III. COURSE DESCRIPTION:
This course provides an in depth review of methods and techniques related to the role of speech language pathologists in public schools and medical settings.

II. Intended Learning Outcomes/Goals/Objectives: (Program/ Student Learning Outcomes)

A. This course reflects the following core values of the College of Education

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community.

B. This course also supports the objectives of the Department of Human Services:
   Objectives of the DHS include:
   (1) The preparation of special education teachers for elementary and secondary schools,
   (2) The preparation of persons for careers in rehabilitation, orientation and mobility, and related human services, occupations serving persons with disabilities, speech language pathology and school psychology.

C. This course also supports the mission of the Speech-Language Pathology Program:

The mission of the Speech-Language Pathology Program is to prepare knowledgeable professionals committed to enhancing the quality of life of persons with communication disorders. To meet this mission, the Program emphasizes the importance of scientific study, critical thinking skills, interdisciplinary collaboration,, ethical principles, the responsibility to educate the public about communicative disorders, and the importance of continued professional development throughout one’s career.

D. SACS Objectives: This course supports the Speech-Language Pathology and Audiology Program Learning Outcomes (PLOs) one and five. These competencies are measured by successful completion of all course requirements, including examinations, group discussion and activities, written assignments, and quizzes:

1. Students will demonstrate knowledge of normal and abnormal speech acquisition including fundamentals of assessment and treatment in preparation for graduate school.
2. Students will demonstrate knowledge of normal and abnormal language acquisition including fundamentals of assessment and treatment in preparation for graduate school.
3. Students will demonstrate competency in professional writing skills appropriate for the field of speech language pathology.
4. Students will demonstrate the ability to analyze and interpret an audiogram.
5. Students will be exposed to an adequate representation of the field of speech language pathology.
6. Students will demonstrate knowledge of normal anatomy and physiology of the speech system.

E. This course addresses the following standards of the Council for Clinical Certification of the American Speech-Language Hearing Association (from KASA):

Standard IV-G: The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes (in addition to clinical experiences, skills may be demonstrated through successful performance on academic course work and examinations, independent projects, or other appropriate alternative methods).

F. STUDENT LEARNING OBJECTIVES FOR THIS COURSE: At the end of this course, students will demonstrate an understanding of the following:

1. State and discuss the role of the SLP in the educational and medical setting.
2. Identify and discuss State and Federal regulations affecting SLPs in educational and medical settings.
3. Discuss, interpret, and provide examples of medical and educational guidelines for documentation and accountability.
4. Explain and summarize ASHA guidelines and standards regulating professional ethics in medical and educational settings.
5. Plan methods of identifying and assessing communicatively disordered individuals in medical and educational settings.
6. Plan case selection, scheduling, and service delivery options in the medical and educational setting.
7. Integrate and apply basics of IEPs as they pertain to speech-language pathology in the educational setting.

III. Course Assignments, Activities, Instructional Strategies, & use of Technology:

Curriculum-Based Goals and Objectives
Students will participate in an online discussion board through D2L after completing in class review and discussions about writing curriculum-based goals and objectives. Students will be required to submit AT LEAST one discussion post on each discussion board in order to receive full credit for this assignment. Due dates for submission will be announced in class and posted on D2L. Each discussion board will have specific dates assigned to them. If you do not complete the online assignments and discussions, you will not receive full credit for this assignment. This assignment is worth 50 points.

Readings
You are required to complete 2 readings from a peer-reviewed professional journal regarding evidenced based practices in speech-language pathology within the educational and medical settings. All students will complete readings of the same journal article as assigned in class. Journal Article Quizes: The articles are to be located by the student (individually- this is NOT a group project). You are to use the “12 Steps to Understanding a Quantitative Research Report” provided by the instructor to analyze and study each article. Quizzes over each article will be given in class on a specified date (listed on the tentative course schedule below). The student is required to turn in the article and their analysis the day of the article quiz. Failure to turn in the article and analysis on quiz day will result in no grade for the quiz (no credit - 0). Each quiz will account for 20 of the possible 100 points for each reading. An in-class review and discussion of the 12-step map and grading rubric will be completed prior to assignment of the 1st reading. Each reading is worth 100 points.

Special Topic Presentations
Student groups will select a topic about disorders seen in a medical setting. Topics include but are not limited to SLPs role in treatment of; brain injury (TBI), cognitive-communication impairments, dementia, endoscopy, geriatrics, collaboration, laryngectomy, stroboscopy, orofacial myofunction, feeding tubes, NICU, and swallowing.
You must have your topic approved by the instructor by November 9th. Each group will research and report on the roles and responsibilities the SLP has in evaluating and treating the chosen topic. You should use visual aids, such as posters or demonstration, to present your topic.

In addition, you will either create or find a relevant clinical tool to present. It may be something you create OR something currently in use for assessment or treatment of the selected disorder. It may also be a quick reference guide or a patient information sheet. You should be creative in your presentation of your medical topic. During your class presentation, you will present the tool and show them how to make or use it.

Reseaching the topic will consist of reviewing any and all ASHA provisions and recommendations. You should also include at least 5 references aside from your textbook that you found helpful. They could be books, journal articles, or other forms of information. A list of the references will be turned in to the instructor on the day of your presentation. You and your group will present the topic, ASHA/federal/state information, and tool in a presentation format for the instructor and other classmates according to the date listed on the Tentative Course Calendar. Special Topic Presentations are worth 50 points and group participation will be factored into the points awarded. A grading rubric for the presentations will be provided through D2L prior to the group assignments for this project.

IV. Evaluation and Assessment:

EXAMS: There will be 2 exams: 1 mid-term exam that will cover all information covered about the SLP’s role in the Public school setting and the final exam which will cover information related to the SLPs role in the medical setting. All examinations are comprised of true/false, multiple-choice, and short-answer questions. You will need to bring a Scantron form and pencil to every examination. Make-up exams are allowed only for EXCUSED absences such as illness and death of family members. Documentation must be provided for the absence to be excused. When possible, the student should notify the instructor PRIOR to missing an exam. Notification of missing an exam DOES NOT serve as significant documentation for the absence. It is the student’s responsibility to provide the documentation and to schedule the make-up exam with the instructor. The student should confer with the instructor to set up the make-up exam no later than 3 days after the missed exam. Failure to provide significant documentation of the absence or conference with the instructor within the allotted time frame will nullify the students ability to take the make-up exam and will ultimately result in a

Late Policy: No late work will be accepted without documentation for EXCUSED absences. Written documentation for excused absences only will be accepted for the designated due date and must also be provided for each subsequent day the project is late.

Grading:

Exam 1/Midterm = 100 points
Final Exam = 100 points
Reading 1 = 100 points (Quiz = 20 points)
Reading 2 = 100 points (Quiz = 20 points)
Online Discussion Board Participation (Goals/Objectives) = 50 points
Special Topics = 50 points
Total possible points =500

Possible Extra Credit
5 points- online course evaluation completed before University deadline. Extra credit points will be added to total points will be added to total points before average is calculated.

Grade Calculation: (Points earned to date) X 100 = (Grade)
(Points possible to date)

A= 89.5-100%
B = 79.5-89.4%
C= 69.5-79.4%
D= 59.5-69.4%
F= 59.4% and below
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATES</th>
<th>TOPICS</th>
<th>Chapter Review/DUE DATES</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1/20</td>
<td>Introduction to Course/Review Syllabus</td>
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<tr>
<td>2</td>
<td>1/25</td>
<td>SLPs in the Public Schools</td>
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<td>1/27</td>
<td>Educational Reforms for SLPs</td>
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<td>2/1</td>
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<td>RTI &amp; Pre-referral Process</td>
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<td>2/3</td>
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<td>RTI/Pre-Referral Process……continued</td>
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<td>2/8</td>
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<td>Journal Article #1 Assignment/Review of 12-Step Map</td>
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<td>2/10</td>
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<td>IEP Process</td>
<td>Chapter 4</td>
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<td>2/15</td>
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<td>Procedural Safeguards</td>
<td>Chapter 8</td>
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<td>2/17</td>
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<td>Service Delivery Methods</td>
<td>Chapter 5</td>
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<td>2/22</td>
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<td>Linking Services to Curriculum</td>
<td>Chapter 6</td>
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<td>2/24</td>
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<td>Expanded/specialized Services, Linguistic Diversity</td>
<td>Chapter 7</td>
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<td>2/29</td>
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<td>Special Populations: (Preschool, ASD, Assistive Technology)</td>
<td>Chapter 6</td>
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<tr>
<td>3/2</td>
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<td>Finalize topics/discussions of SLPs role in school settings</td>
<td>Quiz &amp; Reading #1 Due</td>
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<td>3/7</td>
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<td>EXAM #1</td>
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<td>3/9</td>
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<td>NO CLASS: TSHA CONVENTION</td>
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<td>3/14</td>
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<td>SPRING BREAK: NO CLASS</td>
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<td>3/16</td>
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<td>3/21</td>
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<td>The Work World (Licensing/Obtaining your CCCs)</td>
<td>Chapter 9</td>
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<td>3/23</td>
<td>The Work World….continued</td>
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<td>3/28</td>
<td>NO CLASS: Easter HOLIDAY</td>
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<td>3/30</td>
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<td>Scope &amp; Practice in a Medical Setting</td>
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<td>4/4</td>
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<td>Regulations &amp; Procedures in a Medical Setting</td>
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<td>4/6</td>
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<td>Reimbursement/Funding Documentation</td>
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<td>4/11</td>
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<td>Universal Precautions</td>
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<td>4/13</td>
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<td>End of Life and Ethics</td>
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<td>4/18</td>
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<td>Medical SLP Review/Wrap-up</td>
<td>Quiz &amp; Reading #2 Due</td>
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<td>4/20</td>
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<td>Guest Speaker / Work on Group Presentations</td>
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<td>4/25</td>
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<td>Guest Speaker / Work on Group Presentations</td>
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<tr>
<td>16</td>
<td>5/11</td>
<td>FINAL EXAM 10:30-12:30</td>
<td>5/11</td>
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VI. Readings:

Required:

Suggested:
VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education Electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning and accreditation; 2. Instruction evaluation purposes; and 3. making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all rating and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Attendance: Policy 6.7:
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

For this course, in-class attendance and participation is required. The instructor will take roll at the beginning of each scheduled class. If you are not present during roll you will be considered absent for that day. If you miss a class, it is your responsibility to obtain handouts and class notes from your peers. Absence is not an excuse for missing information, handouts, class notes, etc. If you miss class during an exam or other assignment that a grade was given, you are responsible for providing written documentation (illness, hospitalization, death in the family) so that you may make up that grade. You are responsible for scheduling a make-up exam within one week of the missed class. Your final grade will be lowered by 5 points for every three unexcused absences. Excused absences must have documentation (i.e. documented illness from a physician, etc.) which must be submitted within one week of the absence.

Students with Disabilities: Policy 6.1 and 6.6:
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided.

For additional information, go to http://www.sfasu.edu/disabilityservices/. Location: Human Services Building, room 325. Phone: (936) 468-3004.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.
Definition of Academic Dishonesty
Academic Dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification of invention of any information, including citations, on an assigned exercise; and or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.
Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades Semester Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4 Acceptable Student Behavior:
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must
provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

**LiveText**

LiveText is the data management system used by the Perkins College of Education (PCOE) for program improvement and to assess and monitor compliance to national accreditation standards. All Perkins College of Education majors and Secondary Education students are required to purchase a LiveText account, either through the University Bookstore or at [www.livetext.com](http://www.livetext.com). This is a ONE-TIME purchase, and the account will be used throughout your undergraduate, graduate, or doctoral program of study. Required program assignments, designated by instructors and program coordinators, must be submitted within your LiveText account. Successful completion of this course and your degree requirements are dependent on the submission of all required LiveText assignments.

**IX. Other Relevant Course Information:**

Communication for this course will be done in class and through D2L. Please check your D2L often to get announcements, print out handouts, check your grades, etc.

If you have difficulty accessing D2L, contact Student Support by phone at (936) 468-1919 or by email at d2l@sfasu.edu

Prepare for classes by reading chapters assigned and reviewing materials/assessments to be discussed. Lack of preparation will be apparent to the instructor.