California State University, Sacramento
Department of Communication Sciences and Disorders

Second Bachelors SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2023	Course: CSAD 143	Section: 50
Meeting Days: Monday/Wednesday	**Meeting Times:** 6:00pm-7:15pm	**Location:** In Person: FLS2204
Instructor: Joseph Ram Raj Arata, M.S., CCC-SLP	Email: joseph.arata@csus.edu	**Phone**: **TBD**
Office Location: Personal Room:TBD	**Office Hours/Appointments**: Monday and Wednesday before class (4:30pm-5:45pm); available by special appointments as well. Please sign -up by emailing joseph.arata@csus.edu to an appointment.	

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: *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.*	Y
Knowledge of Human Cultures and the Physical and Natural World *through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.*	Y
Intellectual and Practical Skills, Including: *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.*	Y

Personal and Social Responsibility, Including: 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 communities and real-world challenges	Y
Integrative Learning, Including:** synthesis and advanced accomplishment across general and specialized studies	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	
1, 3-5,7,8,13,15	Quizzes	
2, 14	Discussion Board Postings	
1,3-6 ,8-9,11, 13, 14-15	In-Class Assignments	

| 2, 10-13, 15 | Lesson Plan [from a Diverse, Equity, and Inclusive (DEI) lens] | |
| 2, 6-10, 12,14, 15 | Assessment Plan Project | |

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

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 (In person, through Zoom, or discussion posts) are expected in this course.

2. **Attendance:** While much of the material for this class can be completed at the student's preferred pace, professional attendance is required for in person learning and through Zoom meetings. Students are encouraged to attend all scheduled in person classes, and Zoom meetings, and to take advantage of every opportunity for learning within the context of the class. Your grade will not be reduced if you are sick and unable to attend in person lectures. However, you are encouraged to attend.

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 notetaking) 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 pro-active 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 for Spring 2023:

  > *No late assignments will be accepted without a University "excused" absence; Points may deducted upon discretion of instructor*
  >
  > <u>Note</u>: *Failure to complete any one of the listed course requirements may result in a failing grade for this course.*

Course Requirement	Description
Analytical Response/Reflection Papers (3 x 20 points each = 60 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 two key areas: (1) a brief article summary and (2) a connection to clinical (see grading rubric on separate hand-out for details)
<u>**Quizzes**</u> (2 x 50 points each= 100 points total)	There will be a total of **2** quizzes worth **50 points** each. Quizzes will cover material presented up to the time of the scheduled quiz and will require students to integrate, organize and interpret the information presented in class, reading assignments and class discussions. Possible format: Short answer essay, multiple choice, T/F, Fill-in-the-blank
Discussion Board <u>**Postings**</u>	You will be required to engage in two discussions when provided with a prompt or a case. For each discussion, you will be required to answer the prompt/question independently. Your responses will be posted as part of a discussion thread. Next, you will be required to read your peers' responses and comment back to engage in a thoughtful exchange of ideas regarding the question or prompt. Deadlines and due dates will be posted on Canvas or the Course Outline. See Grading Rubric on separate hand-out for details.
<u>**In Class Assignments**</u> (5 points x 8 weeks = 40 points)	A variety of ***in – class application activities*** will be completed during in person sessions. There will be a total of 8 **mandatory** in- class assignments worth a total of **40 points**. Activities may be completed in a group or individually. Activities will be randomly assigned throughout the semester. These activities may be administered at the beginning, middle, or end of the class session; time and date of administration is at the discretion of the instructor. Attendance is mandatory in order to complete and receive credit for in-class assignments. *No make-up points will be given for missed assignments unless student has an excused absence or has notified the instructor beforehand.*
<u>**Lesson plan using a Diverse, Equitable, and Inclusive (DEI) lens**</u> 15 points	A Lesson Plan emphasizing a DEI lens will be completed. It can be either for an individual client via a Tele-Practice session with a preschool-age child <u>OR</u> school-age individual. It can also be geared for a group of students (i.e., co-teaching with *special populations for specialized academic instruction/special day classes; or pre-vocational / transitional settings) *--*special population includes those with intellectual disabilities, non-to-minimal verbal status, with or without accompanying physical, visual, or hearing impairments)* ***Grading rubric will be provided through a separate hand-out***

Assessment Plan (Group Presentation) 75 points	You will write an assessment 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) with careful consideration to incorporate non-biased assessment procedures. Specific cases may be provided by instructor. Each group will be comprised of **4 students**. Rubric and additional details will be provided in class. **All groups (regardless of presentation date) will be required to submit their assignments on the first day of presentations (05/02/2023 – week 15)**
10 groups total (4 students per group)	**A grading rubric will be provided on a separate document. Rationales for each assessment procedure/task will be required for all suspected areas of need.**

Quizzes:

Quizzes will be in person 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 medicalemergency 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 ofthe semester.

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

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.

EXAMPLE

Source	Points	% of Grade	Due Date
Analytical Response / Reflection Papers (3) (20 points each)	60	20%	02.05.2023 02.26.2023 04.23.2023
Quizzes (2) (50 points each)	100	25%	03.01.2023 03.29.2023

Discussion Board Postings (5 points each)	10	10%	02.26.2023 03.12.2023
Class Application Activities (5 points each across 8 different weeks)	40	15%	Throughout the Semester
Assessment Plan – Group Presentation	75	20%	Beginning week 14
DEI Lesson Plan / Activity	15	10%	05.10.2023

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+
63-66%	D
60-62%	D-
<60%	F

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/umanual/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. Prefer 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 withdrawl 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/umanual/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.

TENTATIVE Course Schedule/Outline*:

Date	Topic/Class Content	Readings*	Assignment/Activities
Week 1 01/23/2023 01/25/2023	-Introduction, syllabus, course requirements -Issues in Ethics: Cultural and Linguistic Competence https://www.asha.org/practice/ethics/cultural-and-linguistic-competence/	a) Issues in Ethics: Cultural and Linguistic Competence https://www.asha.org/Practice/ethics/Cultural- and-Linguistic-Competence/ b) Ebert, K. (2013). Perceptions of Racial Privilege in Prospective Speech-Language Pathologists and Audiologists. *Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse (CLD) Populations*, 20(2), 60-71.	Complete readings Class Activity: ASHA Cultural Competence Checklists (3)
Week 2 01/30/2023 02/01/2023	Service Delivery in a Diverse World -Overview of Key Terms: *Access, Equity, Linguistic Justice;* *Cultural humility vs. Cultural Competence*	a) Payne, J. (2011). Cultural Competence in Treatment of Adults with Cognitive and Language Disorders https://leader.pubs.asha.org/doi/10.1044/leader.FTR6.16132011.np b) Crowley, C., et al. (2015). Cultural Competence Needed to Distinguish Disorder from Difference: Beyond Kumbaya. c) Chapter 2: Definitions (from Hyter, Y.D. & Salas-Provance, M.B. (2019) Culturally Responsive in Speech, Language, and Hearing Sciences	Complete readings (see reading list with designated dates) and view lesson/ module before to prepare for class -How to Develop-and-apply your cultural competence (see link on slides) Class Activity: (based on readings) **Analytical Response Paper# 1 based on Ebert, K. (2013) article due via Canvas**
Week 3 02/06/2023 02/08/2023	Part I: -Overview of Race and Disability -History of Disability and Able**ism**	See assigned readings for week on Course Reading List	Complete readings
Week 4 02/13/2023 02/15/2023	Part II: -History of Disability and Able**ism**	See assigned readings for week on Course Reading List	Complete readings, view lesson/ module before to prepare for class

			activities
Week 5 02/20/2023 02/22/2023	Second Language Acquisition Principles Library day No Class	See assigned readings for week on Course Reading List Library day No Class	Complete readings/ view lesson/module **Begin Discussion Thread #1** (thread open for one week) **Analytical Response Paper #2 Due via Canvas**
Week 6 02/27/2023 03/01/2023	Second Language Acquisition Principles (continued)	See assigned readings for week on Course Reading List	Complete readings/ View lesson/module before to prepare for class activities **Quiz 1 (covering content from week # 1-5)**
Week 7 03/06/2023 03/08/2023	Part I. Considerations for Culturally Responsive Assessments -The role IPP in Ax -Dynamic Assessment	See assigned readings for week on Course Reading List	Complete readings related to Case Scenarios (school-based) and view lesson/module assigned **Begin Discussion Thread #2** (thread open for one week)
Week 8 03/13/2023 03/15/2023	Part II. Considerations for Culturally Responsive Assessments	Langdon, H., & Saenz, T. (2016). Working with Interpreters to Support Students Who Are English Language Learners. *Perspectives of the ASHA Special Interest Groups*, 1(16), 15-27. *article provided **Begin preparation for Assessment Plan Presentations	Complete readings -Case Scenarios (clinic-based) before to prepare for class activities
Week 9 03/20/2023 03/22/2023	**Spring Break (Campus Closed)**		
Week 10 03/27/2023 03/29/2023	-Midterm "Experience" -Begin preparation for Assessment Plan Project	See assigned readings for week on Course Reading List	IN-Class application activities (practice in pairs/groups guided by instructor)

Week 11 04/03/2023 04/05/2023	Part I. Considerations for Culturally Responsive Intervention -The role of IPP in Tx Diverse, Equitable, Inclusive (DEI)	See assigned readings for week on Course Reading List	**Quiz #2 (covering content from week # 6-10);** Plan / Prep for DEI Lessons
Week 12 04/10/2023 04/12/2023	Part II. Considerations for Culturally Responsive Intervention -DEI lens (continued) -Prepare for Assessment Plan /Case Study Group Assignment (Putting it all together)	See assigned readings for week on Course Reading List	Complete readings, view lesson/ module before to prepare for class activities **Analytical Response Paper #3 Due via Canvas On Friday, TBD by 11:59pm**
Week 13 04/17/2023 04/19/2023	**Guest Speakers**		
Week 14 04/24/2023 04/26/2023	**Begin**: Assessment Plan Group Presentations DEI Lesson Plan Activities– (see rubric for details)---Collaborative work guided by instructor	See assigned readings for week on Course Reading List	**Assessment Plan Groups Presentations Begin:** **Groups #1-5** (Be prepared with audience feedback forms and group rating rubrics)
Week 15 05/01/2023 05/03/2023	Assessment Plan Group Presentations-(continued)		**Assessment Plan Groups Presentations** **Groups #6-11** (Be prepared with audience feedback forms and group rating rubrics) **DEI Lesson Plans due (final version) via Canvas by TBD 11:59pm**
Week 16 05/08/2023 05/10/2023	Finish Student Presentations		
Week 17 05/15/2023	Final Exam Time TBD (per Registrar's Office)		

Subject to change and is dependent on time factors and overall instructional needs of students.