



CALIFORNIA STATE UNIVERSITY, LONG BEACH
College of Health and Human Services
Department of Speech-Language Pathology
Spring 2021

*SLP 686A Public School Practicum in Speech-Language Pathology
(5 units) Section # 7964*

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[Personal Zoom Meeting Room - Dr. Ocampo](#) (click for Zoom Link)

Email is the best way to contact me.

NOTE: All email communication **must be with an official CSULB email account.*

Please include the following:

- **Your name**
- **A useful subject line (include SLP 686A)**

I. Catalog Description

Prerequisites: Pass the CBEST (or in progress before graduation) and complete all graduate seminars except SLP 575. Advanced off-campus clinical practice. Students work with children and adolescents from culturally and linguistically diverse backgrounds with various types of severities of speech and language disorders in public school. Required for Speech-Language Pathology Services Credential (SLPSC)

Letter grade only (A-F). Course fee may be required. (120 direct contact hours of supervised clinical field work and a two-hour monthly seminar on campus are required).

II. Student Learning Outcomes

Upon successful completion of the course, the student will be able to:

1. Describe and apply the requirements for special education processes and procedures (e.g., Referral and assessments, Procedural safeguards, Individualized Education Program (IEP)/Individualized Family Service Plan (IFSP) processes and procedures; Behavior Intervention; Transition Requirements).
2. Explain legal and ethical considerations for service delivery in schools.
3. Categorize eligibility categories for special education in terms of the communicative needs for each disabling condition
4. Develop IEP goals in identified areas of communication needs and treatment plans
5. Identify and select appropriate service delivery models for a variety of speech-language disabilities and explain how to use of the Common Core State Standards (CCSS), especially as they relate to language and literacy, in IEP goal development.
6. Relate the application of evidence-based practice to school-based services

7. Plan for collaboration and consultation practices with general education and

- special education teachers and related services personnel [in alignment with ASHA’s Interprofessional Practice/Interprofessional Education, (IPP/IPE)] framework, using appropriate language and communication strategies
8. Describe the many roles of speech-language pathologists including leadership and counseling related to parents and students, and in developing self-determination and self-advocacy skills in students.
 9. Use language and instructional procedures appropriate to client’s cultural and linguistic background, level of comprehension, and cognitive functioning
 10. Explain student’s current levels of functioning and progress to her/him (and caregivers) in a manner congruent with the student’s pattern of performance while being mindful of being culturally sensitive

III. 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 686A

SLO	ASHA CAA Competencies	ASHA CFCC Standards	CCTC Standards	Learning Activities	Evaluation Method
SLO 1	3.1.1B 3.1.2B 3.1.3B	Standard IV-B Standard IV-C	SLP Standard 1,2	Assessment & treatment procedures (planning and implementation)	Mid-Term and Final Evaluation (via CALIPSO); Grading Rubrics
SLO 2	3.1.2B 3.1.6B	Standard IV-B	SLP Standard 1,2	Assessment & treatment procedures (planning and implementation)	Student participation; Mid-Term and Final Evaluation (via CALIPSO); Grading Rubrics
SLO 3	3.1.2B 3.1.3B	Standard IV-B Standard IV-C	SLP Standard 2, 3	Assessment & treatment procedures (planning and implementation)	Student participation; Mid-Term and Final Evaluation (via CALIPSO); Grading Rubrics
SLO 4	3.1.4 B	Standard IV-D	General Standard 2,5 SLP Standard 4	Assessment & treatment procedures (planning and implementation)	Student participation; Mid-Term and Final Evaluation (via CALIPSO); Grading Rubrics
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	Assessment & treatment procedures (planning and implementation)	Student participation; Mid-Term and Final Evaluation (via CALIPSO); Grading Rubrics
SLO 6	3.1.5 B	Standard IV-D	SLP Standard 5	Case reports; Midterm Assignments; class discussions	Student participation; Mid-Term and Final Evaluation (via CALIPSO); Grading Rubrics
SLO 7	3.1.1 B	Standard IV-G	General Standard 4,5 SLP Standard 4,5	Assessment & treatment procedures (planning and implementation)	Student participation; Mid-Term and Final Evaluation (via CALIPSO); Grading Rubrics
SLO 8	3.1.1B 3.1.4B 3.1.5B	Standard IV-B Standard IV-C Standard IV-	General Standard 3 SLP Standard 4,5	Case reports; Midterm Assignments; class discussions;	Student participation; Mid-Term and Final Evaluation (via CALIPSO); Grading Rubrics

		D			
SLO 9- 10	3.1.1 B	Standard IV-F	General Standard 2 SLP Standard 4,5	Team meetings (staffing meetings; IEPs)	Student participation; Mid- Term and Final Evaluation (via CALIPSO); 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/>
- 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

IV. Course Modality

Traditional

V. Methods of Instruction

- A. Lecture
- B. Group discussion of fieldwork– cases studies
- C. Videos

VI. Extent and Nature of Technology Use

This course is an off-campus clinical practice; however, class discussions on clinical cases and treatment videos may be utilized to enhance active learning during class meetings environment. Video and audio presentations will be also used to bridge the gap between theory and 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 through BeachBoard discussions to facilitate learning. In addition, PowerPoint slides will be used along with traditional lecture to enhance student learning.

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

VII. Text(s) and Other Required Materials

1. No textbook is required
2. The following is a list of required reading material to be reviewed and/or discussed during course meetings or on-line discussions:
 - a. Hand-outs on BeachBoard (under “Required Readings/Hand-outs”) <https://www.asha.org/slp/schools/prof-consult/guidelines.htm>
 - b. <https://www.asha.org/slp/supervisionfaqs/#requirements>
 - c. <https://www.asha.org/uploadedFiles/Roles-Responsibilities-SLP-Schools-DOs- and-DONTs.pdf>
 - d. <https://www.asha.org/Code-of-Ethics/>
3. In addition, we will be discussing the application process for a California State License, ASHA’s CCC and the California CTC-Speech-Language Pathology Services Credential. Application packets and/or additional information about each can be found at the following web-sites:

➤ **ASHA CCC:**

www.asha.org (On home page in upper left select “Certification”, on “Certification” page on lower right under SLP select “How to apply...”, on How to Apply page select “Application for SLP Certification-PDF)

➤ **CA License:**

www.slpab.ca.gov (Select “Licensing Information”)

➤ **SLP Credential:**

www.ctc.ca.gov (Go to “Credential Requirements and select “Speech-Language Pathology Services”)

VIII. Topics to be Covered

SCHEDULE (Majority of On-Campus Meetings: TBA)

The content of each individual course meeting will be based on the individual needs of students engaged in Field Service. Emphasis will be placed on group discussion and group problem-solving pertaining to issues arising during each student’s Field Service. As such, a calendar of tentatively scheduled activities is provided, nonetheless, during the semester (as assigned) research articles or required readings may be assigned and discussed. In addition, issues pertaining to SLPS credential, CA licensure and ASHA CCC application will be also be addressed in preparation for the completion of the M. A. program.

Date	Scheduled Topic (s) and Assignments Due
1/14/2021 INITIAL Pre-Semester MEETING	Review SLP 686A Syllabus Confirmation of Internship Details Internship Roles and Expectations; CALIPSO Orientation to Required Forms and Paperwork Packets for Master Clinician (s) – now will be E-packets Midterm Guidelines: Individual Presentations ASHA document: SLPs Role and Responsibilities in the Schools Code of Ethics Review Personal Goals for Student Internships – Due by 2/12/21 to Dr. Ocampo (via DropBox)
2/11/2021 Check-in meeting (Week 4)	-Review: Midterm Guidelines: Individual Presentations; -Procedural updates / follow-up Assigned Reading and Analytical Response Paper Check-off completion of: <ol style="list-style-type: none"> a) Satisfactory completion of professional resume to share with Master Clinician/Supervisor b) Submission of goals to instructor via BeachBoard by designated deadline
*Mandatory Midterm Meeting (week 8)	<p><u>(TENTATIVE: *THURSDAY 3/11/21, 4-5:30PM) –Note start time!!</u></p> <p><i>*Oral Presentations and mid-term follow-up discussions will take place (5 min for each oral presentation; PowerPoints <u>not mandatory</u> but suggested; only hand-outs to be shared with classmates on BeachBoard)</i></p>

Last Class meeting	<u>5/7/21** (Tentative) Thursday 3:30-4:30pm</u> (Check email/BeachBoard Notifications for pre-assigned tasks before meeting)
IMPORTANT	*All CALIPSO GRADES (Midterm & Final Evaluations need to be finalized from your supervisor before or by the last day of your internship)

IX. Course Requirements

- a) Midterm Evaluation (via CALIPSO) (which includes documentation and interpersonal qualities)
- b) Site Visit Evaluation by Course Instructor
- c) Final Evaluation (via CALIPSO) (which includes documentation and interpersonal qualities)
- d) Oral Presentations: Addressing CTC Standards (See Section IV above) or Original Lesson Plan (oral presentation with hand-out)
- e) Consistent and class participation and attendance.
- f) Consistent and regular attendance at field site(s) (*see XI below for details*)
- g) Satisfactory completion of professional resume (to share with Master Clinician/Supervisor)
- h) Submission of goals to instructor via BeachBoard by designated deadline

Description of Oral Presentation

Oral Presentation

Select **one** of the options below:

1) Understanding a CTC Standard -

This assignment is designed to clarify and further elaborate the knowledge base of students during their field service placement of the Commission on Teacher Credentialing (CTC) standards listed on page 13. Students are required to explore the concepts within the standards that directly correlate to the school setting and yet are not specifically addressed by the ASHA standards. As such, students will:

- ❖ Select one of the standards CTC Standards
- ❖ Explain the concept you have chosen relative your knowledge base as is expected by the CTC (e.g., what is your knowledge and understanding of "...promoting safe educational environments" per Standard 2: Professional, Legal and Ethical Practices)
- ❖ Analyze then evaluate the concept as it is implemented in the district and school in which you are currently placed
- ❖ Provide a handout for the class on your standard that includes all salient information
- ❖ Answer questions & promote commentary from class on their knowledge and experience with the standard you presented

OR

2) Lesson Plan (Different from the assignment in SLP 575)

- ❖ Present a lesson plan or power point slides to share with classmates that you created and implemented during your internship. Include your 2-3 top references.
- ❖ Analyze the strengths and limits of your lesson plan (per your Master Clinician's feedback, student reactions, etc.)
- ❖ See instructor for past examples if needed

***BRING LAPTOP/COMPUTERS ON DAY OF PRESENTATION!! (N/A for Alternative Mode Of Instruction)**

***This assignment is required and graded. See Grading Rubric on separate document. Failure to present and complete the assignment may result in an incomplete based on Course Requirements.**

****Important: HAND-OUTS SHOULD BE EMAILED TO INSTRUCTOR AT LEAST 24-HOURS BEFORE DUE DATE IN ORDER TO BE UPLOADED BY DATE OF PRESENTATION. STUDENTS WILL BE ACCESSING THE HAND-OUT ELECTRONICALLY DURING PRESENTATION.**

X. Methods of Evaluation for Grading SLP 686A

Methods of Evaluation

- Attendance and participation in the field internship experience and monthly mandatory meetings
- Clinical performance and the development of clinical skills
 - For the clinical skill and performance evaluations, the field supervisor will use the *Clinical Assessment of Learning Inventory of Performance Streamlined Office Operations (CALIPSO)* to evaluate the student's clinical skills, competencies, and overall performance.
 - The evaluations will be completed at the mid-semester and the end of semester by the student's field supervisor(s).
 - Major areas included in the evaluations are:
 - Clinical Skills: Skills of conducting assessment and implementing treatment intervention, such as the clinician's ability to select, administer, score, and interpret assessment and the ability to plan, implement, and document therapy outcomes. This section may not be applicable until the student clinician is in a position to complete evaluations or implement therapy plans.
 - Interpersonal Skills: Skills in this area reflect a student clinician's ability to interact, communicate, and build relationships with students, related service providers/professionals, school team members, family members, caregivers, and supervisors.
 - Professional Management: Essential skills for a student clinician to function as a responsible professional in the work setting.
- Clinical Documentation
 - Including but not limited to evaluation reports, therapy plans, and daily/progress notes
 - *Clinical Hours*

The student clinician is responsible for keeping track of the number of practicum hours. The documentation of clock hours is managed via the *Clinical Assessment of Learning Inventory of Performance Streamlined Office Operations (CALIPSO)*. The student is advised to submit clock hours for approval on a weekly basis.
 - *Session Documentation*

The student clinician should be required to complete the paperwork used by professionals at the work setting. In addition, session plans may be required to help the student clinician better develop the structure of the sessions.
- Site Visit Evaluation
 - This is to evaluate the student's clinical skill development, clinical competencies, and overall performance
 - The frequency of the site visits will vary depending on the type of setting, the progress of the student, and the desires of the supervisor or student.
- Case Presentation Assignment
 - 5-10 minute individual presentation
 - Detailed outline will be distributed separately
- Interpersonal skills and professional development

Grading Policy

Student clinicians will be evaluated through their performance clinically, through documentation, and by evaluation of personal, social and behavioral qualities. The student's clinical performance will be closely monitored by the off-campus internship supervisor and the instructor throughout the semester. Students will be given feedback about their performance, such as strengths and areas that need improvement during a mid-semester and final evaluations. Additionally, other related factors will be taken into consideration in order to reflect the overall performance, such as modifications based on the supervisor's feedback, collaboration, flexibility, and willingness to assist others. Student clinicians are expected to take an active role in developing their clinical and professional skills.

Grades will be assigned based on the field supervisor's rating, instructor's field observation, competencies, work ethics (such as attendance, collaboration with other professionals), and interpersonal skills.

Assessment Description	Points	% of Course Grade	SLO	ASHA Competency
Attendance and participation	20	10%	SLO 1-10	IV-B to IV-G
Clinical documentation	30	15%	SLO 1-10	IV-B to IV-G
Analytical Response Paper	10	5%	SLO 2-10	
Mid-semester evaluation	40	20%	SLO 1-10	IV-B to IV-G
Final evaluation	40	20%	SLO 1-10	IV-B to IV-G
Site visit evaluation	20	10%	SLO 1-10	IV-B to IV-G
Case presentation assignment	20	10%	SLO 1-10	IV-B to IV-G
Oral language, interpersonal qualities	15	10%	SLO 1-10	IV-B to IV-G
Total	200	100%		

The midterm evaluation, final evaluation and site visit observation will be graded based on the ASHA Competency Ratings:

Independent (I) = 4.0 points
Skill demonstration meets standards and the student is independent in performance of a desired skill. The student demonstrates clear and consistent knowledge demonstration clinically of the desired skill. Minimal-to-no assistance from the supervisor is required. Interactions with the supervisor relative to this skill are collaborative only, without direct instructor assistance or guidance required.

Adequate with Support (AS) = 3.0 points
Skill demonstration approaches standard and is adequate with instructor support. The student evidences knowledge of and consistent demonstration of a desired skill but independence without the supervisor's assistance or guidance is not evident. Intermittent assistance or guidance from the supervisor is required.

Emerging (E) = 2.0 points
Skill development is emerging. The student evidences some knowledge of and intermittent ability to demonstrate a desired skill. Consistent demonstration and clear knowledge is not evident. Additional instruction and guidance from the supervisor is required. One-to-one demonstrations from the supervisor is not required.

Minimal/Not Begun (MNB) = 1.0 point
Skill development is minimal or not begun. The student demonstrates minimal knowledge of or ability to demonstrate a desired skill with significant supervisor support. The student requires consistent supervisor assistance and guidance AND one-to-one demonstration of skill development.

Grades are distributed as follows (total points for this course is 200 points):

- 90-100%
(180 points and above) = A Performance at the highest level showing sustained excellence.
- 80-89%
(160-179.9 points) = B Performance at high level showing consistent and effective achievement.
- 70-79%
(140-159.9 points) = C Performance at an adequate level meeting basic requirements.
- 60-69%
(120-139.9 points) = D Performance is less than adequate meeting minimum course requirements.
- Below 60%
(Less than 120 points) = F Performance in which minimal course requirements have not been met.

The student is required to obtain a grade of A or B in order to pass the internship. A grade of “C” or below will be considered to have not met the minimal competency requirement in ASHA Standards for the Certificate of Clinical Competence in Speech-Language Pathology. A grade of “C” or lower will be considered a fail. If the student earns a grade of C or lower, the following remediation will take effect:

- The student is required to repeat the internship.
- The student’s clinical hours will not be signed until the second rotation is completed and passed.
- Failure in the internship has the same consequences as failing an academic course. Administration Committee may recommend withdrawal from the academic program.

The instructor reserves the right to adjust the final grade (either up or down) in order to most accurately reflect the student’s performance, consistent with the University’s definitions for graduate grade assignment, as discussed in University Course Catalog, under General Regulations and Procedures: Grades and Grading Procedures.

Attendance Policy*

Attending monthly class meetings is **Mandatory**. Fail to attend these meetings may affect your grade of this course. *Unexcused and/or excessive absences may result in being dropped from the course.*

*For Comprehensive Exam dates, if you are assigned to your placement on those specific days, you need to arrange those days off ASAP with your supervisor(s) using a specific approval form (available on BeachBoard) to be signed by her/him and the Field Coordinator; absences on Exam date(s) are considered “Excused” per this course policy; however, being absent before the exam dates “to study” are not considered excused.

All scheduled absences must be approved by both the off-campus internship supervisor and the instructor. Excused absences will <u>only</u> be accepted with official documentation, such as a doctor’s note, jury summons, etc.

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.

Appropriate Attire/Professional Conduct

Student clinicians are expected to dress in professional attire and conduct themselves in a professional manner during all clinical appointments.

XI. 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 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.”

D. Attendance Policy:

The instructor may withdraw students who fail to attend class during the first week of the semester. 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 classes. 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>).

****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.
- 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>

- G. 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.
- H. 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. Student 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.

CTC Standards-Program and SLP Standards (also to be referenced for SLP 686A: Oral Presentation Assignment for option 2)

Underlined Concepts are exclusive to school settings and are not addressed by ASHA

Exceptions: SLP Standard 1 and 3

1: Program Design, Rationale and Coordination Each program of professional preparation is coordinated effectively in accordance with a cohesive design and sound evidence-based practices relevant to the contemporary conditions of schools. The design must reflect the full range of service delivery options, including general education, and the knowledge and skills to meet the needs of students in the specific areas authorized by the credential. The program has an organizational structure that forms a logical sequence between the instructional components and field work, and that provides for coordination of the components of the program. The program describes a plan that allows for multiple points of entry.

2: Professional, Legal and Ethical Practices Each program must provide instruction in the philosophy, history and legal requirements, and ethical practices of special education. This curriculum includes state and federal mandates, legal requirements for assessment, Individualized Family Service Program, Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities. The program provides candidates information on laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe educational environments. The program provides opportunities for demonstration of ethical standards, of teaching, of evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.

3: Educating Diverse Learners The program provides instruction in understanding and acceptance 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. In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English.

The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities.

4: Effective Communication and Collaborative Partnerships The program provides instruction in communicating effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention, Section 504, IEP/IFSP/ITP. The program provides opportunities for the candidate to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs. The program informs candidates of the importance of communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.

5: Assessment of Students The program provides opportunities for candidates to acquire the knowledge and skills necessary to assess students in a comprehensive manner within the breadth of the credential authorization. Each candidate understands and uses multiple sources of information in order to participate in progress monitoring and in decision-making regarding eligibility and services. The program provides candidates with the knowledge and skill to assess students from diverse backgrounds and varying language, communication, and cognitive abilities. The program provides opportunities for using both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements. The program provides the opportunities for each candidate to demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems.

6: Using Educational and Assistive Technology The program provides opportunities for candidates to acquire the ability to use computer-based technology to facilitate the teaching and learning process. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting. Candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities.

7: Transition and Transitional Planning The program provides opportunities for candidates to plan, implement, and evaluate transitional life experiences for students with disabilities across the lifespan. Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students. Each candidate demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills.

8: Participating in ISFP/IEPs and Post-Secondary Transition Planning The program provides candidates opportunities to demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process.

SLP Standard 1: Speech, Language, Hearing, and Swallowing Mechanisms

Each candidate demonstrates understanding of the anatomy, physiology, and neurology of the speech, language, hearing, and swallowing mechanisms. In addition, candidates exhibit knowledge of the physical bases and processes involved in the production and perception of speech, language, and hearing, and the production of swallowing. Finally, each candidate demonstrates comprehension of the acoustics or physics of sound, physiological and acoustic phonetics, perceptual processes, and psychoacoustics involved in speech and hearing.

SLP Standard 2: Child Development and Speech, Language, and Hearing Acquisition

Each candidate demonstrates knowledge of developmental milestones pertaining to typical and atypical human development and behavior, birth through twenty-two. Candidates exhibit understanding of the gender, linguistic, psycholinguistic, and cultural variables related to the normal development of speech, hearing, and language, including comprehension of first and second language and dialect acquisition. Additionally, each candidate demonstrates comprehension of cultural, socioeconomic, linguistic and dialectical differences and their role in assessment and instruction. Candidates also exhibit understanding of speech/language development across the range of disabilities. Each candidate demonstrates knowledge of the development of literacy, including phonological awareness, and an understanding of the relationship of speech and language skills to literacy, language arts, and access to the core curriculum.

SLP Standard 3: Speech, Language, Hearing, and Swallowing Disorders

Each candidate demonstrates understanding of speech, language, hearing, and swallowing disorders, including but not limited to disorders of language, articulation/phonology, fluency, voice, hearing, and swallowing. Candidates exhibit comprehension of speech, language, and hearing disorders associated with special populations, including but not limited to individuals on the autistic spectrum and/or with cerebral palsy, cleft palate, hearing impairment, developmental disabilities, learning disabilities, and traumatic brain injury.

SLP Standard 4: Assessment of Speech and Language Disorders

Each candidate demonstrates competency in the collection of relevant information regarding individuals' past and present status and family and health history. Candidates exhibit proficiency in a school setting in screening and evaluation, including procedures, techniques, and instrumentation used to assess the speech and language status of children, and the implications of speech/language disorders in an educational setting. Each candidate exhibits in a school setting expertise in the administration of least biased testing techniques and methodologies for assessing the speech and language skills of culturally and linguistically diverse populations (i.e., speakers of second languages and dialects), including a language sample. Candidates demonstrate proficiency in the effective use of interpreters/translators in the assessment of English language learners. Each candidate demonstrates accurate interpretation of test results and makes appropriate referrals for further evaluation or treatment. Candidates demonstrate proficiency in the assessment for and selection of appropriate augmentative and alternative communication systems. Each candidate exhibits knowledge of hearing screening procedures.

SLP Standard 5: Management of Speech and Language Disorders

Each candidate exhibits comprehension of methods in a school setting of preventing communication disorders including, but not limited to, family/caregiver and teacher in-service, consultation, and collaboration. Candidates demonstrate knowledge of intervention strategies for a variety of speech, language, hearing, and swallowing disorders. Candidates use a variety of school-based service delivery models, which may include but are not limited to: pull-out, push-in, group, classroom consultation and/or collaboration, and co-teaching. Candidates will have opportunities to use curriculum materials commonly used in a school's core curriculum in the service delivery modes employed. Each candidate uses appropriate intervention strategies for individuals from culturally/linguistically/ socioeconomically diverse populations, including the use of interpreters/translators and the facilitation of second language/dialect acquisition. Candidates use effective behavioral intervention strategies and effectively monitor the progress of students in school settings. Each candidate demonstrates proficiency in the training of students and families/caregivers, teachers and/or other professionals in the use of augmentative and alternative communication systems. Candidates exhibit knowledge of rehabilitative procedures with individuals who have hearing impairments, including the use of assistive listening devices.

SLP Standard 6: School Field Experience

Each candidate will complete sufficient field experiences in the schools to demonstrate the knowledge, skills and abilities described in SLP Standards 1 through 5. Candidates acquire experience with a variety of speech/language disorders, assessment and intervention techniques, and diverse populations that may range in age from birth to twenty-two. Candidates will participate and demonstrate proficiency in the following: speech/language/hearing screening, evaluation, and intervention; writing, presentation, and implementation of IEP/IFSPs; a variety of service delivery models; provision of services for children on the autistic spectrum; assistance to classroom teachers in providing modifications and accommodations of curriculum for students; and monitoring of student progress. In addition, each candidate exhibits understanding of multi-tiered intervention (e.g., response to intervention).

SLP Standard 7: Consultation and Collaboration

Each candidate engages in consultation and/or collaboration with teachers and other relevant personnel as part of a school field experience. Candidates consult with teachers, other personnel, and families during the prevention, assessment, and IEP process. Candidates also demonstrate relevant methods of consultation and collaboration in intervention, which may include but is not limited to the development of program modifications to support students' learning in the classroom, including academic content in pull-out intervention, instruction of small groups in the classroom, and teaching classroom lessons.

SLP Standard 8: Assessment of Candidate Performance

Prior to recommending each candidate for a SLP services credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting. During the program, candidates are guided and coached on their performance in relation to the knowledge and skills using formative processes. Verification of candidate performance is provided by a faculty representative of the university training program in consultation with the supervising master clinician.

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