experiences</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the roles and importance of individual and collective (e.g., local, national organizations) advocacy for clients/patients/students' right to care.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and perform the role of an advocate</li> <li>• Advocate at all levels for those that our profession serves.</li> </ul>	<p><b><u>This Course:</u></b></p> <ul style="list-style-type: none"> <li>• Class Lectures</li> <li>• Class Discussion</li> <li>• Course Quizes</li> </ul> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>• Clinic Orientation</li> <li>• Internship Orientation</li> <li>• Professional Development Series</li> <li>• Interprofessional Education (IPE) Learning Experiences</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the role of clinical</li> </ul>	<ul style="list-style-type: none"> <li>• Understand, acknowledge, respect,</li> </ul>	<p><b><u>This Course:</u></b></p> <ul style="list-style-type: none"> <li>• Class Lectures</li> </ul>

teaching and clinical modeling as well as supervision of students and other support personnel.	and learn from clinical instructors and supervisors. <ul style="list-style-type: none"> <li>• Model and perform professionalism when interacting with all clinic assistants and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Course Quizzes</li> </ul> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>• Clinic Orientation</li> <li>• Internship Orientation</li> <li>• Professional Development Series</li> <li>• Interprofessional Education (IPE) Learning Experiences</li> </ul>
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## Textbook

Secord, W, (2007). *Eliciting sounds: Techniques and strategies for clinicians* (2<sup>nd</sup> ed.). Delmar Cengage Learning.

## 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.

8/25/25 Introduction to class, review of syllabus, review phonetic transcription

8/27/25 Review place-voice-manner

Development of speech sounds and use of phonological patterns

Text pages 10-13

9/1/25 No class—Labor Day ☺

9/3/25 Assessment of children with potential speech sound disorders (SSD)

9/8/25 Assessment of children with potential speech sound disorders

9/10/25 Basic principles of intervention for children with speech sound disorders

Textbook pages 3-6

9/15/25 Basic principles of intervention continued

9/17/27 Test 1

9/22/25 Motor-based approaches to intervention

9/24/25 Motor-based approaches continued

9/29/25 Linguistically based approaches to intervention

10/1/25 Linguistically based approaches continued

10/6/25 Test 2

10/8/25 Treatment for individual phonemes /k, g, s, z/

Text pages 29-35, 36-38, 41-44

10/13/25	Treatment for individual phonemes /th, sh, ch/ Text pages 51-53, 54-60, 67-68
10/15/25	Treatment for Individual phonemes /r, l/ Text pages 87-89, 92-94
10/20/25	Difference vs. disorder in diverse speakers
10/22/25	Study tips for taking the Praxis (not on exam 😊)
10/27/25	Forensic speech-language pathology: How to win on the witness stand (not on exam)

10/29/25	Test 3
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11/3/25	Student presentations
11/5/25	Student presentations
11/10/25	Student presentations
11/12/25	Student presentations
11/17/25	Student presentations
11/19/25	No class-work on presentations
11/24/25	Student presentations
11/26/25	No class—happy Thanksgiving! 😊
12/1/25	Student presentations
12/3/25	Student presentations

#### Grading Policy:

Four examinations will be given. You are required to take at least 3 of them. **NO MAKE-UP EXAMINATIONS ARE EVER GIVEN UNLESS THERE IS A DOCUMENTED MEDICAL EMERGENCY AND YOU HAVE WRITTEN PROOF.** If you are allowed a make-up, the make-up can only be done during the week **before** dead week. (Dead week is the week before finals.) ***You are responsible for contacting the professor for this makeup.*** No makeups are given during dead week for any reason, including medical. You will need a scantron, form 886-E, and a number 2 pencil. I don't bring extra scantrons to class, so please be sure to have one.

You are welcome to choose not to take any one of the exams offered during the semester; however, if you miss a second exam, that score will be recorded as a "zero" and averaged in with your other test scores counting towards your final grade. If you choose to take all 4 exams, your lowest score will be thrown out and your 4 highest scores averaged together.

#### 3 Tests at 100 points each

Presentation of your client: 50 points.

This assignment is your **FINAL PROJECT** for this class and is worth 50 points. Each student will prepare a 10-minute case study PowerPoint presentation. Attendance is mandatory for colleague presentations.

As a professional, it will be important for you to be able to give a concise summary of relevant information about clients to your supervising Speech-Language Pathologist as well as other allied health professionals in the field.

Please prepare an oral presentation (summary) of one of your clients to present to the class. As part of your presentation, please provide a description of your client (using initials only). Please provide the following information in your presentation (do not simply read your slides to us):

1. Relevant background of your client (grade in school, gender, significant medical history, medical diagnosis if relevant, speech and language diagnosis, duration of therapy to date, etc)
2. Goals being targeted
3. How you addressed the goal(s)
4. A description of treatment strategies that worked and why
  - a. Include photos of your favorite therapy materials and descriptions of any intervention “secrets” you learned from your CI, most specifically strategies for remediating /r/, /s/, or /l/, or unique language intervention strategies.
  - b. Discuss any particular therapy material that supported this client’s learning which impressed you, or a particular teaching method you found to be effective, or a behavior management style that you perfected with this client. You do not have to include all three.
5. A description of a treatment strategy that didn’t work and why
6. Something that you felt **you** did well
7. Something that you would like to improve regarding **your own clinical practice**
8. What you learned most from your clinical experience

Please be sure to give me a hard copy of your PPT before you start your presentation. It can be all in black and white with 4 slides per page back-to-back.

I will start a discussion page on Canvas where you can post your PPT. In this way, you can go right to it when it’s your turn to present. Your classmates will also have copies with all your helpful ideas!

Your presentation will be assessed according to your level of preparation, organization, description of the case, goals, and treatment strategies, time management, writing and your ability to self-evaluate and self-reflect.

There are 350 points possible in the class. I will add up all your points to calculate your grade.

I will calculate your grade objectively. The exact grading criteria are as follows:

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

**Remember that in graduate school, you must get a B or above in all courses. If you get a B- or lower, you must repeat the class.**



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

## **CSUS Grading Policy**

The CSUS Grading Policy (Policy# 11476953) can be found at:

<https://sacramentostate.policystat.com/policy/11476953/latest>

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## **Attendance Policy**

### **ATTENDANCE AND PARTICIPATION**

#### **Attendance:**

**Attendance:** This course involves verbal interaction among the students and the instructor. You cannot really “get” what was covered in class via classmates’ notes. A modified Socratic method will be employed, whereby students will be called upon randomly to contribute to classroom discussions. Because of this, class attendance is required. You are allowed one unexcused absence. I will pass around a role sign-in sheet each day. If you are late, you are responsible for signing the sheet before class is over. If you are present but don’t sign the sheet, this will officially be considered an absence. Excused absences will be granted for **documented emergencies** where I am given a **paper copy** confirming the emergency. All other absences will be considered unexcused. After the one allowed unexcused absence, **the second unexcused absence will result in your final grade dropping ½ letter grade (e.g., A- to B+).** Your grade will drop ½ letter grade for every unexcused absence after the first one. Working as a Speech-Language Pathologist requires being present, on time, and prepared. Practicing those skills now will prepare you for what this career will be like. If you do need to miss a class, you are responsible for all materials covered in your absence. This means you must get any materials handed out during your missed session from a classmate, not the instructor.

I anticipate that you will do all assigned readings. All readings should be completed **before class** on the day they are to be discussed. Please remember that the lectures will be much easier to follow if you have read the day's assignment before class. Class discussion and lecture will revolve heavily around the readings.

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#### **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.

**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.

### 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.

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### 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.

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### 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.

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### 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.

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### 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.

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## 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](mailto:dac@csus.edu) Additional information can be found on the DAC website: <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

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## 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/>

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## 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](mailto:weave@csus.edu)

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

WEAVE 24/7 Hotline: 916-920-2952

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### 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>

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### 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.

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