



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

Semester/Year: Spring 2025	Course: CSAD 147 Assessment Procedures	Section: 50
Meeting Days: Tuesday/Thursday	Meeting Times: 1:00pm-2:15 pm	Location: Folsom 2204
Instructor: Kelly Louney, MS, CCC-SLP		Email: louney@csus.edu
Office Hours: Tuesday/Thursday 2:30-3:45 pm		Location: 2306 B

Catalogue Course Description:

CSAD 147 Assessment Procedures.

3 Units

Prerequisite(s): [CSAD 125](#), [CSAD 126](#), [CSAD 145](#), [CSAD 148](#), [PSYC 2](#), [STAT 1](#), [CHAD 30](#), and [DEAF 51](#).

Current principles, methods and materials used by the speech-language pathologist to assess communication disorders are presented. Issues related to a model of assessment, informal and formal testing, dynamic assessment, interview techniques, administration, scoring and interpretation of test results, report writing and related issues will be discussed.

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. Discuss, verbally and/or in writing the Code of Fair Testing Practices in Education.	Code of Fair Practices Assignment, Test #1, quick writes	
2. Explain common psychometric terms relevant to assessment and use those terms in classroom discussion and reports.	Test #1, quick writes, Test #4	
3. Discuss the importance of culture on assessment and the modifications that might need to be made to achieve a valid and reliable assessment.	Test #1-2, quick writes, Test #4	
4. State verbally and in writing the eligibility criteria and timelines used for assessing and qualifying children for services in the California Public School System.	Test #1, quick writes, Test #4	
5. Select and write salient interview questions given a case history.	Test #1, quick writes, Test #4	
6. Discuss the pros and cons of using a standardized testing/assessment instrument vs. non-standardized assessment measures.	Test #2, quick writes, Test #4	
7. Describe procedures for completing an oral mechanism exam and collecting a speech-language sample.	Test #2, quick writes, Test #4	
8. Analyze what an assessment tool is	Test #1-4, quick writes	

designed to assess, provide the reliability and validity of the assessment tool, and describe the normative pool on which the test was standardized.		
9. Discuss, verbally and in writing, how to present assessment results to the client and/or caregivers as well as the principles behind such a presentation.	Test #3-4, quick writes, report writing annotation	
10. Explain procedures for the assessment of a variety of disorders including speech sound disorder, language impairment, selective mutism, autism spectrum disorder/social communication disorder, augmentative and alternative communication, voice, fluency, acquired neurogenic disorder, genetic syndromes, dysphagia/pediatric feeding.	Test #1-4, quick writes	
11. Demonstrate the ability to score standardized assessments accurately.	Test #1-4, quick writes, scoring activities	

Textbooks, Materials, and Online Resources:

Shipley, K. G. and McAfee, J. (2021) *Assessment in Speech-Language Pathology: A Resource Manual, 7th edition*, San Diego, CA: Thompson-Delmar-Singular Publishing Group, Inc. San Diego, CA. ISBN: 978-1-63550-710-2.

Links to required readings and videos can be found in Canvas

Course Requirements/Components:

Students will be required to attend class lectures, participate in class discussions, complete assignments, and complete quizzes and exams. Students will be required to read all assigned readings as well as study the reading materials intently and learn through discussion that takes place. Questions for quizzes and exams will come from readings, lectures, and discussion and will assess a student's ability to understand concepts and be able to apply concepts presented in class. Focus questions will be provided to give examples of types of concepts to be evaluated, but are in no way intended to be an exhaustive list of all concepts to be assessed. Students must study well beyond the information provided on the list of focus questions to achieve high grades on quizzes, exams, and assignments.

CSAD 147: Assessment Procedures is a challenging class. Concepts must be studied and learned over time. However, students must also be actively engaged in the process of learning and take responsibility for the material covered. Students are encouraged to read assigned materials, ask questions, and attend office hours if they have questions after reviewing assigned materials.

Credit hour policy. The credit hour policy is set by the University and reads as follows:

“For undergraduate courses, each credit hour in lecture or discussion courses will typically require 50 minutes (one classroom hour) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for each week of a fifteen-week semester (for a total of 45 hours per unit per semester).”

<https://www.csus.edu/academic-affairs/internal/documents/credit-hour-policy.pdf>. This policy indicates that a student should expect to spend an additional six hours outside of direct instruction per week. Students who do not attend class nor spend an appropriate amount of outside work dedicated to the course material will find it difficult to receive an A in the class.

Grading Policy:

Students will have the opportunity to earn points towards their grade through assignments, quizzes, exams and class participation.

CSUS Grading Policy

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

Source	Points	Total points	% of Grade
Exams 1-4	4 exams x 100 points each = 300 points Top three scores	300	
Quick writes	5 quizzes x 5 points = 25 points	25	
Assignments	8 assignments x 25 points = 200 points	200	
Presentation	100 points	75	
Total		600	

Letter grades are assigned according to the following scores

%	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

Attendance Policy

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.

Course Policies/Procedures:

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.

3. Class meetings, participation and “Netiquette”: It is expected that students will complete all readings prior to class. Teaching strategies will include lectures and functional assignments composed of clinical simulation. Active listening, critical thinking, and discussion (in class or discussion posts) are expected in this course. Students are strongly encouraged to take notes by hand to aid in the retention of knowledge. Grades for this class are earned.

Throughout this major, students are encouraged to increasingly display pre-professional behaviors and demonstrate the following skills:

- Dedication through attendance
- Intellectual curiosity
- Honesty and professional responsibility
- Problem solving
- Good decision making
- Self-awareness and self-reflection
- Respect towards others and the learning environment
- A positive attitude toward your education and role within it
- An appreciation for the learning opportunities provided (which means making time, when possible, to attend extra events, activities, and learning opportunities suggested by faculty)
- Making office hours appointments to clarify topics of confusion
- Contributing to class discussions
- Asking questions and desiring to learn more about the field and related fields
- An ability and willingness to receive constructive feedback to allow you to grow as a future clinician

4. Technology use: It is a course expectation that students will participate fully in class discussion and give classmates and discussion full and undivided attention. Students are not permitted to engage in other homework or

extracurricular activities during class time. “Multitasking” will not be permitted. Please silence your cellphone to avoid distractions during class time.

5. Recording: To facilitate students’ learning (practice in note-taking) and out of respect for fellow classmates (to allow all students to feel comfortable actively participating in class discussion), students are not permitted to audio or video record lectures. If students require accommodations and additional support in notetaking, please see the instructor.

6. Exams: Examinations will be taken in class. There will be four exams. Examinations will be based on class lectures, assigned readings, class activities/homework, and discussions. Exams may be composed of multiple choice, true/false, matching and/or short answer questions. Scores will be counted for the three highest tests. The lowest test score will be dropped. In the case of a documented medical emergency prior to the exam, the student will be required to notify the instructor in advance of the exam and provide 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.

7. 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.

8. Assignments: Eight assignments will be assigned during the semester. Assignments vary in nature and are selected to support the specific learning objective. Assignments may include discussion posts, annotations, standardized test scoring, and video outlines.

9. Quick Writes: Five quick writes (2-4 minutes in length) will be randomly assigned. These quick writes are meant to assess the students understanding of previously taught concepts. Quick writes will be administered during the first 5 minutes of class. Quick writes are submitted on paper and it is the students responsibility to have paper and a pen or pencil to complete the task.

11. 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.

Date	Topic/Class Content	Readings	Assignment/Activities	
1.21	Activity: Introduction and Syllabus		Assignment: Code of Fair Practices (25 points)	
1.23	Activity: Assessment Overview (5 slides)		Assignment: IAT post (25 points)	
1.28	Activity: Assessment Methods (5 slides)			
1.30	Activity: Psychometric Principles (6 slides)		Assignment: Bell Shaped Curve (25 points)	
2.4				
2.6				
2.11				
2.13	Activity: Case History/File review/Interviewing			
2.18	Activity: Test Review			
2.20	Test 1			
2.25	Activity: Special Factors-hearing, cultural competence, OM, DDK			
2.27	Activity: Communication Sampling Reinforced concept: Standardized versus dynamic		Assignment: Coom Sample (25 points)	
3.4	Activity: Speech Sound Disorder Reinforced concept: Chronological age Raw score			
3.6	Activity: Speech Sound Disorder Practice Kelly role Play GFTA Q interactive scoring practice		Assignment: GFTA (25 points)	
3.11	Activity: Language Reinforced concept: Raw score Basal/ceiling Confidence interval		Assignment: CELF 5 (25 points)	
3.13	Activity: Pragmatics Reinforced concept: Criterion versus standard score Checklist versus standard CASL versus CELF 5 prag profile			
3.18	Test 2			
3.20	Activity: Written Language/Reading		Assignment: CTOPP Scoring (25 points)	

3.25	Activity: Fluency/Voice MCN video Kerry/Matthew			
3.27	Activity: ASD/ADOS MCN ADOS video			
4.8	Activity: Selective Mutism			
4.11	Activity: AAC/Communication Matrix			
4.15	Activity: Acquired Neuro language/speech			
4.17	Activity: Acquired Neuro language/speech			
4.22	Activity: Case History/File review/Interviewing			
4.24	Activity: Test Review			
4.29	Activity: Report Writing/Debriefing Report Annotation		Report Annotations (25 points)	
5.2	Test 3			
5.6	Activity: Final Review			
5.8	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://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.

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>
