

California State University, Fresno
Department of Communicative Disorders and Deaf Studies

CDDS 209

SPEECH-LANGUAGE PATHOLOGY IN THE PUBLIC SCHOOLS

COURSE DESCRIPTION

This course is designed to provide necessary information and discuss pertinent issues related to speech-language pathology within the public school system in preparation for a career as a school-based speech-language pathologist. Students must also be enrolled in CDDS 257 as a co-requisite course.

This course fulfills the following ASHA standards: Standards III-F, III-H, III-I

*Course handouts to be distributed via e-mail or hard copy by the instructor. *Students must check their e-mail for course handouts, by 4:00 p.m., each day of class.*

GRADES

Grades are awarded consistent with the CSUF grading policy. The following is a breakdown of the possible points available in this course, and the corresponding grades:

Oral/Written Assignment - A	20 Points	90-100 Points
Attendance (15 Classes @ 2 points each) B	30 Points	80-89 Points -
Midterm C	20 Points	70-79 Points -
Final D	20 Points	60-69 Points -
Class Participation F	<u>10 Points</u>	below 60 Points -

Total 100 Points

Attendance: Since this course meets only once per week, attendance is mandatory. For each class a student misses, he/she will be penalized 2 points from his/her overall grade. ***Absences will be excused by the instructor only in special circumstances.*** If a class is cancelled by the instructor, no students will be penalized attendance points. Students must also be on time for class. Students are penalized 1 point for each class they arrive tardy.

Oral/Written Assignment: Students will be required to write a short description of an effective treatment program/strategy and present the strategy to the class. *If a student fails to complete the assignment zero points will be awarded as no make-up assignment will be provided.* **Note: Assignment is attached to the end of this syllabus.**

Class Participation: Since much of this course consists of discussions related to SLPs in the public schools, class participation is mandatory in order to earn participation points.

COURSE OBJECTIVES

- Students will demonstrate knowledge of state and federal regulations and policies related to the practice of speech-language pathology and knowledge of the credentials required for professional practice.
- Students will demonstrate comprehension of contemporary issues, including current professional clinical standards, ASHA practice policies and guidelines, relevant legislation, and procedures related to the public school environment.
- Students will demonstrate knowledge of special education law (state and federal mandates), legal requirements for assessment, the Individualized Education Plan (IEP)/Individualized Family Service Plan (IFSP) process, parents' rights, full range of service delivery options, and current trends in the education setting (i.e. curriculum-based intervention, full inclusion, multi-cultural sensitivity in diagnosis and in determining need for treatment, etc.) to meet the needs of students with disabilities.
- Students will demonstrate knowledge of formal and informal diagnostic procedures for identifying students with communicative disorders.
- Students will demonstrate the knowledge and skills to construct curriculum-based, measurable treatment goals, as well as the ability to track a students' progress on those goals effectively to meet the needs of the students.
- Students will learn to plan, implement, and evaluate transitional life experiences with students (Topic #4 – Transitions in Special Education lecture)

TENTATIVE COURSE SCHEDULE –

Date	Topic #	Topic
	1	Discuss syllabus
	2	Roles & Responsibilities of SLPs in the Schools
	3	SEIS – Special Education Information Systems.
	4	Transitions in Special Education
	5	IEP Basics, Sp. Ed. Law, 504, RTI (IEP Process)
	6	Core Vocabulary

	7	Educational Benefit
	8	Midterm
	9	Cyber-bullying; Social networking
	10	LAD Credential – Hot Topics seminar
	11	0-3 population (IFSP)
	12	Required Professional Experience (RPE)
	13	Clinical Fellowship Year/Speech Language Pathology Services Credential
	14	Oral Presentations/Written Assignment
	15	Oral Presentations/Written Assignment
	16	Final Examination

Subject to Change

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

University Policies

For information on the University's policy regarding cheating and plagiarism, refer to the *Schedule of Courses* (Legal Notices on Cheating and Plagiarism) or the *University Catalog* (Policies and Regulations)

Students with Disabilities: Upon identifying themselves to the instructor and the University, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities (278-2811).

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive

means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations)

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live. Student conduct which disrupts the learning of other students will not be tolerated.

CDDS 209 Oral Presentation/Written Assignment

(20 points)

To receive full credit for this assignment, you are required to:

1. Make sure your name, CDDS 209, instructor name and the current semester is on the written summary. Your written summary must be typewritten.
2. Select 3 treatment materials that you have found to be useful and effective in targeting student's IEP goals. The tx materials can be a book, written resource, toys, board games, etc. Be creative!

3. Bring all of the treatment materials to class with you so your classmates have a visual item to look at when you are doing your oral presentation.

4. **Written Summary** (*include the following info. and make 15 copies to hand out to your fellow classmates and me*):
Name of treatment material

Publisher, website, approximate cost

Purpose of the treatment material

How you have used the material?

Are there other things you can use the material for besides what you used it for? Let us know.

What speech/language area were you targeting?

Write down a sample IEP goal (make sure it is measurable) you targeted, using this material.

5. **Oral Presentation:**
Give everyone your written summary handout.

Stand in front of the class and show each item as you discuss each item. Please elaborate and give us tons of visual examples. Think “out of the box” and show us what you learned! If you want to utilize the overhead projector or a laptop that is fine...just let me know in advance so I can help you.