



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2026	Course: CSAD 228A: Speech Sound Disorders: Concepts and Methods	Section: 01
Meeting Days: Mondays & Wednesdays Fridays	Meeting Times: 12:00-12:50pm 11:30am-1:30pm (09/04/26 & 09/11/26) 2:00-5:00pm (09/04/26 & 09/11/26)	Location: FLS 2206B FLS 2206B ASI Children's Center
Instructor: Dr. Heather Thompson	Email: heather.thompson@csus.edu	Phone: 916-278-6654 (office)
Office Location: Folsom Hall 2404B	Office Hours/Appointments: Mondays 10:30-11:30am & Wednesdays 1:00-2:00pm, or by appointment	

Catalog Course Description

CSAD 228A.

Speech Sound Disorders: Concepts and Methods. 2 Units

Prerequisite(s): Admission to Graduate Program

Corequisite(s): CSAD 229A

Term Typically Offered: Fall, Spring

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.

Place of Course in Program

This course is generally taken by students in the first semester of the graduate program and is the concepts and methods class that accompanies the clinical course taken in the same semester (CSAD 229A). As part of this class, students will review speech sound production, including articulation, motor planning and execution, phonology, and accent modification. Assessment and intervention for the remediation of speech sound disorders will be presented and discussed. To promote learning and the student's ability to demonstrate knowledge of speech sound production, weekly content will be integrated with practical clinical experience.

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

Course Learning Outcomes:

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 students 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. The instructor will use a variety of activities and strategies that implement both quantitative and qualitative assessment measures to ensure maximizing students' opportunities to learn and to integrate information presented in this course. The quantitative and qualitative data from these measures will be triangulated to evaluate students' mastery of each learning outcome.

CSAD 228A SPECIFIC STUDENT LEARNING OUTCOMES:

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	Exams	
1-11	Project & Presentation	

Textbooks and Materials:

1. Williams, AL., McLeod, S., McCauley, R.J. (MWW, 2024). Interventions for Speech Sound Disorders in Children, 2nd edition, Paul H Brookes Publishing Company, Baltimore, MD.

Online Resources:

1. 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 10 quizzes, 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
Exams 50x2	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

Course Policies/Procedures:

Attendance: 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 s/he will be absent for a class session. The class will meet synchronously in person, and students are must attend class at the scheduled class times.

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: Unless otherwise noted by the instructor, classes are being taught in person and synchronously.

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, which includes professional and responsible cell phone usage. It is expected that students will be present and engaged throughout the duration of class time.

Health & Safety Information: If you are sick, stay home and do not attend class or clinic. Notify your instructor of your illness, contact the clinic administrative support coordinator, your clinical instructor, and the clinic coordinator of your absence through one email. Please self-diagnose if you are experiencing any illness symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache). Following the guidance of your clinical instructor, you may be required to contact your clients to cancel the session. Cancelled sessions will be made up during dead week.

Quizzes: The quizzes will be presented in class and must be taken on the scheduled day. 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 quiz as per instructor discretion. Please note that each student remains individually responsible for being aware of their quiz/exam dates and times posted in the course syllabus.

Readings: Readings will be assigned from the textbook (MWW) and are selected to support your learning as you engage in the process of integrating evidence with clinical practice. The readings will support what is happening in class, and due to the nature of the methods class, are assigned in advance of when you need them in clinic. If you fall behind in the readings, you will have difficulty applying concepts later in the semester when you begin therapy with your clients.

TENTATIVE Course Schedule/Outline:

Date	Topic/Class Content	Readings	Assignment/Activities
Week 1 08/31 09/02	Introductions, review syllabus, assignment, HIPPA/FERPA client confidentiality, IPA, foundations of speech sound development Language Screenings	Syllabus, clinic manual Articles/book chapter as assigned	Prepare for Language Screenings at ASI Children's Center
09/04	Language Screenings	Language Screening Protocol	Prepare for Language Screenings at ASI Children's Center Screenings: ASI Children's Center Time TBD
Week 2 09/07 09/09	09/07 – Labor Day Holiday 09/09 Foundations of typical speech development speech	Articles/book chapter as assigned	

Date	Topic/Class Content	Readings	Assignment/Activities
	sound disorders and differences, including: etiological, anatomical, physiological, acoustic, 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)		
09/11	Language Screenings Day 2	Language Screening Protocol	Screenings: ASI Children's Center Time TBD
Week 3 09/14 09/16	Labor Day 09/07 no class Planning for an assessment, collaboration with other providers, transcription, difference versus disorder, patterns of ELL, developmental norms, patterns of generalization	Articles/book chapter as assigned	Make a list of possible test procedures to use with each of your Speech 1 Clients
Week 4 09/21 09/23	Psychometric properties of tests, outcome measures, strengths and weaknesses of outcomes (PCC, intelligibility, probe words, test data)	Articles/book chapter as assigned MWW, Ch 1, 2	
Week 5 09/28 09/30	Interviews, assessments	Articles/book chapter as assigned MWW Ch 3, 4	
Week 6 10/05 10/07	Error analysis, target selection strategies, baseline data collection, impact on education		Bring a list of client errors to class
Week 7 10/12 10/14	Troubleshooting baselines, goal attack strategies, behavior, cumulative intervention intensity Tracking progress in treatment	MWW Ch 5, 6, 7	Bring a copy of baseline data to class
Week 8 10/19 10/21	Exam Intervention overview		Exam 1 - 10/19
Week 9 10/26 10/28	Intervention for speech sound disorders; connecting approaches with disorder subtype: 1. Speech Delay (e.g., genetic, OME, articulation, phonological, developmental/psychosocial)	MWW Ch 10, 11, 13, 14	Develop intervention plans for clients.

Date	Topic/Class Content	Readings	Assignment/Activities
	2. Motor Speech Disorder (e.g., CAS, dysarthria, NOS, inconsistent SSD) 3. Speech Errors (e.g., /r/ and /s/) Speech differences		
Week 10 11/02	Interventions for speech sound disorders: Production training - Traditional articulation approach - Distinctive feature theory - Core vocabulary - Multiple oppositions	MWW Ch 4, 15, 17, 22	Articles due one week prior to presentation
11/04			Exam 2 – 11/05
Week 11 11/09 11/11	Presentations (3) No class -11/11		
Week 12 11/16 11/18	Dedicated project time 11/16 Presentations (3)		
Week 13 11/23 11/25	Presentations (3) Presentations (3)		
Week 14 11/30 12/02	Presentations (3) Presentations (3)		
Week 15 12/07 12/09	Dedicated Project time 12/07 TBD		Project due

Other Information

For additional information, please review the department website and clinic handbooks:

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

Technical Assistance

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

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

Spam and Phishing Scams

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

Canvas Student App

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

Additional Information

Commitment to Integrity:

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

Sac State's Academic Honesty Policy & Procedures:

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

Definitions: At Sac State, "cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means." **Plagiarism** is a form of cheating. At Sac State, "plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution." Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the [Office of Student Conduct](#).

Department Policy on Use of APA format:

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted. As this course goes along with the CSAD 242A course which is the writing intensive class, you will be asked to write in various forms for the discipline. Access to an APA manual or formatting information is encouraged.

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 and if the student meets specific qualifying criteria. All incomplete course assignments must be completed following the department and university policy.

Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to attending lectures, participating in synchronous and asynchronous activities, contributing to discussions and discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This experience of learning within an environment shared by people of different

opinions and backgrounds enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

Equal Access:

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, 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 DAC and meet with a DAC counselor to request special accommodation before classes start. **The Disability Access Center** 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. Information about accommodations is available here:

<https://www.csus.edu/student-affairs/centers-programs/disability-access-center/student-resources.html#applying-for-accommodations-at-sac-state>

Basic Needs Support

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

Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation : Rachel Stark, MS, AHIP, stark@csus.edu
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>
- Crisis Assistance and Resource Education Support (CARES): <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>

- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>

Knowledge and Skills Acquisition (KASA) for Certification in Speech-Language Pathology

CSAD 228A: Speech Sound Disorders: Concepts and Methods.

2027 Standard IV-B: Basic Human Communication Processes

The student must have demonstrated knowledge of basic human communication and swallowing processes—including the appropriate acoustic, biologic, cultural, developmental, genetic, embryologic, linguistic, neurologic, and psychologic bases. The applicant must have demonstrated the ability to integrate information pertaining to typical and atypical human development across the life span.

2027 Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student must have demonstrated knowledge of communication and swallowing disorders and differences—including the appropriate etiologies, characteristics, anatomic, physiologic, acoustic, cultural, developmental, linguistic, and psychological considerations in the area of **speech sound production—including articulation, motor planning and execution, phonology, and accent services**
- The student must have demonstrated knowledge of communication and swallowing disorders and differences—including the appropriate etiologies, characteristics, anatomic, physiologic, acoustic, cultural, developmental, linguistic, and psychological considerations in the area of **receptive and expressive language and literacy—including phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication**
- The student must have demonstrated knowledge of communication and swallowing disorders and differences—including the appropriate etiologies, characteristics, anatomic, physiologic, acoustic, cultural, developmental, linguistic, and psychological considerations in the area of **social aspects of communication**

2027 Standard IV-D: Knowledge of Principles and Methods of Prevention, Assessment, and Intervention

- The student must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for individuals with communication and swallowing disorders—including consideration of a person's anatomy, physiology, neurology, psychology, development, language, and culture regarding **speech sound production—including articulation, motor planning and execution, phonology, and accent services**
- The student must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for individuals with communication and swallowing disorders—including consideration of a person's anatomy, physiology, neurology, psychology, development, language, and culture regarding **receptive and expressive language and literacy—including phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication**
- The student must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for individuals with communication and swallowing disorders—including consideration of a person's anatomy, physiology, neurology, psychology, development, language, and culture regarding **social aspects of communication**.

2027 Standard IV-E: Knowledge of Principles and Rules of the ASHA Code of Ethics

- **The applicant must have demonstrated knowledge of the principles and rules of the ASHA Code of Ethics (hereafter, “Code of Ethics”).**

2027 Standard IV-F: Research and Evidence-Based Practice

- **The student must have demonstrated knowledge of processes used in research and must know how to integrate research principles into evidence-based clinical practice.** The student must have demonstrated (a) knowledge of the principles of basic and applied research and research design; (b) knowledge of how to access and critically review sources of research information; and (c) ability to relate research to clinical practice.

2027 Standard IV-G: Contemporary and Professional Issues

- The applicant must have demonstrated knowledge of contemporary professional issues that impact speech-language pathology practice. Contemporary professional issues include:
 - trends in professional practice and interprofessional practice (IPP)
 - service provision that aligns with the unique histories, values, and circumstances of individuals, families, and/or communities
 - telepractice and telesupervision
 - technology literacy
 - academic program accreditation standards
 - ASHA practice policies and guidelines
 - social determinants of health

2027 Standard IV-H: Privacy and Confidentiality

- The applicant must have demonstrated knowledge of local, state, and federal regulations and policies relevant to professional practice including but not limited to the Health Insurance Portability and Accountability Act (HIPAA), and the Family Educational Rights and Privacy Act (FERPA).

2027 Standard V-A: Oral and Written Communication

- The student must have demonstrated communication skills that are sufficient for effective clinical and professional interactions.
- The student must have demonstrated the ability to write, comprehend, and use technology for technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence.

Preliminary Speech-Language Pathology Performance Expectations (SLPEs)

The following preliminary speech-language pathology performance expectations will be met by this CSAD 228A course:

	Speech Language Pathology Services Credential Candidates will:	Introduced (I)	Practiced (P)	Assessed (A)
Preliminary Speech-Language Pathology Performance Expectations (SLPEs)				
1	Demonstrate knowledge of developmental and behavioral milestones for California students from ages birth - 22 required to access the core curriculum.		Exam 1	
2	Collect relevant information regarding individuals' past and present status and family and health history.		Exam 1	
3	Use knowledge of communication disabilities to determine the potential educational impact.		Exam 1	
4	Appropriately select, administer, interpret, and document the results of least-biased assessment ¹ measures for all students.	Readings, lecture	Exam 1	
5	Appropriately select, implement, and document intervention services for all students.		Project and Presentation	
6	Demonstrate knowledge of the principles and processes of assessment, selection, and treatment for augmentative and alternative communication (AAC).			
7	Demonstrate written communication skills needed to document the performance and progress of students.		Project and Presentation	
8	Engage in interprofessional practice with teachers and other relevant personnel.			
9	Demonstrate relevant methods of consultation and collaboration with teachers, families, and additional members of the educational team to support students' learning across educational contexts.		Exam 2	

¹ See California Education Code [Section 56320](#)