

University of Florida
College of Public Health and Health Professions

SPA 4400: Introduction to Language Disorders Syllabus (3 credit hours)

Spring: 2021

(Section IC94)

Delivery Format: Campus/Hyflex Synchronous

Instructor: Laurie M Gauger, Ph.D., CCC/SLP

Office: HPNP 2140

Office Hours: Tuesdays 9:00 – 10:30

Phone: 352-294-8484

Email: laurieg@phhp.ufl.edu

Preferred Course Communication: UF Email

Class Meets: **Tuesdays** 10:40 – 12:35 (periods 4-5) and **Thursdays** 10:40 – 11:30 (period 4) in **HPNP G-103**

Prerequisites

SPA 4004 Language Development

SPA 4104 Neuro Basis of Communication

UF HyFlex

The HyFlex learning experience may be different from what you have experienced before.

1. **Please be patient:** All of us (and particularly I) will have our (my) attention split between the virtual and physical learning environments, **the learning experience will be different and potentially sometimes frustrating for all of us.** It will be important for all of us to manage our expectations within this hybrid learning environment of virtual and physical spaces and provide caring and compassion for ourselves and our peers. Technical issues and delays in real-time response should be expected and treated with extra reserves of patience.
2. **Bring your own device: Whether in-person or online / remote, have your device** and a headset with microphone, so that you can log into the Zoom session and take part in breakout sessions and other learning activities (e.g., polling) in Zoom.
3. **Focus on learning:** When using technology during class, please be respectful and limit distracting activities. Social media, streaming entertainment, etc., as well as homework for other classes, should not be your focus during the synchronous sessions.
4. **Be aware - I plan to record: Lecture from the synchronous sessions may/will be recorded. Please review the UF policies on recorded sessions** at the end of the syllabus. You can opt not to have your camera on during the recorded lecture portions of the synchronous session, but I am asking that (unless technical issues with bandwidth

or similar circumstances make it difficult) you do use your camera during the unrecorded breakout sessions.

PURPOSE AND OUTCOME

Course Overview

This course will cover the etiologies and characteristics of a wide variety of pediatric (preschool and school-age) and adult communication differences, delays and disorders. Multicultural and counseling considerations will be incorporated into discussion at all three primary age groups. Differences, delays and disorders presented will include those related to specific etiological factors, those related to specific language features (with undetermined etiology), developmental language deficits, language-learning disabilities, reading disorders, ADD/ADHD, aphasia, and the dementias.

Relation to Program Outcomes and Clinical Certification Standards: This course addresses program outcomes that pertain to the following Clinical Certification Standards.

Standard #	Standard
IV. B.	Demonstrates knowledge of the biological, neurological, acoustical, developmental, linguistic and cultural bases of basic human auditory processes.
IV. B	Demonstrates the ability to integrate information pertaining to normal and abnormal oral (receptive and expressive) and written (reading and writing) language development across the life span.
IV. C	Demonstrates knowledge of the etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates of oral (receptive and expressive) and written (reading and writing) language disorders and social aspects of communication disorders.
IV. D	Demonstrates current knowledge of the principles and methods of prevention, assessment, and intervention for people with oral (receptive and expressive) language disorders, written (reading and writing) language disorders and social aspects of communication disorders.

Course Objectives and/or Goals

Knowledge Objectives:

You will:

- Know the normal processes of oral and written language development and the social aspects of communication
- Know the etiologies of various oral and written language disorders
- Know the characteristics of various oral and written language disorders
- Know how to prevent oral and written language disorders

- Know how to assess oral and written language disorders
- Know how to treat oral and written language disorders

Skill Objectives:

You will be able to:

- Explain normal aspects of oral and written language development
 - Explain causes of oral and written language disorders
 - Describe neurological, psychological, developmental and cultural correlates of oral and written language disorders
 - Describe various methods to prevent oral and written language disorders
 - Describe the assessment of oral and written language disorders, including assessment protocols and interpreting data
 - Describe the treatment for oral and written language disorders, including writing goals and treatment methods
-

Instructional Methods

You will be participating in dual modalities:

Synchronous Learning Activities

In-person: Those of you in the campus section will attend classes in a format similar to traditional classroom learning. You **will attend by coming to the physical classroom on UF campus as scheduled**. However, you should be prepared to interact with classmates who are attending class online / remotely. Raise your hand to ask questions, or if it a question that can wait, type it into the Zoom chat. From time to time, you may be asked about volunteering to assist with monitoring Zoom Chat, Raised Hands, or other inputs from the remote students.

Online / Remote: Those of you in the online / remote designated section **will attend class virtually, in real-time in Zoom**. You will be logging into the virtual classroom in Zoom. Microphone, live chat, video conferencing solutions, and collaborative technologies will allow you to be active participants in the learning experience, despite not being physically present in the classroom. Use the Zoom Chat to ask questions. I will typically address questions at one time during specific break points in our learning activities. If your question needs immediate feedback, you can use the Raise Hand feature in Zoom to signal a question that might have less value out of the context of the moment.

Asynchronous Learning Activities:

Pre-work and priming assignments will be provided in Canvas for all students to complete prior to the synchronous sessions. During the synchronous sessions we will engage in a combination of lecture and activities. In addition, as a part of the learning activities, you may be asked to interact with your peers using asynchronous technologies such as Discussions, FlipGrid, or other apps and technologies that facilitate reflection, collaboration and student-to-student interactions but that can be dispersed over a period of time.

DESCRIPTION OF COURSE CONTENT

Week	Date(s)	Topic(s)	Readings/Videos
1	1/12, 1/14	Introduction/Course Overview Language and Human Communication: An Overview	Lecture 1 The Unique Speech Needs of Children in Poverty. ASHA Leader, March 2017, Vol 22, 30-31. The Linguistic Genius of Babies https://youtu.be/G2XBikHW954
2	1/19, 1/21	Normal Language Development: A Review	Lecture 2 Milestone Guide Why Talking to kids Matters https://youtu.be/IpHwJyjm7rM
3	1/26, 1/28	Approaches and purposes of assessment	Lecture 13 Do First 1000 Words Determine the Rest of Your Life? https://youtu.be/XCscN4zuvd4
4	2/2 2/4	Considerations for language intervention Evidence-based Practice G. Paul Moore Symposium	Lecture 14 Improving Early Child Development with Words https://youtu.be/y8qc8Aa3weE Cohen et al. 1995 No Class Test 1: Chapters 1, 2, 13, 14 and EBP Opens 2/4 at 5pm, Closes 2/7 at 11:59pm

Week	Date(s)	Topic(s)	Readings/Videos
5	2/9, 2/11	Toddler and preschool language impairment	<p>Lecture 3</p> <p>When is Simplified – Too... Simple? ASHA Leader, January 2017, 42-47.</p> <p>Language Sample Analysis due 2/14</p>
6	2/16, 2/18	School-age language impairment	<p>Lecture 4</p> <p>8-yr old with mixed expressive language disorder https://youtu.be/UmLu8rzbHhE</p> <p>ADHD child vs. non-ADHD child interview https://youtu.be/-lO6zqlm88s</p> <p>How to (explain) ADHD https://youtu.be/jhcn1_gsYmg</p> <p>Social Communication Disorder: This is Our Baby, SLPs! ASHA Leader, April 2018, 38-39.</p> <p>Intervention Assignment due 2/21</p>
7	2/23, 2/25	Adolescents with language impairment	<p>Lecture 5</p> <p>Review assessment protocols</p> <p>Article: https://onlinelibrary.wiley.com/share/TPMIVYRTBNCWGDVGQN9X?target=10.1111/j.1460-6984.2011.00073.x</p>

Week	Date(s)	Topic(s)	Readings/Videos
8	3/2, 3/4	Language in individuals with Intellectual Disability	<p>Lecture 6</p> <p>How much do you know about intellectual disabilities? Tedx Vancouver https://youtu.be/BURbLmQL1BE</p> <p>Article: https://doi.org/10.1352/1934-9556-51.6.458</p> <p>Test 2: Chapters 3 – 6 Opens 3/4 at 5pm, Closes at 3/7 at 11:59pm</p>
9	3/9, 3/11	Language in Autism Spectrum Disorder	<p>Lecture 7</p> <p>Invisible Girls. ASHA Leader, April 2018, --, 48-55.</p> <p>Autism – what we know (and what we don't know yet). Ted2014 Wendy Chung https://www.ted.com/talks/wendy_chung_autism_what_we_know_and_what_we_dont_know_yet?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare</p> <p>Early Signs of Autism www.youtube.com/watch?v=YtvP5A5OHpU&feature=youtube</p>
10	3/16, 3/18	EBP Presentations	

Week	Date(s)	Topic(s)	Readings/Videos
11	3/23, 3/25	Language of children with hearing impairment	<p>Lecture 8</p> <p>The Challenge with Processing Language (Dr. Nittrouer, TedX Talk) https://youtu.be/IF7IKv6sYxg</p> <p>How does it sound for people with hearing loss https://youtu.be/hQbuqcRVNg4</p> <p>Lost in the Midst. ASHA Leader, July 2017, Vol. 22, 48-55</p> <p>Children who are Hard of Hearing. ASHA Leader, June 2017, Vol. 22, 16-17</p>
12	3/30, 4/1	Children with Written (reading and writing) Language Disorders	<p>Readings</p> <p>Dyslexia and the Brain https://youtu.be/QrF6m1mRsCQ</p> <p>Dyslexia: A Hidden Disability https://youtu.be/8m1fCz3ohMw</p> <p>What is Dyslexia? https://youtu.be/zafiGBrFkRM</p>
13	4/6, 4/8	Bilingualism and the Identification and Treatment of Language Disorders in bilingual individuals	<p>Lecture 9</p> <p>Bilingualism and Speech-Language Pathology https://youtu.be/KxnN6lg4bqc</p> <p>Bilingual Language Development https://youtu.be/SNRqJo9niFY</p> <p>Test 3: Chapters 7-8 and reading disorders Opens 4/8 at 5pm, Closes 4/11 at 11:59pm</p>

Week	Date(s)	Topic(s)	Readings/Videos
14	4/13, 4/15	Acquired language disorders in children (TBI and aphasia)	Lecture 10 Supporting “Return to Learn” after TBI. ASHA Leader, June 2018, 36-37. Living with a Brain Injury https://youtu.be/qbzd7Zp70UU
15	4/20	Aphasia/Dementia	Anomic Aphasia https://youtu.be/w95EF3fW2IA Broca’s Aphasia https://youtu.be/IP8hkopObvs Wernicke’s Aphasia https://youtu.be/3oef68YabD0 ASHA Leader: Oct 2016 - Helping Them Hold On. Broken Part 1 https://youtu.be/qbzd7Zp70UU Bilingual paper due 4/18
16			Test 4: Chapter 9, 10 and aphasia/dementia Opens 4/24, Closes 4/28

Course Materials and Technology

Required: Membership with Master Clinician Network (www.masterclinician.org). This membership costs \$45/year.

Optional:

Reed, V. (2018). An Introduction to Children with Language Disorders.

For issues with technical difficulties for E-learning, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- 352-392-HELP – select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Assignments

1. Tests: Four tests will be given. The format of the tests will be mixed: multiple-choice, true/false, and short essay and will cover assigned readings and lecture material (PowerPoints and lectures). Dates for exams are listed in course schedule. Each test is worth 75 points.
2. Language Sample Analysis: A 50-utterance language sample will be provided to you of a 3-year-old child. You are to complete analyses for: mean length of utterance and Brown's Stages of Language Development; types of 2-word utterances (Nelson); order of acquisition of Brown's 14 grammatical morphemes; number of different words; and speech intelligibility. Results should be presented in a paragraph form with interpretation of the results (you will be given a template to follow). Is the child's MLU consistent with his age? What stage is the child's MLU? Is the child using the morphemes that are expected for his/her age? Is the child's semantic diversity (NDW) appropriate for his/her age? Is the child's speech intelligibility appropriate for his/her age? Give examples to support your interpretation. This assignment is worth 75 points.
3. Evidence-based Practice Presentation: In small groups, you will select an article from a peer-reviewed journal that reviews findings from a study comparing different intervention approaches for a particular language disorder. Prepare a powerpoint of your article to present to the class. Evaluate the study using evidence-based practice guidelines. Include information on how you would use this information in developing an intervention plan. A sign-up sheet will be provided during the first weeks of class so that you can select a date for your presentation. More information about this assignment will be discussed in class. This assignment is worth 50 points.
4. Bilingual Paper: Find an adult who considers herself or himself to be bilingual. Interview the person regarding the age at which each language was learned, how each language was learned (i.e., from parents, television, school), strengths and weaknesses in each language, feelings toward each language, how and with whom each language is currently used, and whether the bilingual individual would like to bring up his or her (future) children bilingually. Write a 2-3-page paper on your findings. This assignment is worth 30 points.
5. Intervention Assignment: Describe two intervention activities that you could do with a 3-year-old child who is only using one-word utterances. One activity should utilize self-talk or parallel talk and the other activity should be used to modify or encourage the desired target (extensions, expansions, recasts). Describe your activity including the target, materials, dialogue between you and child. Activities will be shared with class. This assignment is worth 50 points.
6. Class participation: You are expected to come to class prepared to participate in class discussions in a professional manner. Active participation enhances learning for all students. You are encouraged to ask questions and have thoughtful and meaningful interactions with me and your classmates. See Rubric at end of syllabus. A maximum of 20 points can be earned for class participation.

7. Discussion Board Participation: There will be a discussion questions posted for each weekly topic. Questions will be related to the weekly topic and/or to assigned therapy/evaluation videos from Master Clinician. You are expected to answer the questions and provide at least one follow-up response to a classmate’s discussion response. In order to get credit for your response, you must complete your posts by midnight Sunday of the week it is posted. Discussion questions will be posted Monday morning and responses are due by the following Sunday evening at 11:59pm. Five points may be earned each week for your discussion responses. No partial credit will be given. You are expected to post on the discussion board each week (except finals week), for a total of 15 weeks. Total possible points that you may earn is 75.

Grading

Assignments and exams will be posted in Canvas to be completed prior to specified due dates. Exams will be administered online asynchronously during a specific open-close window and must be taken before the final due date. Exams will require Honorlock proctoring.

Requirement	Due date	Points or % of final grade	Clinical Standard(s) Being Assessed
Test 1: Ch. 1, 2, 13, 14, EBP	2/7/2021	75 points	IV. B, IV. C, IV. D
Test 2: Ch. 3 - 6	3/7/2021	75 points	IV. B, IV. C, IV. D
Test 3: Ch. 7 – 8 and reading	4/11/2021	75 points	IV. B, IV. C, IV. D
Test 4: Ch. 9 – 10, aphasia and dementia	4/28/2021	75 points	IV. B, IV. C, IV. D
Intervention Assignment	2/21/2021	50 points	IV. B, IV. C, IV. D
Discussion Posts	weekly	75 points	IV. B, IV. C, IV. D
Language Sample Analysis	2/14/2021	75 points	IV. B, IV. C, IV. D
Evidence-Based Practice Presentation	3/16 or 3/18	50 points	IV. B, IV. C, IV. D
Bilingual Paper	4/18/2021	30 points	IV. B, IV. C, IV. D
Class Participation	ongoing	20 points	IV. B, IV. C, IV. D

- Tests 4 @ 75 points Total: 300 points
- Intervention Assignment 1 @ 50 points Total: 50 points
- Language Sample 1 @ 75 points Total: 75 points
- EBP Presentation 1 @ 50 points Total: 50 points

- Bilingual Paper 1 @ 30 points Total: 30 points
 - Class Participation 1 @ 20 points Total: 20 points
 - Discussion posts 15 @ 5 points Total: 75 points
-

Total: 600 points

Course grades will be assigned as follows:

% of pts	93-100	90-92	87-89	83-86	80-82	77-79	70-76	67-69	63-66	60-62	Below 60
# of pts	558-600	540-557	522-539	498-521	480-497	462-479	420-461	402-419	378-401	360-377	Below 360
Letter grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.33	1.0	0.0	0.0

Please be aware that the Bachelor of Health Science in Communication Sciences and Disorders Program does not use C- grades.

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

EXAM POLICY

Policy Related to Make up Exams or Other Work

1. All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:
<http://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.
2. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

The 5 P’s of Student Responsibility for HyFlex Attendance during the Pandemic:

Patience: Be Patient with the Prof! This is new. There will be tech challenges.

Preparation: Be Prepared for class! This applies to both the content and having your computer set-up ready to go.

Participation: Stay focused. The more you focus the more you learn. Ask questions! Whether you are in person or online / remote—ASK QUESTIONS. You are responsible for your own learning. Attending the synchronous sessions as scheduled will facilitate your ability to succeed in this course.

PPE and PHA (Personal Protective Equipment and Public Health Awareness): Wear your mask in the classroom and in all face-to-face interactions. Stay home if you are ill, have any of the symptoms on the UF screening tool, or think you have been exposed to COVID.

Attendance and Recordings

Recordings are not intended to be a replacement or substitute for attending synchronous sessions. They are intended to be a stop-gap for those who miss class due to illness or life events that are unfortunately common during the pandemic. Recordings will be made available in Canvas. As soon as links are available, I will post these. If you miss a class meeting for any reason, make sure to communicate with your professor and TAs and check with a peer who attended and watch the recordings.

On Campus Face-to-Face:

In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- Each course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>), please use the UF Health screening system (<https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/>) and follow the instructions on whether you are able to attend class.

- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

Remote and Online Synchronous Sessions:

Class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Expectations Regarding Course Behavior

You are expected to attend each class and participate. Your questions, comments, and observations make the class lively and interesting and are an intrinsic aspect of professionalism. Please note that per University rules, no one is permitted in the classroom except the instructor and registered students.

Communication Guidelines

Please contact the instructor directly with any questions or concerns that you have. Use the instructor's UF email (laurieg@ufl.edu) not Canvas for all correspondence.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied.

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean

of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Inclusive Learning Environment

Public Health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political views. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity, and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide

this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Professionalism Rubric

<p>Level 1 Professionalism 0 – 10 Points</p>	<ul style="list-style-type: none"> • Demonstrates minimal advance preparation for class • Observes passively and says little or nothing during class • Responds to questions only when called upon • Attendance record is haphazard and inconsistent; may be absent or late without notice to the instructor
<p>Level 2 Professionalism 11-15 points</p>	<ul style="list-style-type: none"> • Demonstrates moderate advance preparation for class • Regularly participates in group and class discussions and allows for the contributions of others in the class • Occasionally introduces new information or makes connections to related content • Strong attendance record • If likely to be absent or late, informs the instructor and others ahead of time and arranges to cover own responsibilities • Meets most deadlines for submission and course requirements • Engages in all course activities
<p>Level 3 Professionalism 16-20 points</p>	<ul style="list-style-type: none"> • Demonstrates an excellent advance preparation for class • Actively participates in group and class discussions, asking questions and occasionally introducing relevant new information about the topic • Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas • Volunteers willingly and carries own share of the groups' responsibilities • Attendance is exemplary, demonstrating a strong desire to develop skills and expand knowledge • Meets all deadlines for submissions and course requirement • Fully engages in all course activities and makes connections to supplemental or outside content