SPH 435/ 535 Bilingualism, Multiculturalism, and Nonmainstream Dialects
Spring 2016
(3 credits)
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Class Meetings: Tuesday/Thursday 12:30-1:45pm in Harvill 102

Office Hours: Tuesdays & Thursdays 11am-12pm & 2-3pm or by appointment

Course TA: Celeste Gallegos
TA email: cgallegos@email.arizona.edu
TA Office Hours: By appointment

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 (IVB; Exams)

• Describe and apply the variations of child socialization practices across all cultures (IVB; Exams)

• Describe and discuss the legislative and judicial mandates affecting the assessment and treatment of individuals from culturally and linguistically diverse populations (IVB; Exams)

• Describe, discuss, and design least-biased assessment procedures including criterion referenced assessment and dynamic assessment (IVC, IVD, IVE; IVF; IVG; Exams, Final project)

• Implement Individual Family Service Plans (IFSP) and Individualized Education Plans (IEP) that are sensitive to individuals’ cultural and linguistic needs (IVC, IVD, IVE; Exams, Final project)

• Adapt programs, instructional materials and activities for assessment and intervention to make them culturally and linguistically appropriate for the client (IVC, IVD, IVE; IVF; IVG; Exams, Final project)

• Work with parents and teachers in a manner that will respect the client's belief system (IVC, IVD, IVE; Exams, Final project)
• Determine needs and resources necessary to provide services to individuals with communication impairments from culturally and linguistically diverse populations (IVC, IVD, IVE; 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.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Knowledge &amp; Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV-B</td>
<td>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.</td>
</tr>
<tr>
<td>IV-C</td>
<td>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.</td>
</tr>
<tr>
<td>IV-D</td>
<td>The student demonstrated knowledge by examinations, discussion, and written projects on prevention, assessment, and intervention for people with communication, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.</td>
</tr>
<tr>
<td>IV-E</td>
<td>The student demonstrated knowledge by discussion of standards of ethical conduct.</td>
</tr>
<tr>
<td>IV-F</td>
<td>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.</td>
</tr>
<tr>
<td>IV-G</td>
<td>The student demonstrated knowledge by discussion, written projects, examinations, and clinical application of contemporary professional issues.</td>
</tr>
</tbody>
</table>

**Required Viewing**


Stream all 3 parts for a week for $4.99: Students can rent/watch together and split the cost.

**Required Texts (available in the campus bookstore):**


McLeod, S. & Goldstein, B. *Multilingual Aspects of Speech Sound Disorders in Children.*

**Strongly Recommended (especially for graduate students)**


Kester, E.S. (2014). *Difference or Disorder: Understanding Speech and Language Patterns in Culturally and Linguistically Diverse Students*. Bilinguals Speech and Language Services. ISBN-10: 0692254587

**Graduate Students are also required to purchase:**

*Systematic Analysis of Language Transcripts (SALT) - 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.

Participating in the course and attending lectures and other course events are vital to the learning process. As such, attendance is required at all lectures and discussion section meetings. Students who miss class due to illness or emergency are required to bring documentation from their health-care provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences.

The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at [http://catalog.arizona.edu/policy/class-attendanceparticipation-and-administrative-drop](http://catalog.arizona.edu/policy/class-attendanceparticipation-and-administrative-drop)

**Religious Observances**

All holidays or special events recognized by organized religions will be honored for those students who show affiliation with that particular religion. If the class schedule conflicts with a religious observance, a student
must make a written request for a reasonable accommodation \textit{by the end of the second week of the course}. This can be done via email.

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable: 
http://policy.arizona.edu/humanresources/religiousaccommodation-policy.

Absences preapproved by the UA Dean of Students (or dean’s designee) will be honored. See http://policy.arizona.edu/employmenthuman-resources/attendance.

\textbf{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 or the group has started discussions. 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 university classes as practice.

\textbf{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 and I do not discuss grades during finals week unless you believe there has been an error in grading. The course TA will also be holding office hours – please email her to let her know you are coming and what you would like to discuss.

\textbf{Professional Behavior}

Standard professional email structure for professors and TAs is as follows:

Dear Dr. Fabiano-Smith,

I am a student in your SLHS 435/535 class. I would like to request an appointment with you to discuss XX. I am not able to attend your standing office hours, but here are some days and times that work for me: XXXXXX.

Thank You,
[Student's Name]

Communication between professor and student must be professional. Setting up an appointment to discuss issues with grades and/or course requirements should be the first step in resolving an issue so that interaction can take place face-to-face. I do not engage in back-and-forth interactions via email, especially if the tone is disrespectful. Any student behavior that is interpreted by the professor as bullying will be reported immediately to the Dean of Students.

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students.

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where
we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

**UA Nondiscrimination and Anti-Harassment Policy**
The University is committed to creating and maintaining an environment free of discrimination; see [http://policy.arizona.edu/human-resources/nondiscrimination-and-antiharassment-policy](http://policy.arizona.edu/human-resources/nondiscrimination-and-antiharassment-policy)

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

**Notification of Objectionable Materials**
This course will contain material of a mature nature, which may include explicit language, depictions of nudity, sexual situations, and/or violence. The instructor will provide advance notice when such materials will be used. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with the instructor to voice concerns and to provide feedback.

**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, Snapchat, Instagram, or engage in any other form of mobile communication 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 held at the end of the semester on a specified day decided by me.

**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**

**Discussion 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.

**Order of things:** Read and take notes, post discussion questions before class, attend class and take notes, then post your notes before the next class.

**Cultural Excursions** (4 assignments, 10 points each, 40 points total): A 1-page response paper is required for each cultural excursion. Cultural excursions, or multicultural “step outs” (Gallavan, 2012), are situations, experiences, or events (that you plan or spontaneously find yourself in), that are outside of your cultural and/or linguistic knowledge base. Pieces of your response paper should include: (1) establish community and context; (2) discuss meaningful connections; (3) discuss feeling discomfort and/or surprise; (4) document any hesitation to participate and/or participation, and (5) discuss feelings of distress, reward, and/or comfort. Examples of cultural excursions include finding yourself trying to communicate with someone who speaks another language, attending a cultural event in your community that you would otherwise not attend, viewing a documentary that provides insight into a cultural group different from your own, finding yourself at an event where you are the racial and/or cultural and/or ethnic minority (when that is typically not the case), etc. I am flexible on these experiences, but if you are unsure, feel free to run it by me before you write it up. Response papers should be no longer or shorter than one page, written in 11 point font, single-spaced, with 1-inch margins. I must have all 4 papers by the last day of class. Papers are to be submitted via D2L Dropbox.

**Exams** (4 exams, 50 points each, 200 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  
Cultural Excursions  40 points  
First Examination  50 points  
Second Examination  50 points  
Third Examination  50 points  
Final Exam  50 points  
Total:  310 points

Graduate Grading

Discussion 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.

Order of things: Read and take notes, post discussion questions before class, attend class and take notes, then post your notes before the next class.

Cultural Excursions (4 assignments, 10 points each, 40 points total): A 1-page response paper is required for each cultural excursion. Cultural excursions, or multicultural “step outs” (Gallavan, 2012), are situations, experiences, or events (that you plan or spontaneously find yourself in), that are outside of your cultural and/or linguistic knowledge base. Pieces of your response paper should include: (1) establishing community and context; (2) discussing meaningful connections; (3) discussing feeling discomfort and/or surprise; (4) documenting any hesitation to participate and/or participation, and (5) discussing feelings of distress, reward, and/or comfort. Examples of cultural excursions include finding yourself trying to communicate with someone who speaks another language, attending a cultural event in your community that you would otherwise not attend, viewing a documentary that provides insight into a cultural group different from your own, finding yourself at an event where you are the racial and/or cultural and/or ethnic minority (when that is typically not the case), etc. I am flexible on these experiences, but if you are unsure, feel free to run it by me before you write it up. Response papers should be no longer or shorter than one page, written in 11 point font, single-spaced, with 1-inch margins. Papers can be submitted on a rolling basis throughout the semester. All papers are to be received via D2L Dropbox by the end of class on the last day of class. Unsubmitted papers will receive 0 credit.

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 or adult using tools provided to you. This class has its own copy of the BESA and the Bilingual Aphasia Test, so please do not borrow materials from the clinic. You are responsible for submitting a final bilingual clinic evaluation report on the client you choose. It is your responsibility to find a client, either within our campus clinic or elsewhere, to participate in this project (the person you use does not have to have a suspected communication disorder). 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 (there is an interpreter bank of volunteers within the department you can utilize). 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. Reports 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
Cultural Excursions 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. There will be no re-grading.

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
All students are expected to know and abide by the Code of Academic Integrity. Conduct prohibited by the Code consists of all forms of academic dishonesty, including, but not limited to: cheating, fabrication, facilitating academic dishonesty, and plagiarism as set out and defined in the Code of Conduct, failure to observe rules of academic integrity established by the faculty member for a particular course; and attempting to commit any act prohibited by the Code. A violation of the Code may result in a report of the incident being sent to the Dean of Students and a copy of that report being filed in the student’s departmental records. The complete Code of Academic Integrity can be found at http://catalog.arizona.edu/policies/974/acacode.htm.

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](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](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](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.

**Accessibility and Accommodations**

Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability Resource Center (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center and reasonable accommodations, please visit [http://drc.arizona.edu](http://drc.arizona.edu).

If you have reasonable accommodations, 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. Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

**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.

**Code of 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/academic-integrity/students/academic-integrity](http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity).

**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](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. 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.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/12/17</td>
<td>Intro and Syllabus/Discussion of Course Goals and Expectations; Cultural Competence</td>
<td>Watch <em>Race: the Power of an Illusion</em> 3 Part Series this week</td>
<td>Unpacking the Invisible Knapsack (Link); Kohnert (2013); Coates</td>
</tr>
<tr>
<td>1/17/17</td>
<td>Cultural Competence, Race, &amp; Trauma</td>
<td>Complete <em>Race: the Power of an Illusion</em></td>
<td>Trauma Readings</td>
</tr>
<tr>
<td>1/19/17</td>
<td>Discussion: Race and Ethnicity</td>
<td>Discussion Questions Notes from last class due</td>
<td>van Kleeck (1994); Hwa-Froelich &amp; Vigil (2004)</td>
</tr>
<tr>
<td>1/24/17</td>
<td>Multiculturalism/Book Club</td>
<td>Discussion Questions Notes from last class due</td>
<td>Fadiman Chapters 1-6</td>
</tr>
<tr>
<td>1/26/17</td>
<td>Multiculturalism/Book Club</td>
<td>Discussion Questions Notes from last class due</td>
<td>Fadiman Chapters 7 &amp; 8</td>
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<tr>
<td>1/31/17</td>
<td>Multiculturalism/Book Club</td>
<td>Discussion Questions Notes from last class due</td>
<td>Fadiman 9-12</td>
</tr>
<tr>
<td>2/2/17</td>
<td>Multiculturalism/Book Club</td>
<td>Discussion Questions Notes from last class due</td>
<td>Fadiman 13-15</td>
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<td>2/7/17</td>
<td>Multiculturalism/Book Club</td>
<td>Discussion Questions Notes from last class due</td>
<td>Fadiman 16 -19</td>
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<tr>
<td>2/9/17</td>
<td>Multiculturalism Book/Club; Exam Review</td>
<td>Discussion Questions Notes from last class due</td>
<td>Put this class’ notes up as soon as possible for study purposes</td>
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<tr>
<td>2/14/17</td>
<td><strong>Exam 1</strong></td>
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<td>2/16/17</td>
<td>GUEST LECTURE: Multiculturalism in Audiology</td>
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<td>Reading on D2L</td>
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<td>2/21/17</td>
<td>Bilingualism and Language Loss</td>
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<td>Goldstein 1, 4, &amp; 10</td>
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<td>2/28/17</td>
<td>Bilingual Morphosyntactic and Narrative Development</td>
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<td>Goldstein 9 &amp; 12; Pruitt &amp; Oetting (2009)</td>
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<td>3/2/17</td>
<td>Language Disorders in Bilinguals/Assessment</td>
<td></td>
<td>Goldstein 8 &amp; 11; Dollaghan &amp; Horner paper on D2L; Ukrainetz et al. paper on D2L</td>
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<td>3/7/17</td>
<td>Language Assessment and Treatment in Bilingual Children/Exam Review</td>
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<td>3/9/17</td>
<td><strong>Exam 2</strong></td>
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<td>3/14/17</td>
<td>No Class - Spring Break</td>
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<td>3/16/17</td>
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<td>3/21/17</td>
<td>GUEST LECTURE: CC with Transgender Community</td>
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<td>LGBT papers on D2L</td>
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<td>3/23/17</td>
<td>Phonological Disorders in Bilinguals</td>
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<td>McLeod &amp; Goldstein 5 &amp; 6, 9; Fabiano-Smith &amp; Goldstein paper on D2L</td>
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<td>3/28/17</td>
<td>Phonological Disorders in Bilinguals</td>
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<td>McLeod &amp; Goldstein 14 &amp; 16</td>
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<td>3/30/17</td>
<td>Transcription of Spanish, AAE, and Asian-Influenced English</td>
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<td>McLeod &amp; Goldstein 18 &amp; 19; Goldstein, Pollock, &amp; Cheng papers</td>
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<td>4/4/17</td>
<td>Phonological Assessment in Bilinguals</td>
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<td>McLeod &amp; Goldstein 21</td>
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<td>4/6/17</td>
<td>Phonological Treatment in Bilinguals/ Exam Review</td>
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<td>McLeod &amp; Goldstein 24</td>
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<td>4/11/17</td>
<td>GUEST LECTURE: Disabilities Panel</td>
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<td>4/13/17</td>
<td><strong>Exam 3</strong></td>
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<td>Papers on D2L; Langdon &amp; Saenz Chapters 4-7</td>
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<tr>
<td>4/18/17</td>
<td>Interpreters</td>
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<td>Langdon &amp; Saenz Chapters 8-10</td>
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<td>4/20/17</td>
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<td>4/25/17</td>
<td>Nonmainstream Dialects</td>
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<td>McLeod and Goldstein 11; Papers posted on D2L</td>
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<td>4/27/17</td>
<td>Nonmainstream dialects: Assessment and Treatment considerations</td>
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<td>5/2/16</td>
<td>Final Exam Review</td>
<td>All cultural excursion papers due by today in D2L</td>
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**Undergraduate Final Exam**  **Wednesday 5/10/17 @ 1-3pm**  
**Graduate Projects Due in D2L by 1pm**  
**Undergrads: Meet in normal classroom**
<table>
<thead>
<tr>
<th>Student Learning Outcomes and Corresponding Portfolio Documentation: Graduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Outcome</strong></td>
</tr>
<tr>
<td>1. Processes used in research and the integration of research principles into evidence-based clinical practice</td>
</tr>
<tr>
<td>1. Delivery of services to culturally and linguistically diverse populations</td>
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<tr>
<td>1. Prevention, evaluation, and intervention of communication disorders and swallowing disorders</td>
</tr>
<tr>
<td>1. Formal and informal assessment of speech sound disorders; treatment approaches and procedures</td>
</tr>
<tr>
<td>1. Interaction and personal qualities, including counseling, collaboration, ethical practice, and professional behavior</td>
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<tr>
<td>1. Application of the principles of evidence-based practice</td>
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<td>1. Self-evaluation of effectiveness of practice</td>
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<tr>
<td>1. Oral and written or other forms of communication</td>
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