



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Class Information:		
Semester/Year: Fall 2023	Course: CSAD 147 Assessment Procedures	Section: 02
Meeting Days: Tuesday/Thursday	Meeting Times: 9:00-10:15	Location: 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 11:30-1:30 pm By Appointment	

#### 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)
<b>Competence in the Disciplines:</b> <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
<b>Knowledge of Human Cultures and the Physical and Natural World</b> <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
<b>Intellectual and Practical Skills, including:</b> <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
<b>Personal and Social Responsibility, including:</b> <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
<b>Integrative Learning**, Including:</b> <i>synthesis and advanced accomplishment across general and specialized studies</i>	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, ASHA's Code of Ethics and the principle of confidentiality as those concepts apply to assessment.
2. Discuss and describe the importance of causation and contributing factors to a speech/language diagnosis.
3. Explain common psychometric terms relevant to assessment and use those terms in classroom discussion and reports.
4. Discuss the importance of culture on assessment and the modifications that might need to be made to achieve a valid and reliable assessment.
5. State verbally and in writing the eligibility criteria and timelines used for assessing and qualifying children for services in the California Public School System.
6. Select and write salient interview questions given a case history.
7. Discuss the pros and cons of using a standardized testing/assessment instrument vs. non-standardized assessment measures.
8. Describe procedures for completing an oral mechanism exam and collecting a speech-language sample.

9. Analyze what an assessment tool is designed to assess, provide a written report of the reliability and validity of the assessment tool, and describe the normative pool on which the test was standardized.
10. Determine whether or not treatment is indicated after reviewing assessment results.
11. Design a treatment plan using assessment data that includes functional goals and measurable objectives and using curriculum-relevant language and alignment when writing these goals/objectives.
12. Demonstrate the ability to write assessment summaries given assessment results.
13. 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.
14. 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.

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

<b>Course Learning Outcome</b>	<b>Components Indicating Competence</b>	<b>Grades Received</b>
1	Quiz 1; Exam 1	
2	Assignment #1; Quiz 1	
3	Assignment #1; Quiz 1; Exam 1	
4	Quiz 1; Exam 1; Assignment #2	
5	Assignment #1; Quiz #2	
6	Assignment #1; Quiz #2	
7	Quiz #3, Exam #1, Assignment #2	
8	Quiz #3, Exam #1	
9	Assignment #3, Exam #2	
10	Assignment #2, Exam #1, Quiz #4	
11	Assignment #4, Exam #2,	
12	Exam #4, Assignment #8	
13	Exam #1, Assignment #2, Quiz #4	
14	All exams, assignments	
15	Exam #1	

#### Textbooks and Materials:

ShIPLEY, K. G. and McAFEE, J. (2021) *Assessment in Speech-Language Pathology: A Resource Manual, 6<sup>th</sup> edition*, San Diego, CA: Thompson-Delmar-Singular Publishing Group, Inc. San Diego, CA. ISBN: 978-1-63550-204-6.

SimuCase Software: As part of this class, SimuCase software will be used. Students can access a SimuCase account at [www.SimuCase.com](http://www.SimuCase.com). Subscriptions are available for 1 semester or 1 year, with pricing available on the website. A discounted subscription is available as part of the class, with information to be posted via flyer on canvas. So that grades can be imported, it is important that you use your Sac State email address when signing up for an account. Students who use a personal

account to sign up for the account will need to modify account settings after signing up for Simucase to use a CSUS email address.

### Online Resources:

Information will be provided on Canvas.

### Course Requirements/Components:

Students will be required to attend class lectures, participate in class discussions, complete SimuCase case assignments, 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, SimuCase assignments, 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. SimuCase cases have been chosen to help students learn concepts of assessment. 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.

### 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	% of Grade
Exams 1-4	4 exams x 50 points each = 200 points	48%
Quizzes	4 quizzes x 10 points = 40 points	9%
Simucase Assignments	8 assignments x 10 points each = 80 points	19%
Debrief Discussion Participation	8 debriefs x 10 points each = 80 points	19%
Implicit Bias Assignment	20 points	5%
<b>Total</b>	<b>420</b>	<b>100%</b>

Letter grades are assigned according to the following scores:

Table 4: Points, Percentages and Letter Grades

Points	%	Letter
368	92-100	A
360-367	90-91	A-
348-359	87-89	B+
332-347	83-86	B
320-331	80-82	B-
308-319	77-79	C+
292-307	73-76	C
280-291	70-72	C-
268-279	67-69	D+
256-267	64-66	D
240-255	60-63	D-
<240	<60	F

### Course Policies/Procedures:

**1. Attendance:** Professional attendance is required for weekly classes. Students are encouraged to attend all scheduled classes and to take advantage of every opportunity for learning within the context of the class. Your grade will not be reduced if you are sick or have an excusable reason to miss. However, attendance will be periodically taken, and excessive absences will affect your grade in the class.

**2. Students are responsible for all materials covered in their absence.** Materials for this course will be posted on Canvas. Students are responsible for accessing and locating materials and downloading appropriate resources to learn the material for this class. Internet access is required. As within a given week, course materials may be completed at the students' leisure.

**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. **Students are not permitted to email the instructor with requests to "bump up" a grade.**

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

- A curiosity to learn course material
- Honesty and professional responsibility
- Teamwork and collaboration
- 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)
- Attending class, arriving early to meetings and classes (10-15 minutes before the start of class time), and making office hours appointments to talk to and get to know professors
- Contributing to class discussions (even if you are introverted, even if you are nervous to do so, even if you feel like what you have to say “doesn’t matter” – it does!)
- 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 at the end of each module. 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. Information about study guides is presented below. 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. Make-up exams will be scheduled during dead week and may be essay format. Students who fail to complete one or more of the exams by the last day of the final exam period may receive a “0” on their exam(s) as per instructor discretion. 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:** Each semester, students request a study guide. Focus questions have been provided to guide students’ ability to think critically about a given topic, but these questions are in no way an exhaustive list of all material to be studied. 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. Students are encouraged to always keep in mind that critical thinking is a key component to assessment and a given case scenario can have many different correct answers.

**8. Assignments:** Eight SimuCase assignments will be due throughout the semester to support the application of concepts presented through class and reading materials. Assignments must be submitted via the SimuCase software and are due by 11:59pm on the date each is due. A list of the SimuCase due dates will be posted in Announcements on Canvas. Emailed assignments will not be accepted.

Late assignments will be reduced by 20% per day and the late penalty will be applied at the time the assignment is received by the instructor.

**9. Course Evaluations:** This class was developed and reworked over several months and is continually modified with the aim to promote student learning and to promote knowledgeable students' entry into graduate programs. At the completion of the course, each student is expected to comment on the nature of this course. This procedure allows the instructor to modify segments of the course in order to make it more applicable to future students' educational and professional growth. A link has also been posted in Canvas so that students have the ability to give anonymous feedback regarding the course, and this year, specifically related to remote instruction. Students are encouraged to use this modality as a direct and appropriate means of voicing concerns. Your voice matters.

**10. 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>

*TENTATIVE Course Schedule/Outline*

Mod#	Dates	Topic	Objectives	Activities	Materials	Assessments/Deliverables
1	Weeks 1-4	Introduction to Course and Simucase  Preparatory Considerations <ul style="list-style-type: none"> <li>Foundations of Assessment</li> <li>Multicultural Considerations</li> </ul> Gathering and Reporting Assessment Information <ul style="list-style-type: none"> <li>Obtaining Preassessment Information</li> <li>Reporting Assessment Findings</li> </ul>	CO1 CO2 CO3 CO4 CO5 CO6 CO7 CO8 CO10 CO13 CO14	ASHA Code of Ethics & Principles of Confidentiality <ul style="list-style-type: none"> <li><a href="https://www.asha.org/Code-of-Ethics/">https://www.asha.org/Code-of-Ethics/</a></li> <li><a href="http://www.asha.org/practice/ethics/confidentiality/">http://www.asha.org/practice/ethics/confidentiality/</a></li> </ul> Read Shipley and McAfee Ch. 1-4  Readings as assigned  Simucase <ul style="list-style-type: none"> <li>Prebrief JJ CELF-5 Part-Task Trainer (SLP)</li> <li>Debrief JJ</li> <li>Prebrief Jonas Assessment</li> <li>Debrief Jonas</li> <li>Prebrief Chiung-Wei Part Task Trainer</li> </ul> Implicit Bias Video Series (assigned)	Shipley & McAfee (2021) Ch. 1 Ch. 2 Ch. 3 Ch. 4  Assigned article readings.  Simucase	Obtain account for Simucase. Log in and start having a look around the Simucase website  Simucase <b>Assignment #1</b> JJ CELF-5 Part-Task Trainer (SLP) <b>Assignment #2</b> Jonas Assessment  <b>Quiz #1</b> – end of week 2  <b>Exam #1-</b> (module 1)– end of week 4
2	Weeks 5-7	Resources for Assessing Communicative Disorders <ul style="list-style-type: none"> <li>Assessment Procedures common to Most</li> </ul>	CO2 CO5 CO6 CO7 CO8 CO9 CO10 CO11 CO13	Read Shipley and McAfee Ch. 5-8  Readings as assigned.  Simucase <ul style="list-style-type: none"> <li>Debrief Chiung-Wei</li> <li>Deon Prebrief</li> <li>Deon Debrief</li> </ul>	Shipley & McAfee (2021) Ch. 5 Ch. 6 Ch. 7 Ch. 8  Simucase	Simucase <b>Assignment # 3</b> Chiung-Wei Part Task Trainer <b>Assignment #4</b> Deon Assessment  Implicit Bias Assignment and Discussion

		<p>Communicative Disorders</p> <ul style="list-style-type: none"> <li>Assessment of Speech Sound Disorders</li> <li>Assessment of Spoken Language in Children</li> <li>Assessment of Written Language</li> </ul>	CO14	<ul style="list-style-type: none"> <li>Fiona Prebrief</li> </ul> <p>Implicit Bias Video Series</p>	Implicit Bias Video Series	<p><b>Quiz #2</b> – end of week 6</p> <p><b>Exam #2</b> (module 2) – 10/23</p>
3	Weeks 8-11	<p>Resources for Assessing Communicative Disorders</p> <ul style="list-style-type: none"> <li>Assessment of Selective Mutism</li> <li>Assessment for Autism Spectrum Disorder and Social Communication Disorder</li> <li>Assessment for Augmentative or Alternative Communication (AAC)</li> <li>Assessment of Stuttering and Cluttering</li> </ul>	CO10 CO14	<p>Read Shipley and McAfee Ch. 9-12</p> <p>Readings as assigned.</p> <p>Simucase</p> <ul style="list-style-type: none"> <li>Debrief Fiona</li> <li>Prebrief Sarah Assessment</li> <li>Debrief Sarah</li> <li>Prebrief Dick</li> </ul>	<p>Shipley &amp; McAfee (2021) Ch. 9 Ch. 10 Ch. 11 Ch. 12</p> <p>Simucase</p>	<p>Simucase</p> <p><b>Assignment #4</b> Deon Assessment</p> <p><b>Assignment #5</b> Fiona Assessment</p> <p><b>Assignment #6</b> Sarah Assessment</p> <p><b>Quiz #3</b> – end of week 10</p> <p><b>Exam #3</b> (module 3)– end of week 12</p>
4	Weeks 12-15	<p>Resources for Assessing Communicative Disorders</p> <ul style="list-style-type: none"> <li>Assessment of Voice and Resonance</li> <li>Assessment of Acquired Neurogenic Language Disorders</li> <li>Assessment of Acquired Neurogenic Speech Disorders</li> <li>Assessment of Dysphagia</li> </ul> <p>Additional Resources</p> <ul style="list-style-type: none"> <li>Hearing Considerations</li> </ul>	CO10 CO12 CO14	<p>Read Shipley and McAfee Ch. 13-17</p> <p><a href="#">Pediatric Feeding Disorder Consensus Definition</a> and Conceptual Framework (Goday et. Al. 2019)</p> <ul style="list-style-type: none"> <li><a href="#">pediatric-feeding-disorder-consensus-definition.pdf (utah.edu)</a></li> </ul> <p>Readings as assigned</p> <p>Simucase</p> <ul style="list-style-type: none"> <li>Debrief Dick</li> <li>Prebrief Hadley Assessment</li> <li>Debrief Hadley</li> </ul>	<p>Shipley &amp; McAfee (2021) Ch. 13 Ch. 14 Ch. 15 Ch. 16 Ch. 17</p> <p>Simucase</p> <p>Required Readings</p>	<p>Simucase</p> <p><b>Assignment #7</b> Dick Assessment</p> <p><b>Assignment #8</b> Hadley Assessment</p> <p><b>Quiz #4</b> – end of week 14</p> <p><b>Exam #4</b> - week of December 11 as scheduled</p>



Week	Mod	Day/Date	Activity	Due
1	1	Tues 8.29	Introduction to Course and Simucase	
	1	Thurs 8.31	Ch. 1 Foundations of Assessment	
2	1	Tues 9.5	Ch. 1 Foundations of Assessment (cont.)	
	1	Thurs 9.7	Ch. 2 Multicultural Considerations <b>M1 Quiz (15min)</b>	
3	1	Tues 9.12	Ch.3 Gathering Assessment Information	
	1	Thurs 9.14	Ch.3 Gathering Assessment Information	Simucase #1 JJ Due
4	1	Tues 9.19	Ch. 4 Reporting Assessment Information	Simucase #2 Jonas Due
	1	Thurs 9.21	<b>Module 1 Exam</b>	
5	2	Tues 9.26	Ch. 5 Assessment Procedures common to Most Communicative Disorders	
	2	Thurs 9.28	Feeling States of Grieving lecture	Implicit Bias Due
6	2	Tues 10.3	Ch. 6 Assessment of Speech Sound Disorders	Simucase #3 CW Due
	2	Thurs 10.5	Ch. 6 Assessment of Speech Sound Disorders <b>M2 Quiz</b>	
7	2	Tues 10.10	Ch. 7 Assessment of Spoken Language in Children	
	2	Thurs 10.12	Ch. 7 Assessment of Spoken Language in Children	
8	2	Tues 10.17	Ch. 8 Assessment of Written Language	Simucase #4 Deon Due
	2	Thurs 10.19	Ch. 8 Assessment of Written Language	
9	2	Tues 10.24	<b>M2 Exam 10.24</b>	
	3	Thurs 10.26	Ch. 9 Assessment of Selective Mutism	Simucase #5 Fiona Due
10	3	Tues 10.31	Ch. 10 Assessment for Autism Spectrum Disorder and Social Communication Disorder	
	3	Thurs 11.2	Ch. 10 Assessment for Autism Spectrum Disorder and Social Communication Disorder <b>M3 Quiz</b>	
11	3	Tues 11.7	Sensory Integration Guest Lecture- Debra Harms	Simucase #6 Sarah Due
	3	Thurs 11.9	Ch.11 Assessment for Augmentative or Alternative Communication (AAC)	
12	3	Tues 11.14	Ch.12 Assessment of Stuttering and Cluttering	
	3	Thurs 11.16	<b>M3 Exam 11.16</b>	
13	4	Tues 11.21	Ch. 13 Assessment of Voice and Resonance	Simucase #7 Dick Due
	4	Thurs 11.23	THANKSGIVING BREAK	
14	4	Tues 11.28	Ch. 14 Assessment of Acquired Neurogenic Language Disorders	
	4	Thurs 11.30	Ch.15 Assessment of Acquired Neurogenic Speech Disorders <b>M4 Quiz</b>	
15	4	Tues 12.5	Ch.16 Assessment of Dysphagia	Simucase #8 Hadley Due
	4	Thurs 12.7	Ch. 17 Hearing Considerations	
16	FINAL		<b>M4 Exam</b>	

## 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.

### 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](mailto: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](mailto: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](mailto: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](http://www.csus.edu/shcs)

Campus Confidential Advocate – Laura Swartzen Email: [weave@csus.edu](mailto:weave@csus.edu)

## CSUS Grading Policy

Information for students regarding grading is provided here:

<https://www.csus.edu/umannual/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](mailto: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:

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[expression and comprehension deficits in young children with autism](#). *Focus on Autism and Other Developmental Disabilities*, 20, 117-124.

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