

LSC Use Only Proposal No: _____ LSC Action-Date: _____
 UWUCC Use Only Proposal No: 11-116m UWUCC Action-Date: AP-3/22/12 Senate Action Date: App-4/17/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course
 Course Prefix Change
 Course Deletion

Course Revision
 Course Number and/or Title Change
 Catalog Description Change

Current course prefix, number and full title: SPLP 412, Organization and Administration of Speech and Hearing Programs

Proposed course prefix, number and full title, if changing: SPLP 412 Organization and Administration of Speech, Language, and Hearing Programs

2. Liberal Studies Course Designations, as appropriate
 This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills
 Knowledge Area
 Global and Multicultural Awareness
 Writing Across the Curriculum (W Course)

Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship
 Information Literacy
 Oral Communication

Quantitative Reasoning
 Scientific Literacy
 Technological Literacy

3. Other Designations, as appropriate

Honors College Course
 Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change
 Program Revision
 Program Title Change
 New Track

New Degree Program
 New Minor Program
 Liberal Studies Requirement Changes
 Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>[Signature]</i>	<u>12-5-11</u>
Department Chairperson(s)	<i>[Signature]</i>	<u>11/19/2011</u>
College Curriculum Committee Chair	<u>Edel Reilly TECC Cur Chair</u>	<u>2/27/12</u>
College Dean	<i>[Signature]</i>	<u>3/1/12</u>
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<u>Gail Sedrquist</u>	<u>4/17/12</u>

Received
 MAR 2 2012
Liberal Studies

Course Revision

SPLP 412

Organization & Administration of Speech, Language, and Hearing Programs
3c-01-3cr

1. Syllabus

Find attached the proposed course syllabus.

2. Summary of Proposed Revisions

The course title and course catalog description are being changed. Also, minor changes are being made to the course objectives and course content. The proposed revisions include the addition of topics that extend the scope of the course to the health care setting. Consequently, information pertaining to organization and administration of speech and language services in the schools will be covered during the first half of the course (Weeks 1 - 7). Information pertaining to the organization and administration of speech and language services in the health care setting will be covered during the second half of the semester (Weeks 8-14). Three individual projects to reflect the health care setting have been added and the group project will blend aspects of service delivery across both settings rather than being focused only on school populations. A reflective portfolio based on the content of the course has also been added as a course requirement.

These prerequisites have been added: SPLE major, Admission to teacher certification. These prerequisites have been removed: 3.0 GPA.

3. Justification for the revision

SPLP412 has played a key role in the program's professional education sequence by informing future professionals of the regulatory mechanisms requisite for school based practice, a role that the course will continue to play. It is important for our students' professional preparation that the course explicitly inform them of the same regulatory aspects in the healthcare domain, particularly given the overlap between these two primary domains of practice within the profession. The prerequisite of SPLE major was added to ensure that only students who have been admitted to the major may enroll. Admission to teacher certification ensures that students can pass the basic requirements into teacher education, which is required in order to graduate from the program.

4. Old Syllabus of Record – Attached is the old syllabus of record.

Syllabus of Record

I. CATALOG DESCRIPTION

SPLP 412: Organization and Administration of Speech, Language, and Hearing Programs 3 class hours
0 lab hours
3 credits

Prerequisites: SPLP 111, SPLE major, Admission to teacher certification (3c-0l-3cr)
SpEd hours: 90
ELL hours: 0

Establishment and maintenance of speech and hearing programs within various administrative organizations, particularly in public schools and health care settings. Techniques of client identification, scheduling, record keeping, appropriate referral, material and equipment selection, counseling, and the development of coordinated professional and interdisciplinary procedures are covered. Emphasis will also be given to issues of ethical practice and cultural diversity.

II. COURSE OUTCOMES

Upon completion of this course, the student will be able to:

1. describe the roles and responsibilities of the speech-language pathologist.
2. demonstrate an understanding of the components and spirit of federal and state law as it relates to speech/language service delivery.
3. write an evaluation and IEP plan for the school setting.
4. write a third party reimbursement authorization for healthcare settings, including therapy outcome measurement.
5. describe the strengths and weaknesses of various service delivery models.
6. demonstrate the ability to utilize decision making processes related to programming.
7. demonstrate an understanding of these workplace skills: time management, material selection, and managing the behaviors of those we service.
8. demonstrate an understanding of the characteristics of special populations served in schools and health care settings.
9. describe collaborative/transdisciplinary models of service delivery.
10. demonstrate an understanding of current professional topics in speech and language service delivery.

Course Objective	College Conceptual Framework/Danielson	ASHA Standards	PDE Standards	Performance Indicator
1	4a	III-C	I.A; III.A	Exams
2	4d	III-C	III.B	Exams
3	1e	III-C, D, IV-G	II.F; III.C	Individual Project #1
4	4b	III-C, D	II.I; III.C	Individual Project #5
5	4a	III-C	I.D,F; II.D	Exams
6	3e	IV-G	I.E, I; II.A,D	Individual Project #3 Individual Project #7
7	2c	IV-G	I.E,I: II, A	Individual Project #2 Individual Project #6
8	1b	III-C, D	I.A; II.B	Individual Project #4
9	1a	III-C, IV-G	I.D, F; II.D	Exams Individual Project #3 Individual Project #7
10	4e	III-C	I.D.; II.D	Exams

III. COURSE OUTLINE (42 hours total)

Week 1 - The Speech/Language Pathologist in the Schools (3 hrs)

1. Overview and Historical Foundations of Special Education
2. A Changing Paradigm
3. Role and Responsibilities of School-Based SLPs
4. Training

Week 2 - Understanding PL 94-142/IDEA (3 hrs)

1. Eligibility for Services
2. FAPE
3. LRE
4. Procedural Safeguards
5. Timelines

Identification/Assessment

1. Referral
2. Purposes of Assessment
3. Types of Assessment
4. Introduction to Tests Commonly Used in Public Schools

Week 3 - IEP/Placement (3 hrs)

1. Required Elements
2. Annual Goals
3. Short Term Objectives (Benchmarks)
4. Transition
5. Related Services
6. Individualization

7. NORAs

Week 4 - Service Delivery (3 hrs)

1. Continuum of Services
2. Pull-Out Models
3. Collaborative Models
4. Self-Contained Classrooms
5. Multiskilling
6. Team Teaching
7. The Theme Approach
8. Consultant Services

Week 5 -Organization and Management Issues (3 hrs)

1. Lesson Plans
2. Therapy Notes
3. Managing Caseloads/Scheduling
4. Managing Behavior

Space and Materials

1. Setting Up a Therapy Room
2. Budget
3. Materials

Week 6 - Special Considerations in Serving Specific Populations (3 hrs)

1. Preschool
2. Adolescent
3. Language Learning Disabled
4. Cognitively Impaired
5. Emotionally Impaired
6. Physically Impaired
7. Autism
8. TBI
9. Augmentative/Alternative Communication

Week 7 - Wrap up and review of school related issues; Midterm exam. (3 hrs)

Week 8 - The Speech/Language Pathologist in the healthcare (3 hrs)

1. Overview, history, and current developments
2. A Changing Paradigm
3. Role and Responsibilities of Medical SLPs
4. Training, certification and licensure

Week 9 - Understanding third party reimbursement (3 hrs)

1. Fee for service reimbursement
2. Managed care networks
3. Medicare
4. Medicaid
5. Private insurance companies

- Week 10 - Writing reimbursable plans of treatment (3 hrs)
1. Fee for service and managed care renewals
 2. Inpatient prospective payment
 3. Rehabilitation prospective payment
 4. Long term care prospective payment
 5. Home health bimonthly renewals/prospective payment

- Week 11 - Service Delivery (3 hrs)
1. Acute care
 2. Transitional care
 3. Inpatient rehabilitation
 4. Outpatient rehabilitation
 5. Long term care
 6. Cotreatment Models
 7. Multiskilling
 8. Consultant Services

- Week 12 - Organization and Management Issues (3 hrs)
1. Treatment Plans
 2. Therapy Notes
 3. Managing Caseloads/Scheduling
 4. Unique patient behaviors
 5. Patient and family adjustment issues

Space and Materials

1. Setting Up a Therapy Room or Travel Case
2. Budget
3. Materials

- Week 13 - Special Considerations in Serving Specific Populations (3 hrs)
1. Stroke
 2. Traumatic Brain Injury
 3. Head and neck surgery
 4. Dementia
 5. Tracheostomy and ventilator dependent patients
 6. Intensive care unit patients
 - a. Augmentative/Alternative Communication

- Week 14 - Wrap up and review (3 hrs)
1. Current issues in health care
 2. Presentation and peer review of group projects

Week 15 – Final Exam (2 hrs)

IV. EVALUATION METHODS

The final grade will be based on two exams (75 pts each) and seven individual projects (250 pts).

1. The exams will be announced and composed of multiple choice, fill-in-the-blank, short answer questions, essay and case examples. Exam questions will cover information presented in class

AND in the assigned readings and handouts. Make-up exams will be offered for valid medical reasons or emergency situations only.

- Each of the seven individual assignments will pertain to one of the topics covered in class. Due dates for assignments will be announced at least one week in advance. Late assignments will be reduced 5 points per day past the announced due date.

Individual Project #1: IEP (50 pts)

The student will develop a complete IEP for a fictitious student given referral information.

Individual Project #2: Space and materials for the schools (25 pts)

The student will design and stock an ideal speech/language classroom given a specific budget.

Individual Project #3: Referral letter for a student (25 points)

The student will compose and write a referral letter to an outside agency for a student on caseload.

Individual Project #4: Informational Brochure (50 points)

The student will develop and produce an informational brochure for patients, families, and/or other professionals regarding basic information and education/treatment of a specific population.

Individual Project #5: Medicare authorization (50 pts)

The student will develop a complete plan of treatment for a fictitious Medicare patient based upon given case information.

Individual Project #6: Space and materials for healthcare (25 pts)

The student will design and stock an office/treatment room given a specific budget.

Individual Project #7: Referral letter for a patient (25 points)

The student will write a referral letter to the primary care physician of a patient on caseload, requesting a referral for further medical evaluation for which you have discovered the need.

- Students are expected to attend class and participate in discussions and activities. This includes having pre-prepared questions for, and interacting with, any guest speakers.

V. GRADING

Course grades will be assigned based on a percentage of the total accumulation of points as follows:

A	92 -100%
B	85 - 91%
C	75 - 84%
D	68 - 74%
F	0% - 67%

Adaptations will be made to accommodate students with special needs, with appropriate documentation. Students with these concerns should confer with the instructor during office hours at the beginning of the semester to discuss accommodations needed. For further information, refer to the Undergraduate Course Catalog on support provided through the Disability Support Services in Pratt Hall (724-357-4067).

VI. ATTENDANCE POLICY

Attendance in class is expected in accordance with the policy outlined in the university catalog.

VII. REQUIRED TEXTS AND READINGS

American Speech-Language-Hearing Association. (2010). *Roles and Responsibilities of Speech-Language Pathologists in Schools* [Professional Issues Statement]. Retrieved from www.asha.org/policy

Golper, L.A.C. (1998). *Sourcebook for Medical Speech Pathology* (second edition). San Diego: Singular Publishing.

Schaeder, T. (2010). *A guide to School Services in Speech-Language Pathology*. San Diego, CA: Plural Publishing

VII. SPECIAL RESOURCE REQUIREMENTS

Powerpoint presented via Proxima projector or equivalent, available in department.

IX. BIBLIOGRAPHY

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- Lanute, D. (1994). Capitation: It's not the executioner of business. *Advance for Rehabilitation Directors*, 29-32.
- Lomas, J., Pickard, L., Bester, S., Elbard, H., Finlayson, A., & Zoghaib, C. (1989). The communication effectiveness index: Development and psychometric evaluation of a functional communication measure for adult aphasia. *JSHD*, 54, 113-124.
- Marcinko, D.E. & Hetico, H.R. (2006). *The dictionary of health insurance and managed care*. New York: Springer Publishing.

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COURSE SYLLABUS

CATALOG DESCRIPTION

SH 412 Organization and Administration of Speech and Hearing Programs
3c-01-3sh

Prerequisites: Senior Status and Permission

Establishment and maintenance of speech and hearing programs within various administrative organizations, particularly in public schools. Techniques of client identification, scheduling, record keeping, appropriate referral, material and equipment selection, teacher and parent counseling, and the development of coordinated professional and interdisciplinary procedures. (Meets requirements for Professional Education Course).

COURSE OBJECTIVES

1. Students will develop an understanding of how speech and language programs are organized and administered in public schools.
2. Students will demonstrate knowledge of the components of P.L. 94-142 and how the federal law affects speech and language programs in Pennsylvania public schools.
3. Students will gain knowledge of special education standards and how the standards affect speech and hearing programs in Pennsylvania public schools.
4. Will prepare the student for student teaching experience by understanding the purpose, process, and responsibilities of student teaching.

COURSE OUTLINE

- A. The Speech/Language Pathologist
 1. Role and Responsibilities- Intro. to Code of Ethics
 2. Training
 3. Employment Setting
- B. Historical Foundations
 1. The Speech/Language Pathologist in the School
 2. History of Legislation

- C. Public Law 94-142
 - 1. Eligibility
 - 2. Free Appropriate Education
 - 3. Least Restrictive Environment
 - 4. Procedural Safeguards - Parent Information
 - 5. Record Keeping & Confidentiality
 - 6. Individual Education Program

- D. Organizational Structure
 - 1. From Federal to Local
 - 2. Continuum of Services
 - 3. Public vs. Private Setting
 - 4. Universities, Schools, Clinics, Industry, Hospital, Private

- E. Long Range Programs - SLP as Manager
 - 1. Setting Goals for:
 - District
 - Population
 - Staff
 - Time
 - Self

- F. The Physical Setting
 - 1. Space
 - 2. Materials and Equipment - Catalog Workshop
 - 3. Resources
 - 4. Itinerant Considerations
 - 5. Budget - Ordering Materials Workshop

- G. Identification
 - 1. Screening
 - 2. Referrals
 - 3. Diagnostic Evaluations
 - 4. Carryover Cases
 - 5. Childfind
 - 6. Caseload Size

- H. Schedules
 - 1. Time vs. Caseload Demands
 - 2. District vs. Individual
 - 3. Block vs. Continuous
 - 4. Individual vs. Group
 - 5. Non-Therapy Time
 - 6. Testing Paperwork
 - 7. Observation and Consultation

- I. Speech/Language Pathologist as a Consultant
 - 1. Administration
 - 2. Teachers
 - 3. Parents
 - 4. Allied Health Professionals
 - 5. Universities
 - 6. Aides
 - 7. Community Groups

- J. Accountability
 - 1. Report Writing
 - 2. Progress Summaries
 - 3. Therapy Notes
 - 4. Interagency Reports

- K. Student Teaching
 - 1. Responsibilities
 - 2. Evaluations

- L. Legal and Ethical Issues
 - 1. Licensure and Certification
 - 2. Code of Ethics
 - 3. Liability
 - 4. Requirements for ASHA Certification

- M. Employment
 - 1. Composing a Resume
 - 2. Applying for Positions
 - 3. The Interview
 - 4. Research

- N. Special Topics
 - 1. IEP Writing
 - 2. Language Learning Disabilities
 - 3. Legal and Ethical Issues

EVALUATION METHODS

Grades will be determined by calculating a percentage of total points. Refer to the explanation below:

EXAM I	-100 points	(100)
EXAM II	-100 points	(100)
EXAM III	-100 points (final)	(100)
SEMINAR QUESTIONS	- 10 Questions	(50)
CATALOG ACTIVITY	-100 points	<u>(100)</u>

TOTAL POINTS (450)

<u>GRADE</u>	<u>POINTS</u>	<u>PERCENTAGE</u>
A	414-450	92 - 100%
B	382-413	85 - 91%
C	337-381	75 - 84%
D	306-336	68 - 74%
F	305 and below	0 - 67%

Note: Class attendance and participation are expected. All assignments are due by announced dates, and no work will be accepted late unless a medical excuse is provided. Only medical excuses will be accepted for failure to take examinations.

REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Textbook: Neidecker, E. A. (1987). School programs in speech-language. Englewood Cliffs, NJ: Prentice-Hall, Inc.

COURSE REQUIREMENTS

1. There will be three examinations. Exams will be a combination of short essay and objective questions. Dates will be announced.
2. Catalog Assignment - Given a hypothetical budgetary allowance you are assigned to order materials for a fictitious speech, language & hearing clinic. The following information must be included: item name, price, description & age range, quantity, company name and address & rationale for use. Part of one class will be utilized as a catalog workshop. Details will be given in class.
3. A maximum of 50 points will be awarded for questions asked of seminar speakers. Details in class. Prepare at least four (4) questions for each speaker.
4. All requirements for the student teaching experience must be completed in a satisfactory manner according to the instructor's discretion.
5. Throughout the semester, reading assignments beyond the textbook assignment will be given. Students will be held accountable for those reading assignments and will be

expected to discuss the content of the assignment in class. The content of these assigned readings will be subject to examination.

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