

Syllabus/Schedule SPED 544CD

Course Meetings and Credit

1. A minimum of 135 Hours over one full Semester in a Public School Setting on a School site. 6 units
2. Credential Program Plan—After Student Teaching is completed, students with Master's degrees are eligible to apply for the Preliminary SLP Services Credential through the CSUN Credential Office. Their Program Plan will be signed and sent to the Credential Office. All written assignments and reports will have been completed and submitted by this time. Applications for the Preliminary SLP Credential cannot be processed by the Credential Office without the signed Program Plan.

Course Description (from catalog)

SPED 544CD Student Teaching in Language, Speech and Hearing and Audiology (6)

Prerequisites: CD 465, CD 566, CD 567 and the approval of the Department of Communication Disorders and Sciences. The student will spend a minimum of 135 hours on a K-12 school site under the supervision of a master teacher who is a speech language pathologist with a state license and Certification of Clinical Competency from the American Speech Language Hearing Association (ASHA). In addition, all candidates will be supervised by a University faculty coordinator from the Department of Communication Disorders and Sciences. The student will assume the planning and teaching responsibilities of the professional language pathologist on the assigned days.

Course Student Learning for Speech-Language Pathology Students

At the successful conclusion of this course, students are expected to meet the following objectives:

1. The student will demonstrate knowledge of the development and effective use of individualized objectives for exceptional individuals with language, speech and hearing disorders.
2. The student will demonstrate knowledge of the related fields for those individuals having language, speech and hearing disorders, and the effective use of information obtained from these sources.
3. The student will demonstrate knowledge of designing and utilizing pupil performance criteria to evaluate pupil attainment and behavior.
4. The student will demonstrate knowledge of techniques for evaluating and reporting clinical progress.
5. The student will demonstrate knowledge of the evaluation of identification, assessment, and clinical educational management methods, material and media in terms of efficiency in attaining stated objectives.
6. The student will demonstrate knowledge of the utilization of management and communication skills to design and manage effectively language, speech and hearing programs in the schools. This includes knowledge of the personal characteristic necessary to be a professional Speech Pathologist in the Schools.
7. As a result of this class, the Students will be able to understand and describe...
 - a. The Speech-Language and Audiology Services provided in the schools.
 - b. The Legislative Foundations of Special Education.
 - c. The Referral and Assessment Options and Issues in the school environment.
 - d. The IEP Processes and Procedures
 - e. The Service Delivery Options in the Schools
 - f. The bases for providing successful intervention and access to Curriculum
 - g. The role of Specialized Services in the Schools covering students who are Culturally/Linguistically Diverse (CLD); Infants and Toddlers, Autistic (Autism Spectrum Disorders ASD); Home Bound; and candidates for Assistive Technology and/or Augmentative/Alternative Communication Devices.
 - h. Procedural Safeguards and other Protections for Children in Special Education.
 - i. Professional Issues, Requirements and Ethics for the Speech Pathologists in the Schools

Knowledge and Skills Analysis (KASA) for Department Majors

For majors in speech-language pathology, this course contributes to:

Standard IV-G. Supervised Clinical Experiences, Ind. Study, or appropriate Alternative Methods:

1. Evaluation (must include all skill outcomes listed in a-g below for each of the following 9 major areas):

- Articulation
- Fluency
- Voice and Resonance
- Rec./Exp. Language
- Hearing & Impact on SLP
- Swallowing
- Cog. Aspects of Comm.
- Social Aspects of Comm.
- Communication Modalities

- a. Conduct screening and prevention procedures (including prevention activities).
- b. Collect case history information and integrate information from clients/patients/pupils, family, caregivers, teachers, relevant others, and other professionals.
- c. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.
- d. Adapt evaluation procedures to meet client/patient needs
- e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
- f. Complete administrative and reporting functions necessary to support evaluations.
- g. Refer clients/patients/pupils for appropriate services.

2. Intervention (must include all skill outcomes listed in a-g below for each of the 9 major areas):

- Articulation
- Fluency
- Voice and Resonance
- Rec./Exp. Language
- Hearing & Impact on SLP
- Swallowing
- Cog. Aspects of Comm.
- Social Aspects of Comm.

- a. Develop setting appropriate intervention plans with measurable and achievable goals that meet clients/patients/pupils needs. Collaborate with clients/patients/pupils and relevant others in the planning process.
- b. Implement intervention plans (involve clients/patients/pupils and relevant others in the intervention process).
- c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
- d. Measure and evaluate clients'/patients'/pupils' performance and progress.
- e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of the clients/patients/pupils.
- f. Complete administrative and reporting functions necessary to support intervention.
- g. Identify and refer clients/patients/pupils for services as appropriate.

3. Interaction and Personal Qualities

- a. Communicate effectively recognizing needs, values, preferred. mode of communication and cultural/linguistic background.
- b. Collaborate with others in case management.
- c. Provide counseling.
- d. Adhere to the ASHA Code of Ethics and behave professionally.
 - E16. Maintain records in a manner consistent w/legal and professional standards
 - E17. Communicate results, recommendations, and progress to appropriate individuals.
 - E18. Use instrumentation according to manufacturer's specifications and recommendations.
 - E19. Determine whether instrumentation is in calibration according to accepted standards.

Required Readings

Reading assignments and quizzes posted on Canvas

Quizzes

Overview of Student Teaching Experience - CD Student Teaching Experience

Roles and Responsibilities of SLPs in Schools Quiz - Roles and Responsibilities of Speech-Language Pathologists in Schools

Child and Elder Abuse Quiz - Mandated Reporting: Child and Elder Abuse Module

Early Childhood Special Education Assessment and Evaluation Quiz - Early Childhood Special Education Assessment and Evaluation

Least Biased Language Assessment of Bilingual Children Quiz = Least Biased Language Assessment of Bilingual Children

California State Test Results Quiz - CALIFORNIA SPECIFIC INFORMATION

California: Coordinated Safe and Healthy School Plan Quiz - CALIFORNIA SPECIFIC INFORMATION

CTCPD 2a, 2b, 2c, 3c, 5a, 5d, 8a = page 3

Readings

Complete the courses below on SpeechPathology.com

Integrating the International Classification of Functioning into School-Based Practices - Course # 9631

Collaborative Therapy Isn't Pushy - Course # 9105

Supporting Children of Poverty: Special Considerations for School-Based SLP - Course # 8735

Neurodiversity: How to Support Agency and Self-determination - Course # 9590

FERPA: Family Education Rights and Privacy Act - Course: #1033786

Elder Abuse and Child Abuse: Know the Signs and Your Role - Course #: 1033694

CTCPD 2a, 2b, 3a,3b, 3c, 4a, 4b, 4c, 5a = page 3

Course Requirements and Evaluation

Students enrolled in SPED 544CD must meet all pre-requisite requirements. Students must also be in good academic standing, and have current Clinical Privileges.

1. **Scheduling:** Students will participate in one semester of Student- Teaching in the Public School system (or its equivalent) under the direct supervision (100%) of a Master-teacher who has a Clear California Speech Pathology Services Credential; ASHA Certification and a current ASHA account number; and a California State SLP License; and over two years of teaching experience in the schools. The schedule will include two and a half school days per week (or its equivalent as approved by the University Supervisor and the School District) in K through 12 school setting. Upon request and approval of the University Department Coordinator, the assignment for one of the two days may be extended to a preschool, or a special school program such as Hard of Hearing, Mentally Retarded, Orthopedic and Severe Language Handicapped Classrooms, etc.
2. **Hours:** The students must accrue a minimum of 135 hours on site of student-teaching experience. This is computed on the bases of the time on campus till the time the student leaves and includes the lunch period (as this is typically used by the SLPs to communicate with other professionals in the school or to conduct special therapy session in the classroom). It typically includes a half hour before and a half hour after school when materials are prepared and disposed of and reports are written. If the 135-hour minimum is reached before the end of the University Semester, the student will nevertheless continue until the end of the Semester to provide continuity to the school pupils. For ASHA and State License credit, however, only “face to face” therapy or evaluation time will be counted and logged. For this there are no maximum or minimum requirements. What the students receive during the semester is what they get for the record.
3. **Experiences and Activities**
 - a. Maintain attendance and punctuality
 - b. Participate in the organization and scheduling of services to students using several service-delivery models.
 - c. Plan IEP procedures and participate in EIP meetings.
 - d. Develop evaluation and progress update reports.
 - e. Plan strategies to implement short term objectives related to the IEP annual goals.
 - f. Become familiar in the use of various methods and materials through observation and practice.
 - g. Use a variety of behavior management strategies
 - h. Maintain confidentiality and professional ethical standards
 - i. Provide appropriate interaction for Least Restrictive Environment.
 - j. Conduct interactions with parents and community agencies
 - k. Record attendance, register entries, and daily notations.
 - l. Work with paraprofessionals to meet student needs.
 - m. Establish and maintain professional relationships with school staff, teachers, and professionals in other disciplines.
 - n. Participate in self-evaluation process.
4. **Termination of Student Teaching:** Several factors combined determine the termination date of the student-

teaching experience:

- a. A minimum of 135 hours of assigned experience must be completed
- b. The needs of the school pupils as determined by the Master-teacher
- c. The needs of the student-teacher relevant to obtaining a rounded experience within the limits of the public school and/or University semester.
- d. The needs of the student-teacher as created by special circumstances
- e. Student-teaching will not be terminated before the end of the University semester without approval of the Master Teacher and the University Coordinator.

5. Supervision and Counseling:

- a. Supervision and Observations: The Student-teacher will be observed continually by the Master-teacher. In addition, the College Supervisor will be on standby for visitation during the semester if problems occur, and will be in contact by email and/or phone with the Master-teachers as needed.
- b. Counseling: Each student will receive individual counseling at the time he/she applies for student-teaching; and any time if requested during the semester as the need arises. The College Supervisor is on 24 hour call at (818) 677 2852.
- c. Evaluations: The Student-Teacher will receive a midterm and final evaluation from the Master-teacher. Evaluations are completed and submitted through CALIPSO. The Master Teacher will be provided with an ID and a Password to access the student's evaluation form online. In special circumstances with the approval of the College-Supervisor, the midterm evaluation may be omitted or delayed. The students will be rated according to a 5-point rating scale as indicated in CALIPSO.

Requests for an Incomplete (I)

Requests for a grade of incomplete ("I") must conform to University policies. Among other requirements, an "I" is possible only for instances in which a student is demonstrating passing work in the class.

Grading

All students successfully completing all course requirements will receive a grade of "Credit," which earns students 6 units of credit. Any student who earns a course grade of "No Credit" will not receive the 6 units associated with the specific course in which s/he was enrolled. Students who earn a course grade of "No Credit" may repeat the course one time.

In fairness to all, be aware that we do not make after-the-fact grade changes based on a rationale that an average score is "almost" good enough to earn a higher grade. If the final average percentage is 89.9, the earned course grade is B. If the average percentage is 90, a grade of A is earned. Don't take chances. If an A is your target, keep scores solidly in the A range. It is not the instructor's job to "give" grades – it is the student's job to earn them.

Academic Honesty

Every member of the academic community at California State University Northridge is expected to act with honesty and trustworthiness. In this course and all others, acts of cheating, plagiarism, misrepresentation, or other forms of dishonesty are not tolerated. Student academic dishonesty will result in penalties ranging from a failing grade on an assignment or examination, to a failing grade in the course, to referral to the Office of Student Affairs for a determination of suspension or dismissal from the University, as described in the University Catalog.

In addition, students in the ASHA-accredited Communication Disorders and Sciences major must also conform to the ASHA Code of Ethics and Scope of Practice documents, as well as the State of California Speech Pathology and Audiology License Board regulations.

Attendance and Participation

All students are expected to attend their student teaching placement site and any scheduled class meetings. Students should report for their student teaching placement each day, ready to work.

Special Needs

If you have a disability and need accommodations, please register with the Disability Resources and Educational Services (DRES) office or the National Center on Deafness (NCOD). The DRES office is located in Bayramian Hall 110 and can be reached at (818) 677-2684. NCOD is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2611. If you would like to discuss your need for accommodations, please contact me to set up an appointment.

Social Media

Social media sites and other unsecured communication channels – don't use them to discuss the course or especially clients. It's natural to think of using social media platforms such as Facebook, Twitter, Instagram, etc. as off campus venues to share and interact about course materials and issues. **Don't.** Communicating Program-related information outside of CSUN-supplied, secure venues raises some significant potential problems – even dangers:

1. Communication on social media platforms such as Facebook, Twitter, Instagram, etc. must be assumed to be public - "closed" or not. It's essential never to communicate anything personal about any client you see, any client records you review, client families – even information or discussions about your peers, instructors and coworkers - outside of secure channels and only on a need-to-know basis. The legal and professional consequences of violating confidentiality are real.
2. Communications on social media platforms are outside of University control and supervision. Should you become aware of potentially inappropriate social media communication related to CSUN courses, it is your professional obligation to report it to CSUN immediately.
3. Not everyone chooses to use social media. That means communications in such venues are excluding participation from some members of the Cohort. The potential for weakening Cohort collegiality and mutual support is real.
4. If misinformation is disseminated through social media, it will not automatically come to the attention of your instructors. Rumors, errors, and outright falsehoods can proliferate in an environment in which there is no structured system for monitoring and correction.

The University provides fully adequate, secure, and monitored venues for communication. Use them. As a general rule of thumb, now and in the future, professional communications should occur exclusively through professional communication channels. At CSUN, that's CSUN-supplied email addresses, Canvas Discussion Forums, etc. Social media's place is for social, not professional, communication.

Service Objectives

Students in SPED 544CD will be providing speech-language services to the clientele of their assigned school setting. In addition, students will be earning face-to-face clinical clock hours of experience as required by ASHA. Students are supervised by licensed and certified professionals, as required by the university and by ASHA. Students' work is monitored, and regular feedback will be provided to each student at least twice during the course of the semester.

Course-Specific Expectations

Students are responsible for arranging transportation to the school practicum site at their own expense. Students will keep records of all client contact hours at the school practicum site, adhere to the rules and policies of the externship site, and meet all standards of practice as articulated under the state license law and certification training standards of the American Speech-Language-Hearing Association. In addition, students will adhere to all University guidelines and limitations as indicated on the Student Responsibilities form.

Student Behavior at Externship Site

Students must follow all rules while at their assigned school placement site. If a student violates a rule or regulation at a school placement site and the site decides that the student cannot stay, the student will be returned to the University. The University does not have an obligation to place the student at another site. The student will receive a grade of No Credit for the course.

CSUN with A HEART

If you are facing challenges related to food insecurity, housing precarity/homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from CSUN with A HEART (<https://www.csun.edu/heart>).

Semester Schedule: Please see the Assignment and Due Date schedules posted in the SPED 544CD Canvas site.

CTCPD 2a, 2b, 2c, 3c, 5a, 5d, 8a = page 3

CTCPD 2a, 2b, 3a, 3b, 3c, 4a, 4b, 4c, 5a = page 3

See Appendix A

