

ORIGINATOR'S SECTION:	
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016
2. Current Course abbreviation and Number: SLP 602	

TYPE OF CHANGE(S). Check \checkmark all that apply.

Course Number Change	<input type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input checked="" type="checkbox"/>
Description Change	<input type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section– both current and new – is required only for items checked (\checkmark) above.

NEW INFORMATION:

CURRENT INFORMATION:

3. Title:	Course abbreviation and Number:
4. Abbreviated Title for Banner (no more than 25 characters):	Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
5. Number of Units:	Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces)
6. Catalog Description:	Number of Units:
	Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)

7. Mode of Instruction* (See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C2	Lecture	2	C2
Activity			Activity	1	C17
Lab			Lab		

8. Grading Method:*

<input type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)	<input type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)
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9. If the NP or CP grading system was selected, please explain the need for this grade option.

10. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean	Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean
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*If Originator is uncertain of this entry, please consult with Program Director/Chair.

CURRENT INFORMATION:

NEW INFORMATION:

<input type="checkbox"/> Program/Department/Director/Chair	<input type="checkbox"/> Program/Department/Director/Chair
11. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)	Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)
12. Is Course Cross Listed: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course	Is Course Cross-listed? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course and check "yes" in item #17 below.
13. Prerequisite(s):	Prerequisite(s):
14. Corequisite(s):	Corequisite(s):
15. Documentation attached: <input type="checkbox"/> Syllabus <input type="checkbox"/> Detailed Course Outline	

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:

(Mandatory information – all items in this section must be completed.)

16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)? Yes No
If yes, please specify:
Master of Science in Speech-Language Pathology required course

17. Does this course change impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Check "yes" if the course is cross-listed. Yes No
If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline _____ Signature _____ Date _____ Support _____ Oppose _____

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18. Reason(s) for changing this course:
The MS in SLP has engaged in annual self-study for program improvement which has resulted in changes to the curriculum to include more hands-on live and simulated lab experiences to bridge the gap between theory and practice. This course included a lab annually, which has been very successful. We are changing the mode of instruction to reflect the added lab component and ensure that the course is coded as it is being instructed.

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

Suzanne Monahan 2/29/16
1. Originator (Please Print) _____ Date _____

[Signature] 3/1/16
2. Program Director/Chair _____ Date _____

[Signature] 4/15/16
3. College Curriculum Committee _____ Date _____

[Signature] 4/15/16
4. College Dean (or Designee) _____ Date _____

5. UCC Committee Chair _____ Date _____

6. Vice President for Academic Affairs (or Designee) _____ Date _____

7. President (or Designee) _____ Date _____



EDSL 602: Bilingual and Bicultural Practice Issues in Speech-Language Pathology
Department of Speech-Language Pathology
Spring 2015 (8 weeks)
Mondays/Wednesdays, 1PM – 3:45 PM

Instructor: Kristen Nahrstedt, M.A., CCC-SLP
Office: UH 305
Phone: 760-750-8792
Email: knahrstedt@csusm.edu
Office hours: By appointment

Current

DEPARTMENT OF SPEECH LANGUAGE PATHOLOGY MISSION STATEMENT

The mission of the Department of Speech Language Pathology is to train graduate students on the knowledge and skills in prevention, assessment, and treatment of typical and disordered communication and swallowing across the lifespan through academic and clinical experiences. The goal of our program is to prepare ethically responsible clinicians to make evidenced based clinical decisions. Our aim is to provide clinical services that promote wellness to culturally and linguistically diverse populations within our community.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of this degree, students will be able to:

1. Describe the nature of typical and disordered communication and swallowing across the lifespan.
2. Integrate theory, research and Evidence-Based Practice principles into prevention, assessment and intervention practices.
3. Interact and communicate in ways that promote wellness and reflect respect for diversity, collaboration and ethics.
4. Demonstrate summative knowledge and skills necessary for entry-level practice within the field of speech-language pathology through defense of a culminating experience.

COURSE DESCRIPTION

This course covers the nature of language development and processing in bilingual individuals including the manifestation of speech and language impairments in these populations. Students will learn assessment and intervention practices with bilingual children. Students will also gain knowledge and skills related to ASHA Code of Ethics regarding “Cultural Competence”.

STUDENT LEARNING OUTCOMES

These Student Learning Outcomes correspond to the 2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology established by the American Speech-Language-Hearing Association (ASHA)

<http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

and are demonstrated by various methods.

In addition, these Student Learning Outcomes are aligned with the Standards set forth by the Commission on Teacher Credentialing (CTC) in conjunction with ASHA <http://www.ctc.ca.gov/educator-prep/accred-alignment.html> and demonstrated by various methods.

Upon completion of this course, students will be able to:

1. Describe normal second language acquisition and bilingual development in children. [PSLO 1; ASHA Standards IV-B, C; CTC SLP Standard 1, 2.]
2. List practical applications of various theories in the research literature relevant to assessment and treatment of CLD clients with communication disorders. [PSLO 1,2; ASHA Standards IV- B, C, D, F, V-A, B; CTC SLP Standard 3, 4, 5
3. Describe potential limitations of standardized tests with CLD clients and explain how to use alternative, non-standardized methods for nonbiased assessment. [PSLO 2; ASHA Standards IV-D, F, V-A, B; CTC SLP Standard: 1, 2, 3, 4]
4. List and describe appropriate treatment techniques for CLD children with speech-language disorders.[PSLO 2,3; ASHA Standards IV-D, F, V-A, B; CTC SLP Standard: 5]
5. Contrast communication differences and communication disorders in CLD populations. [PSLO 1,2; ASHA Standards IV B, C; CTC SLP Standard: 1, 2, 3]

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions, and is generally the easiest way to contact the instructor. The instructor will attempt to respond to e-mail correspondence in a timely manner (please state the timeline but it should be within 3 days). Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Requirements for Professionalism

Course Attendance:

Daily class attendance is required. Poor attendance negatively reflects on professionalism. Excused absences are serious illness, death in the family, or religious holiday with valid documentation. Any absence that would be considered unexcused, must be arranged or communicated with the instructor prior to class. Other absences may be excused if pre-arranged with the instructor. Students cannot obtain a passing grade if they do not attend 80% of classes whether absences are excused or unexcused.

Students are expected to arrive at class on time. Students arriving late or leaving early should try to be as quiet and unobtrusive as possible to avoid being disruptive. These circumstances must be communicated to the instructor prior to the start of class.

Instructors provide breaks during course activities. However, if a student needs to take a break between allotted breaks, it is expected that the student will enter and exit quietly and unobtrusively without break companions.

It is NOT acceptable to enter or exit a classroom when other students are presenting to class members. If other students have begun a presentation during a break, the student is expected to wait outside the class until the presentation is completed. It is NOT acceptable to arrive late, leave early, enter or exit a classroom during a guest speaker presentation except for an emergency. No exceptions will be tolerated.

Cell Phones and Texting: Most graduate students are very conscientious and respectful about cell phone use in class and clinic. Cell phones should be turned off before class and clinic and left off. Use of a cell phone for calls or texting will result in the graduate student being asked to leave the class or clinic site. If the graduate student has a situation, which necessitates the cell phone being visible (e.g. a sick child), please advise the instructor or supervisor before class or clinic.

Computers, Laptops, and Tablets: It is expected that all electronics will be used appropriately

and respectfully (i.e. for course or clinic-related activities only). Reading email, surfing the net, shopping, playing games, etc. are not course related and are not appropriate activities. If electronics are used for non-course related activities, the student will be asked to shut them down. Habitual use of electronics for non-course related activities would result in a loss of electronic privileges. Electronics are not to be used when guest speakers are visiting; hand-written notes may be taken. No exceptions will be tolerated unless the student requires use of electronics as a pre-approved accommodation.

Attentiveness: Students often engage in multiple activities in class or clinic under the false assumption that they are multitasking. In fact, students are engaging in a behavior known as continuous partial attention. This means that only partial attention is given to any task and results in an overall lack of engagement. Students are expected to contribute and not detract from an atmosphere of learning in both the clinic and classroom. Attentiveness reflects on social skills, a sense of professionalism, and the potential to be successful in employment positions. Guest speakers and faculty are members of the professional community, and as such, are potential employers or colleagues of potential employers. A lack of attentiveness and professionalism will negatively bias potential employers when students begin to seek post-graduation employment. Further, students will need faculty and supervisors to provide positive letters of recommendation, and it will be unlikely they will be able to do so if students do not display professional behaviors.

Students with Disabilities Requiring Reasonable Accommodations

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education, Health and Human Services to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses. Please see webpage for the GWAR rubric.

COURSE REQUIREMENTS: TEXTBOOKS, ASSIGNMENTS AND GRADING

Required Texts:

Fadiman, A. (1998). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. New York: Farrar, Straus and Giroux.

Roseberry-McKibbin, C. (2008). *Multicultural Students with Special-Language Needs. Practical Strategies for Assessment and Intervention*. 3rd Ed. Academic Communication Associates: Oceanside: CA.

Miller, J.F., Andriacchi, K., & Nockerts, A. (2011). *Assessing Language Production Using SALT Software: A Clinician's Guide to Language Sample Analysis* [computer software] Wisconsin: Madison

Readings:

We will read selected book chapters and journal articles throughout the semester. Articles/book chapters will be posted to the course website (or email), and will be available about a week prior to the class for which each reading is assigned. Students are expected to complete the readings prior to each class (with the exception of the first class meeting).

Assignments: 100 points

25 points – LSA using SALT software: Case Study (Diagnostic report/recommendations/interventions). (PSLO 1, 2, 3; ASHA Standards IV-B, C, D, E, F; V-A, B; CTC SLP Standard 1, 2, 3, 4, 5):

You will be assigned a case study of two bilingual students:

-Two children have arrived at the Lechuzza School District Assessment Center. The director, Mr. Churches, needs to place these two children in one of the educational programs (regular English, transitional bilingual, or structured immersion) available in the district. Mr. Churches was also wondering whether these children would be best served in a class for Language Impaired (LI) children.

-Based on the language samples provided, Mr. Churches expects you to provide him a placement recommendation for each child. Included in your recommendation you are to include data to substantiate or contraindicate each of the possible placements. He is aware that all of your recommendations will be based ONLY on three narrative microstructure measures (MLU, NDW, and WPM). Mr. Churches also recognizes that you are doing this work pro bono!

Read Chapter 7 in SALT textbook.

The Spanish and English samples for both of these children will be posted on cougar courses moodle for EDSL 602. They include:

- SR1_FWAY_C02940.slt, ER1_FWAY_C02940.slt
- SR1_FWAY_C03042.slt, ER1_FWAY_C03042.slt

Report Format

- **Background and Assessment Measure** provided for each case study
- **SALT Analysis** This portion of the report should contain
 - Standard Measures report compared to reference database
 - Additional SALT analyses as needed

- **Interpretation** The following are suggestions to include in this portion of the report
 - Was the sample valid? Did the examiner follow elicitation protocol? Why or why not?
 - What do the results of your language sample and analyses mean?
 - Does the student fit one or more of the clinical typologies? If yes, which one(s)?
 - What are areas of strength/weakness?
 - How do you feel the student might function in the classroom or other settings?

- **Plan** Use this portion of the report to answer the following questions:
 - Should this student receive speech language services? Why or why not?
 - What areas need to be addressed in intervention?

In your report/recommendations you will be expected to apply the principles of evidence-based practice (EBP), meaning that you will back up your choices with the following: scientific evidence from the research literature. You may work with a partner but you must turn in your own individual diagnostic report/recommendations. **(Please note that this assignment is part of your portfolio; you will receive feedback and be expected to respond to this.)** *

Reaction Paper. (PSLO 3; ASHA Standards IV-B, C, D; CTC SLP Standards 2, 4, 5): After reading the book, *The Spirit Catches You and You Fall Down*, write a one-page reaction paper that describes your feelings about what you have read. Think about sources of prejudice, the nature of discrimination, types of bias, etc. We will have a book club forum at the beginning of the semester and discuss the book. **(Pass/Fail Assignment)**

CLD presentation (PSLO 1, 2, 3; ASHA Standards IV-B, C, D; CTC SLP Standards 1, 2, 3, 4, 5): In groups of 3-4, you will present on a culturally and linguistically diverse population. We will learn about the top cultures/languages in California. The presentation should include the following: the percentage in the San Diego County School Districts that represents the population you are presenting on, the most common language to that culture, factors that might affect/impede rehabilitative services, such as illness, family structure, etc.), speech and language differences as compared to standard English. You will share with the class 2 articles/chapters about the language that pertains to assessment & or intervention. Please prepare a handout to be posted for your classmates. The day of your presentation, bring treats that represent your culture. **(Pass/Fail Assignment)**

50 points- Quizzes (PLSO 1, 2, 3; ASHA Standards IV-B, C, D, E, F; CTC items 1, 2, 3, 4, 5): Students will pass (students must earn a minimum grade of 80%) on-line quizzes covering various topics in class based on information from the text, lecture and class discussion. In order to meet competencies, students must pass with 80% on all 4/5 quizzes. Questions may be true/false, multiple choice, matching, and short-answer. *

25 points- Final exam (PLSO 1, 2, 3; ASHA Standards IV-B, C, D, E, F; CTC items 1, 2, 3, 4, 5): Students will pass (students must earn a minimum grade of B) one final cumulative examination based on information from the text, lecture and class discussion. The exam will be held during finals week. Questions may be true/false, multiple choice, matching, and short-answer. *

*All assignments marked with an asterisk are signature assignments that reflect acquisition of knowledge and skills related to accreditation standards.

I am a strong advocate of teamwork. If you choose a life of work in the field of communication disorders, you will need to be a team player, even with your future clients and their caregivers, not to mention other professionals in this field. Therefore, there will be some coursework that you will be doing in groups. I am looking forward to all of us learning with and from each other as we continue to acquire knowledge in bilingual and bicultural assessment and intervention.

Grading Standards

Consistent with requirements set forth by the Department of Speech-Language Pathology and the Office of Graduate Studies and Research (OGSR), the minimal acceptable grade for passing a course in the Communication Disorders Program is a B. A review of the student's performance will need to be conducted should s/he earn less than a B in any course. If the student earns a B-, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content in that subject matter. No more than two courses can be earned with a B- or the student will be disqualified from the program. As well, any course with a grade below a B- will need to be repeated. CSUSM only allows two courses to be retaken at the MA level.

Please note that CSUSM requires graduate students to maintain a cumulative GPA of 3.0 in all coursework towards the MA. Should your GPA fall below a 3.0, you will be placed on Academic Probation and you will have one semester to bring your GPA back above a 3.0 or you will be disqualified from the program.

Any scholarly, professional writing assignment will be subjected to grading based on the Graduate Writing Assessment Rubric or a project specific rubric. Students are expected to adhere to the Academic Honesty Policy regarding Plagiarism and use APA style referencing in all professional writing.

Letter grade (percentage total points)

A = 93 and above	A- = 90.00-92.99	
B+ = 88.00-89.99	B = 83-87.99	B- = 80-82.99
C+ = 78.00-79.99	C = 73-77.99	C- = 70-72.99
D+ = 68.00-69.99	D = 63-67.99	D- = 60-62.99
F – 59.99 and below		

Students are expected to complete every assignment and turn it in when it is due in order to pass the course. Acceptance of late work will be completely at the instructor's discretion including point assignment; however, work turned in more than one week late will receive no credit and the student will be unable to pass the course. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis) and mechanics (grammar, syntax, spelling, format, uniformity of citations). Certain faculty-designated signature assignments must receive an 80.00% or better to demonstrate competency of the course content towards standards. Remediation for signature assignments receiving 80.00% or less is at the discretion of the instructor. Final grades in a course are calculated on original submissions not remediation

assignments. If a student receives an 80.00% or less on the remediation assignment, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content of the assignment. Students cannot pass a class without demonstrating competency on signature assignments regardless of the overall grade. Therefore, if the student scores below an 80.00% on the remediation assignment, s/he cannot earn a grade above a C and must retake the course. The need to remediate multiple assignments within or across courses may result in a Statement of Concern. Grades will not be rounded.

Tentative Schedule/Course Outline

Date	Topic	Assignments given (if any)	Readings
03/16/15	Syllabus/You Fall Down and the Spirit Catches You.	Discuss: CLD Presentations (Chapters 3-10)	
03/18/15	Myths/Learning About Cultural Diversity	Quizzes- in class	Ch. 1, 2
03/23/15	Bilingual Language Development	CLD Presentations	Ch. 10
03/25/15	Adults	Guest Speaker: Lane Enterkin	Selected Readings
03/30/15-04/05/15:	Spring Break		
04/06/15	School Age Population	Guest Speaker: Charito Shook	
04/08/15	Assessment: What the Law Says/Interpreters	CLD Presentations	Pg. 11; Ch. 11, 12
04/13/15	Assessment: SALT	Spanish/English assessment using standardized assessment. Details TBA	Ch. 13
04/15/15 CAPCSD	NO CLASS: AT HOME ASSIGNMENT (CASE STUDY)		
04/20/15	Assessment	Trish/Michelle	
04/22/15	CLD Presentations		
04/27/15	Intervention (Service Delivery)		Ch. 14, 15
04/29/15	Intervention		Ch. 14, 15
05/04/15	Intervention (Strategies for Intervention)		Ch. 14, 15
05/06/15	Intervention (Special Populations)		Ch. 14, 15
05/11/15	Wrap-up/Review for Final		
05/13/15	In class final		

Instructor reserves the right to change the course schedule as needed with at least 2- day notice.

Blank

EDSL 602: Bilingual and Bicultural Practice Issues in Speech-Language Pathology
Department of Speech-Language Pathology
Spring 20xx
Mondays: 8AM – 11AM
Wednesdays, 1PM – 2:45 PM

Instructor: Kristen Nahrstedt, M.A., CCC-SLP
Office: UH 305
Phone: 760-750-8792
Email: knahrstedt@csusm.edu
Office hours: By appointment

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PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of this degree, students will be able to:

1. Describe the nature of typical and disordered communication and swallowing across the lifespan.
2. Integrate theory, research and Evidence-Based Practice principles into prevention, assessment and intervention practices.
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2. List practical applications of various theories in the research literature relevant to assessment and treatment of CLD clients with communication disorders. [PSLO 1,2; ASHA Standards IV- B, C, D, F, V-A, B; CTC SLP Standard 3, 4, 5]
3. Describe potential limitations of standardized tests with CLD clients and explain how to use alternative, non-standardized methods for nonbiased assessment. [PSLO 2; ASHA Standards IV-D, F, V-A, B; CTC SLP Standard: 1, 2, 3, 4]
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Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions, and is generally the easiest way to contact the instructor. The instructor will attempt to respond to e-mail correspondence in a timely manner (please state the timeline but it should be within 3 days). Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Requirements for Professionalism

Course Attendance:

Daily class attendance is required. Poor attendance negatively reflects on professionalism. Excused absences are serious illness, death in the family, or religious holiday with valid documentation. Any absence that would be considered unexcused, must be arranged or communicated with the instructor prior to class. Other absences may be excused if pre-arranged with the instructor. Students cannot obtain a passing grade if they do not attend 80% of classes whether absences are excused or unexcused.

Students are expected to arrive at class on time. Students arriving late or leaving early should try to be as quiet and unobtrusive as possible to avoid being disruptive. These circumstances must be communicated to the instructor prior to the start of class.

Instructors provide breaks during course activities. However, if a student needs to take a break between allotted breaks, it is expected that the student will enter and exit quietly and unobtrusively without break companions.

It is NOT acceptable to enter or exit a classroom when other students are presenting to class members. If other students have begun a presentation during a break, the student is expected to wait outside the class until the presentation is completed. It is NOT acceptable to arrive late, leave early, enter or exit a classroom during a guest speaker presentation except for an emergency. No exceptions will be tolerated.

Cell Phones and Texting: Most graduate students are very conscientious and respectful about cell phone use in class and clinic. Cell phones should be turned off before class and clinic and left off. Use of a cell phone for calls or texting will result in the graduate student being asked to leave the class or clinic site. If the graduate student has a situation, which necessitates the cell phone being visible (e.g. a sick child), please advise the instructor or supervisor before class or

clinic.

Computers, Laptops, and Tablets: It is expected that all electronics will be used appropriately and respectfully (i.e. for course or clinic-related activities only). Reading email, surfing the net, shopping, playing games, etc. are not course related and are not appropriate activities. If electronics are used for non-course related activities, the student will be asked to shut them down. Habitual use of electronics for non-course related activities would result in a loss of electronic privileges. Electronics are not to be used when guest speakers are visiting; hand-written notes may be taken. No exceptions will be tolerated unless the student requires use of electronics as a pre-approved accommodation.

Attentiveness: Students often engage in multiple activities in class or clinic under the false assumption that they are multitasking. In fact, students are engaging in a behavior known as continuous partial attention. This means that only partial attention is given to any task and results in an overall lack of engagement. Students are expected to contribute and not detract from an atmosphere of learning in both the clinic and classroom. Attentiveness reflects on social skills, a sense of professionalism, and the potential to be successful in employment positions. Guest speakers and faculty are members of the professional community, and as such, are potential employers or colleagues of potential employers. A lack of attentiveness and professionalism will negatively bias potential employers when students begin to seek post-graduation employment. Further, students will need faculty and supervisors to provide positive letters of recommendation, and it will be unlikely they will be able to do so if students do not display professional behaviors.

Students with Disabilities Requiring Reasonable Accommodations

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education, Health and Human Services to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses. Please see webpage for the GWAR rubric.

COURSE REQUIREMENTS: TEXTBOOKS, ASSIGNMENTS AND GRADING

Required Texts:

Fadiman, A. (1998). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. New York: Farrar, Straus and Giroux.

Roseberry-McKibbin, C. (2008). *Multicultural Students with Special-Language Needs. Practical Strategies for Assessment and Intervention*. 3rd Ed. Academic Communication Associates: Oceanside: CA.

Miller, J.F., Andriacchi, K., & Nockerts, A. (2011). *Assessing Language Production Using SALT Software: A Clinician's Guide to Language Sample Analysis* [computer software] Wisconsin: Madison

Readings:

We will read selected book chapters and journal articles throughout the semester. Articles/book chapters will be posted to the course website (or email), and will be available about a week prior to the class for which each reading is assigned. Students are expected to complete the readings prior to each class (with the exception of the first class meeting).

Assignments: 100 points

25 points – LSA using SALT software: Case Study (Diagnostic report/recommendations/interventions). (PSLO 1, 2, 3; ASHA Standards IV-B, C, D, E, F; V-A, B; CTC SLP Standard 1, 2, 3, 4, 5):

You will be assigned a case study of two bilingual students:

-Two children have arrived at the Lechuza School District Assessment Center. The director, Mr. Churches, needs to place these two children in one of the educational programs (regular English, transitional bilingual, or structured immersion) available in the district. Mr. Churches was also wondering whether these children would be best served in a class for Language Impaired (LI) children.

-Based on the language samples provided, Mr. Churches expects you to provide him a placement recommendation for each child. Included in your recommendation you are to include data to substantiate or contraindicate each of the possible placements. He is aware that all of your recommendations will be based ONLY on three narrative microstructure measures (MLU, NDW, and WPM). Mr. Churches also recognizes that you are doing this work pro bono!

Read Chapter 7 in SALT textbook.

The Spanish and English samples for both of these children will be posted on cougar courses moodle for EDSL 602. They include:

- SR1_FWAY_C02940.slt, ER1_FWAY_C02940.slt
- SR1_FWAY_C03042.slt, ER1_FWAY_C03042.slt

Report Format

- **Background and Assessment Measure** provided for each case study
- **SALT Analysis** This portion of the report should contain
 - Standard Measures report compared to reference database
 - Additional SALT analyses as needed

- **Interpretation** The following are suggestions to include in this portion of the report
 - Was the sample valid? Did the examiner follow elicitation protocol? Why or why not?
 - What do the results of your language sample and analyses mean?
 - Does the student fit one or more of the clinical typologies? If yes, which one(s)?
 - What are areas of strength/weakness?
 - How do you feel the student might function in the classroom or other settings?

- **Plan** Use this portion of the report to answer the following questions:
 - Should this student receive speech language services? Why or why not?
 - What areas need to be addressed in intervention?

In your report/recommendations you will be expected to apply the principles of evidence-based practice (EBP), meaning that you will back up your choices with the following: scientific evidence from the research literature. You may work with a partner but you must turn in your own individual diagnostic report/recommendations. **(Please note that this assignment is part of your portfolio; you will receive feedback and be expected to respond to this.)** *

Reaction Paper. (PSLO 3; ASHA Standards IV-B, C, D; CTC SLP Standards 2, 4, 5): After reading the book, The Spirit Catches You and You Fall Down, write a one-page reaction paper that describes your feelings about what you have read. Think about sources of prejudice, the nature of discrimination, types of bias, etc. We will have a book club forum at the beginning of the semester and discuss the book. **(Pass/Fail Assignment)**

CLD presentation (PSLO 1, 2, 3; ASHA Standards IV-B, C, D; CTC SLP Standards 1, 2, 3, 4, 5): In groups of 3-4, you will present on a culturally and linguistically diverse population. We will learn about the top cultures/languages in California. The presentation should include the following: the percentage in the San Diego County School Districts that represents the population you are presenting on, the most common language to that culture, factors that might affect/impede rehabilitative services, such as illness, family structure, etc.), speech and language differences as compared to standard English. You will share with the class 2 articles/chapters about the language that pertains to assessment & or intervention. Please prepare a handout to be posted for your classmates. The day of your presentation, bring treats that represent your culture. **(Pass/Fail Assignment)**

Head Start Project: (PSLO 1, 2, 3; ASHA Standards IV-B, C, D; CTC SLP Standards 1, 2, 3, 4, 5): You will be attending a Headstart, bilingual lab, for 3 hours every week to develop your clinical skills in working with children who are developing bilinguals. In connection with your Head Start lab placement, you will develop a 1-2 page handout for the Head Start teachers/staff or the families/caregivers on one of the following: 1) Information on how bilingual children acquire their speech and language skills and typical language behaviors associated with bilingual children 2) Information on language differences and language disorders and indicators of each 3) Language scaffolds/strategies to facilitate dual language development in the classroom to teachers 4) Language scaffolds/strategies to facilitate dual language development in the home environment to families/ caregivers. You will work in groups of 4 students and turn in handout for the group. Please provide your Head Start site with the handout you made along with one for the other areas covered in the class. **(Pass/Fail Assignment)** *

50 points- Quizzes (PLSO 1, 2, 3; ASHA Standards IV-B, C, D, E, F; CTC items 1, 2, 3, 4, 5): Students will pass (students must earn a minimum grade of 80%) on-line quizzes covering various topics in class based on information from the text, lecture and class discussion. In order to meet competencies, students must pass with 80% on all 4/5 quizzes. Questions may be true/false, multiple choice, matching, and short-answer. *

25 points- Final exam (PLSO 1, 2, 3; ASHA Standards IV-B, C, D, E, F; CTC items 1, 2, 3, 4, 5): Students will pass (students must earn a minimum grade of B) one final cumulative examination based on information from the text, lecture and class discussion. The exam will be held during finals week. Questions may be true/false, multiple choice, matching, and short-answer. *

*All assignments marked with an asterisk are signature assignments that reflect acquisition of knowledge and skills related to accreditation standards.

I am a strong advocate of teamwork. If you choose a life of work in the field of communication disorders, you will need to be a team player, even with your future clients and their caregivers, not to mention other professionals in this field. Therefore, there will be some coursework that you will be doing in groups. I am looking forward to all of us learning with and from each other as we continue to acquire knowledge in bilingual and bicultural assessment and intervention.

Grading Standards

Consistent with requirements set forth by the Department of Speech-Language Pathology and the Office of Graduate Studies and Research (OGSR), the minimal acceptable grade for passing a course in the Communication Disorders Program is a B. A review of the student's performance will need to be conducted should s/he earn less than a B in any course. If the student earns a B-, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content in that subject matter. No more than two courses can be earned with a B- or the student will be disqualified from the program. As well, any course with a grade below a B- will need to be repeated. CSUSM only allows two courses to be retaken at the MA level.

Please note that CSUSM requires graduate students to maintain a cumulative GPA of 3.0 in all coursework towards the MA. Should your GPA fall below a 3.0, you will be placed on Academic Probation and you will have one semester to bring your GPA back above a 3.0 or you will be disqualified from the program.

Any scholarly, professional writing assignment will be subjected to grading based on the Graduate Writing Assessment Rubric or a project specific rubric. Students are expected to adhere to the Academic Honesty Policy regarding Plagiarism and use APA style referencing in all professional writing.

Letter grade (percentage total points)

A = 93 and above	A- = 90.00-92.99	
B+ = 88.00-89.99	B = 83-87.99	B- = 80-82.99
C+ = 78.00-79.99	C = 73-77.99	C- = 70-72.99

D+ = 68.00-69.99 D = 63-67.99 D- = 60-62.99
F – 59.99 and below

Students are expected to complete every assignment and turn it in when it is due in order to pass the course. Acceptance of late work will be completely at the instructor's discretion including point assignment; however, work turned in more than one week late will receive no credit and the student will be unable to pass the course. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis) and mechanics (grammar, syntax, spelling, format, uniformity of citations). Certain faculty-designated signature assignments must receive an 80.00% or better to demonstrate competency of the course content towards standards. Remediation for signature assignments receiving 80.00% or less is at the discretion of the instructor. Final grades in a course are calculated on original submissions not remediation assignments. If a student receives an 80.00% or less on the remediation assignment, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content of the assignment. Students cannot pass a class without demonstrating competency on signature assignments regardless of the overall grade. Therefore, if the student scores below an 80.00% on the remediation assignment, s/he cannot earn a grade above a C and must retake the course. The need to remediate multiple assignments within or across courses may result in a Statement of Concern. Grades will not be rounded.

Tentative Schedule/Course Outline

Date	Topic	Assignments given (if any)	Readings
Week 1	Syllabus/You Fall Down and the Spirit Catches You.	Discuss: CLD Presentations (Chapters 3-10)	
Week 2	Myths/Learning About Cultural Diversity	Quizzes- in class	Ch. 1, 2
Week 3	Bilingual Language Development	CLD Presentations	Ch. 10
Week 4	Adults	Guest Speaker: Lane Enterkin	Selected Readings
Week 5	School Age Population	Guest Speaker: Charito Shook	
Week 6	Assessment: What the Law Says/Interpreters	CLD Presentations	Pg. 11; Ch. 11, 12
Week 7	Assessment: SALT	Spanish/English assessment using standardized assessment. Details TBA	Ch. 13
Week 8	NO CLASS: AT HOME ASSIGNMENT (CASE STUDY)		
Week 9	Assessment	Trish/Michelle	
Week 10	CLD Presentations		
Week 11	Intervention (Service Delivery)		Ch. 14, 15
Week 12	Intervention		Ch. 14, 15
Week 13	Intervention (Strategies for Intervention)		Ch. 14, 15
Week 14	Intervention (Special Populations)		Ch. 14, 15
Week 15	Wrap-up/Review for Final		
Finals	In class final		

Instructor reserves the right to change the course schedule as needed with at least 2- day notice.

