

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
SCHOOL OF EDUCATION**

**COURSE: EDSL 652 (2 units)  
Spring 2012  
Mondays 11:00-1:00  
Location: FCB 106**

**Professor:** Deanna M. Hughes, Ph.D., CCC/SLP  
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**Office:** UH 323  
**Office Hours:** by appt

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**School 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 652 PROFESSIONAL SEMINAR II (2)**

Students will develop an understanding of diagnostic and treatment methodology used in clinical settings with a wide variety of populations and clinical profiles. Students will discuss clinical cases and problems in their clinical practicum, and will develop skills in

management, problem solving, reflective practice, treatment methodologies and techniques, data collection, progress monitoring, professional report writing, interpersonal communication, and issues related to professional career development.

**Course Prerequisites:** Admission to the MA in Education Option in Communicative Sciences and Disorders; EDSL 651 Professional Seminar I.

**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: (Two quizzes, 25 points for each quiz for a total of 50 points)** Students will take 2 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 lesson plan: (100 points)** Students will present two lesson plans with accompanying treatment materials tailored to the student's individual caseload for the current semester. Students will provide a written copy to the instructor. The lesson plans should address the following target areas: Client's age/and or grade, speech language area of concern, baseline, long term goal, short term goals or benchmarks, rationale, target of the specific lesson, materials, detailed description of the activity, reinforcement schedule and type, cues/prompts if used, how the lesson's complexity can be increased and decreased, plan for data collection, general description of a subsequent lesson based on client performance. Both lesson plans will use the same materials adapted to the specific plan. (**ASHA Standards III-B, C, D & F; IV-B; V-A; CTC Standard 1-5**).

**Lesson plan reflection: (50 points)** Students will provide a written lesson plan reflection post-presentation. The reflection paper will contain the following elements: description of positive elements of the plan (e.g. what was good about the plan, what worked during the presentation), description of what components of the plan needed improvement, specific action plan to address areas of concern. (**ASHA Standards III-B, C, D & F; IV-B; V-A; CTC Standard 1-5**).

**Total Points for Course-300**

## 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 Communication Disorders 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 all 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. This course will be assigned a grade of credit or no credit. 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 quizzes, examinations, and lesson plans 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.

### Tentative Schedule/Course Outline

Date	Topic	Assignment (if any)
Session 1 January 23	Introduction, Review of Previous Semester, Student-Generated Additions to the Syllabus	
Session 2 January 30	Goal Writing, Providing Goal Rationales, Treatment Plans	
Session 3 February 6	Developing Lesson Plans, Cueing, Prompting, Cueing Hierarchies,	
Session 4 February 13	Feedback, and Reinforcement Schedules	<b>Quiz 1</b>
Session 5 February 20	Building Collaborative Teams and Student Choice	
Session 6 February 27	No lecture available for team meetings	
Session 7 March 5	Student Choice	<b>Midterm Examination</b>
Session 8 March 12	Progress Monitoring and Clinical Decision Making	
Session 9 March 26	Issues Related to Adult Treatment and Assessment	
Session 10 April 2	Report Writing Across Clinical Settings	<b>Quiz 2</b>
Session 11 April 9 No Class	Lesson Plan Presentations	
Session 12 April 16	Lesson Plan Presentations	<b>Written Lesson Plans Due</b>
Session 13 April 23	Lesson Plan Presentations	<b>Reflection Paper Due-One week post-presentation</b>
Session 14 April 30	Resume Writing and Interviewing	
Session 15 May 7		<b>Final Examination</b>