



CALIFORNIA STATE UNIVERSITY, LONG BEACH  
COLLEGE OF HEALTH AND HUMAN SERVICES

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Department of Speech-Language Pathology

**SLP 676 — Seminar in Voice, Resonance and Fluency Disorders**

Section 1, Class #8910

Fall 2020 (3 units)

**GENERAL INFORMATION:**

**Meeting time :** Wednesday: 9 am-11.45 am  
**Instructor:** Shriya Basu, Ph.D . CCC-SLP  
**Class Location :** Zoom Classroom

<https://csulb.zoom.us/j/92154700358?pwd=RmRCRHlycVlsRU5haysxY3BxNHVjZz09>

Office Hours : Monday 4- 5 PM , 12 noon -1 PM (Wednesday) and by appointment at a mutually convenient time

Contact Information: Shriya.Basu @csulb.edu

**I. Catalog Description**

Prerequisites: SLP 661, SLP 662, SLP 663, SLP 665, SLP 666, SLP 667, and SLP 696  
Discuss etiologies, clinical characteristics, assessment approaches, and treatment interventions of voice, resonance, and fluency disorders. Emphasis on conducting formal and informal assessment, differential diagnosis, clinical decision-making process, and application of evidence-based treatment.

Letter grade only (A-F)

**II. Student Learning Outcomes**

Upon successful completion of the course, the student will:

1. Demonstrate knowledge of classification, etiologies, and characteristics of voice and fluency disorders. Demonstrate the skills needed to assess and differentially diagnose voice, resonance, and fluency disorders.
2. Demonstrate the knowledge of formal and informal assessment approaches for identifying and diagnosing voice, resonance and fluency disorders.
3. Demonstrate knowledge of intervention principles for the treatment of voice, resonance and fluency disorders.
4. Explain and discuss treatment approaches and procedures in rehabilitation and management for individuals with voice, resonance and fluency disorders.
5. Evaluate treatment efficacy and make clinical decisions regarding continuation of therapy, discharge and referrals.
6. Integrate professional and ethical considerations and issues in service delivery of voice, resonance and fluency disorders

7. Integrate cultural and linguistic issues and how these variables may influence the clinical decision making process in assessment and management of voice, resonance and fluency disorders.

### **III. Speech-Language Pathology Competency and Standards**

#### Speech-Language Pathology Competencies and Standards

American Speech-Language-Hearing Association (ASHA) CAA competencies, CFCC standards and California

*Commission on Teacher Credentialing (CCTC) Standards addressed in SLP 676*

<b>SLO</b>	<b>ASHA CAA Competencies</b>	<b>ASHA CFCC Standards</b>	<b>CCTC Standards</b>	<b>Learning Activities</b>	<b>Evaluation Method</b>
SLO 1	3.1.1B 3.1.2B 3.1.3B	Standard IV-B Standard IV-C	SLP Standard 1,2	Application (oral and /or written activities; Case Study; Annotated Bibliography; Final Project; class discussions	Assignments, Case studies, Exams
SLO 2	3.1.2B 3.1.6B	Standard IV-B	SLP Standard 1,2	Application (oral and /or written activities; Case Study; Annotated Bibliography; Final Project; class discussions	Assignments, Case studies, Exams
SLO 3	3.1.2B 3.1.3B	Standard IV-B Standard IV-C	SLP Standard 2, 3	Application (oral and /or written activities; Case Study; Annotated Bibliography; Final Project; class discussions	Assignments, Case studies, Exams
SLO 4	3.1.4B	Standard IV-D	General Standard 2,5 SLP Standard 4	Application (oral and /or written activities; Case Study; Annotated Bibliography; Final Project; class discussions	Assignments, Case studies, Exams
SLO 5	3.1.1B 3.1.3B 3.1.4B 3.1.5B 3.1.6B	Standard IV-C Standard IV-D Standard IV-E Standard IV-F	General Standard 2,5 SLP Standard 4,5	Application (oral and /or written activities; Case Study; Annotated Bibliography; Final Project; class discussions	Assignments, Case studies, Exams
SLO 6 and SLO 7	3.1.5B	Standard IV-D	SLP Standard 5	Case reports; class discussions	Assignments, Case studies, Exams

Links:

For detailed information, please visit

- ASHA 2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology: <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>
- CAA 2017 Standards for Accreditation: <https://caa.asha.org/wp-content/uploads/Accreditation-Standards-Documentation-Guidance.pdf>
- CCTC SLP standards: [http://www.sjsu.edu/gup/docs/assess\\_report/CCTC-ASHACrosswalk.pdf](http://www.sjsu.edu/gup/docs/assess_report/CCTC-ASHACrosswalk.pdf)

#### **IV. Course Modality**

Online only and synchronous: All class meetings will be remote at scheduled days and times with face-to-face contact via video conferencing using modes such as lecture, discussion, demonstration, video clips, and direct exchange of materials as the primary method of communication.

#### **V. Methods of Instruction**

Methods of presentation include lecture, group exercises involving powerpoint presentation of articles, weekly discussion of material covered, guest lectures, and teaching DVDs with class discussion.

#### **VI. Extent and Nature of Technology**

This course is a lecture format; however, class discussion on clinical cases and treatment videos will be utilized to enhance active learning in this classroom environment. DVD presentation will be used since speech language pathology is a profession of acquiring and applying scientific and practical knowledge, which requires both content knowledge and clinical experience and judgment.

Assessment and treatment DVDs will provide students an idea of actual clinical work and an opportunity of connecting theory and knowledge to clinical practice. Students will also require accessing BeachBoard to obtain supplemental materials for the class and to discuss important and relevant issues outside of the classroom to facilitate learning. In addition, PowerPoint will be used along with traditional lectures to augment learning outcomes.

**Students who feel the need access to recorded lecture content must inform the instructor.**

**Instructor will made recorded lecture available to the student for a limited timeframe after the class is over.**

#### **Text Books and Course resources:**

##### ***Text Books:***

Boone, D., McFarlane, S., Von Berg, S., & Zraick, R. (2019). The voice and voice therapy (10th ed.). Upper Saddle River, NJ: Pearson Education

Guitar, B Stuttering, An Integrated Approach, 2019 5th edition Wolters Kluwer

Optional textbooks:

Kummer, A. W. (2013). Cleft palate & craniofacial anomalies: Effects on speech and resonance. 3<sup>rd</sup> edition . Clifton Park, NY. Delmar Cengage Learning

Yairi, E., & Seery, C. H. (2015). Stuttering: Foundations and clinical applications. Boston: Pearson.

Watts, C. R., & Awan, S. N. (2019). Laryngeal Function and Voice Disorders: Basic Science to Clinical Practice. Thieme.

**Articles**

Assigned readings will be posted on BeachBoard. See the course schedule and references. All content within the reading sources is the responsibility of the student. In class discussions will cover a portion of these readings but will not detail every source at length. Students will be expected to demonstrate mastery of ALL sources. Please read thoroughly and make every effort to ask questions and clarify information not understood within the readings.

Within the context of this course we will discuss Fluency and Voice and resonance disorders. We will be discussing Fluency disorders first , followed by Voice disorder.

**Course Outline/Schedule**

*\*This course schedule/outline is tentative. The instructor reserves the right to change/modify it if deemed appropriate.*

<i>Date</i>	<i>Topic(s)</i>	<i>Required Reading Assignments</i>	<i>Assignment/ Activity/Exam</i>
Week 1 8/26	<ul style="list-style-type: none"><li>• Instructor Background with stuttering/voice</li><li>• Discuss syllabus,</li></ul>		Pre-Course Survey  In class discussions  In class activities

	<ul style="list-style-type: none"> <li>• Introduce Chapter PP which are on BeachBoard: <b>Topic: Overview of Stuttering. Basic facts about stuttering and their implications for the nature of the disorder.</b></li> <li>• Introduction to the concept of pseudostuttering in preparation for Assignment 1(due 9/16)</li> </ul>		
Week 2 9/2	<ul style="list-style-type: none"> <li>• Stuttering development, Core features of incipient stuttering.</li> <li>• Introduce readings for group PP presentations</li> </ul>	<b>Guitar Ch 1, 4, 7</b>  <b>Y &amp;S* CH 4</b> <b>Article 1,2</b>	
Week 3 9/9	<ul style="list-style-type: none"> <li>• Constitutional, Environmental, Genetic, and Language Variables and Related Theoretical Models</li> </ul>	<b>Article 3, 4</b> <b>Guitar Ch.2, 5, 6</b> <b>Y &amp;S 6,7</b>	
Week 4 9/16	<ul style="list-style-type: none"> <li>• Stuttering Assessment 1- Case History , Standardized tests, reporting scores</li> <li>• Submission due for pseudostuttering</li> </ul>	<b>Article 5, 6</b> <b>Guitar Ch. 8, 9</b> <b>Y &amp;S 9</b>	<p>In class activity and discussion on standardized disfluency measures;</p> <p><b>Pseudo-stuttering reflection paper due</b></p>

<p>Week 5 9/ 23</p>	<ul style="list-style-type: none"> <li>• Stuttering Assessment 2: Disfluency analysis for elicited and natural speech samples **Guest speaker</li> <li>• <b>Presentation Group 1</b></li> <li>• <b>Presentation Group 2</b></li> </ul>	<p><b>Article 7,8</b> <b>Y&amp;S 9</b></p>	<p>In class disfluency analysis activity</p>
<p>Week 6 9/30</p>	<ul style="list-style-type: none"> <li>• Stuttering Treatment 1</li> <li>• Treatment considerations, strategies, Early intervention</li> <li>• Hand out of take-home exam (based on case study)</li> <li>• <b>Presentation Group 3</b></li> </ul>	<p><b>Article 9, 10</b> <b>Take home Exam</b> <b>Ch 12</b> <b>*Y &amp;S 10,11, 12</b></p>	<p><b>Stuttering Assessment paper</b></p>
<p>Week 7 10/7</p>	<ul style="list-style-type: none"> <li>• <b>Take home Exam due</b></li> <li>• Stuttering Treatment continued Fluency Shaping vs Other approaches, Factors affecting outcome. <ul style="list-style-type: none"> <li>• Role of Counseling (Video )</li> <li>• <b>Presentation Group 4</b></li> </ul> </li> </ul>	<p><b>Article 11, 12</b></p>	<p><b>Work on take home exam</b></p>
<p>Week 8 10/14</p>	<ul style="list-style-type: none"> <li>• Intro to voice disorders</li> <li>• Functional and Organic Voice Disorders</li> <li>• Video cases</li> </ul>	<p><b>Boone Ch. 1,2,4</b></p>	
<p>Week 9 10/21</p>	<ul style="list-style-type: none"> <li>• Disorders in professional voice users</li> <li>• Neurogenic Voice Disorders</li> <li>• Guest Speaker*</li> <li>•</li> </ul>	<p><b>Article 13, 14</b> <b>Boone Ch 3</b></p>	
<p>Week 10 10/28</p>			

	<ul style="list-style-type: none"> <li>• Evaluation of the Voice and Resonance: Acoustic and Aerodynamic</li> <li>• <b>Presentation Group 5</b></li> </ul>	<b>Article 15, 16</b> <b>Boone Ch 6</b>	
Week 11 11/4	<ul style="list-style-type: none"> <li>• <b>Presentation Group 6</b></li> <li>• Treatment of Voice and Video cases (simucase)</li> <li>• Guest speaker*</li> </ul>	<b>Article 17, 18</b> <b>Boone Ch 7, 8</b>	<b>Annotated Bibliography Assignment</b>
Week 12 11/18	<ul style="list-style-type: none"> <li>• <b>Presentation Group 7</b></li> <li>• Management and Therapy Following Laryngeal Cancer,</li> </ul>	<b>Article 19-20</b> <b>Boone Ch 9</b>	
Week 13 12/2	Cleft Lip and Palate Speech and Language Characteristics <ul style="list-style-type: none"> <li>• Evaluation</li> <li>• <b>Presentation Group 8</b></li> </ul>	<b>Article 21, 22</b> <b>Boone Ch 10</b>	
Week 14 12/9	<ul style="list-style-type: none"> <li>• Cleft lip and Palate</li> <li>• Other communication consideration and Treatment approaches</li> <li>• Review</li> </ul>	<b>Article 23, 24</b>	Voice Treatment assignment due
Week 15 12/16	<ul style="list-style-type: none"> <li>• In class Final Exam (Voice and Resonance) : Case study</li> </ul>		

### Course Requirements

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Exams	2 (40 points each)	80
Pseudostuttering assignment	1	20
Stuttering assessment (group project)	1	20
Annotated Bibliography	1	20
Voice Treatment Paper(Group Project)	1	30

Oral presentation(group project)	1	20
Attendance and Discussion*		10
Total		200

\* Attendance and Participation

- One point will be deducted from the final total points for EACH missing class

### 1. Pseudostuttering Assignment

One Pseudostuttering Activity and a reflection paper no less than 3 pages double spaced (excluding coverage and references if any). More details about the assignment will be posted on Beach board.

### 2. Stuttering Assessment : Template will be posted to beachboard (Case Study Based)

### 3. Annotated Bibliography Assignment:

Final assignment must include six articles (any 5 assigned course readings either in Fluency or Voice AND one additional reading of your interest not assigned in the course or in prior coursework:

- **Full bibliographic citation:** An annotated bibliography must contain the necessary and complete bibliographical information i.e. (author, title, publisher and date, etc.)

*The length of the annotation should be between 100 to 300 words max (this does not include the citation).*

- **Main argument:** State the main informative points of the paper
- **Methodology:** What methodology and research methods did the work employ?
- **Conclusion:** What does the author conclude about the work?
- **Strengths and Weaknesses:** What are the strengths and weaknesses of the work?
- **Your Voice/Personal Conclusion:** Provide your point of view of the work or your reaction to the source based on other available works, prior knowledge of the subject matter or knowledge pools done by other researchers.

### 4. Treatment paper -Voice : Case study based. Relevant content and templates will be posted online

## Grading Policy

	Description	Letter Grade
90-100% (270 points and above)	Performance at the highest level showing sustained excellence.	A
80-89% (240-269.9 points)	Performance at high level showing consistent and effective achievement.	B
70-79% (210-239.9 points)	Performance at an adequate level meeting basic requirement.	C



60-69% (180-209.9 points)	Performance is less than adequate meeting minimum course requirements.	D
Below 60% (Less than 180 points)	Performance in which minimal course requirements have not been met.	F

### Lecture Notes

The instructor may provide lecture notes for lecture topics. However, the lecture notes do not represent all course content. The student is responsible for all assigned readings, projects, and in-class discussions/activities.

### 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.

### **Attendance Policies**

*Attendance is mandatory for this course.* One point will be deducted from the final total points for EACH missing class. Students are expected to attend all scheduled class meetings, including scheduled examinations. Non-university-excused absences or university-excused absences without valid and official documents are not acceptable and will further affect your final grade.

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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 assignments, tests, quizzes, and class work insofar as this is possible. Excused absences include, but are not limited to:

A. Illness or injury to the student, or medical condition, including those related to pregnancy

B. Death, injury, or serious illness of an immediate family member. An immediate family member is defined as a close relative, or a person residing in the immediate household of the student

C. Religious reasons (California Education Code section 89320)

D. Jury duty, military service, or government obligation

E. University sanctioned or approved activities (examples include but are not limited to: artistic performances, participation in scholarly conferences and presentations, 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.

### **Statement of Non-discrimination**

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***

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/](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.

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Students who require additional time or other accommodation for assignments must secure verification/assistance from the CSULB Bob Murphy Access Center (BMAC) office located at Student Success Center (SSC) Room 110. The telephone number is (562)985-5401.

Accommodation is a process in which the student, BMAC, and instructor each play an important role. Students contact BMAC so that their eligibility and need for accommodation can be determined. BMAC 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 BMAC 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 BMAC office.) The instructor welcomes the opportunity to implement the accommodations determined by BMAC. Please ask the instructor if you have any questions.

### ***Cheating and Plagiarism (CSULB Catalog, AY 2019-2020)***

#### ***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

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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*

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.

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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

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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).

#### 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.

#### 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.

#### *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.

### **\*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. I suggest sitting in front of a blank wall if you can.
- Speak to the camera and not the screen.
- Raise your hand to speak and don't interrupt others while speaking.
- 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>