

**Eastern Illinois University**  
**New/Revised Course Proposal Format**

CGS Agenda Item: 22-15  
Effective Summer 2022

**Banner/Catalog Information (Coversheet)**

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** CDS 5670
3. **Short title:** Educational Professional Reg
4. **Long title:** Professional Regulations and Issues in the Educational Setting for SLPs
5. **Hours per week:** 1 Class 0 Lab 1 Credit
6. **Terms:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. **Initial term:** ☐ Fall ☐ Spring ☒ Summer Year: 2022
8. **Catalog course description:** Discussion of rules and regulations, professional skills & behaviors, current trends, and ethical issues in the practice of speech-language pathology in the educational setting.

**9. Course attributes:**

General education component: N/A

☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☐ Writing active

**10. Instructional delivery**

**Type of Course:**

☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research  
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: \_\_\_\_\_

**Mode(s) of Delivery:**

☒ Face to Face ☒ Online Synchronous ☐ Online Asynchronous ☐ Study Abroad  
☐ Hybrid, specify approximate amount of on-line and face-to-face instruction \_\_\_\_\_

**11. Course(s) to be deleted from the catalog once this course is approved:** None

**12. Equivalent course(s):** None

a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☐ No

**13. Prerequisite(s):** None

a. Can prerequisite be taken concurrently? ☐ Yes ☐ No

b. Minimum grade required for the prerequisite course(s)?     

c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☒ No

d. Who may waive prerequisite(s)?

☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

**14. Co-requisite(s):** None

**15. Enrollment restrictions**

**a. Degrees, colleges, majors, levels, classes which may take the course:** Course is restricted to students accepted into the Master of Science program in Communication Disorders & Sciences.

**b. Degrees, colleges, majors, levels, classes which may not take the course:** all others

**16. Repeat status:** ☒ May not be repeated ☐ May be repeated once with credit

**17. Enter the limit, if any, on hours which may be applied to a major or minor:**       

**18. Grading methods:** ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

**19. Special grading provisions:** N/A

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in:

\_\_\_\_\_

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: \_\_\_\_\_

**20. Additional costs to students:**

Supplemental Materials or Software \_\_\_\_\_

Course Fee ☒ No ☐ Yes, Explain if yes \_\_\_\_\_

**21. Community college transfer:**

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

## **Rationale, Justifications, and Assurances (Part I)**

1.   X   Course is required for the major(s) of: Master of Science in Communication Disorders and Sciences  
       Course is required for the minor(s) of \_\_\_\_\_  
       Course is required for the certificate program(s) of \_\_\_\_\_  
       Course is used as an elective
2. **Rationale for proposal:** This course was historically a two-credit hour course that combined medical and educational professional issues which was completed in person prior to internships. In an effort to reduce credit hours and graduate student workload during the second summer of the graduate program, the course was combined with CDS 5800, Grand Rounds. This was implemented for two years and determined to impede the opportunity for students to practice critical thinking in Grand Rounds prior to internships due to the significant amount of content expected to be covered in the course. The need to remove Professional Regulations course content from Grand Rounds was identified by all faculty involved in teaching and by feedback from students. The proposed course revision is an attempt to re-establish Professional Regulations as a course independent of Grand Rounds. The information is divided into a one-credit class related to professional practice in the medical setting and a one-credit class related to professional practice in the educational setting. This proposal is for the educational setting. The content will be introduced and available to students during graduate internships to facilitate more application-based and meaningful learning of the material, as students will be implementing the professional practices discussed during the course.
3. **Justifications for (answer N/A if not applicable)**  
Similarity to other courses: N/A  
Prerequisites: N/A  
Co-requisites: N/A  
Enrollment restrictions: Course is restricted to students accepted into the Master of Science program in Communication Disorders and Sciences. This course specifically addresses professional and ethical issues within the field of speech-language pathology that occur during internships.  
Writing active, intensive, centered: N/A
4. **General education assurances (answer N/A if not applicable)**  
General education component: N/A  
Curriculum: N/A  
Instruction: N/A  
Assessment: N/A
5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**  
Online or hybrid delivery justification: The Master of Science degree in Communication Disorders and Sciences Program offers off-site internship experiences for graduate students. As such, coursework must be made available for these students as part of their program requirements.

**Instruction:** A majority of this course will be held during live, synchronous meetings using an online platform similar to Zoom, and/or any other electronic functions which may become available to the University for instructional purposes. Students will be required to submit assignments electronically as well as participate in online discussion posts. Faculty offering this course will have completed the Online Course Development Institute (OCDi) training or equivalent training/experience.

**Integrity:** Exams or other designated assignments will be given with a time-limit that will not allow for extensive consultation with notes or materials. Topical papers and original work will be evaluated via Turnitin. Students may present oral projects live, via Zoom and/or via any other electronic presentation platforms which may become available to the University for instructional purposes.

**Interaction:** Bi-weekly, online/live discussion groups will be conducted by a university instructor via Zoom, and/or any other electronic discussion platforms which may become available to the University for instructional purposes. The instructor will maintain office hours for students via designated times, available by phone, email, D2L communication, and/or other electronic means as available.

## **Model Syllabus (Part II)**

Please include the following information:

- 1. Course number and title:** CDS 5670, Professional Regulations and Issues in the Educational Setting for SLPs
- 2. Catalog description:** Discussion of rules and regulations, best practice patterns, current trends, and ethical issues in the practice of speech-language pathology in educational settings.
- 3. Learning objectives:**
  - a. Discuss professional contemporary issues, interprofessional practice, standards of ethical conduct, credentials, regulations, and supervision. (*Depth of content knowledge*)
  - b. Integrate knowledge of etiology, severity, communication profiles, and cultural differences sufficient to write defensible and measurable intervention goals. (*Depth of content knowledge; Effective critical thinking and problem solving; Effective written communication*)
  - c. Produce well-organized, accurate, professionally written documentation and summaries integrating complex material. (*Effective critical thinking and problem solving; Effective written communication*).
  - d. Differentiate the socio-emotional, cognitive, and communicative features of a case to inform counseling approach utilized. (*Depth of content knowledge*)
  - e. Discern, interpret, and integrate relevant case history information related to cultural preferences to identify culturally relevant evaluation and treatment approaches. (*Depth of content knowledge; Effective critical thinking and problem solving*)
- 4. Course materials:**

Required texts:

Schraeder, T & Seidel, T (2021). A guide to school services in speech-language pathology (4th ed.). Plural Publishing.

Other supplemental readings
- 5. Weekly outline of content:**

<b>Week 1:</b>	Historical Perspective of SLP Role in Educational Setting
<b>Week 2:</b>	Governing Bodies and Resources
<b>Week 3:</b>	IEP Process and Procedures

- Week 4:** IEP Documentation  
**Week 5:** Assessment, Goal Writing, and Progress Monitoring  
**Week 6:** Service Delivery Models  
**Week 7:** Educational Relevance  
**Week 8:** Supervision in the Educational Setting  
**Weeks 9:** Culture Competence in the Educational Setting  
**Week 10-11:** Counseling Across Educational Settings  
**Week 12:** Interprofessional Practice across Educational Settings  
**Week 13-14:** Resumes, Interviewing, CFY  
**Week 15:** Ethical Considerations in the Educational Setting  
  
**Week 16:** Final - Comprehensive Written Case Analysis

**6. Assignments and evaluation, including weights for final course grade.**

- 8-10 Case-Based Written Assignments      60% of grade  
 Comprehensive Written Case Analysis      40% of grade

**7. Grading scale:**

- 92 - 100%      A  
 82 - 91%      B  
 72 - 81%      C  
 62 - 71%      D  
 61% & Below      F

**8. Correlation of learning objectives to assignments and evaluation.**

Course Objectives	Written Assignments 60%	Comprehensive Written Case Analysis 40%
Discuss professional contemporary issues, interprofessional practice, standards of ethical conduct, credentials, regulations, and supervision. <i>(Depth of content knowledge, Ethical and professional responsibility)</i>	X	X
Integrate knowledge of etiology, severity, communication profiles, and cultural preferences sufficient to write defensible and measurable intervention goals. <i>(Depth of content knowledge; Effective critical thinking and problem solving; Effective written communication)</i>	X	X
Produce well-organized, accurate, professionally written documentation and summaries integrating complex material. <i>(Effective critical thinking and problem solving; Effective written communication).</i>	X	X
Differentiate the socio-emotional, cognitive, and communicative features of a case to inform counseling approach utilized. <i>(Depth of content knowledge)</i>	X	X
Discern, interpret, and integrate relevant case history information related to cultural preferences to identify culturally relevant evaluation and treatment approaches. <i>(Depth of content knowledge; Effective critical thinking and problem solving, Ethical and professional responsibility)</i>	X	X

**Date approved by the department or school: 12/15/2021**

**Date approved by the college curriculum committee: 2/14/2022**

**Date approved by the Honors Council (if this is an honors course):**

**Date approved by CAA: CGS:**