

SPH 435/535 Bilingualism, Multiculturalism, and Nonmainstream Dialects

Spring 2013

(3 credits)

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Class Meetings: Tuesday/Thursday 2-3:15pm in Harvill 318**Office Hours:** Tuesdays & Thursdays 8-9am; Thursdays 11-1pm; other hours by appointment**Course TA:** Sharon Crouse-Matlock**TA email:** slcrouse@email.arizona.edu**TA Office Hours:** Mondays and Wednesdays from 1-2pm; location TBA**Course Description**

This course provides students with an overall understanding of child socialization practices, typical language development, and communication disorders across cultural-linguistic groups and issues related to the assessment of and intervention with individuals from culturally and linguistically diverse populations. This course is required for the graduate Bilingual Certificate Program in Department of Speech, Language, and Hearing Sciences but is also open to undergraduate students. The focus of the course will be on least-biased speech and language assessment and treatment for individuals from culturally and linguistically diverse populations.

Format: Lecture and Discussion**Prerequisites:** SPH 441: Language Acquisition**Course Objectives** (ASHA KASA Standard number; Assignment number):

From this course, students will be able to:

- Describe and apply typical language development across cultural-linguistic groups (IIIB; Exams)
- Describe and apply the variations of child socialization practices across all cultures (IIIB; Exams)
- Describe and discuss the legislative and judicial mandates affecting the assessment and treatment of individuals from culturally and linguistically diverse populations (IIIB; Exams)
- Describe, discuss, and design least-biased assessment procedures including criterion referenced assessment and dynamic assessment (IIIC, IIID, IIIE; IIIF; IIIG; Exams, Final project)
- Implement Individual Family Service Plans (IFSP) and Individualized Education Plans

(IEP) that are sensitive to individuals' cultural and linguistic needs (IIIC, IIID, IIIE; Exams, Final project)

- Adapt programs, instructional materials and activities for assessment and intervention to make them culturally and linguistically appropriate for the client (IIIC, IIID, IIIE; IIIF; IIIG; Exams, Final project)
- Work with parents and teachers in a manner that will respect the client's belief system (IIIC, IIID, IIIE; Exams, Final project)
- Determine needs and resources necessary to provide services to individuals with communication impairments from culturally and linguistically diverse populations (IIIC, IIID, IIIE; Exams, Final project)

Cultural Competence Goals: ASHA 2012

- 1.0 **Role:** Sensitivity to cultural and linguistic differences that affect the identification, assessment, treatment and management of communication disorders/differences in persons. This includes knowledge and skills related to:
 - 1.1 Influence of one's own beliefs and biases in providing effective services.
 - 1.2 Respect for an individual's race, ethnic background, lifestyle, physical/mental ability, religious beliefs/practices, and heritage.
 - 1.3 Influence of the client's/patient's traditions, customs, values, and beliefs related to providing effective services.
 - 1.4 Impact of assimilation and/or acculturation processes on the identification, assessment, treatment, and management of communication disorders/differences.
 - 1.5 Recognition of the clinician's own limitations in education/training in providing services to a client/patient from a particular cultural and/or linguistic community.
 - 1.6 Appropriate intervention and assessment strategies and materials, such as food, objects, and/or activities that do not violate the patient's/client's values and/or that may form a constructive bridge between the client's/patient's home culture and community or communication environment.
 - 1.7 Appropriate communications with clients/patients, caregivers, and significant others, so that the values imparted in the counseling are consistent with those of the client/patient.
 - 1.8 The need to refer to/consult with other service providers with appropriate cultural and linguistic proficiency, including a cultural informant/broker, as it pertains to a specific client/patient.
 - 1.9 Ethical responsibilities of the clinician concerning the provision of culturally and linguistically appropriate services.

- 2.0 **Role:** Advocate for and empower consumers, families, and communities at risk for or with communication/swallowing/balance disorders. This includes knowledge and skills related to:
 - 2.1 Community resources available for the dissemination of educational, health, and medical information pertinent to particular communities.
 - 2.2 High risk factors for communication/swallowing/balance disorders in particular communities.
 - 2.3 Prevention strategies for communication/cognition/swallowing/balance disorders in particular communities.
 - 2.4 The impact of regulatory processes on service delivery to communities.
 - 2.5 Incidence and prevalence of culturally-based risk factors (e.g., hypertension, heart disease, diabetes, fetal alcohol syndrome) resulting in greater likelihood for communication/cognition/swallowing/balance disorders.
 - 2.6 Appropriate consumer information and marketing materials/tools for outreach, service provision, and education.

Learning Outcomes

Successful completion of the above course indicates the acquisition of the following knowledge and/or skills to satisfy the standards of the American Speech-Language-Hearing Association for the Certificate of Clinical Competence in speech-language pathology.

Standard

Knowledge & Skill

III-B

The student demonstrated knowledge by examinations, discussion, and written projects of the basic human communication processes of speech, language, and hearing, including the biological, neurological, and developmental processes.

III-C

The student demonstrated knowledge by examinations, discussion, and written projects of communication disorders and differences, including the etiologies, characteristics, anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

III-D

The student demonstrated knowledge by examinations, discussion, and written projects of prevention, assessment, and intervention for people with communication, including consideration of anatomical/physiological, psychological,

developmental, and linguistic and cultural correlates of the disorders.

III-E The student demonstrated knowledge by discussion of standards of ethical conduct.

III-F The student demonstrated knowledge by discussion, written projects, examinations, and clinical application of processes used in research and the integration of research principles into evidence-based clinical practice.

III-G The student demonstrated knowledge by discussion, written projects, examinations, and clinical application of contemporary professional issues.

Required Texts (available in the campus bookstore):

Goldstein, B. (2012). *Bilingual Language Development and Disorders in Spanish-English Speakers (2nd Edition)*. Brookes: Baltimore, MD. ISBN-13: 978-1-59857-171-4

Fadiman, A. (1998). *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. Farrar, Straus, and Giroux. ISBN-10: 0374525641, ISBN-13: 978-0374525644

McLeod, S. & Goldstein, B. *Multilingual Aspects of Speech Sound Disorders in Children*. Multilingual Matters: Buffalo, NY. ISBN - 13: 978-1-84769-513

Strongly Recommended (especially for graduate students)

McLeod, S. (2007). *The International Guide to Speech Acquisition*. Thomson-Delmar Learning. Clifton Park, NY. ISBN 10: 1-4180-5360-0

Graduate Students are also required to purchase:

Systematic Analysis of Language Transcripts - Student Version. This will be available in the bookstore.

Online Resources:

Course D2L Website

Lectures and additional readings will be posted here. It is your responsibility to check the course site regularly for announcements and resources and to be sure your email address is up-to-date in the university system.

Classroom Policies

Attendance

Attendance at each lecture is expected. You are a student pursuing a professional degree whose responsibility it is to serve the public. Attendance at each class so that you are able to serve the public effectively is ethical behavior. This class size allows me to regularly observe who is present on a regular basis and who is not. If you encounter extenuating circumstances that prevent you from attending class on a regular basis, please contact me to make reasonable accommodations.

Tardiness

“Better late than never” should not be the operative proverb that justifies coming to class late and entering the classroom after the instructor has begun the class lecture. Although at some social gatherings, it may be permitted to be “socially late,” most rules of behavior applicable to professional situations (e.g., medical appointments, job interviews, etc.) consider tardiness as unacceptable behavior. In a very short period of time, you will be professionals in the field, so think of your behavior in your undergraduate classes as practice.

Office Hours

You are always welcome to come and see me for help with course content, grades, or any other issues you might encounter during the course of the semester. If my office hours do not agree with your schedule, please email me for an appointment. Please do not wait until the end of the semester or after final exam grades are posted to discuss grades or other issues with me – think ahead so that I can help you. Office hours run through the last day of class. The course TA will also be holding office hours – please email her to let her know you are coming.

Laptop Use

Those of you who would like to use a laptop to take notes during class must sit in a designated laptop area (this area will be indicated on the first day of class). Those who use a laptop during class are expected to exhibit professional conduct. Specifically, it is prohibited to surf the web, check Facebook, shop, or to engage in any other online activity unrelated to course content. If I have to ask the class more than once to respect this classroom policy, I will forbid the use of laptops in class.

****Please place cell phones and mobile devices on silent or vibrate at all times. Text-messaging during class is not allowed.** Students who text message during class will be asked to leave.**

Grades

Makeups/Incompletes

There will be no opportunity for make-ups or incompletes except under **emergency** situations as determined by me or in special circumstances where arrangements are made in advance. Late assignments will be deducted 5 points for each day the assignment is past due (beginning after class when it is due) and including weekends. There will be no make-

up examinations, except in cases of a confirmed medical emergency. Make-up examinations will be oral examinations.

Extra Credit

Ten extra credit points will be added to the overall grade of students who participate regularly in classroom discussions. I will give you a midterm “grade” (i.e., an estimation of your participation grade – not your real grade) to give you a general idea if you are participating enough or have to increase your participation. At the end of the semester, I will assess your overall participation in the course and decide whether or not to award you the extra credit points.

Ask questions. Be curious. You are more than welcome to have a different interpretation of the course material than a classmate or me; just be sure to share your perspective in a productive and supportive manner. Your thoughts and questions will provide the starting point for our discussions. If you’re reluctant to speak up, please talk to me and we’ll figure out a way for you to participate.

Undergraduate Grading

Class Notes (7 assignments, 5 points each, 35 points total): You will be responsible for posting notes from class on the Discussion Board on D2L for material related to the Fadiman book. As a class, we will share the most important points from our discussions and additional materials that will help clarify key terms, concepts, and clinical applications. Go to the “Discussions” tab, click on “Forums and Topics List”, and then click on the chapters you are working on. Specific instructions are provided in the D2L Forum, “The Spirit Catches You and You Fall Down”. If you miss class, it is your responsibility to meet with a classmate to gather missed information from the discussion. It is expected that you submit your own notes – it will be obvious to me if people are skipping class and posting duplicate notes. If you wish to skip class and use other people’s notes to study from, this is not the course for you.

Discussion Questions (7 assignments, 5 points each, 35 points total): You will be required to post 2 questions or comments the day before each book club discussion. Write your two, original questions in a word or pdf document and upload it into the D2L Dropbox (each folder has a date and a deadline associated with it). I will choose a series of questions to discuss each class for book club.

Response Papers (4 assignments, 10 points each, 40 points total): A 1-page response paper is required at the end of each section of the course. A topic for you to write on is posted in the D2L Dropbox folder for each paper. Response papers should be no longer or shorter than one page, written in 11 point font, single-spaced, with 1-inch margins. D2L has a deadline lock on each folder. Late submissions will not be accepted. Technical difficulties with D2L will be not an acceptable excuse for late submissions.

Exams (4 exams, 50 points each, 100 points total): You will complete four in-class exams consisting of a series of short answer questions integrating information you have learned from this class and other classes you have taken. The purpose of this assignment is to integrate material from more than one class and act as a formative assessment. The final

will not be formally cumulative, but information you learned throughout the course of the semester will aid you in completion of the final exam.

Your course grade will be based on the following:

Class Notes	35 points
Discussion Questions	35 points
Response Papers	40 points
First Examination	50 points
Second Examination	50 points
Third Examination	50 points
Final Exam	50 points
Total:	310 points

Graduate Grading

Class Notes (7 assignments, 5 points each, 35 points total): You will be responsible for posting notes from class on the Discussion Board on D2L for material related to the Fadiman book. As a class, we will share the most important points from our discussions and additional materials that will help clarify key terms, concepts, and clinical applications. Go to the "Discussions" tab, click on "Forums and Topics List", and then click on the chapters you are working on. Specific instructions are provided in the D2L Forum, "The Spirit Catches You and You Fall Down". If you miss class, it is your responsibility to meet with a classmate to gather missed information from the discussion. It is expected that you submit your own notes – it will be obvious to me if people are skipping class and posting duplicate notes. If you wish to skip class and use other people's notes to study from, this is not the course for you.

Discussion Questions (7 assignments, 5 points each, 35 points total): You will be required to post 2 questions or comments the day before each book club discussion. Write your two, original questions in a word or pdf document and upload it into the D2L Dropbox (each folder has a date and a deadline associated with it). I will choose a series of questions to discuss each class for book club.

Response Papers (4 assignments, 10 points each, 40 points total): A 1-page response paper is required at the end of each section of the course. A topic for you to write on is posted in the D2L Dropbox folder for each paper. Response papers should be no longer or shorter than one page, written in 11 point font, single-spaced, with 1-inch margins. D2L has a deadline lock on each folder. Late submissions will not be accepted. Technical difficulties with D2L will not be an acceptable excuse for late submissions.

Exams (50 points each, 150 points total): You will complete three in-class, written exams consisting of a series of **case study questions** integrating information you have learned from this class and other classes you have taken. The purpose of this assignment is to integrate material from more than one class, prepare you for comprehensive exams, and act as a formative assessment.

Final Project: (50 points): You will be required to perform a bilingual language and phonological assessment on a bilingual child using SALT and a phonological tool provided to you. You are responsible for submitting a final bilingual clinic report on the child. It is your responsibility to find a client, either within our campus clinic or elsewhere, to participate in this project. If you are not a native speaker of the child's other language, it is your responsibility to locate and train an interpreter to assist you. Detailed instructions will be provided on D2L. Final projects are due before your final exam for the course is scheduled and should be submitted electronically via the D2L Dropbox. Courses are graded on accurate procedures, materials, clinical execution of the assessment, analysis, diagnosis, clinical interpretations, and accuracy of written and clinical language.

Class Notes	35 points
Discussion Questions	35 points
Response Papers	40 points
First Examination	50 points
Second Examination	50 points
Third Examination	50 points
Final Project	50 points
Total:	310 points

A standard grading scale will be used: as follows: (90-100% = A) (80-89.9% = B) (70-79.9% = C) (60-69.9% = D) (0-60% = F). **Grades will not be rounded up.**

Incomplete Grade Policy

Incomplete grades will be given ONLY in special circumstances as outlined in the university's policy. See: <http://catalog.arizona.edu/2006-07/policies/grade.html>

Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/codeofacademicintegrity/>.

All students are expected to know and abide by the ***Code of Academic Integrity***. All credit will be forfeited for any academic work completed for this class that violates the code.

Students are expected to maintain the highest standards of honesty in their university work. Cheating, forgery, and plagiarism are serious offenses, and students found guilty of any form of academic dishonesty are subject to disciplinary action.

Cheating is defined as giving or obtaining information by improper means in meeting any academic requirements. The use for academic credit of the same work in more than one course without knowledge or consent of the instructor(s) is a form of cheating and is a serious violation of academic integrity.

Forgery is defined as the alteration of university forms, documents, or records, or the signing of such forms or documents by someone other than the proper designee.

Plagiarism is the representation, intentional or unintentional, of someone else's words or ideas as one's own. Since words in print are the property of an author or publisher, plagiarizing is a form of larceny punishable by fine. When using another person's words in a paper, students must place them within quotation marks or clearly set them off in the text and give them appropriate footnoting (Please use the American Psychological Association's (APA) most recent guidelines when referencing). When students use only the ideas and change the words, they must clearly identify the source of the ideas. Plagiarism, whether intentional or unintentional, therefore, is a violation of the property of the author plagiarized and of the implied assurance by the students when they hand in work that the work is their own. If students have any questions about what constitutes plagiarism, it is their responsibility to clarify the matter by conferring with the instructor. Faculty members must report in writing cases of cheating, plagiarism or forgery to their department chair and their academic dean.

Students are expected and required to adhere to the UA Code of Academic Integrity as articulated in the following location: <http://dos.web.arizona.edu/uapolicies/cai1.html>. Refer also to the university's policies about plagiarism: <http://dos.web.arizona.edu/uapolicies/cai1.html> (see 'prohibited conduct').

Statement of Copyrighted Materials

Students are advised that all lecture notes, lectures, study guides and other course materials disseminated by the instructor and guest lecturers to the students, whether in class or online, are original materials and as such reflect intellectual property of the instructor or author of those works. All readings, study guides, lecture notes and handouts are intended for individual use by the student. Students may not distribute or reproduce these materials for commercial purposes without the express written consent of the instructor. Students who sell or distribute these materials for any use other than their own are in violation of the University's Intellectual Property Policy (available at http://www.ott.arizona.edu/uploads/ip_policy.pdf). Violations of the instructors copyright may result in course sanctions and violate the Code of Academic Integrity.

ADA Policy

Students with Special Needs and/or Disabilities

Students who need special accommodation or services should contact the Disability Resources Center, 1224 East Lowell Street, Tucson, AZ 85721, (520) 621-3268, FAX (520) 621-9423, email: uadrc@email.arizona.edu, <http://drc.arizona.edu/>. You must register and request that the Center or DRC send me official notification of your accommodations needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. The need for accommodations must be documented by the appropriate office.

Religious Observances

If the class schedule conflicts with a religious observance, a student must make a written request for a reasonable accommodation *by the end of the second week of the course*.

Academic Policies and Procedures

It is the responsibility of each student to ascertain current information that pertains to the individual's program, particularly with regard to satisfaction of degree requirements, through frequent reference to the Schedule of Classes and by consultation with the student's advisor, the student's major department, the office of the student's Dean, and other offices as appropriate (such as Records and Registration, Advising, Financial Aid, etc.).

It is also the responsibility of each student to be aware of applicable deadlines and procedures. Note that ignorance of these is not a basis for a waiver of existing regulations. Please refer to the academic calendar, the student advising handbook and the undergraduate catalog for pertinent information.

Arizona Board of Regents' Student Code of Conduct 5-308

1. Under Arizona law, the Arizona Board of Regents is responsible for the control and supervision of the state universities and their properties and activities. The Board is authorized to enact ordinances for the governance of the universities and the maintenance of public order upon all property under its jurisdiction. The Board has promulgated this Student Code of Conduct in order to meet its responsibilities under Arizona law. Enforcement of this Student Code of Conduct is subject to applicable law, including constitutional protections for speech, association and the press.

2. The Presidents are authorized to enforce the Student Code of Conduct.

3. Actions under the Student Code of Conduct are administrative and not criminal in nature. Therefore, a student can be found responsible under the Student Code of Conduct even if the underlying conduct would not also constitute a criminal offense, and even if a prosecutor has determined not to prosecute as a criminal matter or the student has been found not guilty in a criminal proceeding.

4. For purposes of interpreting words and phrases not otherwise defined in the Student Code of Conduct, every day and common usages and understanding shall apply, and external sources may be consulted for guidance.

5. Violators may be accountable to both civil and criminal authorities and to the university for acts of misconduct that constitute violations of the Student Code of Conduct. At the discretion of university officials, disciplinary action at the university may proceed before, during, or after other proceedings. Sanctions may be imposed for acts of misconduct that occur on university property or at any university-sponsored activity. As further prescribed in these rules, off-campus conduct may also be subject to discipline. With respect to student organizations, and their members, university jurisdiction extends to premises used or controlled by the organizations on or off campus.

Confidentiality of Student Records

<http://www.registrar.arizona.edu/ferpa/default.htm>

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

A tentative course outline is indicated on the following page.

Date	Topic	Assignments	Readings
1/10/13	Intro and Syllabus/Discussion of Course Goals and Expectations		
1/15/13	Guest Lecture on Poverty – Dr. Sonja Pruitt-Lord		
1/17/13	Multiculturalism/Book Club	Discussion Questions	Fadiman Chapters 1 - 4
1/22/13	Multiculturalism/Book Club	Discussion Questions	Fadiman Chapters 5 & 6
1/24/13	Multiculturalism/Book Club	Discussion Questions	Fadiman Chapters 7 & 8
1/29/13	Multiculturalism/Book Club	Discussion Questions	Fadiman 9-12
1/31/13	Multiculturalism/Book Club	Discussion Questions	Fadiman 13-15
2/5/13	Multiculturalism/Book Club	Discussion Questions	Fadiman 16 & 17
2/7/13	Immigrant Panel Discussion; Exam Review	Discussion Questions and Response Paper Due in D2L	Fadiman 18 & 19; Kummerer & Lopez-Reyna paper on D2L
2/12/13	Exam 1		
2/14/13	Guest lecture on Navajo culture – Tommy Begay		Ukrainetz et al. paper on D2L
2/19/13	Bilingualism and Language Loss		Goldstein 1, 4, & 10
2/21/13	Bilingual Semantic Development		Goldstein 6 & 7
2/26/13	Bilingual Morphosyntactic and Narrative Development		Goldstein 9 & 12
2/28/13	Language Disorders in Bilinguals/Assessment		Goldstein 8 & 11; Dollaghan & Horner paper on D2L
3/5/13	Language Assessment and Treatment in Bilingual Children/ Exam Review	Response Paper 2 Due in D2L	
3/7/13	Exam 2		
3/12/13	No class - Spring Break		
3/14/13	No class - Spring Break		
3/19/13	Health Disparities in LGBT Populations – Guest Lecture		Three papers on D2L
3/21/13	Phonological Development in Bilinguals		McLeod & Goldstein 5 & 6, 9; Fabiano-Smith & Goldstein paper on D2L
3/26/13	Identifying Phonological Disorder in Bilinguals		McLeod & Goldstein 14 & 16
3/28/13	Transcription		McLeod & Goldstein 18 & 19; Goldstein paper on D2L
4/2/13	Phonological Assessment in Bilinguals		McLeod & Goldstein 21
4/4/13	Bilingual Eval Demonstration		
4/9/13	Phonological Treatment in Bilinguals/ Exam Review	Response Paper 3 Due in D2L	McLeod & Goldstein 24
4/11/13	Exam 3		
4/16/13	Interpreters		
4/18/13	Interpreters - Demonstration		
4/23/13	Nonmainstream Dialects: Assessment		McLeod and Goldstein 11; Papers posted on D2L
4/25/13	Nonmainstream dialects: Treatment considerations	Response Paper 4 due in D2L	
4/30/13	Final Exam Review		
Final Exam	5/6/13 3:30-5:30pm		

Student Learning Outcomes and Corresponding Portfolio Documentation: Graduate Students					
Program Outcome	ASHA Standard	Class Assignment	Portfolio Evidence	Evaluation Criteria	Remediation Method
1. Processes used in research and the integration of research principles into evidence-based clinical practice	IIIC Disorders & Differences, receptive and expressive language: etiology, characteristics – linguistic, cognitive, and social aspects of language disorders & differences particularly as relevant to dialect differences	Exams, Final Project	Graded exams and project	Overall Grade of B- or better (80-100%)	Redo exam questions in written format and/or resubmit final project <u>one time</u> for a grade equivalent of 80% OR personal interview with the instructor demonstrating in-depth understanding
1. Delivery of services to culturally and linguistically diverse populations	IIIC Disorders & Differences, and expressive language: linguistic characteristics including dialect differences	Exams, Final Project	Graded exams and project	Overall Grade of B- or better	Redo exam questions in written format or resubmit final project 1 time for a grade equivalent of 80%
1. Prevention, evaluation, and intervention of communication disorders and swallowing disorders	IIID Prevention of receptive and expressive language, linguistic, cognitive, and social aspects	Exams, Final Project	Graded exams and project	Overall Grade of B- or better	Redo exam questions in written format or resubmit final project 1 time for a grade equivalent of 80% OR personal

					interview with the instructor demonstrating in-depth understanding
1. Formal and informal assessment of speech sound disorders; treatment approaches and procedures	IIID Assessment of receptive and expressive language, linguistic, cognitive, and social aspects.	Exams, Final Project	Graded exams and project	Overall grade of B- or better	Redo exam questions in written format or resubmit final project 1 time for a grade equivalent of 80%
1. Interaction and personal qualities, including counseling, collaboration, ethical practice, and professional behavior	III-E Knowledge of standards of ethical conduct.	Exams, Final Project	Graded exams and project	Overall grade of B- or better	Redo exam questions in written format or resubmit final project 1 time for a grade equivalent of 80%
1. Application of the principles of evidence-based practice	III-F Knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.	Exams, Final Project	Graded exams and project	Overall grade of B- or better	Redo exam questions in written format or resubmit final project 1 time for a grade equivalent of 80%
1. Self-evaluation of effectiveness of practice	III-G Knowledge of contemporary professional issues.	Exams, Final Project	Graded exams and project	Overall grade of B- or better	Redo exam questions in written format or resubmit final project 1 time for a grade equivalent of 80%
1. Oral and written or other forms of communication	IV-B Skill in oral and written or other forms of communication	Exams, Final Project	Final project	Overall grade of B- or better	Redo exam questions in written format or resubmit

	sufficient for entry into professional practice				final project 1 time for a grade equivalent of 80%
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