

CALIFORNIA STATE UNIVERSITY, LONG BEACH
College of Health and Human Services
Department of Speech-Language Pathology
Fall 2020

SLP696 Research Methods: Applied and Basic **3.0 Credit Hours**
Section (1) 5534 Class time/location: **Mon: 4:00pm-6:45pm** **Class: AMI**

Instructor: **Dr. Salim Alani, Ph.D.**

Email: **salim.alani@csulb.edu** (best way to correspond with me)

Zoom Office Hours: **Tuesdays, Thursdays and Fridays: 10:00 am – 11:00 am**

Zoom Information: **<https://csulb.zoom.us/j/94697909698>**

Personal Meeting ID: 562 985 1973 (If possible, make appointments by email)

Office phone: 562-985-1973 (you can leave me voice messages if I am not in—it will get routed directly to my email.)

Communication Guidelines

To ensure that communication is clear and timely please use the following email process:

1. In the email subject line, type “SLP696” and then type the reason for or subject of your email. For example:

SLP696, question about Discussion Question(s), or
SLP696, absence from Class #5, or
SLP696, need help with Purpose Statement

2. Do not reply to a previous email’s subject with a new subject, i.e. the subject line and email content must match.

3. If your email requires an immediate reply, please type “Time Sensitive SLP696 and the subject. I will make every effort to reply the same day. If you do not receive a reply within 24 hours, please resend and add “Second Request” before “Time Sensitive.”

4. Communication via e-mail or telephone sent weekends or holidays may not be addressed until the next day of the academic week.

Catalog Description

Prerequisite: PSY210 or equivalence or consent of instructor

Professional issues related to research and clinical settings. Application of scientific method, experimental design (group and single subject) and related statistical methods (parametric and nonparametric). Evaluate literature in the field.

Letter grade only (A-F).

Course Learning Objectives

Upon successful completion of this course, students will be able to:

1. Identify steps in the research process for speech-language pathology and audiology;
2. Compare and contrast different types of research, such as qualitative and quantitative;
3. Identify a research problem, such as a gap in the literature.
4. Formulate research questions or hypotheses and purpose statements;
5. Conduct a literature search on a clinical topic of relevance to speech and language pathology by using library databases.
6. Evaluate descriptive and nonparametric and parametric statistics and results;
7. Recognize and discuss standards of ethical conduct in research with an emphasis on protection of human subjects, and appropriate attribution of ideas.

American Speech-Language-Hearing Association (ASHA) Council for Clinical Certification in Audiology and Speech-Language Pathology CFCC Standards

This course covers the following ASHA CFCC standards. A description of these standards is located at <https://www.asha.org/certification/2014-speech-language-pathology-certification-standards/>

- *Standard IV-E*
- *Standard IV-F*

California Commission of Teacher Credentialing (CCTC) Standards

This course addresses the CCTC Standards. A description of these standards is located at: http://www.sjsu.edu/gup/docs/assess_report/CCTC-ASHACrosswalk.pdf

ASHA/Council on Academic Accreditation (CAA) Student Learning Outcome Assessment Matrix

This course addresses the following ASHA/CAA competencies, measured using the assessments indicated below. A description of these standards is located at: <https://caa.asha.org/wp-content/uploads/Accreditation-Standards-Documentation-Guidance.pdf>

CD696: Research Methods: Applied and Basic	Course Requirements				
	CITI IRB Training	Research Paper/Proposal	Quizzes	Chapter Discussion Questions	Preparation /In-Class Activities
The student will:					
3.1.1 B – Professional Practice Competencies					
<i>Effective Communication Skills</i>					
Use all forms of expressive communication—including written, spoken, and nonverbal communication—with individuals served, family members, caregivers, and any others involved in the		X	X	X	X

interaction to ensure the highest quality of care that is delivered in a culturally competent manner					
Communicate—with patients, families, communities, and interprofessional team colleagues and other professionals caring for individuals in a responsive and responsible manner that supports a team approach to maximize care outcomes		X			
<i>Evidenced-Based Practice</i>					
Access sources of information to support clinical decisions regarding assessment and intervention/management	X	X			X
Critically evaluate information sources and applies that information to appropriate populations		X			X
3.1.6 B General Knowledge and Skills Applicable to Professional Practice					
<i>Ethical conduct</i>					
Integrate and application of knowledge of the interdependence of speech, language, and hearing science	X	X	X		
Demonstrate professionalism behavior in keeping with the expectations for a speech-language pathologist	X	X			

Course Format

The class is designed to emphasize lecture and small and large group discussions. Multimedia such as PowerPoints will be used. In-class assignments and group activities will be done via Zoom’s breakout room function. Students will log into each class session via a Zoom link posted by the instructor to the News section of BeachBoard.

Required Text

Irwin, D., Lass, N. J., Pannbacker, M., Koay, M. E. T., & Whited, J. S. (2020). *Clinical research methods in speech-language pathology and audiology*. (3rd ed.). San Diego, CA: Plural Publishing, Inc.

Technology Requirments

Students will need to have use and access to a computer whether a laptop or desktop with a webcam and microphone. Other forms of technology such as a phone or iPad are also fine as long as they have webcam access and a microphone.

For students who are not equipped with the necessary technology for remote instruction please contact Academic Technology Services (ATS) at [ATS Resources for Students](#) and or [ITS Helpdesk Information](#)

Campus Academic or Student Services Support Offices and Resources

Sometimes students faced with a changed learning environment may be unprepared for online study and uncertain about how to get assistance. Please see below the following information about how students can access or get contact information for academic support, and student support offices and resources.

- [Student Center](#)
- [The Learning Center \(Academic Coaching\)](#)
- [University Writing Center](#)
- [Bob Murphy Access Center \(BMAC\), formerly known as Disabled Student Services \(OSD\)](#)
- [University Library](#)
- [Academic Advising Services](#)
- [Office of the Dean of Students](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [Student Health Services](#)

Assignments

All assignments will be posted on BeachBoard. The instructor will go over and explain the specifics of how to complete the assignment in class at least a week or more before the assignment is due.

Students will be required to complete some assignments individually and post them to Dropbox on BeachBoard. If it is a group session involving Zoom Breakout rooms, students will post their completed assignments to the Discussion board on BeachBoard. More specifics for how to find and post assignments are detailed further in this syllabus.

Attendance and Class Participation

It is important that you attend class and read the assigned chapters to facilitate comprehension of the course objectives and participate in class discussions. Regular attendance is expected by all students enrolled at CSULB. Please read the CSULB university attendance policy.

Absences

Absences should be discussed with the instructor prior to the time of absence.

Syllabus

The syllabus is subject to change, is tentative, and is dependent on time factors and needs of students. It is likely that chapter assignments will change from week to week due to the pace of covering the material and the class pace. Therefore, quiz and mid-term dates may also change. Written notification of any changes will be posted on BeachBoard and emailed.

Breaks

There will one to two 10 to 15 minute breaks during each class period.

Social Media Policy

Social media is an umbrella term that encompasses the various activities that integrate technology, social interaction, and content creation. Social media includes technology (computers, phones, tablets) and is used in various forms (blogs, wikis, photo and video sharing, podcasts, social networking, mashups, virtual worlds, etc.). Means of accessing social media may include applications (Facebook, Instagram, Twitter, Skype, Snap Chat, YouTube, etc.). These devices and applications are subject to having content transmitted to others, with or without consent from the original author.

- A. All students are expected to follow the CSULB Social Media Guideline <http://www.csulb.edu/sites/default/files/groups/marketing-communications/accessibleversionfinalapril2018-jmp.pdf>
- B. Per the Health Insurance Portability and Accountability Act of 1996 (HIPAA) regulations <https://www.hhs.gov/hipaa/for-professionals/privacy/special-topics/de-identification/index.html>, no information, pictures, videos or descriptions of clients/families can be posted on social media sites. Please see the full HIPAA policy in the Clinical Practicum Handbook. Violation of HIPAA regulations may result in disciplinary action being taken by the University against the student. The SLP Department takes all violations of HIPAA regulations and the Social Media Policy seriously. Sanctions imposed on violators vary with the seriousness of the violation, ranging from a written reprimand, to dismissal from the graduate program.
- C. Students should use caution and good judgment when posting information to electronic communications and social networking sites, both personal and those that are related to the CSULB and/or the Department of Speech-Language Pathology.

Students should follow the criteria below:

- A. No posting, photos, or recordings are allowed during class or clinical experience except when approved by the faculty member or supervisor responsible for the learning experience. Under no circumstances will a client be photographed without a signed photo release from that individual. Students and faculty should obtain verbal permission from friends or colleagues before posting on social media.
- B. Using social media for sharing of class material with anyone who is not enrolled in the course and sharing of academic assessment material (e.g. tests) without express permission from the instructor is explicitly prohibited.
- C. Careful consideration should be given to any posting on social networks. Students create personal public images with these posts. However, they also represent the SLP Department, CSULB, and the field of speech-language pathology.
- D. Students should carefully consider the way they describe the program, clinical assignments, and professional experiences. Respectfulness and professionalism are expected. Use of social media that results or could result in individual or group harm, physical or emotional (e.g., damage to an individual's personal or public reputation or harassment resulting in personal or public humiliation of others), will not be tolerated. Violations of these professional behavior standards will result in the following tiered consequences
 - A. First occurrence: Student receives a verbal and written warning which is placed in the student's file. The student must meet with the graduate program coordinator.
 - B. Second occurrence: Student will be reported to the College and University. Consequences of violations will be determined by the Department, College, and University after a full investigation.

Alternative Mode of Instruction (AMI) Considerations: Zoom Netiquette

This term refers to etiquette with technology while using Zoom. A few things to keep in mind are:

- Dress appropriately as if you were sitting in a face-to-face class.
- While not required, ***it is strongly suggested you keep your video on to maintain the strong interpersonal quality of a traditional face to face class. If there are personal circumstances preventing you from keeping your video on, please reach out to me directly to discuss alternative ways of maintaining active classroom engagement.***
- Think about your background – remove items that may be distracting to others, including distracting virtual backgrounds.
- Speak to the camera and not the screen.
- Raise your hand to speak.
- Keep microphone muted when you are not speaking—this will prevent inadvertent noises, such as coughs, rattling papers, or chair squeaks, from interrupting others
- Make use of Zoom’s chat function.
- Use your full name to identify yourself in Zoom.
- Close any windows or programs open on your device that are unrelated to your meeting.

For further information, please see “Zoom Meetings Best Practices” from California State University, Long Beach at <https://www.csulb.edu/academic-technology-services/instructional-design/zoom-meetings-best-practices>

Course Requirements/Assignments

1. Collaborative Institutional Training (CITI) IRB Training (20 points)

Complete CSULB IRB Training. IRB Training Certification must be done by completing the “Social & Behavioral Research – Basic Course /Refresher” course offered CITI. The objective of this assignment is to help students understand the Institutional Review Board (IRB) process. Access to the CITI training is free and provided by the Office of Research and Sponsored Programs at CSULB. A *Help Guide* will be posted on Beachboard with specific instructions on how to register. This assigned part of the course is due no later than the last class. Grading is based on completion of the training. Specific directions on how to register and inform the instructor that the training has been completed will be posted on Beachboard.

2. In-Class Participation Discussion Questions (60 points)

In each class, students will work in small groups to discuss and answer the questions at the end of the assigned text chapter for that class. The groups will then share with the class what they discussed. Each group will post their answers to the questions on Beachboard. Students must provide their full names in order to receive credit for participating in this activity for each week and ensure that their names are included on the posting to BeachBoard. The objective of this assignment is to give students an opportunity to exchange ideas about the content of the text chapters and practice sharing information with others. These assignments will not be graded other than by participation. Students who participate and post will receive points; students who are not in class to participate will not receive the points. There is no make up for any lost points. Each student will receive 5 points for each of the 12 chapters.

3. In-Class Quizzes (120 points)

There will be a total of 12 in-class quizzes worth 10 points each. Each quiz will have 10 true/false, multiple choice, or matching questions. The quizzes will draw from the discussion questions at the end of the text chapters, covering 12 of the 14 chapters of the text. The objective is to keep students up to date with readings and provide a broad based knowledge of almost all the major concepts, ideas, and terminology pertaining to research methods for this course. Quizzes will be online via BeachBoard.

4. Research Proposal/Paper (in stages) (100 points)

Students will complete an individual original research paper related to speech language pathology and audiology. The objective of this assignment is to facilitate students' understanding and assessment of the research process. The research paper will be due in different parts at different times, with each part graded separately. Additional specific guidelines for each part of the research paper will be discussed in class and also posted on Beachboard.

Proposal/Paper Content

(1) Table of Evidence (25 points)

A table of evidence can help you to identify key pieces of information to use in writing your literature review and to organize the information in a common format. In this assignment, you will review the literature related to a selected topic. Detailed instructions on how to complete this assignment will be provided when it is posted. The instructor will also go over how to complete this assignment.

(2) Purpose Statement (5 points)

After reviewing the literature related to a chosen topic, you will write a purpose statement to guide development of your thesis or directed project. Detailed instructions on how to complete this assignment will be provided when it is posted. The instructor will also go over how to complete this assignment.

(3) Part 1: Introduction, statement of the problem, purpose statement, limitations, and assumptions (20)

- Introduction: An untitled paragraph or two to introduce the problem area.
- Statement of the problem: This is the gap in the literature you found.
- Purpose Statement: Include the purpose statement that you have already written or a revised version.
- Limitations: A description of the limitations of your study.
- Assumptions: What are the basic assumptions of your study?

Detailed instructions on how to complete this assignment will be provided and posted. The instructor will also go over how to complete this assignment.

(4) Part 2: Review of the Literature (25 points)

The review of literature should present a synthesis and critical analysis of literature available on your topic of interest. Detailed instructions on how to complete this assignment will be provided and posted. The instructor will also go over how to complete this assignment.

(5) Part 3: Methodology (25 points)

Selection of sample, instrumentation, procedure, and data analysis are components to be included in the Methods section.

Detailed instructions on how to complete this assignment will be provided and posted. The instructor will also go over how to complete this assignment.

Course Points

Item	Points
CITI IRB training	20
End of Chapter Discussion Questions	60
Quizzes (total of 12)	120
Research proposal/paper (in stages)	
• Table of evidence	25
• Purpose statement	5
• Part 1	20
• Part 2	25
• Part 3	25
Total	300

Grade Assignment

Proposed grading for this course is based on a straight point scale, with grade assignment for the above items AND final course assignment based on the following percentage.

A = 100 – 90%

B = 89.9 – 80%

C = 79.9 – 70%

D = 69.9 – 60%

F = below 59.9%

Course Outline*

**Topics may be moved forward or back depending upon the time needed to cover the information.*

Class	Date	Topics	Required Readings	In-Class Activities and Assignments	Research Proposal/Paper Assignments	Quizzes	
1	8/24	<ul style="list-style-type: none"> • Introduction and course overview • Syllabus review • Lecture: Introduction to Research 					
2	8/31	<ul style="list-style-type: none"> • Lecture: Ethics of Research in Speech-Language Pathology and Audiology 	Text Chapter 1	Form groups and answer discussion questions at the end of Chapter 1. Groups will post their answers on BB. <ul style="list-style-type: none"> • Library Resources for Research Papers. Note: This section will be taught by Norah DeBellis			
	9/7	Labor Day (campus closed)					
3	9/14	<ul style="list-style-type: none"> • Lecture: Research Problems 	Text Chapter 2	Form groups and answer discussion questions at the end of Chapter 2. Groups will post their answers on BB.		Quiz 1 on Discussion Questions at the end of Chapter 1	
4	9/21	<ul style="list-style-type: none"> • Lecture: Locating, Accessing, and Assessing Information 	Text Chapter 3	Form groups and answer Discussion Questions at the end of Chapter 3.		Quiz 2 on Discussion Questions at	

Class	Date	Topics	Required Readings	In-Class Activities and Assignments	Research Proposal/Paper Assignments	Quizzes
				Groups will post their answers on BB.		the end of Chapter 2
5	9/28	<ul style="list-style-type: none"> Literature Review 	Text Chapter 4	Form groups and answer Discussion Questions at the end of Chapter 4. Groups will post their answers on BB.		Quiz 3 on Discussion Questions at the end of Chapter 3
6	10/5	<ul style="list-style-type: none"> Lecture: Measurement 	Text Chapter 5	Form groups and answer Discussion Questions at the end of Chapter 5. Groups will post their answers on BB.	Table of Evidence due	Quiz 4 on Discussion Questions at the end of Chapter 4
7	10/12	<ul style="list-style-type: none"> Lecture: Research Design and Strategy 	Text Chapter 6	Form groups and answer Discussion Questions at the end of Chapter 6. Groups will post their answers on BB.		Quiz 5 on Discussion Questions at the end of Chapter 5
8	10/19	<ul style="list-style-type: none"> Lecture: Quantitative Research 	Text Chapter 7	Form groups and answer Discussion Questions at the end of Chapter 7. Groups will post their answers on BB.	Purpose Statement due	Quiz 6 on Discussion Questions at the end of Chapter 6
9	10/26	<ul style="list-style-type: none"> Lecture: Qualitative Research 	Text Chapter 8	Form groups and answer Discussion Questions at the end of Chapter 8. Groups will		Quiz 7 on Discussion Questions at the end of Chapter 7

Class	Date	Topics	Required Readings	In-Class Activities and Assignments	Research Proposal/Paper Assignments	Quizzes	
				post their answers on BB.			
10	11/2	<ul style="list-style-type: none"> Lecture: Multimethod Research 	Text Chapter 9	Form groups and answer Discussion Questions at the end of Chapter 9. Groups will post their answers on BB.	Part 1 due	Quiz 8 on Discussion Questions at the end of Chapter 8	
11	11/9	<ul style="list-style-type: none"> Lecture: Reporting and Disseminating Research 	Text chapter 10	Form groups and answer Discussion Questions at the end of Chapter 10. Groups will post their answers on BB.		Quiz 9 on Discussion Questions at the end of Chapter 9	
12	11/16	<ul style="list-style-type: none"> Lecture: Evidenced-Based Practice: Application of Research to Clinical Practice 	Text Chapter 11	Form groups and answer Discussion Questions at the end of Chapter 11. Groups will post their answers on BB.	Part 2 due	Quiz 10 on Discussion Questions at the end of Chapter 10	
13	11/23	<ul style="list-style-type: none"> Introduction to SPSS software analysis 	Text Chapter 13	Form groups and answer Discussion Questions at the end of Chapter 13. Groups will post their answers on BB.		Quiz 11 on Discussion Questions at the end of Chapter 11.	
	11/25 - 11/27	Fall Break and Thanksgiving Holiday– No class					
14	11/30	Course evaluations			Part 3 due	Quiz 12 on Discussion Questions at	

Class	Date	Topics	Required Readings	In-Class Activities and Assignments	Research Proposal/Paper Assignments	Quizzes
						the end of Chapter 13.
15	12/7	<ul style="list-style-type: none"> Last day of class Class wrap-up 				
	12/14	<p style="text-align: center;">Final Exam Monday 5:00 to 7:00 pm</p>				

- **Syllabus is subject to change, is tentative, and is dependent on time factors and the needs of students. Written notification of any changes will be posted on Beachboard.**

University (U) and Instructor (I) Policies

Attendance Policy (U)

Students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, students are responsible for informing faculty members of the reason for the absence and for arranging to make up missed exams, assignments, quizzes, and class activities/work insofar as this is possible. *Excused absences** include, but are not limited to:

- A. Illness or injury to the student
- B. Death, injury, or serious illness of an immediate family member or the like
- C. Religious reasons (California Education Code section 89320)
- D. Jury duty or government obligation
- E. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)

Faculty members are not obligated to consider other absences as excused.

The earliest possible notification is preferred for all excused absences. Advance notification minimally one week in advance is required and verification may be requested for the following absences: Jury duty, military service, or other government obligation; religious reasons; university-sanctioned or approved activities.

***Excused Absences (I)**

If you miss an exam or other required assignment because you are absent and the absence falls under the conditions for an excused absence per University policy, “it remains the responsibility of the student to arrange with instructors to make up any academic work missed.” The faculty in the Speech-Language Pathology Department now requires students to provide documentation for excused absences. With such verification, I will work with you to find a time to either make-up an exam or provide a date for which the missing assignment must be submitted. More specifically, official documentation is needed as order of proof for an excused absence (e.g. a doctor’s note, jury summons etc...)

Unexcused Absence (I)

For a(an) unexcused absence: No make-up exams/assignments/class activities will be given nor will late assignments be accepted. If you miss a(an) exam/assignment/class activity, the student will receive a zero “0” for that exam/assignment/class activity.

Commitment of Non-discrimination (U)

California State University, Long Beach is committed to maintaining an inclusive learning community that values diversity and fosters mutual respect. All students have the right to participate fully in university programs and activities free from discrimination, harassment, sexual violence, and retaliation. Students who believe they have been subjected to discrimination, harassment, sexual violence, or retaliation on the basis of a protected status such as age, disability, gender, gender identity/expression, sexual orientation, race, color, ethnicity, religion, national origin, veteran/veteran status or any other status protected by law, should contact the Office of Equity & Diversity at (562) 985-8256, University Student Union (USU) Suite 301, <http://www.csulb.edu/depts/oed/>.

Statement of Accessibility (U)

All instructors shall be familiar with best practices in making their syllabus and course documents accessible to all students and upon request provide the format need for the student. Instructors can access best practices at the following link.

http://www.csulb.edu/divisions/aa/academic_technology/itss/course_materials/accessibility/

Accommodation

It is the student’s responsibility to notify the instructor in advance of the need for accommodation of a university verified disability (PS 11-07, Course Syllabi and Standard Course Outlines).

Students needing special consideration for class format and schedule due to religious observance or military obligations must notify the instructor in advance of those needs.

Students who require additional time or other accommodation for assignments must secure verification/assistance from the CSULB Disabled Student Services (DSS) office located at 270 Brotman Hall. The telephone number is (562)985.5401.

Accommodation is a process in which the student, DSS, and instructor each play an important role. Students contact DSS so that their eligibility and need for accommodation can be determined. DSS identifies how much time is required for each exam. The student is responsible for discussing his/her need with the instructor and for making appropriate arrangements. Students who are eligible to receive accommodation should present an Accommodation Cover Letter and a DSS Student/Teacher Testing Agreement Form to the instructor as early in the semester as possible, but no later than a week before the first test. (It takes one week to schedule taking an exam at the DSS office.) The instructor welcomes the opportunity to implement the accommodations determined by DSS. Please ask the instructor if you have any questions.

Cheating and Plagiarism (U) (CSULB Catalog, AY 2015-2016, pp. 49-51)

Definition of Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledge of an original author or source must be

made through appropriate references, i.e., quotation marks, footnotes, or commentary.

Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming.

A student who is in doubt about the extent of acceptable paraphrasing should consult the instructor. Students are cautioned that, in conducting their research, they should prepare their notes by (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

Definition of Cheating

Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means.

Examples of cheating during an examination would include, but not be limited to the following: copying, either in part or in whole, from another test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an exam without the permission of the instructor; using or displaying notes; "cheat sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure; allowing someone other than the officially enrolled student to represent the same. Also included are plagiarism as defined and altering or interfering with the grading procedures. It is often appropriate for students to study together or to work in teams on projects. However, such students should be careful to avoid use of unauthorized assistance, and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a manner which clearly indicates the effort of each individual, or such other method as is appropriate to the particular course.

Academic Action

“One or more of the following academic actions are available to the faculty member who finds a student has been cheating or plagiarizing. These options may be taken by the faculty member to the extent that the faculty member considers the cheating or plagiarism to manifest the student's lack of scholarship or to reflect on the student's lack of academic performance in the course. These actions may be taken without a request for or before the receipt of a Report from the Academic Integrity Committee.

- A. Review – no action.
- B. An oral reprimand with emphasis on counseling toward prevention of further occurrences;
- C. A requirement that the work be repeated;
- D. Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade;
- E. Assignment of a failing final grade;
- F. Referral to the Office of Judicial Affairs for possible probation, suspension, or expulsion.”

Withdrawal Policy (U)

Regulations governing the refund of student fees in the California State University system are prescribed by the CSU Board of Trustees; see California Code of Regulations, Title 5, Education, Section 41802.

Withdrawal during the first two weeks of instruction:

Students may withdraw during this period and the course will not appear on their permanent records.

Withdrawal after the second week of instruction and prior to the final three weeks of the regular semester (20% of a non-standard session) of instruction:

Withdrawals during this period are permissible only for serious and compelling reasons. The approval signatures of the instructor and department chair are required. The request and approvals shall state the reasons for the withdrawal. Students should be aware that the definition of "serious and compelling reasons" as applied by faculty and administrators may become narrower as the semester progresses. Copies of such approvals are kept on file by Enrollment Services.

Withdrawal during the final three weeks of instruction:

Withdrawal during the final three weeks of instruction are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an Incomplete is not practical. Ordinarily, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for other courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available from Enrollment Services. The requests and approvals shall state the reasons for the withdrawal. These requests must be approved by the instructor of record, department chair (or designee), college dean (or designee), and the academic administrator appointed by the president to act in such matters. Copies of such approvals are kept on file by Enrollment Services.

Limits on Withdrawal:

No undergraduate student may withdraw from more than a total of 18 units. This restriction extends throughout the entire undergraduate enrollment of a student at CSULB for a single graduation, including special sessions, enrollment by extension, and re-enrolling after separation from the University for any reason. The following exceptions apply:

- Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,
- Withdrawals in terms prior to fall 2009 at CSULB,
- Withdrawals at institutions other than CSULB, and
- Withdrawals at CSULB for exceptional circumstances such as serious illness or accident (the permanent academic record will show these as a WE to indicate the basis for withdrawal).

Medical Withdrawal:

CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:

- A completed Medical Withdrawal Form, including any required documentation, is submitted to Enrollment Services before the end of the semester, and
- The student presents evidence to demonstrate that a severe medical or debilitating psychological condition prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

Campus Behavior

Civility Statement

California State University, Long Beach, takes pride in its tradition of maintaining a civil and non-violent learning, working, and social environment. Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a safe and productive workplace and overall healthy campus climate. The University espouses and practices zero tolerance for violence against any member of the University community (i.e., students, faculty, staff, administrators, and visitors). Violence and threats of violence not only disrupt the campus environment, they also negatively impact the University's ability to foster open dialogue and a free exchange of ideas among all campus constituencies (CSULB Catalog, AY 2015-2016, p. 855).

Classroom Expectations

All students of the California State University system must adhere to the Student Conduct Code as stated in Section 41301 of the Title 5 of the California Code of Regulations as well as all campus rules, regulations, codes and policies. Students as emerging professionals are expected to maintain courtesy, respect for difference, and respect for the rights of others.

Unprofessional and Disruptive Behavior

It is important to foster a climate of civility in the classroom where all are treated with dignity and respect. Therefore, students engaging in disruptive or disrespectful behavior in class will be counseled about this behavior. If the disruptive or disrespectful behavior continues, additional disciplinary actions may be taken. ***This includes a commitment to maintain established classroom policies against voice and/or video recordings (including photos) unless permitted for ADA accommodations as noted above.***

Preferred Gender Pronoun

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. You may also change your name for BeachBoard and MyCSULB without a legal name change. To submit a request, go to MyCSULB/Personal Information/Names. If you have any questions or concerns, please do not hesitate to contact me.

Class Participants (I)

Due to the nature of course content and to facilitate course process, class participants must include only students enrolled in the class.

Accommodations for Religious Holidays & Military Service

Students needing special consideration for class schedules due to religious observance or military obligations must notify the instructor at least one week in advance; for those established religious observances, the instructor should be notified during the first week of instruction.

The Use of Technology (I)

The syllabus, PowerPoint slides, video/audiovisual materials, copies of articles and other related course content will be available on BeachBoard or through Library Reserve, respectively. You will need to have a CSULB e-mail account to use BeachBoard, as announcements and messages from the instructor pertaining to the class may come by e-mail. If you do not check your CSULB account regularly, but use another account instead, please set your CSULB account so that it will forward messages to your other account.

Use of Electronic Devices in the Classroom (I)

This class is invested in creating a learning environment of respect and engagement. The use of laptops may only be used for work related to class for taking notes, completing small group tasks, and research. Laptops may not be used while others are talking, for example to check emails and “surf” the web.

Cell Phones (I)

To facilitate course process, cell phones/texting may not be used during class meetings. Students who may need to receive a vital message may place their phones on vibrate and step outside the classroom to take the call.

Technology Help Desk

The CSULB Technology Help Desk is now available for students. The URL for the Help Desk is: <http://helpdesk.csulb.edu>

If you experience problems accessing BeachBoard, email, or the Library (which you will need to access in order to download the readings and journal articles) call the Technology Help Desk at (562) 985-4959.