

CALIFORNIA STATE UNIVERSITY SAN MARCOS
College of Education
Mission Statement

The mission of the College of Education community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

Communicative Sciences & Disorders EDEX 602
School Communities in a Pluralistic Society
Fall 2010

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I. COURSE DESCRIPTION

The purpose of this course is to provide students with an understanding of the pluralistic nature of society reflected in the contemporary school and medical setting. Participants develop interdisciplinary leadership and organizational skills to support individuals with diverse communication and learning characteristics and examine current best practices and emerging promising practices in the inclusive delivery of educational and medical services. Students will also acquire an understanding of professional issues related to accreditation, licensure, and standards and policies of the American Speech-Language Hearing Association and the Commission on Teacher Credentialing.

II. COURSE OBJECTIVES FOR STUDENT KNOWLEDGE AND SKILLS ACQUISITION

1. Students will explore models of and develop skills in supervision, coaching, training of others, leadership, management, consultation and conflict resolution.
2. Students will develop skills in culturally-relevant and client-centered assessment, integrated delivery of services, resource procurement, and interagency coordination and collaboration.
3. Students will develop competence in differentiating instruction and managing client behavior.
4. Students will examine current political and pedagogical issues and trends in the delivery of support services for and the language development of clients eligible for special services.
5. Students will develop an understanding of professional issues related to accreditation, licensure and standards and policies of national and state accreditation bodies.

III. COURSE ASSIGNMENTS USED TO EVALUATE THE ABOVE OBJECTIVES:

1. Using the "Real Colors" framework, write a process paper on the dynamic interactions of your collaborative team over the course of the semester. (25 points; **DUE: Last class session**)

2. Interview a working clinician about the implementation of a behavior support plan (BSP) or a behavior intervention plan (BIP) with a school-age student and how the plan impacts the delivery of speech-language services, and write a summary of your findings. (25 points; **DUE: By approximately Week 10 for discussion of behavior management**)
3. Develop a PICO question collaboratively with your team and explore the evidence related to service delivery to a culturally and/or linguistically diverse population. Present your group's findings to the class in the last class session. (25 points; **DUE: Presented during last class session**)
4. Construct an assigned component of a comparison/contrast chart of the requirements for ASHA certification, state licensure, and public school credential as well as continuing education requirements to maintain the same. (25 points; **DUE: Approximately Week 12, during class, as culmination of discussion on requirements for certification, etc.**)

IV. COURSE GRADING:

A	95-100	24-25
A-	90-94	23
B+	87-89	22
B	83-86	21
B-	80-82	20
C+	77-79	19
C	73-76	18
C-	70-72	17

Submission Schedule: Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives **no credit**.

Grading Emphasis: Each written assignment will be graded approximately 80% on content (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.).

V. REQUIRED TEXT(S):

Johnson, Dan (2005). *Real Relationships: Using Real Colors to Build Personal Connections*. Phoenix, AZ: National Curriculum & Training Institute (NCTI).

Kohnert, Kathryn (2007). *Language Disorders in Bilingual Children and Adults*. San Diego: Plural Publishing.

Lee, David & Axelrod, Saul (2005). *Behavior Modification: Basic Principles*. Austin, TX: Pro-Ed, Inc.

McCrea, Elizabeth & Brasseur, Judith (2002). *The Supervisory Process in Speech-Language Pathology and Audiology*. New York: Allyn & Bacon.

Selected readings/journal articles TBA.

VI. RECOMMENDED TEXT(S):

N/A

VII. TENTATIVE COURSE OUTLINE:

Week	Topic
1	Scope of Practice Teaming
2	Supervision
3	Supervision Continued
4	ASHA's Workplace Success Skills Consensus
5	Evidence-Based Practice
6	Managing Diversity
7	Pull-Out vs. Push-In, Consulting with Teachers and Instructional Assistants, Curriculum-Based Intervention
8	Developmentally Appropriate Practice (DAP), Parent Training
9	Response to Instruction & Intervention (RtI ²)
10	Behavior Management
11	Code of Ethics

12	Attaining & Maintaining School Credentials, State Licensure, and ASHA Certification; Specialist Recognition
13	<i>Continuation as needed</i>
14	Evidence-Based Practice Assignment Discussion

VIII. PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

1. "Person-first" language (e.g., "student with specific language impairment" rather than "language-impaired student"; "Johnny who presents with Down syndrome" rather than "my Down syndrome student") must be used throughout all written and oral assignments and discussions.
2. Word process all written documents. Keep an electronic copy of all of your work. You will want these for your records and for potential future use as professional portfolio entries.
3. Complete and hand in all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please inform the instructor(s). Any time that you have questions or concerns, please contact the instructor(s) immediately.
4. Participate actively in class discussions and group activities and demonstrate positive interpersonal skills with classmates, the instructors, and guests.
5. Collaborative teams of four (4) will be assigned by the instructor from among the members of the class. Document the members of your team below and enlist their support to ensure you receive handouts and information if you miss class.

Name		Email	
Phone		Other	
Name		Email	
Phone		Other	
Name		Email	
Phone		Other	
Name		Email	
Phone		Other	

IX. COLLEGE of EDUCATION ATTENDANCE POLICY

Due to the dynamic and interactive nature of courses in this field, all students are expected to attend all classes and participate actively. At a minimum, students must

attend more than 80% of class time, or s/he **may not receive a passing grade** for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the CoE Governance Community, December, 1997*).

Attendance and Participation for this course:

The course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and development of assessment and treatment skills are the norm. **Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups.** The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, the above College Attendance Policy is amplified as follows: 1. Missing more than two (2) class meetings will result in the reduction of one letter grade. 2. Arriving late or leaving early on more than two (2) occasions will result in the reduction of one letter grade. 3. Illness and emergency circumstances will be considered/negotiated on a case-by-case basis. These measures should not be considered punitive, as students are expected to establish appropriate personal, academic, and career-ladder priorities. Therefore, these measures should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative, and reciprocal-learning environment.

X. **GENERAL CONSIDERATIONS**

Ability

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

CSUSM Academic Honesty Policy

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

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

Appeals

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the instructor, or through the formal grades appeal process. For the latter, consult the Associate Dean.

Students with Disabilities Requiring Reasonable Accommodations

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