



California State University, Long Beach
 College of Health and Human Services
 Department of Speech-Language Pathology

**Speech-Language Pathology Master of Arts Program
 CD 667: Seminar in Autism Spectrum Disorders
 2020 FALL Semester**

I. General Information

Meeting Day & Times	Wednesday - Lecture: 9:00 - 11:45am
Instructor	Belinda (Williams) Daugherty, Ph.D., CCC-SLP
Class Location	Zoom
Office Location	LAB-101
Office Hours	Tues 12:30 – 1:15pm & 5 - 6p; Wed 12 – 1:15pm <i>Also available by appointment at a mutually convenient time.</i>
E-mail/Phone	Belinda.Daugherty@csulb.edu (562) 985-8415 https://csulb.zoom.us/my/belindadaugherty Email is the best way to contact me. <i>*NOTE: All email communication must be with an official CSULB email account</i> Please include the following: <ul style="list-style-type: none"> ➤ Your name ➤ A useful subject line (include SLP 667)

II. Catalog Description - CD 667: Seminar in Autism Spectrum Disorders (3)

Prerequisites: None

Historical perspectives, assessment procedures, intervention approaches, and parent training programs for the management of clients diagnosed with Autism Spectrum Disorders.

III. Expected Student Learning Outcomes

3.1	Demonstrate knowledge of the historical evolution and contemporary perspectives and trends that have influenced the education of children with ASD
3.2	Summarize and compare the diagnostic criteria of Autism Spectrum Disorders (the new DSM-5) and the Pervasive Developmental Disorders (DSM-IV), ICD-10 and educational eligibility criterion.
3.3	Differentiate between a clinical diagnosis and educational eligibility
3.4	Identify the theorized etiologies of ASD, including the roles of genetic, neurologic, infectious, environmental, immunologic, metabolic factors
3.5	Identify the characteristics and issues surrounding autism in infancy and early childhood, including the impact of developmental processes in early social-communicative skills, speech and language characteristics, and cognitive, motor and play skills
3.6	Describe the behavioral characteristics of individuals with ASD & differentiate co-morbid disorders
3.7	Identify the characteristics of autism in middle childhood, including impact on social communicative skills and cognitive skills
3.8	Analyze the characteristics and needs of more able individuals with ASD

3.9	Discuss and evaluate the educational issues related to autism
3.10	Explain and discuss characteristics and issues surrounding autism in adolescence and adulthood, including implications for speech and language, and also for employment and independence
3.11	Articulate the advantages and disadvantages of assessment measures used to identify individuals with ASD
3.12	Integrate developmental theories and milestones into assessment protocols to effectively evaluate individuals with ASD
3.13	Discuss and evaluate evidence-based interventions available for individuals with ASD, the relative strength of the evidence base and the pros and cons of each.
3.14	Identify factors related to effective collaboration with colleagues and parents
3.15	Explain the cultural and environment issues that affect individuals with ASD from CLD backgrounds (and their families)
3.16	Describe the roles and responsibilities of the SLP relative to ASD

IV. ASHA/CAA, ASHA CFCC, and CCTC Student Learning Outcome Assessment Matrix

This course addresses the following ASHA/CAA standards and competencies, measured using the evaluation methods indicated below:

3.1.1 B – Professional Practice Competencies			Learning Activities				Evaluation Method(s)
		CCTC Standards	In-Class Assessment & Application Activities	Annotated Bibliography	Exams SimuCase	EBP/IPP Presentations	Grading Rubrics
		And ASHA CFCC Standards					
<i>Accountability:</i> The student will...							
A	Practice in a manner that is consistent with the professional code of ethics and the scope of practice documents for the profession of speech-language pathology.	CTCC: General Standard 5; SLP Standard 3,4 ASHA IV-B, C, D, E, F	X	x	x	x	x
B	Adhere to federal, state, and institutional regulations and policies that are related to services provided by speech-language pathologists.		X	x	x	x	x
E	Evaluate the effects of his or her actions and makes changes		X	x	x	x	

	accordingly.						
G	Describe how to work on interprofessional teams to maintain a climate of mutual respect and shared values.		X	x		x	x
<i>Integrity:</i> The student will...							
A	Use the highest level of clinical integrity with each individual served, family members, caregivers, other service providers, students, other consumers, and payers;	CTCC: General Standard 5; SLP Standard 3,4,5,6 ASHA IV-B, C, D, E, F	X	x	x	x	x
B	Use best professional practices related to maintenance of confidentiality for all individuals in accordance with HIPAA and FERPA requirements.		X	X	X	X	x
<i>Effective Communication Skills:</i> The student will...							
A	Use all forms of expressive communication—including written, spoken, and nonverbal communication—with individuals served, family members, caregivers, and any others involved in the interaction to ensure the highest quality of care that is delivered in a culturally competent manner.	CTCC: General Standard 5; SLP Standard 3,4, 5,6 ASHA IV-B, C, D, E, F	X	x	x	x	x
B	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	x	x	x	x
<i>Clinical Reasoning:</i> The student will...							
A	Use valid scientific and clinical evidence in decision-making regarding assessment and	CTCC: General Standard 5;	x	x		x	x

	intervention.	SLP Standard 3,4, 5, 6 ASHA IV-B, C, D, E, F					
B	Apply current knowledge, theory, and sound professional judgment in approaches to intervention and management of individuals served.		X	x		x	x
C	Use clinical judgment and self-reflection to enhance clinical reasoning.		X	x	x		x
<i>Evidence-Based Practice:</i> The student will...							
A	Access sources of information to support clinical decisions regarding assessment and intervention/management,	CTCC: General Standard 5; SLP Standard 3,4,5,6 ASHA IV-B, C, D, E, F	X	x		x	
B	Critically evaluate information sources and applies that information to appropriate population		X	x		x	
C	Integrate evidence in provision of speech-language pathology services.		X	x	x	x	x
<i>Concern for Individuals Served:</i> The student will...							
A	Show evidence of care, compassion, and appropriate empathy during interactions with each individual served, family members, caregivers, and any others involved in care; and		X	x	x	x	x
B	Encourage active involvement of the individual served in his or her own care.			x	x	x	
<i>Cultural Competence:</i> The student will...							
A	Evaluate the impact of his or her own set of cultural and linguistic variables on delivery	CTCC: General Standard 5;	x	x	x	x	x

	of effective care. These include, but are not limited to, variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation.	SLP Standard 3,4, 5, 6 ASHA IV-B, C, D, E, F					
B	Identify the impact of the cultural and linguistic variables of the individuals served on delivery of care. These include but are not limited to variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation.		X	x	x	x	x
C	Analyze the interaction of cultural and linguistic variables between the caregivers and the individuals served in order to maximize service delivery.		X	x	x	x	x
D	Identify the characteristics of the individuals served (e.g., age, demographics, cultural and linguistic diversity, educational history and status, medical history and status, cognitive status, and physical and sensory abilities) and how these characteristics relate to clinical services.		X	x	x	x	x
<i>Professional Duty: The student will...</i>							
A	Engage in self-assessment to improve his or her effectiveness in the delivery of services.	CTCC: General Standard 5; SLP Standard 3,4 ASHA IV-B, C, D, E, F	X	x	x	x	x
C	Discuss the role of clinical teaching and clinical modeling as well as supervision of students and other support personnel.				x	x	x
D	Summarize the roles and importance of interdisciplinary/interprofessional assessment		x	x	x	x	x

	and intervention and be able to interact and coordinate care effectively with other disciplines and community resources.						
E	Restate and practice the principles of universal precautions to prevent the spread of infectious and contagious diseases.		X	x		x	
F	Identify and use the knowledge of one's own role and those of other professions to appropriately assess and address the needs of the individuals and populations served.		X	x		x	x
<i>Collaborative Practice:</i> The student will...							
A	Apply values and principles of interprofessional team dynamics.		X	x	x	x	x
B	Perform effectively in different interprofessional team roles to plan and deliver care centered on the individual served that is safe, timely, efficient, effective, and equitable.	CTCC: General Standard 5; SLP Standard 3,4 ASHA IV-B, C, D, E, F	X	x	x	x	x
<u>3.1.3 B Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences</u>							
A	Design, implement, and self-evaluate identification and prevention of communication and swallowing differences with individuals across the lifespan.	CTCC: General Standard 5; SLP Standard 3,4 ASHA IV-B, C, D, E, F	X		x	x	
<u>3.1.4 B Evaluation of Speech, Language, and Swallowing Disorders and Differences</u>							
A	Design, implement, and self-evaluate assessment for communication and swallowing differences with individuals across the lifespan	General Standard 5; SLP Standard 3,4	X		x	x	

		ASHA IV-B, C, D, E, F					
<u>3.1.5 B Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms</u>		General Standard 2, SLP Standard 4, 5 ASHA IV-B, C, D, E, F					
A	Design, implement, and self-evaluate intervention for communication and swallowing differences with individuals across the lifespan			x	x	x	x
<u>3.1.6 B General Knowledge and Skills Applicable to Professional Practice</u>							
A	Demonstrate ethical conduct in the provision of clinical services for communication and swallowing differences with individuals across the lifespan	General Standard 2, SLP Standard 4, 5 ASHA IV-B, C, D, E, F	X	x	x	x	x
B	Demonstrate professionalism and professional behavior in the provision of clinical services for communication and swallowing differences, including counseling and collaboration		X	x	x	x	x

- **ASHA CFCC standards:** <https://www.asha.org/certification/2014-speech-language-pathology-certification-standards/>
- **ASHA CAA competencies:** <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

Course Modality

Traditional Class- Face-to-face contact such as lecture, discussion, demonstration, and direct exchange of materials as the primary method of communication.

IV. Text(s)

Required Textbooks – none. Required articles will be assigned. **NOTE: Most articles will be available free of charge online to members of the National Student Speech-Language Hearing Association (NSSLHA). Additional articles not available for free via NSSLHA membership will be made**

available.

Optional Textbooks *Note: This resource is available via the CSULB Clinic.

Autism: Attacking Social Interaction Problems.

Co-Authors: Betholyn F. Gentry, Pamela Wiley, Jamie Torres-Feliciano
Plural Publishing

VI. Simucase Assignment

The Department of Speech-Language Pathology (effective Fall 2018) will implement simulation within seminars at the graduate level (as applicable). In order to provide consistency across the use of simulation in graduate seminars, the Faculty have developed the following criteria for implementation of simulation cases for completion of verified clinical hours toward national certification.

Student Learning Outcomes

As applicable to the simulation case, the student will use knowledge from coursework, reflective decision-making, and self-evaluation to apply an evidence-based framework to:

- 1.1 Incorporate the use of a wide variety of background information needed for effective assessment and intervention clinical decision-making
- 1.2 Demonstrate the ability to select, interpret, and integrate formal and informal data (include assessment tools) in clinical decision-making tasks
- 1.3 Illustrate steps and appropriate decision-making needed to screen individuals for possible communication disorders
- 1.4 Demonstrate appropriate decision-making in the design, implementation, and measurement of intervention (as appropriate to assigned case/s)

Percent of Total Grade

A case assignment may be associated with clinical hours on CALIPSO will be graded as below, given a maximum of 10% of the total seminar course grade.

Rubric for Scoring

SIMUCASE automatically generates a score based on the student's performance (as described below). For each case, a student would receive an overall competency score provided for each case (90%+ = mastery; 70-89% = developing; < 70%: emerging skill). **[Note: Professors can input that score as the grade for the case assigned on Simucase].**

- Reflective questions: +5 points
- Acceptable: 0 points
- Rejected questions: - 5 points
- Questions that are not applicable to client
- Questions using professional jargon
- Redundant questions
- Insensitive questions

- Rejected assessment decisions: subtract points
- Assessment is not age-appropriate
- Redundant assessment selected
- Selecting incorrect diagnosis
- Choosing incorrect recommendation summary

V. Methods of Presentation

A. Lecture

- B. Discussion
- C. Case Study
- D. Invited Speakers

VI. Course Outline

Date	Topic(s)	Required Reading	Assignment
8/26 <i>Class 1</i>	Course syllabus review History and definition of ASD (DSM-V) Diagnostic criteria and service eligibility	Kanner, L. (1943). Autistic disturbances of affective contact. <i>Nervous Child</i> , 2, 217-250. <i>*article provided</i>	*NOTE: Annotated bibliography is due weekly for articles noted in bold
9/2 <i>Class 2</i>	Diagnosis of ASD: Early Intervention Formal Language Assessments Informal Behavioral Observations Informal Play Observations Guest Lecture - Dual Diagnosis: ASD and Hearing Loss Edward Garcia, Au.D. California State University, Long Beach Department of Speech-Language Pathology Autism Diagnostic Interview, Revised (ADI-R)	Tager-Flusberg, H. (2016). Risk Factors Associated with Language in Autism Spectrum Disorder: Clues to Underlying Mechanisms. <i>Journal of Speech, Language, and Hearing Research</i>, 59, 143-154. Camarata, S. (2013). Pediatric Hearing Impairment, Autism, and Autism Spectrum Disorder: Implications for Clinicians. <i>Perspectives on Hearing and Hearing Disorders in Childhood</i>, 23(1), 4-12. <i>*article provided</i>	<i>In-class assignment: ADI-R viewing and report writing</i>
9/9 <i>Class 3</i>	Childhood Autism Rating Scale, 2 nd Edition (CARS-2) Autism Diagnostic Observation Schedule, 2 nd Edition (ADOS-2) - Toddler Modules, Modules 1 and 2	Broome, K., McCabe, P., Docking, K., & Doble, M. (2017). A Systematic Review of Speech Assessments for Children with Autism Spectrum Disorder: Recommendations for Best Practice. <i>American Journal of Speech-Language Pathology</i>, 26, 1011-1029. Kover, S., Davidson, M., Sindberg, H., & Weismer, S. (2014). Use of ADOS for Assessing Spontaneous Expressive Language in Young Children with ASD: A Comparison of Sampling Contexts. <i>Journal of Speech, Language, and Hearing Research</i>, 57, 2221-2233.	<i>In-class assignment: ADOS-2 viewing and report writing</i>
9/16 <i>Class 4</i>	Autism Diagnosis in CLD Populations Autism Diagnostic Observation Schedule, 2 nd Edition (ADOS-2) - Modules 3 and 4	Ijalba, E. (2016). Hispanic Immigrant Mothers of Young Children With Autism Spectrum Disorders: How Do They Understand and Cope With Autism? <i>American Journal of Speech-Language Pathology</i>, 25(2), 200-213. Keller-Bell, Y. (2017). Disparities in the Identification and Diagnosis of Autism Spectrum Disorder in Culturally and Linguistically Diverse Populations. <i>Perspectives of the ASHA Special Interests Groups</i>, 2(14), 68-81. <i>*article provided</i>	<i>In-class assignment: ADOS-2 viewing and report writing</i>

9/23	Assessment Review		
<i>Class 5</i>	ASD Assessment Exam (Open Resources)		
9/30	ASD Assessment Exam Results, Review, and Revision	Kasari, C., Sturm, A., & Shih, W. (2018). SMARTer Approach to Personalizing Intervention for Children With Autism Spectrum Disorder. <i>Journal of Speech, Language, and Hearing Research</i>, 61(11), 2629-2640.	
<i>Class 6</i>	Overview of ASD Intervention Approaches: ASD Treatment handout (provided) Considering intervention targets ➤ EBP: PICO question	Patten, E., & Watson, L. (2011). Interventions Targeting Attention in Young Children with Autism. <i>American Journal of Speech-Language Pathology</i>, 20, 60-69.	
10/7	Early Intervention Approaches	Brady, N., Storkel, H., Bushnell, P., Barker, R., Saunders, K., Daniels, D., & Fleming, K. (2015). Investigating a Multimodal Intervention for Children with Limited Expressive Vocabularies Associated with Autism. <i>American Journal of Speech-Language Pathology</i>, 24, 438-459.	<i>In-class assignment: report review, goal writing, and treatment planning</i>
<i>Class 7</i>	Enhanced Milieu Teaching DTT JASPER	Franco, J., Davis, B., & Davis, J. (2013). Prelinguistic Milieu Teaching with Nonverbal School-Age Children with Autism. <i>American Journal of Speech-Language Pathology</i>, 22, 489-502.	
10/14	Intervention approaches cont.	Bangert, K. Halverson, D., & Finestack, L. (2019). Evaluation of an Explicit Instructional Approach to Teach Grammatical Forms to Children with Low Symptom Severity Autism Spectrum Disorder. <i>American Journal of Speech-Language Pathology</i>, 28(2), 650-663.	<i>In-class assignment: report review, goal writing, and treatment planning</i>
<i>Class 8</i>		Gillam, S., Hartzheim, D., Studenka, B., Simonsmeier, V., & Gillam, R. (2016). Narrative Intervention for Children With Autism Spectrum Disorder (ASD). <i>Journal of Speech, Language, and Hearing Research</i>, 58, 920-933.	
10/21	Caregiver Training & Caregiver Mediated Intervention	DeCarlo, J., Bean, A., Lyle, S., & Cargill, L. (2019). The Relationship Between Operational Competency, Buy-In, and Augmentative and Alternative Communication Use in School-Age Children with Autism. <i>American Journal of Speech-Language Pathology</i>, 28(2), 469-484.	<i>In-class assignment: report review, goal writing, and treatment planning</i>
<i>Class 9</i>	Parent Goals	Koegel, L, Bryan, K., Su, P., Vaidya, M., & Camarata, S. (2020). Parent Education in Studies with Nonverbal and Minimally Verbal Participants With Autism Spectrum Disorder: A Systematic Review. <i>American Journal of Speech-Language Pathology</i>, 29(2), 890-902.	
10/28	Intervention Review		
<i>Class 10</i>	Intervention Exam (Open Resources)		
11/4	Social Skills throughout the lifespan	Nowell, S., Watson, L., Boyd, B., & Klinger, L. (2019). Efficacy Study of a Social Communication and Self-Regulation Intervention for School-Age Children with Autism Spectrum Disorder: A Randomized Controlled	Treatment Presentations: Groups 1, 2, 3
<i>Class 11</i>	Developing Goals		

	IPP Project groups assigned & review grading rubric	<p>Trial. <i>Language, Speech, and Hearing Services in Schools</i>, 50(3), 416-433.</p> <p>Thiemann-Bourque, K., Brady, N., McGuff, S., Stump, K., & Naylor, A. (2016). Picture Exchange Communication System and Pals: A Peer-Mediated Augmentative and Alternative Communication Intervention for Minimally Verbal Preschoolers With Autism. <i>Journal of Speech, Language, and Hearing Research</i>, 59, 1133-1145.</p>	
11/11 Class 12		<p>VETERAN'S DAY – CAMPUS CLOSED</p> <p style="text-align: center;">Simucase Assignment Due</p>	
11/18 Class 13	<p>Simucase Review</p> <p>Social skills intervention strategies: Using Video Modeling</p>	<p>Finke, E. (2016). Friendship: Operationalizing the Intangible to Improve Friendship-Based Outcomes for Individuals with Autism Spectrum Disorder. <i>American Journal of Speech-Language Pathology</i>, 25, 654-663.</p> <p>Nowell, S., Watson, L., Boyd, B., & Klinger, L. (2019). Efficacy Study of a Social Communication and Self-Regulation Intervention for School-Age Children With Autism Spectrum Disorder: A Randomized Controlled Trial. <i>Language, Speech, and Hearing Services in Schools</i>, 50, 416-433.</p>	Treatment Presentations: Groups 4, 5, 6
11/25 Class 14	FALL BREAK (NO CLASSES)		
12/2 Class 15	Social skills intervention strategies and collaborative practices	<p>Angulo-Jiménez, H. & DeThorne, L. (2019). Narratives About Autism: An Analysis of YouTube Videos by Individuals Who Self-Identify as Autistic. <i>American Journal of Speech-Language Pathology</i>, 28(2), 569-590.</p> <p>Perryman, T., Ricks, L., & Cash-Baskett, L. (2020). Meaningful Transitions: Enhancing Clinician Roles in Transition Planning for Adolescents with Autism Spectrum Disorders. <i>Language, Speech, and Hearing Services in Schools</i>,</p>	<p>Treatment Presentations: Groups 7, 8, 9</p> <p style="text-align: center;">IPP Draft Due (reflection only)</p>
12/9 Class 16	ASD and the role of the SLP: Serving Across the Lifespan	<p>Donaldson, A., Krejcha, K., & McMillin, A. (2017). A Strengths-Based Approach to Autism: Neurodiversity and Partnering With the Autism Community. <i>Perspectives of the ASHA Special Interest Groups</i>, 2(1), 56-68. <i>*article provided</i></p> <p>Ofe, E., Plumb, A., Plexico, L., & Haak, N. (2016). School-Based Speech-Language Pathologists' Knowledge and Perceptions of Autism Spectrum Disorder and Bullying. <i>Language, Speech, and Hearing Services in Schools</i>, 47, 59-76.</p>	<p>Treatment Presentations: Groups 10, 11, 12</p> <p style="text-align: center;">*Annotated Bibliography assignment DUE</p>
<p>FINAL EXAM DATE: Monday, December 14 2:45 – 4:45pm IPP Video Presentations and Reflections DUE</p>			

***Syllabus is subject to change and is dependent on time factors and needs of students.**

VII. Course Requirements: *Note: Failure to complete any one of the below course requirements will result in a failing grade for this course.*

****NOTE: a copy of the grading rubric is required for all assignments with provided rubrics**

Assessment Exam • 20% of grade

- The exam covers materials presented up to the time of the exam
- Format will include short answer/essay (scenarios)

Intervention Exam • 20% of grade

- The exam covers all presented materials
- Format will include short answer/essay (scenarios)

Simucase • 10% of grade

- See details noted above.

Treatment Project and Presentation – 15% of grade **grading rubric required*

The small group student presentation should be 20 minutes long. Presentations will include a presentation of a lesson plan for an individual speech-language therapy session. The presentation should identify at least 2 appropriate sources from peer reviewed journals to give a framework for the intervention approach applied. Examples will be provided in class.

Interprofessional Practice (IPP) Project and Presentation – 15% of grade **grading rubric required*

The small group student presentation should be 10 minutes long maximum (including ~7 minute video presentation and 2-3 minutes of class Q&A). Presentations will include a presentation of an assigned case.

Each group is expected to provide a 5-7 minute video of a mock IEP along with graduate students in an allied discipline. The presentation should reflect appropriate collaboration and interprofessional practice. Examples will be provided in class and a detailed grading rubric will be provided.

Annotated Bibliography assignment – 10% of grade **grading rubric required*

***Due weekly to reflect current assigned readings.**

Final assignment must include all assigned course readings marked in **bold AND** three (3) additional readings not assigned in the course or in prior coursework: 22 assigned + 3 selected = **25 total sources (each source is worth 3 points for a total of 75 points)**

- **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.

Attendance and Participation – 10% of grade

Students are expected to attend class prepared and actively participate by demonstrating critical thinking of assigned reading.

- In-Class Writing Assignments (3 evaluation, 3 treatment) are worth 2 points each. **Weekly writing assignments should be sent via email as a Microsoft Word attachment without identifying**

information (no student names or ID numbers).

- Each student will be responsible for leading an informal class discussion on 1 assigned journal article each week. This will be assigned at the start of class so students are strongly encouraged to read assigned articles each week to be prepared.

Item	%
Assessment Exam	20%
Intervention Exam	20%
IPP Project and Presentation	15%
Treatment Project and Presentation	15%
Annotated Bibliography -75 points total (3 points each)	10%
Simucase Assignment	10%
Attendance and participation	10%
TOTAL	100%

VIII. Methods of Evaluation for Grading

Final Grade Distribution as follows:

- A = 90% and above - Performance of the student has been at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.
- B = 80-89% - Performance of the student has been at a high level, showing consistent and effective achievement in meeting course requirements.
- C = 70-79% - Performance of the student has been at an adequate level, meeting the basic requirements of the course.
- D = 60-69% - Performance of the student has been less than adequate, meeting only the minimum course requirements.
- F = Below 60% - Performance of the student has been such that minimal course requirements have not been met.

Late papers may be accepted with **OFFICIAL DOCUMENTATION ONLY** (e.g., a doctor's note; a jury summons, etc.) Please see http://www.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html.

As per the University's Attendance Policy (PS 04-05), excused absences for any of exams/quizzes/paper deadlines/presentations are: (1) illness or injury to the student; (2) death, injury, or serious illness of an immediate family member or the like;(3) religious reasons; (4) jury duty or government obligation; (5) University sanctioned or approved activities.

Assignments, Exam Dates, Point Values

It is unlikely that the dates of various assignments, exams, or their point weights will change. It is possible, however, that adjustments in the course schedule or the course assignments may be necessary. Students will be notified about changes, if any, and whenever possible, students will be consulted in advance about any changes. Students will be advised on the structure and content of exams a session in advance.

IX. Course Policies

Students **may not record (audio or video)** in this class except in accordance with ADA accommodations approved by the Bob Murphy Access Center (BMAC), which need to be submitted in writing to the instructor according the BMAC guidelines. Any recordings made in connection with a disability accommodation are for the student's **personal academic use only** and may not be distributed in any manner

to any other individual.

Extra Credit

Extra credit may be offered throughout the semester and/or on the quizzes and exams in order that ALL students can increase their point totals.

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/

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 Bob Murphy Access Center (BMAC) office located at the Student Success Center. 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 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.”

Attendance Policy:

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.

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.

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).

****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>

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.

X. Justification

This course is required for obtaining the Bachelor of Arts degree in Speech-Language Pathology at CSULB and the ASHA Certificate of Clinical Competence.

Student Resources

The ASI Beach Pantry, located in USU 302, provides both perishable and non-perishable food items for students. In addition to providing food items, the Beach Pantry also has menstrual hygiene products, school

supplies like books, scantrons, and other essential items. The ASI Beach Pantry operating hours are 10:00am-2:00pm and 5:00pm-7:00pm

FAMILY POLICY

Currently, the University does not have a formal policy on children in the classroom. The policy described here is a reflection of my personal beliefs and commitments to students, staff, and faculty parents.

1. All exclusively breastfeeding babies are welcome in class as often as necessary.
2. For older children and babies, I understand that unforeseen disruption in childcare often puts parents in the position of having to miss class to stay home with a child. While this is not intended to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is acceptable as an emergency option only.
3. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
4. In cases where babies and children must come to class due to unforeseen circumstances, I ask that you sit close to the door so that, if your child needs special attention and is disrupting learning for other students, you may step outside until their need has been met.
5. Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have gone to sleep. While I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-parenting balance.

Sexual Assault, Rape, Dating/Domestic Violence, & Stalking

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at OED@csulb.edu.

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](#)