College of Health and Human Services
Department of Speech-Language Pathology

SLP 575- Educational Topics in SLP

Spring 2021(2 units)

Section 01/ Course # 7968
Fridays 4-6pm (Synchronous)

Weekly: Join Zoom Meeting
https://csulb.zoom.us/j/83566175167
Meeting ID: 835 6617 5167

I.   General Information
Instructor: *Alaine Ocampo, Ph.D., CCC-SLP*
Email: *Alaine.ocampo@csulb.edu*
*Office Hours: Tuesdays 11am-12pm / Thursdays 1-2pm (evening hour appointments may also be accommodated)

➢ **Click here to SIGN-UP for office hours:** Sign-up Sheet for Office Hours
(Available by appointments as well --**PLEASE send email to Alaine.ocampo@csulb.edu after signing up to confirm your date/time)
➢ Link to Personal Zoom Meeting Room: Zoom room - Office Hours

II.   Catalog Description

Review current issues, legislation and the role of SLPs in public school settings, including service delivery, school reform, accountability, and eligibility criteria. Special consideration given to collaboration and the use of content standards in goal setting and curriculum intervention.
    (2   units/Letter Grade Only A-F)

III.   Expected Outcomes
➢ ***Course Outcome***: Knowledge of best practices in the schools
➢ ***Student Learning Outcomes (SLOs):***

Upon successful completion of the course the student will:
1.   Demonstrate an understanding of school accountability and its impact on speech-language pathology services in public schools
2.   Describe the requirements of the Individuals with Disabilities Education Improvement Act (IDEA) 2004 and CA Education Code in relation to special education processes and procedures.
3.   Examine legal and ethical considerations for service delivery in schools.
4.   Demonstrate an understanding of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served.

5. Describe the referral process, including multi-tiered systems of support (MTSS), assessment and IEP procedures with emphasis on cultural competent practices when determining eligibility and selecting appropriate service delivery models for individuals with disabilities from ages 3-21
6. Explain the use of Common Core Standards (CCSS) in IEP goal setting and application of evidence-based practices while addressing curriculum requirements in creating intervention
7. Explain interprofessional practice (IPP) and how it can be implemented in the school setting
8. Understand the role of speech-language pathologists in counseling parents and students, and in developing self-determination and self-advocacy skills in students.
9. Articulate the challenges and opportunities facing SLPs in schools as their roles change and evolve, applying selected problem-solving approaches to changing situations including tele-practice responsibilities.

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

Certification Standards

Satisfactory completion of this course is intended to assist students in meeting the following knowledge and skills section of the American Speech-Language-Hearing Association (ASHA) Standards for the Certificate of Clinical Competence in Speech-Language Pathology, effective January 1, 2020. The following aspects of the standards listed below are met in SLP 575:

SLO	ASHA CCC Standards	CAA Competencies	CCTC Standards	Evaluation Method
1	Standard IV A-G	3.1.1 B 3.1.3 B 3.1.4 B 3.1.6 B	Program Design (PD) Standard 1,2, 5 SLP Standard 4, 5	Written Assignments, Case Studies; In-Class Application (oral/written) activities; Mid-term; Final Project; Grading Rubrics
2	Standard V-A to F	3.1.1 B 3.1.3 B 3.1.4 B 3.1.6 B	Program Design (PD) Standard 1,2, 5 SLP Standard 4,5	Written Assignments, Case Studies; In-Class Application (oral/written) activities; Mid-term; Final Project; Grading Rubrics
3	Standard V-A to F	3.1.1 B 3.1.3 B 3.1.4 B 3.1.6 B	Program Design (PD) Standard 1,2, 3, 5 SLP Standard 4, 5	Written Assignments, Case Studies; In-Class Application (oral/written) activities; Mid-term; Final Project; Grading Rubrics
4	Standard V-A to F	3.1.1 B 3.1.3 B 3.1.4 B 3.1.6 B	Program Design (PD) Standard 1,2, 3, 4, 5 SLP Standard 4, 5	Written Assignments, Case Studies; In-Class Application (oral/written) activities; Mid-term; Final Project; Grading Rubrics
5	Standard V-A to F	3.1.4 B 3.1.6 B	Program Design (PD) Standard 3, 4, 5 SLP Standard 4, 5	Written Assignments, Case Studies; In-Class Application (oral/written) activities; Mid-term; Final Project; Grading Rubrics

6	Standard V-A to F	3.1.4 B 3.1.6 B	Program Design (PD) Standard 4, 5 SLP Standard 4, 5	Written Assignments, Case Studies; In-Class Application (oral/written) activities; Final Project; Grading Rubrics
7	Standard V-A to F	3.1.1 B 3.1.6 B	Program Design (PD) Standard 3, 4 SLP Standard 4, 5	Written Assignments, Case Studies; In-Class Application (oral/written) activities; Final Project; Grading Rubrics Written Assignments, Case Studies; In-Class Application (oral/written) activities; Mid-term; Final Project; Grading Rubrics
8	Standard V-A to F	3.1.1 B 3.1.6 B	Program Design (PD) Standard 2,3 SLP Standard 4, 5	Written Assignments, Case Studies; In-Class Application (oral/written) activities; Final Project; Grading Rubrics
9	Standard V-A	3.1.1 B 3.1.3 B 3.1.4 B 3.1.6 B	Program Design (PD) Standard 1-6 SLP Standard 4, 5	Written Assignments, Case Studies; In-Class Application (oral/written) activities; Final Project; Grading Rubrics

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/
- CCTC SLP standards: http://www.sjsu.edu/gup/docs/assess_report/CCTC-ASHACrosswalk.pdf

V.   Course Modality (Face-to-Face is N/A for AMI during COVID-19 Pandemic School Closures)
Hybrid Class: One-third to two-thirds of the student/faculty and student/student contact time uses academic technology to structure remote activities. The remaining communication is face-to-face, similar to a traditional class.
1. The instructor and students will communicate via Beachboard discussion board, online chat rooms, or email. Specific instructions will be given for each assignment.
2. Students who complete the required assignments (e.g., posting/replying to a thread on the discussion board, participating in a chat room, participating in classroom discussion groups) will receive credit for the assignment.
3. The instructor will read student's posts or chatroom transcripts and refer to Beachboard statistics information to monitor the online activities of the students.
4. Students who do not maintain appropriate online behavior (i.e., respectful discussion of issues, complying with HIPAA, restricting online discussions to class content) will be given a warning. The offending post will be deleted; in order to receive credit for the assignment, the student must post an acceptable thread related to the content of the course.
5. Students must be able to log in to the internet, create threads, reply to threads, log in to online conferencing software, send and receive emails.

6. Computers must be able to run the Lockdown Browser:
   Operating Systems
   > Windows: 10, 8, 7
   > Mac: MacOS 10.14 to 10.12, OS X 10.11, OSX 10.10
   > iOS: 10.0+ (iPad only). Must have a compatible LMS integration. Details.
   > Chromebook: (K-12 only). Details.

   Memory
   > Windows: 75 MB permanent space on the hard drive
   > Mac: 120 MB permanent space on the hard drive

   Browser Requirements

   LockDown Browser is a client application that is installed to a local computer. Both the Windows edition and the Mac edition of the browser are based on Chromium, Google's open source framework. Students do NOT need Google's Chrome browser installed; nor will this version affect a Chrome browser that's already installed.

   Technical Support is available through the following venues:

   > **Academic Technology Services**
   > 1250 Bellflower Blvd.
   > AS Building, Rm 120, South Campus
   > Long Beach, CA 90840

   > **BeachBoard Support** (*AS-120)*
   > 562.985.4959
   > beachboard@csulb.edu

   > *(Walk-in service is available for BeachBoard Support during open hours.*
   > M-Th, 8am-6pm
   > Friday, 8am-5pm

7. In the event of technical breakdowns, students can submit assignments via email or submitting hard copies of the response to the instructor.
8. Students are expected to participate in all on-campus meetings to receive credit for the assignment.
9. If applicable, on-line tests will be administered via Lockdown Browser. All discussion posts, emails, chatroom participation must be completed with the student's personal CSULB username/ID. Academic honesty is important and any violations of academic honesty will be dealt with as outlined in Section XI, C: Cheating and Plagiarism.

VI. Methods of Instruction
A. Lecture
   Lecture is used to present basic information about the topic, the basic concepts, principles, facts, or theories and elaboration of these. Guests will be invited to lecture to students.
B. Discussions

Discussions are encouraged throughout the class to facilitate critical thinking and ability to apply learned information to clinical practice.

    C.   Multi-media presentations

Lectures are presented through power point presentations. Course handouts, assigned articles, recorded lecturers, or video clips will be available on BeachBoard. Audios and videos will also be used to facilitate student learning.

VII.   **Extent and Nature of Technology Use**

    A.   Lectures utilize PowerPoint: Wireless internet access for use of D2L and other internet resources are required for small group projects

    B.   Online version of the course is through D2L (BeachBoard). Students will view lectures online, participate discussions as well as submit all assignments online.

Help with BeachBoard, email or other technology issues may be acquired by contacting the Technology Help Desk (562-985-4959 or helpdesk@csulb.edu).

VIII.   **Text(s) and Other Required Materials**

    A.   Selected Readings posted on BeachBoard throughout the term.

    B.   Selected Chapters from: Moore, B.J. and Montgomery, J. (2018). *Making a difference for America's children: Speech-Language Pathologists in Schools*

IX.   **Schedule/Outline of Topics to be Covered***

See Appendix A (last page of syllabus beginning ON PAGE 16)

Note: Lively participation and attendance is expected**.** *To add to the learning experience, professionals from the field will join the class to provide their expertise and unique perspectives from their settings. A tentative list is provided in the outline below. Adjustments re: dates and/or topics may be necessary due to the realities of life in the school-based world. In addition, hand-outs from guest lecturers are listed as "TBD" as we await specific direction on recommended hand-outs from them. We thank you, in advance, for your patience and understanding when schedule changes must occur.*

Note: *Hand-outs and assigned readings are meant to supplement discussions in class and is a sampling of some of the current and on-going topics related to school-based issues. Students are expected to keep up with the readings and to demonstrate use and reference to the readings (and others of their choice in all assignments. Readings may not be assigned to a specific class date but, again, are expected to be referenced and used for various assignments. The Instructor reserves the right to have periodic and unannounced quizzes during the semester.*

X. Required Assignments

Note: Failure to complete any one of the course requirements will result in a failing grade for this course

➤ ***All graduate students in SLP 575 are required to complete each of the following assignments***

➤ ***No late assignments will be accepted without a University "excused" absence***

➤ ***Students who exhibit [Chronic] tardiness and submit assignments late without a University "excused" absence may receive deduction of points (upon discretion of instructor)***

Required Assignment	Description
Application Activities; Class Participation (on-line and/or face-to-face; or Discussion Thread 30 points (5 points x 6 weeks)	*Instructor-Guided Application and/or Discussion Activities can include the following:* a) Reflection from assigned readings or guest lecture content; b) Assessment / Analysis in-class activities; c) Group discussion activities; d) Informal (impromptu) class presentations. *When applicable, grading rubrics will be provided through a separate hand-out*
Specific Written Assignment Related to Common Core State Standards (CCSS) 15 points	➢ Paper Topic: CCSS 2 (two) pages maximum; double-spaced; Times New Roman Font; Separate page for References page (3-4 selected references); *APA* 7th Ed. Format – submitted via DropBox *Grading rubrics will be provided through a separate hand-out*
Case example **(Ed Code/Legally Defensible Reports)** 15 Points	A portion of an Assessment and/or IEP Document will be analyzed in accordance to Ed Code Guidelines *Grading* rubrics *will be provided through a separate hand-out*
Tele-Practice Lesson Plan 15 points	-One Lesson Plan for a Tele-Practice session with a preschool-age child <u>OR</u> school-age individual -Once you choose your preferred age-group, notify instructor, and goals will be shared for you to address in the lesson plan *Grading rubric will be provided through a separate hand-out*
In-Class (Push-In) Group Lesson Plan 15 points	A lesson plan for an in-class lesson geared for a group of students (i.e., co-teaching with *special populations for specialized academic instruction/special day classes; or pre-vocational / transitional settings) *--*special population includes those with intellectual disabilities, non-to-minimal verbal status, with or without accompanying physical, visual, or hearing impairments* *Grading rubric will be provided through a separate hand-out*

Final Summary Project 40 points	Students will be asked to share how specific learning objectives were met through the course content provided *Grading rubric will be provided through a separate hand-out*

XI. Methods of Evaluation

Methods of Evaluation	Student Learning Outcomes	Total Point Value	% of course grade
Application Activities; Class Participation (on-line and/or face-to-face), or Discussion Threads	#1-9	30 (5 points x 6weeks)	20%
Case example (Ed Code/Legally Defensible Reports)	#1-9	15	15%
Written Assignment: CCSS	#1-9	15	15%
Tele-Practice Lesson Plan	#1-9	15	15%
In-Class (Push-In) Group Lesson Plan	#1-9	15	15%
Final Summary Project	#1-9	40	20%

XII. Grade Assignment

Grades are distributed as follows*:* (1) **90-100%** = A; (2) **89.9-80%** = B; (3**) 79.9-70%**= C; (4**) 69.9-60%** = D; (5) Below **60** = F.

XIII. Required Assignments
Note: Failure to complete any one of the course requirements will result in a failing grade for this course

➢ *All graduate students in CD 575 are required to complete each of the following assignments*
➢ *No late assignments will be accepted without a University "excused" absence*
➢ *Assignments submitted late without a University "excused" absence may receive a 5-point deduction for each day after the due date*

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Course and University Policies:

I. Course Policies
Extended or Multiple Absences
Students who anticipate extended or multiple absences during a particular semester should consult with their advisor and the faculty member before enrolling in any class to determine whether it will be possible to complete the requirements for the course. Students who realize after enrollment that they will have extended or multiple absences should consult with the faculty member to see whether it will be possible to complete the course requirements.

Alternative Assignments
In circumstances where a specific assignment, activity, quiz, or exam cannot reasonably be made up, it is the instructor's option to assign alternative work.

Assignments, Exam Dates, Point Values
It is unlikely that the dates of various assignments, exams, or their point values 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. All exam papers will be retained by the professor. Examinations and other assignments may be returned to the student for review and then re-collected the same day and stored. Students are also welcome to review papers and/or exams during office hour appointments.

II. University/College-wide Policies

A. 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/.

B. Statement of 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.

Students who require additional time or other accommodation for assignments must secure verification/assistance from the CSULB Bob Muphy Access Center (BMAC) located at SSC, Room 110; Contact information is as follows **- Phone:** (562) 985-5401; **E-mail:** bmac@csulb.edu

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. 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 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.

C. Cheating and Plagiarism (CSULB Catalog,
http://catalog.csulb.edu/content.php?catoid=2&navoid=30#cheating-and-plagiarism)

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 faulty 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."

D. Attendance Policy:

The instructor may withdraw students who fail to attend class <u>during the first week of the semester</u>. The attendance policy for this course is described as follows:

Attendance is mandatory in order to complete and receive credit for in-class assignments. No make-up points will be given for missed assignments.

Prompt attendance is not only expected but required at all class periods. More than 3 unexcused absences (which is more than 20% of the total class periods) may constitute an automatic F. Students arriving more than 10 minutes after the start of class will be considered absent. Please note that three tardies will equal one absence.

A. The instructor may take attendance from randomly selected classe*s.* You cannot earn or make-up the points from in-class assignments if you're absent.
B. Late papers may be accepted with official documents only (e.g., a doctor's note; a jury summons, etc.). The late paper must be turned in within a week of the due date of the assignment in order to receive a grade. However, 20% deduction from the original score may be given in consideration of fairness to other students.
C. E. If you miss an in-class activity (e.g., application activity; pop quiz) you will receive a "0" for that class activity.

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
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.)
    http://web.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html

E. 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.

http://web.csulb.edu/depts/enrollment/registration/details.html#anchor1

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.

F. 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 http://catalog.csulb.edu/content.php?catoid=2&navoid=34).

referred 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 you 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.

G. *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.

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.

1. All students are expected to follow the CSULB Social Media Guideline http://www.csulb.edu/sites/default/files/groups/marketing-communications/accessibleversionfinalapril2018-jmp.pdf
2. 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.

3. 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:

1. 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.

2. 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.

3. 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.

4. 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

1. First occurrence: Student receives a verbal and written warning which is placed in the student's file. Studnet must meet with the graduate program coordinator.

2. 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.

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XII.   **Selected & Partial Bibliography and Links:**

ASHA DOCUMENTS: Available from www.asha.org/policy

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Appendix A – Topics to Be Covered Spring 2021*

Class	Date	Topic	Assignment or Guest Speaker	Instructional Modality
1	Synchronous via Zoom 1.22.21	-Review Course Syllabus (Instructor) -Guest Speaker: Ed. Code/IEPs, S/L - eligibility	Guest Speaker: *Barbara Vuu-Jepsen,* M.A., CCC-SLP- Coordinator ABC USD/CSULB Graduate	SYNCHRONOUS
2	1.29.21	-Ed Code related to Legally Defensible Reports in the Schools -Review Case Example assignment	a) Application of Ethics/Knowledge & Skills- (In-Class Activity); b) **Case Example (15 points) Due next week 2.5.21 (by 4pm)**	SYNCHRONOUS
3	2.5.21	RtI/MTSS and the Referral Process	**Discussion Thread #1 from today's class - Due next week 2.12.21 (by 4pm)** From Chapter 3 (*Moore & Montgomery 2018 textbook*): Referral and Assessment (via BeachBoard under week 3)	SYNCHRONOUS
4	2.12.21	Guest Speaker: Tips for incoming Clinical Fellows (CFs) in the Schools	Guest Speaker: Ashley Escalante, M.A., CCC-SLP; ABC USD/Former CSULB Grad **Group Lesson Plan Due Next week 2.19.21 by 4pm**	SYNCHRONOUS
5	2.19.21	Guest Speaker: Intersection of school-based practices with private clinic practices – Similarities/Differences? Top 10 Tips you should know	4-5pm Guest Speaker: *Thao Pham, M.A., CCC-SLP* Owner – Sounds Smart Speech Therapy (Placentia); Former CSULB Grad -In-Class Activity **Telepractice Lesson Plan Due next week 2.26.21 by 4pm**	SYNCHRONOUS

6	2.26.21	Guest Speaker: Looking Beyond Labels: Explaining LLD and Dyslexia*	Guest Speaker: Geraldine Wallach (Professor Emerita - CSULB) (advanced reading required)	SYNCHRONOUS
7	3.5.21	Eligibility Considerations (SLI, SLD, ASD)	In-Class Activity	SYNCHRONOUS
8	3.12.21	Topic: ****TBD*** (Students will vote)	Guest Speaker: Stephanie Peterson, M.A. CCC-SLP/ABC USD/Adjunct Faculty CSULB	SYNCHRONOUS
9	3.19.21	IEP Meetings/Goal Writing	In-Class Activity	SYNCHRONOUS
10	3.26.21	Common Core State Standards (CCSS)	**CCSS Written Assignment due in two weeks by 4.9. 21 by 4pm**	Asynchronous (on your own)
11	No Class 4.2.21	NO CLASS: Spring Break		
12	4.9.21	Guest Speaker: Suggestions for Inclusive Practices in a Tele-Practice World and Beyond	Guest Speaker: Melissa de Mayo-Cabatan, M.A., CCC-SLP (Norwalk-La Mirada USD)	SYNCHRONOUS
13	4.16.21	Disproportionality /" At-Risk Learners / ELLs"	In-Class Activity	SYNCHRONOUS
14	4.23.21	Interprofessional Education/Interprofessional Practices (IPE/IPP)	TBD	Asynchronous (on your own)
15	4.30.21	Role of Counseling and Mental Health	TBD	Asynchronous (on your own)
16	5.7.21	Last Class Meeting: Connecting the Dots in Educational Topics	TBD	SYNCHRONOUS

* **Note:** Lively participation and attendance is expected. *To add to the learning experience, professionals from the field will join the class to provide their expertise and unique perspectives from their settings. A tentative list is provided in the outline below. Adjustments re: dates and/or topics may be necessary due to the realities of life in the school-based world. In addition, hand-outs from guest lecturers are listed as "TBD" as we await specific direction on recommended hand-outs from them. We thank you, in advance, for your patience and understanding when schedule changes must occur.*