



California State University, Sacramento

Department of Communication Sciences and Disorders

UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2022	Course: CSAD 143	Section: 02
Meeting Days: Wednesdays	Meeting Times: 8:00am-10:50am	Location: Zoom online (Meeting ID: 81264744762) Class weekly Zoom Link
Instructor: Belinda (Williams) Daughrity, Ph.D., CCC- SLP	Email: Belinda.williams@csus.edu belindadaughrityphdslp@gmail.com	Phone: (Google Voice for messages) n/a
Office Location: Zoom Office /Personal Room Click here for link to room: Dr. Daughrity's Personal Zoom Room Meeting ID: 875 845 2993	Office Hours/Appointments: Wednesdays after synchronous class (11-11:50am) by appointment Email directly to make/confirm appointments.	

Catalogue Course Description:

Identification, evaluation, and treatment of multicultural, multilingual clients with communication disorders. Discussion of normal second language acquisition, bilingual development, and cultural values related to effective service delivery for multicultural clients. Prerequisite: CHDV 30, DEAF 51, PSYC 2, STAT 1, CSAD 110, CSAD 125, and CSAD 126.

Place of Course in Program

This class will focus primarily on how linguistic principles impact our speech, language, and hearing services for diverse clients. We will especially emphasize differentiating speech and language differences from disorders in order to ensure linguistic justice/human rights, equity, and access for all of the clients we serve. There is a strong focus on research-based practice with an emphasis on scientifically-supported assessment and intervention materials and methods.

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
Competence in the Disciplines: <i>The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</i>	Y
Knowledge of Human Cultures and the Physical and Natural World <i>through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.</i>	Y
Intellectual and Practical Skills, Including: <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i>	Y
Personal and Social Responsibility, Including: <i>civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse</i>	Y

communities and real-world challenges	
Integrative Learning**, Including: <i>synthesis and advanced accomplishment across general and specialized studies</i>	Y

Course Learning Outcomes:

UNDERGRADUATE

Mastery of each student-learning outcome listed below is indicated by a grade of C or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a C. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

CSAD 143 SPECIFIC STUDENT LEARNING OUTCOMES:

1. Explain the terms equity, access, and linguistic justice/linguistic human rights and how these concepts relate to provision of services to culturally and linguistically diverse (CLD) clients with communication disorders.
2. Incorporate principles of cultural competence, responsiveness, and humility as a foundation for all assessment and treatment procedures.
3. Summarize the history of disabilities and principles of ableism.
4. Explain professional and public policies and laws that relate to clients from CLD backgrounds.
5. Describe typical second language acquisition and bilingual development in children.
6. Contrast communication differences and communication disorders in CLD populations.
7. Describe potential limitations of standardized testing with CLD clients
8. Explain how to use alternative, non-standardized methods for nonbiased assessment.
9. Describe a team-oriented, multidisciplinary approach to identification, assessment, and treatment of CLD clients with communication disorders and discuss professional communications skills necessary to effective team relationships.
10. Plan, implement, evaluate, and modify educational program plans for serving CLD children within the public school setting.
11. Describe appropriate treatment techniques for CLD children with speech-language disorders.
12. Summarize methods and materials for linking intervention to the Common Core State Standards for school-aged children with language impairments.
13. Recognize the need for participation in professional activities that promote lifelong learning about best practices when working with CLD students and their families.
14. Highlight procedures for engaging in collaborative practice with other professionals in order to provide the most comprehensive services for clients.
15. Summarize and apply research literature pertaining to principles of evidence-based practice in the areas of assessment and treatment for CLD clients

Course Learning Outcome	Components Indicating Competence	Grades Received
2,13,14-15	Analytical Response/Reflection Papers & Discussion Board Postings	
1, 3-5,7,8,13,15	Analytical Response/Reflection Papers & Discussion Board Postings; Presentations	
2, 14	Analytical Response/Reflection Papers & Discussion Board Postings	
1,3-6 ,8-9,11, 13, 14-15	Analytical Response/Reflection Papers & Discussion Board	

	Postings; Presentations	
2, 10-13, 15	Lesson Plan [from a Diverse, Equity, and Inclusive (DEI) lens]	
2, 6-10, 12,14, 15	Lesson Plan [from a Diverse, Equity, and Inclusive (DEI) lens]	

Textbooks and Materials:

Journal articles, Selected Book Chapters from a Variety of Sources, and Case studies, as posted on Canvas

Online Resources:

Canvas for course materials and/or university library resources

Course Policies and Procedures

Expectations:

1. **Class meetings, participation and “Netiquette”:** It is expected that students will complete all readings prior to class. Teaching strategies will include lecture posted slides and/or videos and functional assignments composed of application activities. Active listening, critical thinking, and discussion (through Zoom or discussion posts) are expected in this course. **Having your camera on for the duration of class is encouraged and STRONGLY SUGGESTED.**
2. **Attendance:** Professional attendance is required for synchronous Zoom meetings. Students are encouraged to attend all scheduled synchronous Zoom meetings and to take advantage of every opportunity for learning within the context of the class.
3. **Students are responsible for all materials covered in their absence.** Materials for this course will be posted on Canvas. Students are responsible for accessing and locating materials and downloading appropriate resources to learn the material for this class. Internet access is required.
4. **Technology use:** It is a course expectation that students will participate fully in class discussion and give classmates and discussion full and undivided attention. Students are not permitted to engage in other homework or extracurricular activities during class time. Please silence your cellphone to avoid distractions during class time.
5. **Recording:** To facilitate students’ learning (practice in note-taking) and out of respect for fellow classmates (to allow all students to feel comfortable actively participating in class discussion), students are not permitted to audio or video record lectures (unless verified with an accommodation letter from Disability Services). If students require an accommodation and additional support in note-taking, please see the instructor.
6. **Canvas:** Information will be posted on Canvas throughout the semester. Ensure that you access the material in a timely manner. Electronic devices will be used to access posted Canvas resources or documents and posted materials.
7. **Commitment to Integrity:** As a student in this course (and at this University) you are expected to maintain high degrees of professionalism, exhibit a commitment to active learning and participation in this class, and demonstrate integrity in your behavior in and out of the classroom. Students are expected to conduct themselves in a manner that demonstrates respect for others and respect for diversity. Academic dishonesty of any kind will not be tolerated and will be dealt with under established University policy. If you are caught cheating on an exam, you will receive a failing grade for the class. Students who experience concerns with the assignments or course material should communicate these challenges to the instructor as soon as possible. Building rapport and effective relationships is key to becoming an effective professional. Be proactive and inform the instructor when any difficulties arise during the semester so possible solutions can be identified.

Requirements:

- A minimum GPA of 2.5 is necessary for major classes in order to graduate with a Bachelor’s Degree in Communication Sciences and Disorders.
- All students in CSD 143 are required to complete each of the following assignments:
 - *No late assignments will be accepted without a University “excused” absence; Points may deducted upon discretion of instructor*

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

Date & Class Topics	Assigned Readings	Assignment Due
<p><i>Jan 26</i></p> <p>Introductions, Course syllabus overview</p> <p>Key Terms and Frameworks</p>	<p><u>Culturally Responsive Practices in Speech, Language, and Hearing Sciences</u> by Hyter and Salas-Provance <i>Chapters 2 & 4 – provided</i></p>	
<p><i>Feb 2</i></p> <p><i>What is (my) culture?</i></p> <p>Ethics in SLP</p>	<p>Preis, J. (2013). The Effects of Teaching About White Privilege in Speech-Language Pathology. <i>Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse (CLD) Populations</i>, 20(2), 72-83.</p>	<p><i>In-class assignment:</i> Matrix activity</p> <p><i>In class discussion on assigned article:</i> Is learning about White privilege and racism relevant for SLP?</p>
<p><i>Feb 9</i></p> <p>Microaggressions – part I Taking Action Against Microaggressions Micro Course Series (asha.org)</p> <p>Recognizing Microaggressions: Am I Doing That?</p> <p>Experiencing Microaggressions: How Can I Respond?</p>	<p>Abdelaziz et al. (2021). Student Stories: Microaggressions in Communication Sciences and Disorders. <i>American Journal of Speech-Language Pathology</i>, 30, 1990-2002.</p> <p>Ebert, K. (2013). Perceptions of Racial Privilege in Prospective Speech-Language Pathologists and Audiologists. <i>Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse (CLD) Populations</i>, 20(2), 60-71.</p>	<p><u><i>Student led article discussion I</i></u></p> <p><u><i>Student led article discussion II</i></u></p>
<p><i>Feb 16</i></p> <p>Microaggressions – part II Taking Action Against Microaggressions Micro Course Series (asha.org)</p> <p>Witnessing Microaggressions: What Can I Do?</p> <p>Combatting Microaggressions: How Can I Help?</p>	<p>Mohapatra, B., & Mohan, R. (2021) A Proposed Framework for Increasing Racial and Ethnic Diversity in Communication Sciences and Disorders Academic Programs: The REAP Model. <i>Perspectives of the ASHA Special Interest Groups</i>, 6, 755-767.</p> <p>Daughrity, B. (2021). Exploring Outcomes of an Asynchronous Learning Module on Increasing Cultural Competence for Speech-Language Pathology Graduate Students. <i>American Journal of Speech-Language Pathology</i>, 30(5), 1940-1948.</p> <p><i>Student NSSLHA scenario presentations</i></p>	<p><u><i>Student led article discussion III</i></u></p> <p><u><i>Student led article discussion IV</i></u></p>
<p><i>Feb 23 – asynchronous</i></p> <p>Jeoma Oluo Talks Race, Conversation, and Microaggressions, ASHA Voices</p> <p>Raw Conversations: Stop</p>	<p>Ebert, K. (2013). Perceptions of Racial Privilege in Prospective Speech-Language Pathologists and Audiologists. <i>Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse (CLD) Populations</i>, 20(2), 60-71.</p>	<p><i>Article Response Paper due by 11:00am</i></p> <p>Discussion and paper prompts: <i>How will reflection upon your own culture support your future clinical practices?</i></p>

the Silence Listening Session - YouTube		
<p>Mar 2</p> <p>Collaboration in treating bilingual clients</p>	<p>Simon-Cerejido, G., Conboy, B., & Jackson-Maldonado, D. (2020). El derecho humano de ser multilingue: recomendaciones para logopedas The human right to be multilingual: Recommendations for speech and language therapists. <i>Revista de Logopedia, Foniatria y Audiología</i>, 40(4), 178-186. https://www.sciencedirect.com/science/article/abs/pii/S0214460320300887</p> <p>Langdon, H., & Saenz, T. (2016). Working With Interpreters to Support Students Who Are English Language Learners. <i>Perspectives of the ASHA Special Interest Groups</i>, 1(16), 15-27.</p> <p>Hampton, S., Rabagliati, H., Sorace, A., & Fletcher-Watson, S. (2017). Autism and Bilingualism: A Qualitative Interview Study of Parents' Perspectives and Experiences. <i>Journal of Speech, Language, and Hearing Research</i>, 60, 435-446.</p>	<p><u><i>Student led article discussion V</i></u></p> <p><u><i>Student led article discussion VI</i></u></p> <p><u><i>Student led article discussion VII</i></u></p>
<p>Mar 9 – asynchronous</p> <p>ASHA Voices: Different Lenses on Accent Modification on Apple Podcasts</p>	<p>Easton, C., & Verdon, S. (2021). The Influence of Linguistic Bias Upon Speech-Language Pathologists' Attitudes Toward Clinical Scenarios Involving Nonstandard Dialects of English. <i>American Journal of Speech-Language Pathology</i>, 30(5), 1973-1989.</p> <p>Nelson, M., & Wilson, L. (2021). Implicit Bias and Multilingual Assessment in School-Based Speech-Language Pathologists. <i>Perspectives of the ASHA Speech Interests Groups</i>, 6(6), 1690-1704.</p>	<p><i>Article Response Paper due by 11:00am</i> *use <u>both</u> assigned articles</p> <p>Discussion and paper prompts:</p> <ol style="list-style-type: none"> I. <i>How can unconscious bias adversely impact your clinical competence?</i> II. <i>What steps will you take as a future clinician to minimize the influence of linguistic bias and increase your cultural competence?</i>
<p>Mar 16</p> <p>Dialectical variation impact on language & testing implications</p>	<p>Johnson, V. (2005). Comprehension of Third Person Singular /s/ in AAE-Speaking Children. <i>Language, Speech, and Hearing Services in Schools</i>, 36, 116-124.</p> <p>Hendricks, A., & Adlof, S. (2020). Production of Morphosyntax Within and Across Different Dialects of American English. <i>Journal of Speech, Language, and Hearing Research</i>, 63(7), 2322-2333.</p>	<p><u><i>Student led article discussion VIII</i></u></p> <p><u><i>Student led article discussion IX</i></u></p>
<p>Mar 23</p>	<i>Spring Recess – no class</i>	
<p>Mar 30 - asynchronous</p> <p>Bonus Episode: Gender-Affirming Voice Services (asha.org)</p>	<p>Hancock, A., & Haskin, G. (2015). Speech-Language Pathologists' Knowledge and Attitudes Regarding Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Populations. <i>American Journal of Speech-Language Pathology</i>, 24 (2),</p>	<p><i>Article Response Paper due by 11:00am</i></p> <p>Discussion and paper prompts: <i>How might your own attitudes influence your clinical interactions? How would you respond to a coworker if you notice bias</i></p>

	206-221.	<i>impacting a colleague's clinical judgement and/ or interaction?</i>
<i>Apr 6</i> Dialectical variation impact on speech & testing implications	McLeod, S. & Crowe, K. (2018). Children's Consonant Acquisition in 27 Languages: A Cross-Linguistic Review. <i>American Journal of Speech-Language Pathology</i> , 27(4), 1546-1571. Fabiano-Smith, L., Privette, C., & An, L. (2021). Phonological Measures for Bilingual Spanish-English-Speaking Preschoolers: The Language Combination Effect. <i>Journal of Speech, Language, and Hearing Research</i> , 64, 3942-3968.	<u><i>Student led article discussion X</i></u> <u><i>Student led article discussion XI</i></u>
<i>Apr 13</i> Review of testing & treatment approaches for CLD clients Student Book Club Presentations 1-5	Riquelme, L. (2013). Cultural competence for everyone: A shift in perspectives. <i>Perspectives on Gerontology</i> , 18(2), 42-49. Crowley, C., Guest, K., & Sudler, K. (2015). Cultural Competence Needed to Distinguish Disorder from Difference: Beyond Kumbaya. <i>Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse (CLD) Populations</i> , 22(2), 64-76.	<u><i>Student led article discussion XII</i></u> <u><i>Student led article discussion XIII</i></u>
<i>Apr 20 – asynchronous</i> https://youtu.be/e7EcJ1uu5oI ASHA Voices: Confronting Health Care Disparities on Apple Podcasts	Keller-Bell, Y. (2017). Disparities in the Identification and Diagnosis of Autism Spectrum Disorder in Culturally and Linguistically Diverse Populations. <i>Perspectives of the ASHA Special Interest Groups</i> , 2(14), 68-81.	<i>Article Response Paper due by 11:00am</i> Discussion and paper prompts: <i>Why is cultural competence relevant for SLPs in assessment and intervention practices with ASD?</i> <i>How will you continue to develop your cultural competence as a SLP professional?</i>
<i>Apr 27</i> Culturally responsive intervention in SLP & treatment implications Student Book Club Presentations 6-10	Pearson, J., Hamilton, M., & Meadan, H. (2018). "We Saw Our Son Blossom": A Guide for Fostering Culturally Responsive Partnerships to Support African American Autistic Children and Their Families. <i>Perspectives of the ASHA Special Interest Groups</i> , 3(1), 84-97. Saili, S., & Parmar, J. (2017). Culturally and linguistically diverse student and family perspectives of AAC. <i>Augmentative and Alternative Communication</i> , 33(3), 170-180.	<u><i>Student led article discussion XIV</i></u> <u><i>Student led article discussion XV</i></u>
<i>May 4 – asynchronous</i>	Krcek, T. (2013). Deconstructing Disability and Neurodiversity:	<i>Article Response Paper due by 11:00am</i>

ASHA Voices: Autism and Identity: Interrogating the Language We Use on Apple Podcasts ASHA Voices: Two SLPs Talk Autism and Positive Self-Concept	Controversial Issues for Autism and Implications for Social Work. <i>Journal of Progressive Human Services</i> , 24, 4-22.	Discussion and paper prompts: <i>Considering ableism, how might SLPs use more inclusive language and practices in our clinical work?</i>
May 11	Student final client case study presentations	

Syllabus subject to change per class needs

Book Club Options and Group Assignments:

Group #	Book options (*suggested by National NSSLHA)	Members
1	<u>English with an Accent: Language, Ideology and Discrimination in the United States</u> ; Rosina Lippi-Green	
2	<u>How to Be an Antiracist</u> ; Ibram X. Kendi	
3	<u>Me and White Supremacy</u> ; Layla Saad	
4	<u>Other People's English: Code-Meshing, Code-Switching, and African American Literacy</u> ; Vershawn Ashanti Young, Rusty Barrett, and Y'Shanda Young-Rivera	
5	<u>So You Want to Talk About Race</u> ; Ijeoma Oluo	
6	<u>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</u> ; Michelle Alexander	
7	<u>The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures</u> ; Anne Fadiman	
8	<u>Waking Up White, and Finding Myself in the Story of Race</u> ; Debbie Irving	
9	<u>Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race</u> ; Beverly Daniel Tatum, PhD	
10	<u>Caste</u> ; Isabel Wilkerson	

Course Requirement	Description
Analytical Response/Reflection Papers (5 x 18 points each = 90 points total)	This assignment is an opportunity for students to demonstrate a thoughtful analysis, critical thinking, and/or clinical application skills via a short- written assignment. The response/reflections should address three key areas: (1) a brief article summary, (2) a connection to clinical practice, & (3) direct responses to the prompts specified for each assignment (see grading rubric for details) NOTE: Late submissions will incur point deductions. Assignments are to be 1-page maximum single or double spaced, 12-pt font with standard

	margins.
<p><u>Article Presentation</u> (20 points total)</p>	<p>Each student group will be responsible for presenting an assigned article and making clear connections to future clinical practices. The presentation will include an article summary and critique re: a critique of the research methods and an impression of the article content. The presentation should also include an active learning task to engage students. Students will be expected to provide a 1-page summary handout to share with members of the class and the course instructor.</p> <p>NOTE: Grading rubric provided with time constraints included.</p>
<p><u>Discussion Board Postings (2 points each (4/week), 5 weeks = 20 points total)</u></p>	<p>During asynchronous weeks, you will be required to:</p> <ol style="list-style-type: none"> 1. post to the discussion board to answer the given prompt/question 2. read your peers' responses and comment back on <i>at least</i> 1 post to engage in a thoughtful exchange of ideas regarding the question or prompt. <p>Discussion post must be completed by the due date. Late submissions will result in point deductions</p> <ul style="list-style-type: none"> • Post must be relevant to the topic and demonstrate your knowledge of the material. • Post should be conducive to start a conversation or provide opportunities for additional continuous dialogue. • You need to respond or comment to at least one other post from a classmate. • Posts that contain, "I agree", "Great Post", and "Thank you", will <u>not</u> be accepted as being well- developed. • Your post should contain enough content to demonstrate a thoughtful response (minimum 75 words for one entry post) • Include proper source citations (only <u>when applicable</u>) to help support your argument. • When posting, use proper language, spelling and grammar that you would use in a professional environment.
<p><u>Culturally, Linguistically, Diverse (CLD) Client Case Study: Assessment & Lesson plan</u> 20 points</p>	<p>You will write a lesson plan for a fictional client from a culturally and linguistically diverse background (e.g., preschool student with a language disorder, adult with aphasia, school-aged student with difficulties in fluency, etc.) with careful consideration to incorporate culturally responsive intervention practices. Specific cases provided by instructor.</p> <p>Questions/areas to be addressed:</p> <p><i>What background information is key to working effectively with your client?</i></p> <p><i>What EBP is applicable to your case?</i></p> <p><i>What is your assessment plan and why?</i></p> <p><i>Provide a sample lesson plan with activities. What EBP influenced your decision making?</i></p> <p>Additional details will be provided in class. A grading rubric will be provided. Rationales for each procedure/task will be required for all suspected areas of</p>

	need.
Group book club presentation and peer evaluation	You will meet with an assigned group throughout the semester for a self-paced book club. Your group reading schedule/calendar is due by week 2 along with group evidence of possessing the assigned book. Groups are expected to meet monthly via Zoom with a final assignment to be provided to the class. Grading rubric will be provided <i>No make-up points will be given for missed assignments unless student has an excused absence.</i>

Grading Policy:

Points you receive for graded activities will be posted to the Canvas Grade Center. Grades are typically posted within seven (7-10) days following the completion of an activity. Final grades will be based on the number of points received out of the total number of points available for each assignment or quiz. The instructor may not reply to emailed requests to “bump up” a grade.

Note: For more information about grading at Sac State, visit the academic policies and grading section of the university catalog.

Source	% of Grade
Analytical Response / Reflection Papers *grading rubric provided	25%
Article Presentation	15%
Attendance & Participation *grading rubric provided	10%
Discussion Board Postings	10%
CLD Client Case Study: Assessment & Lesson plan – Group Presentation	25%
Group book club presentation and peer evaluation	15%
TOTAL	100%

Letter grades are assigned according to the following percentages.

%	Letter
93-100	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
67-69%	D+
60-66%	D

≤59%	D-
90-92%	F

Quizzes (n/a):

Quizzes will be posted in Canvas and must be completed during the scheduled timeframe. There will be two (2) quizzes. They will be based on class lectures, assigned readings, class activities/homework, and discussions. Format of quizzes may be: multiple choice, true/false, matching and/or short answer questions.

Information about study guides is presented below. In the case of a documented medical emergency / university – excused absence prior to each quiz or specific assignment due on a particular day, the student will be required to notify the instructor in advance and provide documentation of the illness/injury or emergency. Make-up quizzes will be arranged with the instructor for such excused cases. **It is the responsibility of the student to contact the instructor prior to the quiz or presentation, demonstrate documentation of the medical emergency and schedule the make-up.**

Scheduling conflicts such as work or volunteering or family holidays/travel are ineligible for quiz make-ups. The final exam date will be scheduled according to the registrar’s office. Please take this into consideration when booking travel plans at the end of the semester.

I (We) understand that taking quizzes or exams during the *regular* class period can be restrictive and does not address the myriad of environments students are taking their exams in. To address this specifically, the “*availability*” of quizzes will be across a period of 3 days (72 hours). The time to take the exam, once students begin, will remain consistent with the class period time. Students, however, have the flexibility to take their exam **at any time during the availability period**. For example, if a student's home environment and availability best corresponds to 11:30pm on a Wednesday or 6:00am on Friday, the student will be able to control for this.

Please note that each student remains individually responsible for being aware of their exam dates and times posted in the course syllabus.

Online exams/quizzes via Canvas: Quizzes are to be completed independently, though students may utilize their individual notes on designated questions (as determined by instructor). It is expected that students will maintain all aspects of academic integrity.

Online Learning

For additional information, please review the CSAD Handbooks website

<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.html>

Zoom/ Online Instruction privacy and relevant rights and responsibilities:

Any time that a class session is recorded during the COVID-19-related Remote Instruction Period, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:

Only students enrolled in the subject class during the Remote Instruction Period may view the recording.

- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.

- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

Important Tips for Success as an Online Learner

There are some basic technical skills and requirements that you will need to have to be successful in this online course. If you have difficulties using Canvas, please go through the [Canvas Student Tour](#).

- ***Begin planning now for private, uninterrupted time in your schedule*** to complete the assignments – preferably in at least one-hour blocks and at least three times a week. It can be easy to fall behind!
- *Check your email account regularly* for updated information. We will be using your Saclink email account for communication. Use Saclink e-mail for private messages to the instructor and other students.
- Read directions carefully.
- For online communication, conventions of on-line etiquette ("netiquette"), which include a courtesy to all users, will be observed. Please see [Guidelines for Online Discussions](#).

Attitudes & Technical Skills Required

You will find that the following attitude will significantly contribute to your success in this online class:

- A positive attitude towards technology
- An open mind towards online education
- Willingness to share your experiences with others
- Strong analytical and critical thinking skills for when you "get stuck"
- Resourcefulness - don't be afraid to click on links and explore and ask questions
- Time management

Online learning requires only basic technical skills:

- Be competent with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Possess internet navigation skills
- Update your Internet browser
- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

Technical Assistance

Seek help when you can't access Canvas or class materials.

- For technical assistance, contact the IRT Help Desk. Visit AIRC 2005 during [open hours](#) to speak with the IRT Service Desk Team, or call (916)278-7337. [IRT website](#).
- For assistance with course materials, contact your instructor

Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: [Don't Fall for a Phishing Scam](#)
- Use anti-virus, anti-spyware, and anti-malware software. [Sac State's Software and Tools](#) available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone. Use strong passwords that include a combination of letters and numbers that no one can guess.

Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities. Visit the [Mobile section](#) of the [Canvas Guides](#) website for more information.

Additional Information

Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State's Academic Honesty Policy & Procedures:

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sac State's Academic Honesty Policy & Procedures at the following website: <https://www.csus.edu/umannual/student/stu-100.htm>

Definitions: At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” **Plagiarism** is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution.” Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the [Office of Student Conduct](#).

Department Policy on Use of APA format

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy. Information for students regarding drop and withdrawal from classes is provided here:

<https://www.csus.edu/academic-affairs/internal/internal/documents/drop-and-withdrawal-policy.pdf>

Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share

their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

Equal Access:

Services to Students with Disability (SSWD): Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class, please immediately contact Services for Students with Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start.

Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the [CARES website](#).

Title IX

The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their experience to me or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

CSUS Grading Policy

Information for students regarding grading is provided here:

<https://www.csus.edu/umannual/acad/umg05150.htm>

Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation: Rachel Stark, MS, AHIP, stark@csus.edu
- Student Health and Counseling Services: Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling,

and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost.

- Crisis Assistance & Resource Education Support (CARES): If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away. The CARES office provides case management support for any enrolled student.
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>
- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>

Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

CSAD 143 Communication Disorders in Multicultural Populations

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates. Standard IV-D: Prevention, Assessment, and Intervention
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).

Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

Standard IV-F: Research

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.