

**California State University, Long Beach**  
**College of Health and Human Services**  
**Department of Speech-Language Pathology**  
**Spring 2021**

**SLP 669A - Multicultural Clinical Practice: Child-Adolescent Speech and Language Clinic**

**I. General Information:**

Meeting Times: Mon-Wed 4:00pm to 7:00 pm  
Instructor: Cristian Paredes, M.A., CCC-SLP  
Telephone: (562) 985-4583  
E-mail: cristian.paredes@csulb.edu  
Office: Online via Zoom  
Office Hours: Wed 7:05pm -8:05pm

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**II. Catalog Description:**

SLP 669A – Multicultural Clinical Practice: Child-Adolescent Speech and Language Clinic  
**Prerequisite: SLP 696, SLP 663, and SLP 667**

On-campus clinical practice. Students work with individuals with children and/or adolescents (age 0-21 years) with speech and language delay or disorders. Students conduct assessments, develop and implement treatment, and employ best practice for clients from culturally and linguistically diverse backgrounds.

Letter grade only (A-F). Course fee may be required.  
(2 units)

**III. Methods of Presentation:**

- A. Supervised experience with clients in the CSULB Speech and Language Clinic
- B. Written feedback between supervisor and student
- C. Didactic
- D. Consultations during office hours
- E. Provided article links or handouts by the instructor

**IV. Methods of Evaluation/Course Grade Assignment:**

Each student will be evaluated based on his/her demonstration of: 1. Professional Writing Language skills, 2. Evaluation, Intervention and Interpersonal & Professional Practice, Interactions, and Personal Qualities skills as described on CALIPSO and 3. Clinic Regulations and Assignments as specified by requirements for the ASHA CCC: *Standards IV-B and IV-G.*

Students will be given feedback in writing throughout the semester, including written feedback specific to clinic reports and individual clinic sessions. Other types of feedback (e.g., verbally, in-vivo) will be provided as needed or upon request by the student.

In addition, each student's performance will be evaluated in more detail during a Mid-Term and Final Clinic Evaluation. The student's clinical competency level to date across each skill will be rated on a 4.0 scale. A cumulative average will be obtained. The ratings will be noted on CALIPSO.

The following is a description of the behavioral correlates as they apply to the 4.0 rating scale utilized during assessment. The ratings will be given based on four factors: accuracy, consistency, independence, and level of supervisory guidance.

**Independent: 4.0 – 3.7 points**

Skill demonstration meets standards and student is independent in performance of a desired skill. Student demonstrates clear and consistent knowledge and demonstration of a desired skill. Minimal-to-no assistance from the instructor is required. Interactions with the instructor relative to this skill are collaborative only, without direct instructor assistance/guidance required.

**Adequate with Support: 3.6 – 3.0 points**

Skill demonstration approaches standard and is adequate with instructor support. Student evidences knowledge of and *consistent* demonstration of a desired skills, but independence without instructor assistance/guidance is not evident. Intermittent assistance/guidance from the instructor is required.

**Emerging: 2.9 – 2.0 points**

Skill development is emerging. Student evidences *some* knowledge of and *intermittent* ability to demonstrate a desired skill; however, consistent demonstration and clear knowledge is not evident. Additional instruction/guidance from the instructor is required. 1:1 demonstration from the instructor is not required.

**Minimal 1.9 – 1.5 points**

Skill development is minimal. Student attempts stated requirement(s), but student demonstrates minimal knowledge of –or– ability to demonstrate a desired skill. Student requires consistent instructor assistance/guidance AND 1:1 demonstration from the instructor in skill development; student successfully duplicates supervisor's demonstrated skills in clinical sessions.

**Not Begun: 1.5 - 1 points**

Skill development has not begun. Student attempts stated requirement(s), but student demonstrates significant gaps in knowledge of –or– significant difficulty demonstrating a needed skill. Student requires consistent instructor assistance/guidance AND 1:1 demonstration from the instructor in skill development; student does not duplicate supervisor's demonstrated skills in clinical sessions.

**Each student's final course grade will be based on the following 6 areas, with a total of 100% points possible:**

Targeted Skill	Assignment	Weight
<i>Writing Skills</i>	Assessment Reports (20%)	<b>40%</b>
	Therapy Plans (5%)	
	Progress Reports (10%)	
	SOAPRS (5%)	
<i>Evaluation Skills</i>	CALIPSO sub score (10%)	<b>10%</b>
<i>Intervention Skills</i>	CALIPSO sub score (25%)	<b>25%</b>
<i>Professional Practice, Interaction, and Personal Qualities</i>	CALIPSO sub score (10%)	<b>10%</b>
<i>Clinical Regulations</i>	Sanitizing room and supplies Password protecting documents HIPAA (2.5%)	<b>2.5%</b>
<i>Clinic Assignments</i>	Participation in didactic/office hours (5%) Client Presentation (10%)-Changed to Assessment report 2 grading	<b>12.50%</b>
	Assessment Report 2 (5%) Progress Report 2 revisions (0.5%)	

**TOTAL 100%**

Careful detail should be paid to both the form and content of all written material as these account for a large portion of your final grade. Examples of report format will be provided and discussed in class. Please take careful notes during these discussions and ask questions when you are unclear about written report format or content. Grades for SOAPRS will be given at the end of the semester. The grade will be assigned based on the student's responsiveness to comments and/or edits and the quality of clinical writing demonstrated throughout the entire semester. Refer to the rubrics for further detail.

Grades are assigned based on a straight point scale, given the following percentages:

- A = 100 - 90%
- B = 89.9 - 80%
- C = 79.9 - 70%
- D = 69.9 - 60%
- F = below 59.9%

**V. *Expected Outcomes:***

This course is designed to provide instruction and supervised clinical experience in the evaluation and rehabilitation of individuals with speech, cognitive, or linguistic disorders. Clinical experience/instruction will encompass clinical assessment, therapy planning, goal setting, implementation of intervention goals, report writing, record keeping, maintenance of clinical records and client and family education.

**ASHA/CAA Student Learning Outcome Assessment Matrix**

This course addresses the following ASHA/CAA competencies, measured using the assessments indicated below.

<b>3.1.1 B – Professional Practice Competencies</b>	<b>Assessments</b>
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<i>Accountability: The student will...</i>		Assessment Report	Treatment Plan	Progress Report	SOAPRs / Sessions	Didactic & Log
A	Practice in a manner that is consistent with the professional code of ethics and the scope of practice documents for the profession of speech-language pathology.	x	x	x	x	x
B	Adhere to federal, state, and institutional regulations and policies that are related to services provided by speech-language pathologists.	x	x	x	x	x
E	Evaluate the effects of his or her actions and makes changes accordingly.			x	x	x
G	Describe how to work on interprofessional teams to maintain a climate of mutual respect and shared values.				x	x
<i>Integrity: The student will...</i>		Assessment Report	Treatment Plan	Progress Report	SOAPRs / Sessions	Didactic & Log
A	Use the highest level of clinical integrity with each individual served, family members, caregivers, other service providers, students, other consumers, and payers; and	x	x	x	x	x
B	Use best professional practices related to maintenance of confidentiality for all individuals in accordance with HIPAA and FERPA requirements.	x	x	x	x	x
<i>Effective Communication Skills: The student will...</i>		Assessment Report	Treatment Plan	Progress Report	SOAPRs / Sessions	Didactic & Log
A	Use all forms of expressive communication—including written, spoken, and nonverbal communication—with individuals served, family members, caregivers, and any others involved in the interaction to ensure the highest quality of care that is delivered in a culturally competent manner.	x	x	x	x	
B	Communicate—with patients, families, communities, and interprofessional team colleagues and other professionals caring for individuals in a responsive and responsible manner that supports a team approach to maximize care outcomes.				x	x
<i>Clinical Reasoning: The student will...</i>		Assessment Report	Treatment Plan	Progress Report	SOAPRs / Sessions	Didactic & Log
A	Use valid scientific and clinical evidence in decision-making regarding assessment and intervention.	x	x		x	x
B	Apply current knowledge, theory, and sound professional judgment in approaches to intervention and management of individuals served.		x		x	x
C	Use clinical judgment and self-reflection to enhance clinical reasoning.				x	x
<i>Evidence-Based Practice: The student will...</i>		Assessment Report	Treatment Plan	Progress Report	SOAPRs / Sessions	Didactic & Log
A	Access sources of information to support clinical decisions regarding assessment and intervention/management,				x	x
B	Critically evaluate information sources and applies that information to appropriate population		x		x	x
C	Integrate evidence in provision of speech-language pathology services.		x		x	x
<i>Concern for Individuals Served: The student will...</i>		Assessment Report	Treatment Plan	Progress Report	SOAPRs / Sessions	Didactic & Log
A	Show evidence of care, compassion, and appropriate empathy during interactions with each individual served, family members, caregivers, and any others involved in care; and				x	
B	Encourage active involvement of the individual served in his or her own care.		x	x	x	

<i>Cultural Competence: The student will...</i>		Assessment Report	Treatment Plan	Progress Report	SOAPRs / Sessions	Didactic & Log
A	Evaluate the impact of his or her own set of cultural and linguistic variables on delivery of effective care. These include, but are not limited to, variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation.					x
B	Identify the impact of the cultural and linguistic variables of the individuals served on delivery of care. These include but are not limited to variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation.	x	x			x
C	Analyze the interaction of cultural and linguistic variables between the caregivers and the individuals served in order to maximize service delivery.	x			x	x
D	Identify the characteristics of the individuals served (e.g., age, demographics, cultural and linguistic diversity, educational history and status, medical history and status, cognitive status, and physical and sensory abilities) and how these characteristics relate to clinical services.	x			x	x
<i>Professional Duty: The student will...</i>		Assessment Report	Treatment Plan	Progress Report	SOAPRs / Sessions	Didactic & Log
A	Engage in self-assessment to improve his or her effectiveness in the delivery of services.				x	x
C	Discuss the role of clinical teaching and clinical modeling as well as supervision of students and other support personnel.				x	x
D	Summarize the roles and importance of interdisciplinary/interprofessional assessment and intervention and be able to interact and coordinate care effectively with other disciplines and community resources.				x	x
E	Restate and practice the principles of universal precautions to prevent the spread of infectious and contagious diseases.				x	x
F	Identify and use the knowledge of one's own role and those of other professions to appropriately assess and address the needs of the individuals and populations served.	x	x		x	x
<i>Collaborative Practice: The student will...</i>		Assessment Report	Treatment Plan	Progress Report	SOAPRs / Sessions	Didactic & Log
A	Apply values and principles of interprofessional team dynamics.				x	x
B	perform effectively in different interprofessional team roles to plan and deliver care centered on the individual served that is safe, timely, efficient, effective, and equitable.				x	x
<b>3.1.3 B Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences</b>		Assessment Report	Treatment Plan	Progress Report	SOAPRs / Sessions	Didactic & Log
A	Design, implement, and self-evaluate <b>identification and prevention</b> of communication and swallowing differences with individuals across the lifespan.	x		x		x
<b>3.1.4 B Evaluation of Speech, Language, and Swallowing Disorders and Differences</b>		Assessment Report	Treatment Plan	Progress Report	SOAPRs / Sessions	Didactic & Log
A	Design, implement, and self-evaluate <b>assessment</b> for communication and swallowing differences with individuals across the lifespan	x		x		x
<b>3.1.5 B Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms</b>		Assessment Report	Treatment Plan	Progress Report	SOAPRs / Sessions	Didactic & Log
A	Design, implement, and self-evaluate <b>intervention</b> for communication and swallowing differences with individuals across the lifespan		x		x	x
<b>3.1.6 B General Knowledge and Skills Applicable to Professional Practice</b>		Assessment Report	Treatment Plan	Progress Report	SOAPRs / Sessions	Didactic & Log

A	Demonstrate <b>ethical conduct</b> in the provision of clinical services for communication and swallowing differences with individuals across the lifespan				x	
B	Demonstrate <b>professionalism and professional behavior</b> in the provision of clinical services for communication and swallowing differences, including counseling and collaboration				x	x

## VI. *Course Policies/Requirements:*

### Clinic Regulations

**Students are responsible for reading the Clinic Handbook and adhering to all University and Departmental Clinic Instructions/Protocols.** This includes but is not limited to obtaining a signed video or research release, generating and maintaining client files throughout the course of the semester and maintaining client confidentiality.

### ***Clinic Work Hours***

Each clinician has been assigned a work hour that is scheduled during clinic. Clinicians are expected to remain in the Speech-Language Clinic during this time. The clinician should use this time for the following tasks:

1. Sanitizing clinic materials
2. Neatly re-shelving borrowed items in the assessment room or file room
3. Writing SOAPRs for the session that just ended
4. Communicating with the supervisor regarding the client's progress
5. Organizing and cleaning the assessment room or file room

### ***Parking***

Parking rules change each semester, so check our clinic website for up-to-date information regarding parking procedures. Parking codes will be given directly to the clients. Clients will be expected to enter their license plate number, parking code, and payment at the parking dispenser. Any clients who do not pay at the parking dispenser will receive a citation. Emphasize to the clients that change is not provided for cash payments at the parking dispenser.

Be prepared to meet your clients at the parking lot for the first 2-3 sessions to assist them with purchasing parking permits. Clinicians should be aware of the procedures in case clients have questions regarding parking.

If the parking dispenser is broken, the client must provide the clinic assistants, the clinic supervisor, or the clinician with the license plate and description of the vehicle immediately. The information will be sent to the parking office to prevent issuance of a citation.

### ***Universal Precautions & Sterilization Policies***

Clinicians must use universal precautions appropriate for an outpatient clinical setting:

1. Washing your hands before and after each clinical session
2. Wearing gloves while completing procedures such as oral-peripheral exams
3. Disinfecting all clinic materials (e.g., table tops, chair arms, toys, etc.) after each client.

After sterilization has been completed, initial the sterilization log after each client (not one initial at the end of your clinic day). If any materials have come in contact with bodily fluids (e.g., blood, vomit, urine, etc.) and require sterilization, wear a glove and place the contaminated material in a bag and contact the clinic assistants (or supervisor) for assistance.

For additional information on universal precautions, students are referred to the following websites:

1. [https://www.osha.gov/SLTC/healthcarefacilities/infectious\\_diseases.html](https://www.osha.gov/SLTC/healthcarefacilities/infectious_diseases.html)
2. [https://www.csulb.edu/sites/default/files/groups/engr/test/bloodborne\\_pathogens.pdf](https://www.csulb.edu/sites/default/files/groups/engr/test/bloodborne_pathogens.pdf)

### Infectious Disease Safety Procedures

#### SLP Clinic Safety Measures

- Given the proximity of clinicians and clients/patients when services are provided, PPE is key to reducing coronavirus transmission.
- SLP students, clinic staff, and instructors are required to wear gloves, N95 masks, and face shields.
- All are required to follow the CDC guidance (attached) for proper donning, doffing, sanitization, and disposal procedures.
- Clients, students, and faculty will all be informed at the beginning of the semester that they cannot go on campus if they have any symptoms listed in the screening OR have come in close contact with someone who is exhibiting any symptoms listed on the screener.
- Students and supervisors are required to complete a COVID-19 screening questionnaire (SSO) before each visit to campus.
- Students, supervisors, or faculty who go on-campus, must complete a survey to log their presence on campus for contact tracing purposes. The link will also be provided on the CSULB page
  - <http://bit.ly/slpenry>
  - Before each session, clients are required to complete a COVID-19 screening questionnaire prior to entering the clinic.
  - When clients arrive, they will call the assigned clinician who will administer the screening questionnaire.
  - This screening questionnaire will also serve as the contact tracing sign-in sheet for clients.
  - <http://bit.ly/slpenry>
  - The same link will be used, but clients will be asked screener questions as well.
  - Symptomatic clients/patients will not receive in-person sessions. The clinical sessions will be provided in a telehealth/tele-practice model instead.
  - Clients are required to wear cloth masks/face coverings before entering the Language Arts Building (LAB) and during the session. If the mask needs to be removed for therapeutic reasons, it will be put on again as soon as possible.
  - Visitors (e.g., parents or family members) are required to wait outside. The indoor waiting area is closed. While waiting outside, visitors are required to

practice physical distancing by staying at least 6 feet from other people. They are also encouraged to wait in their vehicles.

- Immediately before and after each clinical session, student clinicians and clients/patients are required to wash hands and use hand sanitizers.
- The majority of paperwork has been digitalized. For the remaining hardcopies, these are placed in a 9x12 plastic bag before handing to clients/patients.

### ***Clinical Files***

The client's clinic folder is to be kept up to date at all times. It is the student's responsibility to ensure that all documentation relative to that semester's clinical activities be recorded and immediately filed in the client's clinic folder (located in the File Room). If the client does not have an active clinic folder, please request of the Clinic Secretary that one be made for the client as soon as possible. Graded reports (once signed by the instructor) are to be immediately filed in the client's clinic folder and stored in the File Room.

**Removed files must be re-filed alphabetically-no exception**

### **Procedures:**

1. Ensure that everything in the file reflects the high standard expected of you as future speech-language pathologists. The material here can be requested by other agencies and the client, so it is imperative that documents are edited closely before being placed in the file.
2. If you have trouble turning off specific features on Microsoft Word such as track changes or accepting changes (i.e., there are vertical lines on the margin of your document or words are underlined in the document), ask clinic assistants or your clinic supervisor for help.
3. It is your responsibility to keep the contents of client files organized and up to date. Please inform the clinic assistants if something is missing in the file or if the file is in disrepair.
4. Client communication log/Progress Notes: Put all pertinent communication with the client and/or client's family on this form. If you are unsure whether something should be entered, ask your supervisor. If additional forms are needed, add a form to the file with the most recent form on top.
5. If there is a change of address and/or phone number, advise the assistants of the change so that it can be made in the file.
6. Files should be organized chronologically with the most recent information on the top. The documents within the file should be organized according to the description below. Explanations for each document are provided in Chapter 5, Section 5, Clinic forms. These documents will be checked at close-out each semester.
7. Client Files in Microsoft Teams:
  - a. It is the clinician's responsibility to upload a PDF version of the documentation in a timely manner to ensure the clinic has official documentation of your sessions.
  - b. Refer to Section 5(a) Digital Paperwork for more detailed information.

### **Clinical Materials**

**Students are responsible for coming to each clinical appointment prepared to perform all required diagnostic and/or therapeutic procedures.** Materials are available in the Equipment



Room and it is recommended that you review the tools available prior treatment planning. In many cases the items located within the Equipment Room can be adequately modified to meet your client's individual needs. However, it may be necessary for students to design –or- individually create treatment or assessment materials throughout the semester. Remember that elaborate and/or expensive toys or tools are not required –or- expected. Often times, simple solutions and tools will suffice and can be utilized again with other clients.

Please note that behaviors such as coming to clinic unprepared, failure to follow clinic or course policies/requirements or inappropriate or unprofessional conduct will significantly impact clinical skills evaluation.

### Appropriate Attire/Professional Conduct

*Students are expected to dress in professional attire and conduct themselves in a professional manner during all clinical appointments.* Standards for appropriate attire and professional conduct will be discussed during initial didactic sessions.

<https://www.moneycrashers.com/what-wear-work-tips-office-dress-code/>

### Absences

All scheduled absences must be approved by the instructor. You are responsible for notifying your client and making appropriate arrangements in the case of a serious illness. Make-up sessions must be completed within clinic hours and pre-arranged with the instructor to ensure that adequate supervision is available. ***It is our responsibility to our clients to make every effort to have excellent attendance and to not be unduly absent from clinic sessions. As such, each clinician will be allowed only one non-University "excused" absence per semester. Absences in excess of one non-University excused absence per semester will negatively impact your course grade, 5% per additional absence.*** In the event of a client absence, students will be expected to be present at the clinic to do one of the following: be available to assist with another clinician's therapy session if necessary, plan/prepare for the next session, observe other clients (please discuss options with the instructor).

For a list of excused absences, refer to Section VIII – University Policies.

<http://www.csulb.edu/academic-senate/policy-statement-17-17-attendance-policy-supersedes-01-01>

### Confidentiality

Students are responsible for maintaining client confidentiality **at all times**. This includes ensuring that all clinic records and any material with personal information remain **within** the clinic setting. Students are further expected to maintain confidentiality in conversations outside of the clinical setting. For detailed information of HIPPA regulations, please refer to the following link.

<https://www.hhs.gov/hipaa/for-individuals/guidance-materials-for-consumers/index.html>

### Late Assignments/Paperwork

Reports and supporting materials are due on the dates discussed in didactic (unless otherwise specified by the instructor). If clinicians require more time for an assessment report given the status of your clients, students are expected to obtain approval from the instructor if more

time is needed. **Any report turned in after the established due date, without approval from the instructor, will be graded down 10% of its original score (no exceptions).**

### **Coming to Clinic Unprepared**

*It is the student's responsibility to come to clinic prepared for both didactic discussion and clinical sessions.* If the student is not prepared for either of these forums, this will be reflected in mid-term and final evaluation scores. If reading is assigned for an office hour appointment or a didactic session, it is expected that students will come to the meeting having read the material with questions/comments in mind for discussion.

### **VII. Justification:**

This course is required for a Master of Arts Degree in Communicative Disorders-Speech Language Pathology and the ASHA Certificate of Clinical Competence. This course requires demonstration and evaluation of ASHA CCC, *Standards IV-B and IV-G*.

### **VIII. Academic Information and Regulations**

The following information is posted on line under the 2019-2020 catalog webpage. Please follow the link at the end of this list of regulations for detailed information:

1. Changes in Rules and Policies
2. CSULB Principles of Shared Community
3. CSULB Statement on Civility and Acts of Violence
4. Nondiscrimination Policy
5. Equal Access and Opportunity, Non-discrimination/Non-harassment
6. Policy Promoting Equal Employment and Educational Opportunity
7. Policy Prohibiting Discrimination and Harassment
8. Confidentiality Consensual, Amorous, and/or Sexual Relationships Between Employees and Students
9. Complaint Resolution Procedures
10. Student Complaint Procedure
11. Campus Standards of Conduct
12. Security on Campus
13. Policy on Sexual Assault
14. Privacy Rights of Students in Education Records
15. Student Grievance Policy

<http://catalog.csulb.edu/content.php?catoid=3&navoid=150>

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

California State University, Long Beach is committed to maintaining an inclusive learning community that values diversity and fosters mutual respect. All students have the right to participate fully in university programs and activities free from discrimination, harassment, sexual violence, and retaliation. Students who believe they have been subjected to discrimination, harassment, sexual violence, or retaliation on the basis of a protected status such as age, disability, gender, gender identity/expression, sexual orientation, race, color, ethnicity, religion, national origin, veteran/veteran

status or any other status protected by law, should contact the Office of Equity & Diversity at (562) 985-8256, University Student Union (USU) Suite 301, <http://www.csulb.edu/depts/oed/>.

### **Statement of Accessibility**

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

[http://www.csulb.edu/divisions/aa/academic\\_technology/itss/course\\_materials/accessibility/](http://www.csulb.edu/divisions/aa/academic_technology/itss/course_materials/accessibility/)

### **Accommodation**

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

Students needing special consideration for class format and schedule due to religious observance or military obligations must notify the instructor in advance of those needs. Students who require additional time or other accommodation for assignments must secure verification/assistance from the CSULB Bob Murphy Access Center (BMAC) office located at SSC, room 110. The telephone number is (562)985-5401.

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

For more information of the services available to students, please visit the following link:

<http://web.csulb.edu/divisions/students/dss/contact/#dss>

### **Cheating and Plagiarism**

It is the policy (PS 08-02) of the faculty and administration to deal effectively with the student who practices cheating or plagiarism. These acts are fundamentally destructive of the process of education and the confident evaluation of a student's mastery over a subject. A University maintains respect and functions successfully within the larger community when its reputation is built on honesty. By the same token, each student benefits in helping to maintain the integrity of the University. This policy, therefore, provides for a variety of faculty actions including those which may lead to the assignment of a failing grade for a course and for administrative actions which may lead to dismissal from the University. This document is written with the intent to support the traditional values that students are on their honor to perform their academic duties in an ethical manner.

### **General**

The following definitions of cheating and plagiarism shall apply to all work submitted by a student. Any change or refinement in the following definitions or applications of the definitions, necessitated by the

nature of the work involved, shall be made by the faculty member or departments desiring the change. Any change shall be announced, in writing, in the relevant classes before the work is assigned and a copy of the changes will be filed in the department office and in the Office of Student Conduct and Ethical Development.

#### 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.

#### Faculty Responsibilities in Allegations of Cheating or Plagiarism

Before a faculty member charges a student with cheating or plagiarism, the faculty member should have reasonable evidence with respect thereto. Reasonable evidence includes documentary or other physical evidence, personal observation, or testimony. Prior cheating or plagiarism is not reasonable evidence. In order to establish facts of the student's knowledge or skill, the faculty member may ask the student to provide such additional demonstration of competency as the faculty member deems necessary to evaluate scholarship and academic performance. The faculty member must advise the

student that a decision to provide an opportunity for such an additional demonstration of competency is entirely at the faculty member's option and that the student may comply with the request of the faculty member at the student's option. Neither compliance nor noncompliance shall be considered an admission of cheating or plagiarism.

In cases where a student is suspected of cheating or plagiarism, the faculty member should arrange for an informal office conference with the student as soon as possible. The purpose of the informal conference is to bring the persons involved together to discuss the issues informally and to discuss courses of action. At the conference the student shall be notified by the faculty member of the charge and supporting evidence. For an incident which occurs during or as a part of a final examination consult the section just below.

In cases where there is more than one individual suspected of cheating or plagiarism, the faculty member may decide to call the students to confer jointly as a group, or as individuals, or both. If the faculty member should decide to confer with the students as a group, the students shall have the option to also confer with the instructor separately as individuals.

When the student cannot be contacted and therefore the informal conference cannot be held, as is sometimes the case after final examinations, a grade of "I" (Incomplete) may be assigned, but only if the instructor wishes an additional test of competence (see section just above). The instructor shall have the agreement form for assigning an "Incomplete" sent to the last known address of the student.

**The agreement form shall state the following:**

Under the provisions of the CSULB Policy Statement on Cheating and Plagiarism, an additional test of competency related to the syllabus name of suspect demonstration (e.g., Final Examination) is requested. You may decline to do so. Please contact the instructor, the department office, or the Office of Student Conduct and Ethical Development for information regarding the University policy on Cheating and Plagiarism. The instructor must indicate on the agreement form the grade with will be assigned, normally 120 calendar days following mailing of the Incomplete Agreement, if the student does not respond or, responding, the student does not agree to an additional test of competence. Charges of cheating or plagiarism cannot be brought against a student more than 120 calendar days after discovery that the work in question may have been plagiarized or that cheating may have taken place.

Notes and evidence shall be kept by the department chair or program director for a minimum of five years after the case is settled.

In implementation of the Executive Order from the Chancellor's Office that requires documentation of faculty action regarding cheating and plagiarism, the Academic Senate revised the Cheating and Plagiarism Policy to include the following language: After action has been taken by the faculty member, the faculty member shall complete a form that identifies the student who was found responsible, the general nature of the offense, the action taken, and a recommendation as to whether or not additional action should be considered by the Office of Student Conduct and Ethical Development. The complete form should be sent by the faculty member to both the provost and the vice president for student affairs whenever cases of academic dishonesty are handled by the faculty member.

### **Academic Integrity Committee**

The Chair of the Academic Senate and the Provost and Senior Vice President for Academic Affairs shall jointly appoint an Academic Integrity Committee for the University. This Committee shall consist of one member from the student body, chosen by the Associated Students Government for a one year term of office; three members of the full-time, tenured or tenure-track faculty, each with a term of office of two years, terms of office expiring in alternate years; and one member of the Office of Academic Affairs, who shall be Chair, voting only in case of ties.

The primary charge of the Committee is to receive the requests of students accused of cheating or plagiarism or the requests of faculty accusing specified student(s) of cheating or plagiarism. Following its review of the evidence, the Committee shall report its opinion to the student(s) and to the faculty member involved on whether the accusation is supported by the evidence. This opinion may not be appealed. However, when new evidence appears to so warrant, a faculty member or student may ask, in writing, the Provost or the Chair of the Academic Senate to request the Committee to reconsider a case. The Academic Integrity Committee shall make readily available the rules and procedures governing its operations.

In all cases, a Report of the Committee is advisory to the student, with whom rests the presumption of innocence, and the faculty member, to whom the decision on the evidence and academic action is reserved.

A faculty member or student who requests a review of the evidence in a case of alleged cheating or plagiarism must make such a request to the Academic Integrity Committee in writing no later than 14 calendar days following the date of first notification of the student by the faculty member of the allegation. Except under extenuating circumstances, the student and faculty member will have no more than 14 additional calendar days to provide evidence to the Committee.

To preserve the rights of privacy, the Committee meetings shall be closed. The Committee may request additional information as may be appropriate to the development of its Reports. The Committee is to provide a final Report within 21 calendar days of the submission of a request to it. Should additional time be required, the reasons should be communicated to the Provost and Senior Vice President for Academic Affairs and the Chair of the Academic Senate as well as the student(s) and faculty members involved.

The Committee is to report on its actions annually to the Vice President for Academic Affairs and the Chair of the Academic Senate.

### **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 Student Conduct and Ethical Development for possible probation, suspension, or expulsion.

Academic dishonesty cases that occur in the classroom shall be handled by faculty members. After a faculty member takes action, the faculty member shall complete a "Student Academic Dishonesty Report" form that identifies the student who was found responsible, the general nature of the offense, the action taken, and a recommendation as to whether or not additional action should be considered by the campus Office of Student Conduct and Ethical Development. The faculty member shall send a completed "Student Academic Dishonesty Report" form to the Vice President for Student Affairs and Provost whenever academic dishonesty cases are handled by the faculty member.

A student may appeal a final course grade the computation of which included an examination or other test of competence in which a score of zero was assigned for cheating or plagiarism, but only on the grounds permitted in the University Grade Appeal Policy Statement. An appeal of the final grade may include as written testimony the Report of the Academic Integrity Committee.

#### **Disciplinary Sanctions - Administrative Action**

Procedures and sanctions of the Office of Student Conduct and Ethical Development are under the administration of the Vice President for Student Services and are conducted pursuant to the authority provided in Section 41301 of Title 5 of the California Administrative Code. Copies of Section 41301 of Title 5 may be found in the University Bulletin and the Campus Regulations available in the Office of Judicial Affairs. Copies of Chancellor's Executive Order 148, "Student Disciplinary Procedures for the California State University" are also available upon request.

Opportunities for appeal regarding the sanctions applied by Vice President for Student Services are provided for students involved in the proceedings as outlined by Executive Order 148.

For a summary of the charges concerning cheating and plagiarism report to the Vice President for Student Services. (PS 08-02)

<http://catalog.csulb.edu/content.php?catoid=3&navoid=147#cheating-and-plagiarism>

#### **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.

1. Withdrawal during the first two weeks of instruction: Students may withdraw during this period and the course will not appear on their permanent records.
2. 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.

3. 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.

4. 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:

- a. Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,
- b. Withdrawals in terms prior to fall 2009 at CSULB,
- c. Withdrawals at institutions other than CSULB, and
- d. 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).

5. Catastrophic Withdrawal:

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

- a. The Petition to Withdraw from Classes in the Final Three Weeks of Instruction and the appropriate Catastrophic Withdrawal Request (Medical or Beyond Student's Control) is submitted to Enrollment Services by the published deadlines, and
- b. The student presents evidence to demonstrate that a severe medical condition or other circumstances beyond the student's control 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.

Although students will normally withdraw from all courses under these circumstances, students with serious and compelling reasons may be allowed to withdraw from only some of their courses; such instances will require additional justification.

The academic administrator appointed by the president to act in such matters will review the evidence presented and, in consultation with appropriate medical or other professionals as needed, determine whether the request for a Catastrophic Withdrawal should be granted. Once granted, all such withdrawals will appear on the student's permanent record with a symbol of "WE" to indicate the basis for withdrawal and will not count toward the limit described in 4 above. In addition, the student may be required to obtain clearance from the appropriate medical or other professional that states the



student is well enough to return to classes with the full expectation that the student will be able to complete the semester and intended educational objectives in a timely manner.

Repeat Catastrophic Withdrawal:

If the student has received a Catastrophic Withdrawal and makes a request for an additional Catastrophic Withdrawal, the University must consider the question of whether or not the student can complete appropriate educational objectives. If an additional Catastrophic Withdrawal is granted, the student may be required to obtain clearance from an appropriate medical or other professional that states the student is well enough to return to classes with the full expectation that the student will be able to complete the semester and intended educational objectives in a timely manner.

#### 6. Instructor Withdrawal:

An instructor may withdraw a student who has never attended a class, if done before the end of the second week of classes. Because instructors are not required to do this, students should not rely on them and should officially withdraw from classes themselves to avoid assignment of a "WU" in the course. An instructor may also withdraw a student during the first two weeks of classes who has enrolled in a course requiring "permission of the instructor", completion of prerequisites, or concurrent enrollment in corequisites if the student has not properly secured this permission, satisfactorily completed the prerequisites before enrolling, or enrolled in the required corequisites. "WU" - "Unauthorized Withdrawal." The symbol "WU" indicates that an enrolled student did not complete course requirements but did not withdraw from the course. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible (letter grades "A," "B," "C," "D," "F", or an "I"). Instructors of record must report the last known date of attendance for all students who receive a "WU." A student who receives a "WU" may not complete additional work and have the "WU" changed to a letter grade. In courses that are graded "Credit/No Credit" or in cases where the student has elected "Credit/ No Credit" evaluation, use of the symbol "WU" is inappropriate and "NC" must be used instead. For purposes of grade point averages a "WU" is equivalent to an "F."

<http://catalog.csulb.edu/content.php?catoid=3&navoid=147&hl=withdrawal&returnto=search>

## Campus Behavior

### *Civility Statement*

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

### Preferred Gender Pronoun

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. You may also change your name for BeachBoard and MyCSULB without a

legal name change. To submit a request, go to MyCSULB/Personal Information/Names. If you have any questions or concerns, please do not hesitate to contact me.

### **Accommodations for Religious Holidays & Military Service**

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

### ***Classroom Expectations***

All students of the California State University system must adhere to the Student Conduct Code as stated in Section 41301 of the Title 5 of the California Code of Regulations as well as all campus rules, regulations, codes and policies. Students as emerging professionals are expected to maintain courtesy, respect for difference, and respect for the rights of others. This includes a commitment to maintain established classroom policies against voice and/or video recordings (including photos) unless permitted for ADA accommodations as noted above.

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

### ***\*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:

1. Dress appropriately as if you were sitting in a face-to-face class.
2. While not required, it is strongly suggested you keep your video on to maintain the strong interpersonal quality of a traditional face to face class. If there are personal circumstances preventing you from keeping your video on, please reach out to me directly to discuss alternative ways of maintaining active classroom engagement.
3. 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.
4. Speak to the camera and not the screen.
5. Raise your hand to speak and do not interrupt others while speaking.
6. Keep microphone muted when you are not speaking—this will prevent inadvertent noises, such as coughs, rattling papers, or chair squeaks, from interrupting others
7. Make use of Zoom's chat function.
8. Use your full name to identify yourself in Zoom.
9. 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>

### **Social Media Policy**

Social media is an umbrella term that encompasses the various activities that integrate technology, social interaction, and content creation. Social media includes technology (computers, phones, tablets)

and is used in various forms (blogs, wikis, photo and video sharing, podcasts, social networking, mashups, virtual worlds, etc.). Means of accessing social media may include applications (Facebook, Instagram, Twitter, Skype, Snap Chat, YouTube, etc.). These devices and applications are subject to having content transmitted to others, with or without consent from the original author.

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

Students should follow the criteria below:

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

Violations of these professional behavior standards will result in the following tiered consequences

- A. First occurrence: Student receives a verbal and written warning which is placed in the student's file. The student must meet with the graduate program coordinator.
- B. Second occurrence: Student will be reported to the College and University. Consequences of violations will be determined by the Department, College, and University after a full investigation.

## IX. Course Schedule

Date	Assignments Due/Important Dates
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<p>Week 1 1/20/21</p>	<ul style="list-style-type: none"> <li>• First day of clinic</li> <li>• Introduction to policies and clinical procedures</li> <li>• Review client files</li> <li>• Review assessment materials, including assessment plans, parent <ul style="list-style-type: none"> <li>○ questionnaire methods, and procedures</li> </ul> </li> <li>• Prep work for assessments/review of assessment plan, SOAPR writing</li> <li>• Standard Assessment review</li> <li>• Review of importance of clinical observations when interviewing/assessing <ul style="list-style-type: none"> <li>○ culturally diverse clients</li> </ul> </li> <li>• Report writing review-how to organize information, report content <ul style="list-style-type: none"> <li>○ professional writing; do's and don'ts, review of assessment report rubric</li> </ul> </li> <li>• Create client's schedule for the entire semester</li> </ul>
<p>Week 2 1/25/1/27</p>	<ul style="list-style-type: none"> <li>• <b>1/27/21 First day with clients</b></li> <li>• Assessment Session 1: <ul style="list-style-type: none"> <li>○ Assessment plan due</li> <li>○ SOAPRs notes due</li> </ul> </li> </ul>
<p>Week 3 2/1-2/3</p>	<ul style="list-style-type: none"> <li>• Assessment sessions 2 &amp; 3</li> </ul>
<p>Week 4 2/8-2/10</p>	<ul style="list-style-type: none"> <li>• <b>Didactic 2/8/21 - No clients</b> <ul style="list-style-type: none"> <li>○ Assessment report content-what is left?</li> <li>○ Therapy Plan (Goals/objectives)</li> </ul> </li> <li>• Last assessment session <b>2/10/21</b> (Assessment session 4) <ul style="list-style-type: none"> <li>○ Probing goals</li> </ul> </li> </ul>
<p>Week 5 2/15-2/17</p>	<ul style="list-style-type: none"> <li>• Therapy</li> <li>• <b>Assessment report 1 (Client of your choosing [A]) due 2/20/21 (including therapy goals and objectives) by 9pm. <u>This report is graded</u></b></li> </ul>
<p>Week 6 2/22-2/24</p>	<ul style="list-style-type: none"> <li>• <b>Assessment report (Second client [B]) 2/27/21 by 9pm (including therapy goals and objectives). <u>This report will potentially be part of 2% of your total grade</u></b></li> </ul>
<p>Week 7 3/1-3/3</p>	<ul style="list-style-type: none"> <li>• Therapy</li> <li>• Edited reports to clinicians-I will need 7 days from the date of submission in order to review and grade your reports</li> </ul>
<p>Week 8 3/8-3-10</p>	<ul style="list-style-type: none"> <li>• <b>Assessment reports to clients 3/10/21-No exceptions**</b></li> </ul>
<p>Week 9 3/15-3/17</p>	<ul style="list-style-type: none"> <li>• <b>Midterm Evaluation 3/17/21-No clients</b></li> <li>• Therapy</li> </ul>
<p>Week 10 3/22-3/24</p>	<ul style="list-style-type: none"> <li>• <b>Client presentations. <u>This presentation will graded at a 10% of your grade</u></b></li> </ul>

Week 11 3/29-3/31	<ul style="list-style-type: none"> <li>• Spring Break-no clinic</li> </ul>
Week 12 4/5-4/7	<ul style="list-style-type: none"> <li>• Therapy</li> </ul>
Week 13 4/12-4/14	<ul style="list-style-type: none"> <li>• Therapy</li> </ul>
Week 14 4/19-4/21	<ul style="list-style-type: none"> <li>• Progress Report (Client A) due 4/24/21 by 9pm. <u><i>This report is your grade</i></u></li> <li>• Progress Report (Client B) due 4/28/21 by 9pm. <u><i>This report will potentially be part of 0.5% of your total grade</i></u></li> <li>•</li> </ul>
Week 15 4/26-4/28	<ul style="list-style-type: none"> <li>• Therapy</li> </ul>
Week 15 5/3-5/5	<ul style="list-style-type: none"> <li>• Last day with Clients/ Present Progress Reports to all clients (5/3/21)</li> <li>• Close out (5/5/21)-No clients</li> </ul>

Last day of classes (5/5/2021)

*NOTE: Syllabus subject to change as determined appropriate by the instructor.*