



EDEX 602: School Communities in a Pluralistic Society
Monday, 1:00-4:00 PM
FCB 106
Fall 2011

Instructor: Ross Adams, M.S., CCC-SLP
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Office Hours: By appointment only

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 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).*

Course Description

The purpose of this course is to provide students with an understanding of the pluralistic nature of society reflected in contemporary school and medical settings. 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 (ASHA), the Commission on Teacher Credentialing (CTC), and the California State Speech-Language Pathology and Audiology Board.

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

Course Objectives:

The student will:

1. Explore models of and develop skills in supervision, coaching, training of others, leadership, management, consultation and conflict resolution.
2. Develop skills in culturally-relevant and client-centered assessment, integrated delivery of services, resource procurement, and interagency coordination and collaboration.
3. Develop competence in differentiating instruction and managing client behavior.
4. 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. Develop an understanding of professional issues related to accreditation, licensure and standards and policies of national and state accreditation bodies.

Required Texts:

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

Schraeder, Trici (2008). *A Guide to School Services in Speech-Language Pathology*. San Diego: Plural Publishing.

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.

Course Requirements

1. Graded Assignments (must receive an A or B; no exceptions; see Grading Standards section below):
 - a. 3 quizzes (15 points X 3 = 45 points)
 - b. Comprehensive final (30 points)
 - c. Evidence-based practice paper/collaborative presentation (25 points)
Each student will develop a PICO statement, as presented in class, to direct his/her research of a particular client management practice, A minimum of five (5) sources must be cited, annotated, reviewed, and ranked according to the protocol in Schraeder, as presented in class. The student will then synthesize these findings to derive a position on the PICO statement. Students will work collaboratively in small groups to gather evidence on common-themed topics and present their findings to the class; however, each student must submit a paper on his/her own PICO statement and subsequent research into the topic.

2. Credit/No Credit Assignments (must receive the equivalent of an A or B to receive credit; no exceptions):
 - a. Credential/licensure comparison chart
 - b. ASHA Code of Ethics project
 - c. Supervision self-assessment
 - d. Cultural competence self-assessment
 - e. Behavior management chart, review BSPs, BIPs of students on caseload
 - f. Service delivery models comparison chart (e.g., individual, group, parent training, consultation)
 - g. Case management project
 - h. Conflict resolution project

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 one (1) week of receipt of the failing grade.

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 will receive 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 as such.

Letter grade (percentage total points):

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

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. Your evidence-based practice paper will be used to satisfy this requirements.

All scholarly, professional writing assignments 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.

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

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.

Electronic Communication Protocol:

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to Consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

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 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	

Schedule/Course Outline

Note: Please be advised that topics may shift due to the availability of resources

August-September 2011						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29: Temperament (In-class activity)	30	31	1	2	3
4	5: NO CLASS: Labor Day Holiday	6	7	8	9	10
11	12: Evidenced-Based Practice (EBP) Read Schraeder Ch. 5 + articles posted on-line	13	14	15	16	17
18	19: Research PICO Questions (NO CLASS)	20	21	22	23	24
25	26: Quiz (EBP) Supervision; Read articles posted on-line	27	28	29	30	1

October 2011						
2	3: Supervision (Con't)	4	5	6	7	8
9	10: Cultural Competence; Read Schraeder Ch. 7	11	12	13	14	15
16	17: Code of Ethics; Read Schraeder Ch. 1 + articles	18	19	20	21	22
23	24: Quiz (Ethics, Supervision, Cultural Competence) Service Delivery Models; Read Schraeder Ch. 4	25	26	27	28	29
30	31: Behavior Management; Read Schraeder Ch. 6 + Van Houten & Hall text	1	2	3	4	5

November 2011						
6	7: Conflict Resolution; Read articles posted on-line	8	9	10	11	12
13	14: Quiz (Service Delivery, Behavior Management, Conflict Resolution) Case Management; Read Schraeder Ch. 2, 3, 8	15	16	17	18	19
20	21: Case Management (Con't)	22	23	24	25	26
27	28: Credential/Licensure; Read articles on-line	29	30	1	2	3

December 2011						
4	5: EBP Presentations, Review for Final	6	7	8	9	10
11	12: Final Exam	13	14	15	16	17