



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

Semester/Year: Fall 2026	Course: CSAD 147 Assessment Procedures	Section: 01, 02
Meeting Days: Tuesday/Thursday	Meeting Times: 2:00-3:15pm 3:30pm-4:45pm	Location: Folsom 1050
Instructor: Kelly Louney, MS CCC-SLP		Email: louney@csus.edu
Office Hours: Thursday 10:00-11:30 am Friday 12:00-1:30 pm		Location: 2036B

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

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.	Exams Code of Fair Practices Assignment	
2. Explain common psychometric terms relevant to assessment and use those terms in classroom discussion and reports.	Exams Journal article annotation Report writing annotation In-Class Assessment Scoring Presentation	
3. Discuss the importance of culture on assessment and the modifications that might need to be made to achieve a valid and reliable assessment.	Exams Journal article annotation	
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.	Exams	
5. Select and write salient interview questions given a case history.	Exams Case history activity	
6. Discuss the pros and cons of using a standardized testing/assessment instrument vs. non-standardized assessment measures.	Exams Journal article annotation In-Class Assessment Scoring Presentation	
7. Describe procedures for completing an oral mechanism	Exams	

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.	Exams Journal article annotation Report writing annotation In-Class Assessment Scoring Presentation	
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.	Exams Report writing annotation 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.	Exams Journal article annotation Report writing annotation In-Class Assessment Scoring Presentation	

Textbooks, Materials, and Online Resources:

Required Textbook: 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.

Required Perusall Subscription: This course requires a Perusall subscription, which costs approximately \$15. Perusall will be used to complete assigned readings and annotation activities throughout the semester. Instructions for accessing and purchasing the subscription will be provided through Canvas.

Online resources 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.

Artificial Intelligence Use Policy

Artificial intelligence may support your learning, but it may not replace your thinking, clinical reasoning, or professional judgment. Each assignment will be labeled with an AI Assessment Scale level indicating how AI may be used for that specific task. If an assignment does not identify a level, ask the instructor before using AI.

The AI Assessment Scale

1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.
3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.
4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.



Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale

Responsible and Safe Use

Regardless of the assignment's AI level, the following requirements always apply:



Responsible AI Use in Class

Use AI to support your learning, not replace your thinking.



LOW RISK (GREEN):
Good ways to use AI

- 1 Grammar and clarity support:** Use tools like Grammarly to polish spelling, grammar, and sentence clarity after you have written your own work.
- 2 Study help and practice:** Ask AI to create flashcards, practice questions, concept explanations, or simple study guides using class content that does not include any private information.
- 3 Safe educational tools:** Use tools such as Diffit for Teachers or similar supports only when the material does not include PHI, client names, or other identifiable information.



MEDIUM RISK (YELLOW):
Use with caution

- 1 Brainstorming and outlining:** AI can help you generate ideas, outlines, or starting points, but you must fact check, revise, and make the final work your own.
- 2 Report Review Program:** Use only with fully redacted reports. Remove names, dates of birth, schools, contact information, ID numbers, and any other identifiable details before using it.
- 3 Feedback on drafts:** AI may help with organization, wording, or clarity, but you are still responsible for accuracy, clinical reasoning, and following course expectations.



HIGH RISK (RED):
Do not use AI this way

- 1 Never upload or paste** unredacted reports, evaluations, IEPs, therapy notes, or screenshots that include PHI or identifiable student or client information.
- 2 Never enter medical information** from parents, family details, or sensitive client information into ChatGPT or other public AI tools.
- 3 Do not submit AI generated work** as your own or use AI to replace your analysis, interpretation, or clinical judgment.



When in doubt: protect privacy, redact thoroughly, verify accuracy, and ask your instructor.

Grading Policy:

CSUS Grading Policy

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

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

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	Four exams worth 100 points each; the lowest score is dropped and the top three scores count	300	46%
In-Class Assignments	7 assignments × 25 points each	175	27%
Final Presentation	75 points	75	12%
Research Article Annotations	4 articles × 25 points each	100	15%
Total		650	100%

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

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:

1. 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.

2. 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

3. 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.

4. 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.

5. 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.

6. 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.

7. Assignments: Five 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.

8. 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.

9. 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.

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
9.1	Introduction and Syllabus. Perusal Review			
9.3	Assessment Overview Lecture	Chpt 2, 6		Overview of Ax
9.8	Assessment Methods Lecture	Chpt 1		Assessment Methods
9.10	Records Review Lecture	Chpt 1	Code of Fair Practices due	Psychometric Principles
9.15	Interviewing Principles Lecture	Chpt 1	Case hx/Interview assignment	Psychometric Principles
9.17	Observation Lecture	Chpt 1		Psychometric Principles
9.22	Psychometric Principles	Chpt 1		Psychometric Principles
9.24	Psychometric Principles			Obtaining Pre Ax Info
9.29	Psychometric Principles		Bell Shaped Curve	
10.1	Test 1			
10.6	Special Factors- hearing, OM, DDK	Chpt 4		Ax Proc Comm to Most Comm Dis
10.8	Communication Sampling Reinforced concept: Standardized versus dynamic		Audiology article due	Ax Proc Comm to Most Comm Dis

10.13	Speech Sound Disorder Reinforced concept: Chronological age Raw score	Chpt 7		Ax of SSD
10.15	Speech Sound Disorder Practice Kelly role Play GFTA Q interactive scoring practice	Chpt 7	GFTA scoring	Ax of SSD
10.20	Language Reinforced concept: Raw score Basal/ceiling Confidence interval	Chpt 8	CELF 5 scoring (ungraded) SSD article due	Ax of Lang Dis
10.22	Test 2			
10.27	Written Language/Reading	Chpt 9	CTOPP Scoring	Ax of Written Lang Dis
10.29	Fluency/Voice MCN video Kerry/Matthew	Chpt 12-13	Fluency article due	
11.3	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		
11.5	Selective Mutism			
11.10	AAC/Communication Matrix	Chpt 11		
11.12	Acquired Neuro language/speech	Chpt 14-15	Dysphagia assessment video	Ax of acquired speech Ax of acquired lang
11.17	Acquired Neuro language/speech	Chpt 14-15		Ax of acquired speech Ax of acquired lang
11.19	Multicultural Considerations	Chpt 3		
11.24	Test Review		Dynamic Assessment article due	
12.1	Test 3			
12.3	Report Writing	Chpt 2		Report Writing
12.8	Report Writing		Report Annotation due	
12.10	Final Review		Presentations due	
TBD	Final- Exam #4			

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>

StudyMate (tutoring resource): Available in the course CANVAS site
