

SAN JOSÉ STATE UNIVERSITY
DEPARTMENT OF COMMUNICATIVE DISORDERS & SCIENCES
EDSP 269 - FIELD EXPERIENCE IN THE PUBLIC SCHOOLS
Fall Semester 2014

I. COURSE INFORMATION

Instructors	Dr. Henriette Langdon, Ed.D, CCC-SLP	Carol Zepecki, Ed.D., CCC-SLP
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	Office Hours: By phone or prev. apt.	Office Hours: Tues. 2:30-3:30

The following health and safety items are required for student teaching and extern:

1. TB clearance within the past year (available at Health Services). Some sites require a 2-step test; they will let you know.
2. Hepatitis B vaccine (it's ok if you haven't finished the series by the time you start)
3. CPR certification
4. Basic Physical Exam (available at Health Services).
5. Supervisors expect you to have completed these items prior to starting.

- **Please come to the meeting with a copy of or access to the Greensheet and Handbook**

Course Description

This course is designed to provide the student with the opportunity to experience the delivery of clinical services in a public school setting. The student will be supervised by a licensed, certified speech-language pathologist in an itinerant and/or classroom setting with infants, toddlers, children and/or youth. The student will participate in school related activities, assist a master clinician in the diagnosis and treatment of communication disorders, attend meetings, participate in family and student counseling, complete documentation, assist with planning and experience all activities related to the effective management of a clinical caseload in a public school setting. The typical duration of the practicum is one semester (1/23/13 to 5/13/13) five days per week to obtain 9 semester units.

Competencies

Students will demonstrate:

1. Appropriate personal and ethical professional conduct.
2. The ability to plan, conduct, and evaluate diagnostic procedures for speech-language disorders.
3. The ability to plan, conduct, and evaluate individual and group intervention procedures for speech-language disorders.
4. The ability to plan, conduct, and evaluate conferences that may include any of the following individuals: family, teachers, and other professionals who are involved in the student's IEP program.

Document students' progress.

5. The knowledge and understanding of educational philosophy, structure, regulations, laws and responsibilities.
6. The ability to administer and manage a speech-language program in a public school setting.

Dispositions for Student Teaching

Graduates from SJSU Communicative Disorders & Sciences Department will evidence a professional and personal commitment to ethical conduct, equity and social justice, reflective practice, and the “unconscious expectation of academic excellence.” Professional dispositions are evidenced as follows:

- Commitment to ethical conduct: candidates demonstrate professional presentation of self, honesty, fairness, responsibility, compassion, collaboration, and collegiality.
- Commitment to equity and social justice: candidates recognize and oppose social injustice in themselves, their institutions and professional environment.
- Commitment to reflective practice: candidates systematically and regularly reflect on their practice with an aim to continuous improvement.
- Commitment to the belief that every person can learn to use his/her mind well: candidates value diversity and accept responsibility to facilitate learning for all students.

Requirements

1. Read the **School Practicum Handbook**.
2. Daily attendance and punctuality at assigned schools. Excessive and/or repeated absences may result in a B- or lower for the practicum.
3. Attendance at and participation in ALL seminars in Sweeney Hall. Please see calendar for dates. Please arrive to begin promptly at the designated times listed below. The sessions are packed with important information and activities. Attendance and participation in seminars is MANDATORY and impact your grade for this course. One missed seminar attendance will result in the lowering of your final evaluation by one letter grade (e.g., A to A-; B+ to B)
 - a. Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
 - b. Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent
4. Participation in the NSSLHA sponsored full day Career Fair (if applicable)
5. Portfolios. Students are required to produce a portfolio that includes the following:
 - a. Resume/Vita
 - b. Letters of recommendation (2). Please include at least one letter of recommendation from a faculty member in CD&S who can speak to your academic skills and one from a clinical supervisor.
 - c. Sample lesson plan (2) – Please remove names of clients.
 - d. Sample IEP (1) – Please remove names of clients and all identifying information such as parents’ names, addresses, etc.
 - e. Sample reports (2) – Please remove names of clients and all identifying information such as parents’ names, addresses, etc. Reports must have been generated during your student teaching experience.

- f. Sample activities and/or materials (3). Provide a summary of how the activities were used and for what purpose(s).
These indexed binders are **due by 4 PM on the last seminar day**. Material that is not presented in a professional manner will not be accepted and may result in an Incomplete until revised and submitted in a professional format.
- g. Weekly reflections due to your university supervisor each Saturday by 4 PM.
Reflections can be of any length and content is dependent on what is relevant to you.

The evaluation for grading is based on:

1. Observations and evaluations by the site supervisor.
2. Observations by the university supervisor.
3. Reports from other school personnel (principal, teachers, etc.).
4. Written reports and plans submitted.
5. Attendance at monthly seminars.

Absences from your placement and/or seminar are permissible in cases of documented illnesses and/or emergencies. For illnesses, documentation must be in the form of a written note from your personal physician. For personal or family-related emergencies, an appropriate verification of the absence will be required. Documentation must be procured within one week of the missed session/seminar.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 90 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Incomplete Work: The symbol "I" (Incomplete Authorized) indicates that a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. The student must not re-enroll in the course. It is the responsibility of the student to bring pertinent information to the instructor and to reach agreement on the means by which the remaining course requirements will be satisfied. A final grade is assigned when the work agreed upon has been completed and evaluated.

A notation of "Incomplete" may be given in lieu of a final grade to a student who has carried a passing grade for a significant part of the course but, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or some other *limited* amount of term work. An incomplete is not given unless the student can prove to the instructor that he/she was prevented from completing course requirements for just cause as indicated above, and is **not** assigned on the basis of poor academic performance.

Adding/Dropping

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](#) web page located at

http://www.sjsu.edu/academic_programs/calendars/academic_calendar/.

The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

II. UNIVERSITY POLICIES

Academic Integrity Statement

- Let us start by saying that the following information is **not** meant to scare you but rather to inform you, so you and I can avoid misunderstandings that pertain to your work.
- Part of your training in CD&S involves understanding ethics and ethical behavior in practice and research. Information on academic honesty is the first step toward this goal.
- As a member of this class and a student at SJSU, you are honor bound to observe and demand academic honesty and integrity from yourself and those around you.
- SJSU's policy on Academic Integrity will be STRICTLY followed for this course. Your own commitment to learning, as evidenced by your enrollment at San José State University (SJSU), and the University's Integrity Policy require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Judicial Affairs. The policy on academic integrity can be found at: http://sa.sjsu.edu/judicial_affairs/index.html
- If you are caught cheating on any assignment and if this transgression is verified after due process, you will receive a zero for that specific assignment and/or an E for the entire course, depending on the severity of the infraction.
- Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, *all assignments are to be completed by the individual student unless otherwise specified*. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.
- In summary, all students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academics. The penalties for academic dishonesty are severe and *ignorance is not an acceptable defense*. The Student Conduct Code defines academic offenses and details procedures for dealing with them. All students are expected to be familiar with the content of the Student Conduct Code.

Campus policy in compliance with the Americans with Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, *please make an appointment with your university designated supervisor as soon as possible, or see her during office hours*.

Presidential Directive 97-03 requires that students with disabilities register with the Disability Resource Center (DRC) to establish a record of their disability. Accommodations of Students with Special Needs Students are referred to the [Disability Resource Center](http://www.drc.sjsu.edu/policies/default.htm), Administration Building 110, (408) 924-6000 (voice), (408) 924-5990 (TDD). You may access their policies and services via the website at: <http://www.drc.sjsu.edu/policies/default.htm>.

III. COLLEGE AND DEPARTMENTAL POLICIES

Vision Statement

The Lurie College of Education is an inclusive, engaged, diverse, intellectual community where teacher-scholars inspire life-long learning and advocacy for excellence and equity in education.

Mission Statements

Lurie College of Education: The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our diverse, technologically complex, global community. The policies and practices of the Connie L. Lurie College of Education at San José State University are based on the belief that teaching in a democracy requires and must ensure that:

- Students have access to an excellent and equitable education;
- Educators at every level have knowledge of their subject matter and their students, value and engage in ethical practice and excellent pedagogy, and develop dispositions and habits of the mind that ensure that all students have equitable access to an excellent education;
- Stakeholders be involved in the collegial community engaged in the professional conversation and decision making that delineate standards, assign resources, guide program design, and reward accomplishment in the College

Department: The Mission of the Department of Communicative Disorders & Sciences is to provide high-quality academic and clinical preparation to students seeking careers working with individuals who have speech, language and hearing disorders, and their families. Guided by principles of evidence-based practice and working in collaboration with other professionals, our graduates will adhere to the highest ethical standard in serving the needs of our diverse community.

HIPPA / FERPA Policy

Students will be considered members of the clinic / school workforce under regulations established by the Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA). Students will adhere to these policies in all situations.

Confidentiality

All clients have the right to confidentiality. Students are not to discuss cases outside of the Communicative Disorders & Sciences Clinic or in public access areas within CD&S (e.g., restrooms, hallways, observation booths, etc.). Known violations of confidentiality will result in a stern

reprimand. Serious and/or repeated violations will warrant referral to the Chair of the Communicative Disorders & Sciences Department for disciplinary action.

Grievances

When a dispute arises between a student and faculty member regarding a grade, academic honesty, academic freedom, mistreatment, or another matter, the student's first responsibility is to arrange an appointment with the faculty member to discuss the issue. If mutual satisfaction is not reached in this manner, the next step is to arrange an appointment with the CD&S Department Chair who will work to resolve the dispute. Should the Department Chair be unsuccessful in attempts to mediate, a set of policies and procedures have been implemented by the Lurie College of Education (LCOE) to successfully resolve such issues. These policies are available on the LCOE website: <http://www.sjsu.edu/education/docs/StudentDisputes.pdf>.

The Department of Communicative Disorders and Sciences at SJSU expects students to follow the grievance policies and procedures of the Department, LCOE, and SJSU. If concerns still exist, students may contact the Council on Academic Accreditation at the ASHA Action Center (1-800-498-2071). Further information may be found on the ASHA website (www.asha.org) under the ASHA Procedures of Complaints against Graduate Education Programs document. Chapter 4 includes specific information regarding academic grievance.

FALL 2014 CALENDAR – All seminars are from 3:00-4:00 except August 21

Date	Room	Subject
August 21	SH 212	California Speech and Hearing Association Meeting 5:00 – 7:00 All student teachers should attend this meeting in order to meet the Board and find out more about the organization.
September 2	SH 212	Review of Greensheet and Handbook. Please read these documents prior to the seminar and come to seminar with questions. ASHA Code of Ethics & Position Papers
September 30	SH 212	IEP Process in Public Schools Managing Difficult Behaviors
October 28	SH 212	Models of Delivery & Therapy Ideas and Modification for Cultural Differences
December 9	SH 212	Paperwork requirements for CA License and ASHA CCCs – Jean Jackson, M.A., CCC-SLP Portfolios due no later than 4 PM

FORMS TO COMPLETE FOR SCHOOL PRACTICUM

All forms are included in the School Practicum Handbook. Electronic versions of forms are also available.

Form	To be completed by	Submit to	Submit on
Initial Meeting Form	Student	Site Supervisor	During initial meeting
Practicum Commitment Form	Student & Site Supervisor	SJSU Supervisor	Two weeks after start date
Work Schedule and Information Form	Student	SJSU Supervisor	Two weeks after start date
Clinical Hours Tracking Form	Student	SJSU Supervisor after Site Supervisor endorsement	At final meeting
Record of Supervised Clinical Experience	Student	SJSU Supervisor after Site Supervisor endorsement	At final meeting
Clinician Competencies Form	Site Supervisor	SJSU Supervisor after student endorsement	At final meeting
Semester Self-Rating of Practicum Form	Student	Site Supervisor SJSU Supervisor	At final meeting
Student Evaluation of Site/Supervisor Form	Student	SJSU Supervisor	At final meeting
Site Supervisor/Student Evaluation of SJSU Supervisor Form	Student & Site Supervisor	SJSU Supervisor	At final meeting
Practicum Remediation Plan	Student, Site Supervisor, SJSU Supervisor	SJSU Supervisor	As agreed upon