



California State University  
SAN MARCOS

CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
SCHOOL OF EDUCATION, COLLEGE OF EDUCATION,  
HEALTH AND HUMAN SERVICES

**COURSE: EDSL 651: Professional Seminar I (2 units)**

**Fall 2012**

**Wednesdays 1:00-3:00**

**Location: UH273**

**Professor:** Deanna M. Hughes, Ph.D., CCC/SLP  
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**Office Hours:** by appt

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### **School of Education, College of Education Mission Statement**

The mission of the School 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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (*Adopted by COE Governance Community, October, 1997*).

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### **COURSE DESCRIPTION**

#### **EDSL 651 PROFESSIONAL SEMINAR I (2)**

Students will develop an understanding of the clinical process, including: orientation to clinical terminology, reading files, looking at general disorder areas, understanding the overall communication abilities of clients, positive and negative clinician traits, writing behavioral objectives, teaching and treatment techniques, carryover, data collection, and preparing for first clinical experience.

**Course Prerequisites: Admission to the MA in Education Option in Communicative Sciences and Disorders**

**Textbook: Publication Manual of the American Psychological Association, Sixth Edition**

Students will be responsible for assigned readings throughout the semester.

### **School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, 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.*)

### **Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, 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 within one week of the beginning of the course.

### **Course Requirements**

**Examinations: (50 points each for a total of 100 points)** Students will take 2 examinations covering information from lectures, readings and class discussion, that evidence gained knowledge in the content area (**ASHA Standards III-B, C, D & F; IV-B; V-A; CTC for the Speech-Language Pathology Credential Standards 1-5.**)

**Quizzes: (Four quizzes, 25 points for each quiz for a total of 100 points)** Students will take 4 quizzes covering information from lectures, readings, and class discussion (**ASHA Standards III-B, C, D & F; IV-B; V-A; CTC for the Speech-Language Pathology Credential Standards 1-5.**)

**Presentation of a diagnostic measure: (50 points)** Students will present an example of a diagnostic measure (e.g. standardized test, informal measure) to the class detailing the rationale for its use and description of key elements (**ASHA Standards III-B, C, D & F; IV-B; V-A; CTC Standard 1-5.**)

**Assessment report and proposed goal areas: (100 points)** Students will complete an assessment report based upon clinical case studies and propose target goal areas demonstrating clinical competencies related to assessment and treatment. (**ASHA Standards III-B, C, D & F; IV-B; V-A; CTC Standard 1-5.**)

**Goals and data collection plan: (100 points)** Students will create goals for treatment and a plan for data collection and progress monitoring based upon a diagnostic report from a clinical case study which reflect evidence-based practice and professional standards. (**ASHA Standards III-B, C, D, E & F; IV-B; V-A; CTC Standard 1-5**)

**Total Points for Course-450**

## Grading Standards

Consistent with requirements set forth by the School of Education and the Office of Graduate Studies and Research, the minimal acceptable grade for passing a course in the ComDis Program is a B. A review of the student's performance will need to be conducted should s/he earn less than a B in any course. Please note that CSUSM requires graduate students to maintain a cumulative GPA in all coursework towards the MA of 3.0. Should your GPA fall below a 3.0, you will be placed on Academic Probation and you will have one semester to bring your GPA back above a 3.0 or you will be disqualified from the program.

Students need to pass all graded assignments with a B or better to demonstrate acquisition of skills and knowledge towards meeting the standards for practice. Students may be offered an opportunity to redo/retake a single assignment at the instructor's discretion. Any assignment requiring a make-up will receive a 20% reduction in possible points for that assignment. If a student receives less than a B on the makeup, or receives less than a B on more than one assignment, the student will be obligated to repeat the course. Please note that CSUSM only allows for two courses to be retaken at the MA level. Should you earn less than a B in more than two courses, you will be disqualified from the program. Make-ups are intended to offer a second opportunity for students to demonstrate competence on important standards so as to avoid academic probation. Make-ups are not intended to improve grades or GPA. Please be advised that each student is expected to operate in a professional manner and present her/his best work the first time. Make-ups need to be scheduled within 1 week of receipt of the 'failed' grade.

Any scholarly, professional writing assignment will be subjected to grading based on the Communicative Sciences and Disorders Graduate Writing Assessment Rubric. All writing assignments must be submitted in both hard copy AND through the Cougar Courses container. You will be expected to adhere to the Academic Honesty Policy and use APA style referencing in all professional writing.

### Letter grade (percentage total points)

A = 93 and above	A- = 90.00-92.99	
B+ = 88.00-89.99	B = 83-87.99	B- = 80-82.99
C+ = 78.00-79.99	C = 73-77.99	C- = 70-72.99
D+ = 68.00-69.99	D = 63-67.99	D- = 60-62.99
F – 59.99 and below		

Assignments graded on the Communicative Sciences and Disorders Graduate Writing Assessment Rubric are graded on a 4 point scale. The conversion is as follows:

- 4 = A = 95 points = exceeds standards
- 3 = B = 85 points = meets standards
- 2 = C = 75 points = approaching, but does not meet standards
- 1 = D = 65 points = fails to meet standards

Students are expected to turn all work in when it is due. 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. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis, etc) and mechanics (grammar, syntax, spelling, format, uniformity of citations, etc). You are entering into a professional career that requires mastery of the written language. You will be graded on such.

### **All University Writing Requirement**

Every course at the university must have a writing requirement of at least 2500 words. Your final paper will be used to satisfy this requirement.

### **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 presentation 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.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

#### **Plagiarism:**

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

### **Classroom Etiquette**

**Attendance:** Daily class attendance is required. You are at a stage in your educational development where showing up and being prepared reflect on your sense of professionalism. Absences should be communicated to your instructor prior to the beginning of class.

**Tardiness:** Students are adult enough and responsible enough to get to class on time. Watch your time so that you can get to class and be ready when class starts. Arriving late to class can be very disruptive. If you must arrive late to class, try to be as quiet and unobtrusive as possible. If you know before hand that you will be late, please let the instructor know with a quick email or phone call. Habitual tardiness will be noted, and unless you have explained your situation, the instructor will think less of your motivation and interest in the course.

**Leaving Class Early:** Again, most of you are adult enough and responsible enough not to walk out of class early. Sometimes other obligations and appointments require you to leave early, however, so please notify the instructor. Leaving class before the end can also be disruptive, so if you must leave, please do it quietly and respectfully.

**Cell Phones and Texting:** Most students are very conscientious and respectful about cell phone use in class. As a general reminder, please turn off your cell phone before class and leave it off. If you use your cell phone during class for calls or texting, you will be asked to leave. If you have a situation, which necessitates your cell phone being visible (e.g. a sick child), please advise the instructor before class.

**Laptop Computers:** Laptop computers bring a world of resources to your fingertips; they also bring a world of distractions to your fingertips. If you use your laptop in class, you are expected to use it appropriately and respectfully i.e. *for course related activities only*. Reading email, surfing the net, shopping, playing games, etc. are not course related and are not appropriate activities. If you use your computer for non-course related activities during class, you may be asked to shut it down. If you habitually use your computer for non-course related activities during class, you will lose the privilege of having it in class. As a courtesy, please do not use your laptop when guest speakers are visiting. If you want to take notes on their presentations, please take hand-written notes. No exceptions will be tolerated unless the student requires the laptop as an approved accommodation from DSS.

**Attentiveness:** One behavior most likely to irritate faculty is lack of attentiveness -- seeing students sleeping, reading the paper, preparing for another class, emailing, texting, surfing, etc. Students often engage in multiple activities in class under the false assumption that they are multitasking. This simply isn't true. Students doing multiple things in class are engaging in a behavior known as *continuous partial attention*. *Continuous partial attention* means that we give partial attention to one task while we scan our horizons for something more interesting, and then give partial attention to that while we continue scanning our horizons. We never fully engage ourselves in any one thing. □□Attentiveness reflects your social skills and your sense of professionalism. In this profession we need to be fully present to others. *Continuous partial attention* prevents us from being present to the other. □□Remember that you are in the classroom for only one reason: **to learn**. Your primary responsibility in the classroom is to open and engage your mind in the activity at hand.

**Adapted with permission from Dr. Cynthia Spillers, PhD, CCC-SLP, University of Minnesota**

### Tentative Schedule/Course Outline

Date	Topic	Assignment (if any)	Readings
Session 1 August 29	Introduction, ASHA Code of Ethics, Professional Conduct, Clinical Observations, Overview of Disorders		ASHA Code of Ethics
Session 2 Sept 5	HIPPA and Other Alphabets, Confidentiality, Keeping Records, Roles and Responsibilities in Public Schools, Roles of Other Professionals		HIPPA Policy, Roles and Responsibilities of SLPs in the Public Schools
Session 3 Sept 12	Positive and Negative Clinician Traits, Supervisory Relationships, Evidence-Based Practice, Types of Learning and Change	<b>Quiz 1</b>	ASHA Position Paper on Supervision
Session 4 Sept 19	Evaluating Sources of Information, Collecting Case Histories, Formulating an Assessment Plan	<b>Quiz 2</b>	
Session 5 Sept 26	Diagnostics, Standardized Tests, Dynamic Assessment		
Session 6 Oct 3	Diagnostic Presentations	<b>Midterm Examination- Second half of class</b>	
Session 7 Oct 10	Diagnostics Presentations	<b>Diagnostic Presentation due</b>	
Session 8 Oct 17	Goal Writing and Report Writing	<b>Quiz 3</b>	
Session 9 Oct 24	Goal Writing and Treatment Plans	<b>Assessment Report due</b>	
Session 10 Oct 31	Therapy and Data Collection	<b>Quiz 4</b>	
Session 11 November 7	Progress Monitoring		
November 14	NO CLASS ASHA		
Session 12 November 21	NO CLASS Thanksgiving		
Session 13 November 28	Generalization and Transfer	<b>Goals and Data Collection Plan due</b>	
Session 14 December 12		<b>Final Examination</b>	