California State University, Sacramento
Department of Communication Sciences and Disorders
UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Class Information:		
Semester/Year: Fall 2025	Course: CSAD 147 Assessment Procedures	Section: 01 02
Meeting Days: Tuesday/Thursday	Meeting Times: 9:00-10:15 10:30-11:45	Location: Folsom Hall Room 1050 Folsom Hall Room 1050
Instructor: Kelly Louney, MS, CCC-SLP	Email: louney@csus.edu	Phone: (916) 278-6674
Office Location: TBD	Office Hours/Appointments: Thursday 3:00-4:30 pm Friday 12:00-1:15 pm By Appointment- Calendly Scheduling Tool	

Catalogue Course Description:

CSAD 147. Assessment Procedures. 3 Units
Prerequisite(s): CSAD 125, CSAD 126, CSAD 145, PSYC 2, STAT 1, CHDV 30, and DEAF 51.
Term Typically Offered: Fall
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.

Place of Course in Program:

This course is generally taken by students in the fall semester of the senior year of the undergraduate program or second bachelor's of science in Communication Sciences and Disorders.

Table 1: Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
Competence in the Disciplines: *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.*	Y
Knowledge of Human Cultures and the Physical and Natural World *through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.*	Y
Intellectual and Practical Skills, including: *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.*	Y
Personal and Social Responsibility, including: *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*	Y
Integrative Learning**, Including: *synthesis and advanced accomplishment across general and specialized studies*	Y

Course Learning Outcomes:
UNDERGRADUATE

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.

CSAD 147 SPECIFIC STUDENT LEARNING OUTCOMES:
1. Discuss, verbally and/or in writing the Code of Fair Testing Practices in Education.
2. Explain common psychometric terms relevant to assessment and use those terms in classroom discussion and reports.
3. Discuss the importance of culture on assessment and the modifications that might need to be made to achieve a valid and reliable assessment.
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.
5. Select and write salient interview questions given a case history.
6. Discuss the pros and cons of using a standardized testing/assessment instrument vs. non-standardized assessment measures.
7. Describe procedures for completing an oral mechanism exam and collecting a speech-language sample.
8. Analyze what an assessment tool is 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.
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.

11. Demonstrate the ability to score standardized assessments accurately.

Table 2: Course Learning Outcomes, Components, and Grades Received

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Code of Fair Practices Assignment, Test #1, quick writes	
2	Test #1, quick writes, Test #4	
3	Test #1-2, quick writes, Test #4	
4	Test #1, quick writes, Test #4	
5	Test #1, quick writes, Test #4	
6	Test #2, quick writes, Test #4	
7	Test #2, quick writes, Test #4	
8	Test #1-4, quick writes	
9	Test #3-4, quick writes, report writing annotation	
10	Test #1-4, quick writes	
11	Test #1-4, quick writes, scoring activities	

Textbooks and Materials:

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.

Online Resources:

Information will be provided on 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.

Table 3: Course Requirements and Grade Distribution

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	75 points	75	
Research Articles	4 articles x 25 points each= 100 points	100	
Total		700	

Letter grades are assigned according to the following scores:

Percentage	Letter
94-100	A
90-93	A-
88-89	B+
84-87	B
80-83	B-
78-79	C+
74-77	C
70-73	C-
68-69	D+
64-67	D
60-63	D-

59 and below	F

Course Policies/Procedures:

1. 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.

2. 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. **The final exam is cumulative. The lowest test score is dropped from the students overall grade.**

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. Many of the assignments are assigned and completed during the class session. Attendance is required for participation and points. Assignments are scheduled relative to the lecture not the actual date. All assignment dates should be considered TENTATIVE.

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 student's responsibility to have paper and a pen or pencil to complete the task.

10. Journal Articles: In this assignment, you will complete a journal article review related to audiology or speech-language pathology. Your review should include comments, questions, critical analysis, practical application to the field, and personal reflection on what you learned.

11. Health & Safety Information: If you are sick, stay home and do not attend class. Notify your instructor. Please self-diagnose if you are experiencing any COVID- like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care. You are asked to report any possible COVID related illnesses/exposures to SHCS via this link COVID-19 Illness/Exposure Report Form: https://sacstateshcs.wufoo.com/forms/covid19-illnessexposure-report/ Expect a call from SHCS within 24 hours. The CDC provides a good source of information regarding COVID-19 and a way to self-check symptoms: https://www.cdc.gov/coronavirus/2019-ncov/index.html

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.

TENTATIVE Course Schedule/Outline

*Reminder: The schedule provided in this syllabus is tentative. While I make every effort to keep tests and assignments on the dates listed, this cannot be guaranteed. This course will be taught using a dynamic, responsive approach, meaning that the pace and depth of instruction may shift based on the class's level of engagement and understanding. This allows us to adapt the learning experience to best support mastery of the material. As a result, the schedule should be viewed as a flexible flow of topics with corresponding assignments, rather than a fixed timeline.

Date	Activity	Chapter	Assignments	Canvas Lecture
8.26	Introduction and Syllabus. Perusal Review		Code of Fair Practices	
8.28	Assessment Overview Lecture	Chpt 2, 6	IAT post	Overview of Ax
9.2	Assessment Methods Lecture	Chpt 1		Assessment Methods
9.4	Records Review Lecture	Chpt 1		Psychometric Principles
9.9	Interviewing Principles Lecture	Chpt 1		Psychometric Principles
9.11	Observation Lecture	Chpt 1		Psychometric Principles
9.16	Psychometric Principles	Chpt 1		Psychometric Principles
9.18	Psychometric Principles			Obtaining Pre Ax Info
9.23	Psychometric Principles		Bell Shaped Curve	
9.25	Test 1			
9.30	Special Factors- hearing, OM, DDK	Chpt 4		Ax Proc Comm to Most Comm Dis
10.2	Communication Sampling Reinforced concept: Standardized versus dynamic		Comm Sample	Ax Proc Comm to Most Comm Dis
10.7	Speech Sound Disorder Reinforced concept:	Chpt 7		Ax of SSD

	Chronological age Raw score			
10.9	Speech Sound Disorder Practice Kelly role Play GFTA Q interactive scoring practice	Chpt 7	GFTA scoring	Ax of SSD

10.14	Language
	Reinforced concept:
	    Raw score
	    Basal/ceiling
	    Confidence interval
		Chpt 8	CELF 5 scoring	Ax of Lang Dis

10.16	Test 2			
10.21	Written Language/Reading	Chpt 9	CTOPP Scoring	Ax of Written Lang Dis
10.23	Fluency/Voice MCN video Kerry/Matthew	Chpt 12-13		

10.28	Autism Spectrum Disorders
	and Pragmatics
	Reinforced concept:
	    Criterion versus standard
	score
	    Checklist versus
	standard
	      CASL versus CELF
	5 prag profile Social Comms
	Dx
		Chpt 10		

10.30	Selective Mutism			
11.4	AAC/Communication Matrix	Chpt 11		
11.6	Acquired Neuro language/speech	Chpt 14-15		Ax of acquired speech Ax of acquired lang
11.13	Acquired Neuro language/speech	Chpt 14-15	Neuro Assessment Outline	Ax of acquired speech Ax of acquired lang
11.18	Multicultural Considerations	Chpt 3		
11.20	Test Review			
11.25	Test 3			
12.2	Report Writing/Debriefing Report Annotation	Chpt 2	Report Annotation	Report Writing
12.4	Final Review			
	Final			

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/umanual/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.

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.

Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This 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 (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 DAC and meet with a DAC counselor to request special accommodation before classes start**.**

Sacramento State 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. 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

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.

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: www.csus.edu/shcs

Campus Confidential Advocate – Laura Swartzen Email: weave@csus.edu

CSUS Grading Policy

Information for students regarding grading is provided here:
https://www.csus.edu/umanual/acad/umg05150.htm

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: Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost.

- 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): 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. 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/

- 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

CSAD 147 Assessment Procedures

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) 2017 Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

Standard IV-D: Prevention, Assessment, and Intervention
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding articulation.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding fluency.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding voice and resonance.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, screening, and intervention regarding hearing, including the impact on speech and language.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of assessment and intervention regarding communication modalities.

Standard IV-E, IV-G, IV-H: Contemporary Professional Issues
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.

Standard IV-B: Basic Human Communication Processes
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.

REFERENCES & RESOURCES

Websites:

1.   UCLA Phonetics Website: http://www.phonetics.ucla.edu/course/chapter1/chapter1.html
2.   SALT website: http://www.saltsoftware.com/
3.   Special Education Teacher Requirements: https://www.cde.ca.gov/sp/se/
4.   Phonemic Inventories Across Languages: http://www.asha.org/practice/multicultural/Phono/
5.   ASHA Code of Ethics: http://www.asha.org/Code-of-Ethics/

Additional Resources:

1.   Betz, SK., Eickhoff, JR., and Sullivan, SF., (2013). Factors influencing the selection of standardized tests for the diagnosis of specific language impairment, LSHSS, 44, 133-146.
2.   De Lamo White, C. & Jin, L. (2011) Evaluation of speech and language assessment approaches with bilingual children, Int J Lang Commun Disord,46 (6), 613–627.
3.   Hasson, N., Camilleri, C., Jones, C., Smith, J., and Dodd, B. (2012). Discriminating disorder from difference using dynamic assessment with bilingual children, Child Language Teaching and Therapy, 29(1), 57-75.
4.   Paradis, J. Emmerzael, K. and Sorenson Duncan, T. (2010) Assessment of English language learners: Using parent report on first language development, Journal of Communication Disorders 43 (2010) 474–497.
5.   Paul, R & Norbury, CF. (2012). Language Disorders From Infancy through Adolescence: Listening, Speaking, Reading, Writing and Communicating, 4th edition. Elsevier, St. Louis: MO.
6.   Peterson-Falzone, S. Trost-Cardamone, J., Karnell, M. & Hardin-Jones, M. (2006). The Clinician's Guide to Treating Cleft Palate Speech. Mosby, St. Louis, Missouri.
7.   Roseberry-McKibbin & O'Hanlon (2005) Nonbiased Assessment of English Language Learners: A Tutorial Communication Disorders Quarterly 26(3), 178–185.
8.   Angeleri, R. R., Bosco, F. M., Zettin, M. M., Sacco, K. K., Colle, L. L., & Bara, B. G. (2008). Communicative Impairment in Traumatic Brain Injury: A Complete Pragmatic Assessment. *Brain And Language*, *107*(3), 229-245.
9.   Baxendale, J., Lockton, E., Adams, C., & Gaile, J. (2013). Parent and teacher perceptions of participation and outcomes in an intensive communication intervention for children with pragmatic language impairment.*International Journal Of Language & Communication Disorders*, *48*(1), 41-53. doi:10.1111/j.1460-6984.2012.00202.x
10.   Bleile, Kenneth M., Manual of Articulation and Phonology Disorders: Infancy Through Adulthood , Plural Publishing, San Diego, CA, 2003.
11.   Blockolsky, Valeda D., Frazer, Joan M., & Frazer, Douglas H., 40,000 Selected Words: Organized by Letter, Sound, and Syllable, Psychological Corporation, 1998.
12.   Blockolsky, Valeda D., Book of Words: 17,000 Words Selected by Vowels & Diphthongs, Communication Skill Builder, 1990.
13.   Blyth, T., Scott, A., Bond, A., & Paul, E. (2012). A comparison of two assessments of high level cognitive communication disorders in mild traumatic brain injury. *Brain Injury*, *26*(3), 234-240. doi:10.3109/02699052.2012.654587
14.   Boudreau, D. & Costanza-Smith, A. (2011). Assessment and treatment of working memory deficits in school-age children: the role of the speech-language pathologist, LSHSS, 42, 152-166.
15.   Bruce, C., Brush, JA., Sanford, JA., Calkins, MP. (2013). Development and evaluation of the environment and communication assessment toolkit with speech-language pathologists, Seminars in Speech and Language, 34(1), 42-51.
16.   Chan, A. S., Cheung, J., Leung, W. W. M., Cheung, R., Cheung, R., & Cheng, M. (2005). Verbal

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