

ORIGINATOR'S SECTION:	
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016
2. Current Course abbreviation and Number: SLP 654	

TYPE OF CHANGE(S). Check \checkmark all that apply.

Course Number Change	<input checked="" type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input checked="" type="checkbox"/>
Description Change	<input type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section– both current and new – is required only for items checked (\checkmark) above.

NEW INFORMATION:

CURRENT INFORMATION:	Course abbreviation and Number: SLP 654a and SLP 654b
3. Title:	Title: <i>(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</i>
4. Abbreviated Title for Banner <i>(no more than 25 characters):</i>	Abbreviated Title for PeopleSoft: <i>(no more than 25 characters, including spaces)</i>
5. Number of Units:	Number of Units:
6. Catalog Description:	Catalog Description: <i>(Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)</i>

7. Mode of Instruction* *(See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)*

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	2	C2	Lecture	2	C2 – SLP 654a
Activity			Activity	2	C17-SLP 654b
Lab			Lab		

8. Grading Method:* <input type="checkbox"/> Normal (N) <i>(Allows Letter Grade +/-, and Credit/No Credit)</i> <input type="checkbox"/> Normal Plus Report-in-Progress (NP) <i>(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)</i> <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)	Grading Method:* <input type="checkbox"/> Normal (N) <i>(Allows Letter Grade +/-, and Credit/No Credit)</i> <input type="checkbox"/> Normal Plus Report-in-Progress (NP) <i>(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)</i> <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)
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9. If the NP or CP grading system was selected, please explain the need for this grade option.

*If Originator is uncertain of this entry, please consult with Program Director/Chair.

CURRENT INFORMATION:

NEW INFORMATION:

10. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair	Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair
11. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)	Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)
12. Is Course Cross Listed: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course	Is Course Cross-listed? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course and check "yes" in item #17 below.
13. Prerequisite(s):	Prerequisite(s):
14. Corequisite(s):	Corequisite(s):
15. Documentation attached: <input type="checkbox"/> Syllabus <input type="checkbox"/> Detailed Course Outline	

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:

(Mandatory information – all items in this section must be completed.)

16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:

Master of Science in Speech-Language Pathology required course

17. Does this course change impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Check "yes" if the course is cross-listed. Yes No
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline _____ Signature _____ Date _____ Support _____ Oppose _____



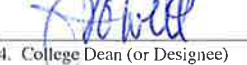
Discipline _____ Signature _____ Date _____ Support _____ Oppose _____

18. Reason(s) for changing this course:

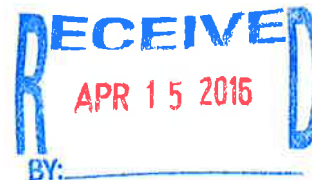
The MS in SLP has engaged in annual self-study for program improvement which has resulted in changes to the curriculum to include more hands-on live and simulated lab experiences to bridge the gap between theory and practice. We developed a grand rounds (SLP 654) and offered it for the first time to our Cohort 5 students (now on the third offering). The paper-based cases have been working well, but the time is not sufficient to engage in live simulation as the students progress through the program. The faculty have been engaging in the simulation/lab activities in the second offering of the course within a cohorts' program and this proposal is to align the instructional mode with the actual instructional approach.

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

Suzanne Moineau 2/29/16
 1. Originator (Ink or Print) _____ Date _____
 3/1/16
 2. Program Director/Chair _____ Date _____
 4/15/16
 3. College Curriculum Committee _____ Date _____
 4/15/16
 4. College Dean (or Designee) _____ Date _____

5. UCC Committee Chair _____ Date _____
 6. Vice President for Academic Affairs (or Designee) _____ Date _____
 7. President (or Designee) _____ Date _____





Department of Speech-Language Pathology

California State University San Marcos 333 S. Twin Oaks Valley Road San Marcos, CA 92096-0001

Tel: 760.750.7374 Fax: 760.750.3353

EDSL 654- Grand Rounds in Speech Language Pathology
Department of Speech-Language Pathology
Fall 2015
Mondays 11:00-12:50 August 31, 2015-December 12, 2015
The Quad Classroom 101

Current

Professor: Suzanne Moineau, PhD. CCC-SLP and Laura Coca MA/CCC SLP
Office: UH 317
Phone:
E-Mail: smoineau@csusm.edu or lcoca@csusm.edu
Office Hours: By appointment

Department of Speech-Language Pathology Mission Statement

The mission of the Department of Speech Language Pathology is to train graduate students in the knowledge and skills in prevention, assessment, and intervention of communication and swallowing disorders across the lifespan through academic and clinical experiences. The goal of our program is to prepare ethically responsible clinicians to make evidence-based clinical decisions. Our aim is to provide clinical services that promote wellness in culturally and linguistically diverse populations within our community.

Program Student Learning Outcomes:

Upon completion of this degree, students will be able to:

1. Describe the nature of typical and disordered communication and swallowing across the lifespan.
2. Integrate theory, research and Evidence-Based Practice principles into prevention, assessment and intervention practices.
3. Interact and communicate in ways that promote wellness and reflect respect for diversity, collaboration and ethics.
4. Demonstrate summative knowledge and skills necessary for entry-level practice within the field of speech-language pathology through defense of a culminating experience.

COURSE DESCRIPTION: Exposes students to reflective practice and problem solving in client case management. Students will present client cases in the audience of peers and faculty. Discussion will center around

chosen course of treatment, and question/answer. Students will be taught to and encouraged to reflect on their practice. 2 Graded Credit/No Credit. Co-requisite: EDSL 641 or 642. May be repeated to a total of four (4) units.

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Upon completion of this course, students will be able to:

1. Summarize background information, including etiology, and develop a clinical hypothesis from a patient's case history and/or previous evaluations. (Program Student Learning Outcomes 1 & 3; ASHA Standards IV-A, IV-B, IV-C, IV-D, V-A, & V-B; CTC Speech-Language Pathology Standards 1, 2, 3, & 4)
2. 2. Develop a clinical treatment plan including evidence-based prevention, assessment, and treatment practices, in addition to prognosis and/or recommendations. (Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-A, IV-B, IV-C, IV-D, IV-E, IV-F, IV-G, V-A, & V-B; CTC Speech-Language Pathology Standards 1, 2, 3, 4, 5, & 7)
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Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions, and is generally the easiest way to contact the instructor. The instructor will attempt to respond to e-mail correspondence in a timely manner, typically within 24 hours except on the weekends. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

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Requirements for Professionalism

Course Attendance:

Daily class attendance is required. Poor attendance negatively reflects on professionalism. Excused absences are serious illness, death in the family, or religious holiday with valid documentation. Any absence that would be considered unexcused, must be arranged or communicated with the instructor prior to class. Other absences may be excused if pre-arranged with the instructor. Students cannot obtain a passing grade if they do not attend 80% of classes whether absences are excused or unexcused.

Students are expected to arrive at class on time. Students arriving late or leaving early should try to be as quiet and unobtrusive as possible to avoid being disruptive. These circumstances must be communicated to the instructor prior to the start of class.

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Cell Phones and Texting: Most graduate students are very conscientious and respectful

about cell phone use in class and clinic. Cell phones should be turned off before class and clinic and left off. Use of a cell phone for calls or texting will result in the graduate student being asked to leave the class or clinic site. If the graduate student has a situation, which necessitates the cell phone being visible (e.g. a sick child), please advise the instructor or supervisor before class or clinic.

Computers, Laptops, and Tablets: It is expected that all electronics will be used appropriately and respectfully (i.e. for course or clinic-related activities only). Reading email, surfing the net, shopping, playing games, etc. are not course related and are not appropriate activities. If electronics are used for non-course related activities, the student will be asked to shut them down. Habitual use of electronics for non-course related activities would result in a loss of electronic privileges. Electronics are not to be used when guest speakers are visiting; hand-written notes may be taken. No exceptions will be tolerated unless the student requires use of electronics as a pre-approved accommodation.

Attentiveness: Students often engage in multiple activities in class or clinic under the false assumption that they are multitasking. In fact, students are engaging in a behavior known as continuous partial attention. This means that only partial attention is given to any task and results in an overall lack of engagement. Students are expected to contribute and not detract from an atmosphere of learning in both the clinic and classroom. Attentiveness reflects on social skills, a sense of professionalism, and the potential to be successful in employment positions. Guest speakers and faculty are members of the professional community, and as such, are potential employers or colleagues of potential employers. A lack of attentiveness and professionalism will negatively bias potential employers when students begin to seek post-graduation employment. Further, students will need faculty and supervisors to provide positive letters of recommendation, and it will be unlikely they will be able to do so if students do not display professional behaviors.

Students with Disabilities Requiring Reasonable Accommodations

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education, Health and Human

Services to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses. **Please see webpage for the GVAR rubric.**

COURSE REQUIREMENTS: TEXTBOOKS, ASSIGNMENTS AND GRADING

REQUIRED TEXTS

American Psychological Association (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: American Psychological Association. Supplemental readings will be posted to Cougar Courses as an accessible .pdf.

ASSIGNMENTS:

1. Case Assessment and Treatment Tables (Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-A, IV-B, IV-C, IV-D, IV-E, IV-F, IV-G, V-A, & V-B; CTC Speech Language Pathology Standards 1, 2, 3, 4, 5, & 7) Students will complete five Case Assessment and Treatment Tables (a total of four tables for cases presented by the instructors and one table for a case/client from the student's clinical placement). Tables should be no more than one page and will be credit/no credit.
2. Problem-Based Learning/Participation (Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-A, IV-B, IV-C, IV-D, IV-E, IV-F, IV-G, V-A, & V-B; CTC Speech Language Pathology Standards 1, 2, 3, 4, 5, & 7) Students need to actively participate in every class session. Per the discretion of the instructor, a written warning will be given if a student needs to increase his/her participation. The warning will include recommended guidelines for participation to receive credit for the course.
3. Students must attend 80% of classes to receive credit for the course.

Grading Standards

Consistent with requirements set forth by the Department of Speech-Language Pathology and the Office of Graduate Studies and Research (OGSR), the minimal acceptable grade for passing a course in the Communication Disorders Program is a B. A review of the student's performance will need to be conducted should s/he earn less than a B in any course. If the student earns a B-, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content in that subject matter. No more than two courses can be earned with a B- or the student will be disqualified from the program. As well, any course with a grade below a B- will need to be repeated. CSUSM only allows two courses to be retaken at the MA level.

Please note that CSUSM requires graduate students to maintain a cumulative GPA of 3.0 in all coursework towards the MA. Should your GPA fall below a 3.0, you will be placed on Academic Probation and you will have one semester to bring your GPA back above a 3.0 or you will be disqualified from the program.

Any scholarly, professional writing assignment will be subjected to grading based on the Graduate Writing Assessment Rubric or a project specific rubric. Students are expected to adhere to the

Academic Honesty Policy regarding Plagiarism and use APA style referencing in all professional writing.

Letter grade (percentage total points)

A = 93 and above	A- = 90.00-92.99	
B+ = 88.00-89.99	B = 83-87.99	B- = 80-82.99
C+ = 78.00-79.99	C = 73-77.99	C- = 70-72.99
D+ = 68.00-69.99	D = 63-67.99	D- = 60-62.99
F = 59.99 and below		

Students are expected to complete every assignment and turn it in when it is due in order to pass the course. Acceptance of late work will be completely at the instructor's discretion including point assignment, however, work turned in more than one week late will receive no credit and the student will be unable to pass the course. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis) and mechanics (grammar, syntax, spelling, format, uniformity of citations). Certain faculty-designated signature assignments must receive a B grade or better to demonstrate competency of the course content towards standards. Make-up assignments are at the discretion of the instructor. Final grades in a course for any student requiring remediation of a signature assignment will be weighted at the discretion of the instructor. If a student receives a B- on the make-up assignment, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content of the assignment. Students cannot pass a class without demonstrating competency on signature assignments regardless of the overall grade. Therefore, if the student scores below a B- on the make-up assignment, s/he must retake the course and cannot earn a grade above a C. Grades will not be rounded.

SCHEDULE

This schedule is tentative. Please consult Cougar Courses daily for updates and/or announcements. Any deviations to the course schedule will be announced to the class by the instructor via Cougar Courses and/or class lectures with fair notice.

Date	Topic	Assignment
8/31/2015	Case Study #1 Coca	Case Assessment and Treatment Table #1
9/7/2015	No Class- Labor Day Holiday	
9/14/2015	Case Study #1 Coca	Prepare case presentation & materials Present case & share materials
9/21/2015	Case Study #1 Coca	Debrief Submit Case Assessment and Treatment Table #1
9/28/2015	Case Study #2 Coca	Case Assessment and Treatment Table #2
10/5/2015	Case Study #2 Coca	Prepare case presentation & materials Present case & share materials
10/12/2015	Case Study #2 Coca	Debrief Submit Case Assessment and Treatment Table #2
10/19/2015	Case Study #3 Coca	Case Assessment and Treatment Table #3 (Case from clinical placements)
10/26/2015	Case Study #3 Coca/Moineau	Prepare case presentation & materials Present case & share materials
11/2/202015	Case Study # 3 Moineau	Debrief Submit Case Assessment and Treatment Table #3
11/9/2015	Case Study #4 Moineau	Case Assessment and Treatment Table #4
11/16/2015	Case Study #4 Moineau	Prepare case presentation & materials Present case & share materials
11/23/2015	Case Study #4 Moineau	Debrief Submit Case Assessment and Treatment Table #4
11/30/2015	Case Study #5 Moineau	Case Assessment and Treatment Table #5
12/6/2015	Case Study #5 Moineau	Prepare case presentation & materials Present case & share materials
12/13/2015	Case Study #5 Moineau	Debrief Submit Case Assessment and Treatment Table #5

Blank



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Tel: 760.750.7374 Fax: 760.750.3353

SLP 654- Grand Rounds in Speech Language Pathology
Department of Speech-Language Pathology
SLP 654a

Mondays 11:00-12:50 August 31, 2015-December 12, 2015

The Quad Classroom 101

SLP 654b

Monday/Friday 1-3:45

new

Professor: Suzanne Moineau, PhD. CCC-SLP and Laura Coca MA/CCC SLP

Office: UH 317

Phone:

E-Mail: smoineau@csusm.edu or lcoca@csusm.edu

Office Hours: By appointment

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3. Implement a clinical treatment plan including evidence-based prevention, assessment, and treatment practices, in addition to prognosis and/or recommendations. (Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-A, IV-B, IV-C, IV-D, IV-E, IV-F, IV-G, V-A, & V-B; CTC Speech-Language Pathology Standards 1, 2, 3, 4, 5, & 7)
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Cell Phones and Texting: Most graduate students are very conscientious and respectful about cell phone use in class and clinic. Cell phones should be turned off before class and clinic and left off. Use of a cell phone for calls or texting will result in the graduate student being asked to leave the class or clinic site. If the graduate student has a situation, which necessitates the cell phone being visible (e.g. a sick child), please advise the instructor or supervisor before class or clinic.

Computers, Laptops, and Tablets: It is expected that all electronics will be used appropriately and respectfully (i.e. for course or clinic-related activities only). Reading email, surfing the net, shopping, playing games, etc. are not course related and are not appropriate activities. If electronics are used for non-course related activities, the student will be asked to shut them down. Habitual use of electronics for non-course related activities would result in a loss of electronic privileges. Electronics are not to be used when guest speakers are visiting; hand-written notes may be taken. No exceptions will be tolerated unless the student requires use of electronics as a pre-approved accommodation.

Attentiveness: Students often engage in multiple activities in class or clinic under the false assumption that they are multitasking. In fact, students are engaging in a behavior known as continuous partial attention. This means that only partial attention is given to any task and results in an overall lack of engagement. Students are expected to contribute and not detract from an atmosphere of learning in both the clinic and classroom. Attentiveness reflects on social skills, a sense of professionalism, and the potential to be successful in employment positions. Guest speakers and faculty are members of the professional community, and as such, are potential employers or colleagues of potential employers. A lack of attentiveness and professionalism will negatively bias potential employers when students begin to seek post-graduation employment. Further, students will need faculty and supervisors to provide positive letters of recommendation, and it will be unlikely they will be able to do so if students do not display professional behaviors.

Students with Disabilities Requiring Reasonable Accommodations

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations

should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education, Health and Human Services to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses. **Please see webpage for the GWAR rubric.**

COURSE REQUIREMENTS: TEXTBOOKS, ASSIGNMENTS AND GRADING

REQUIRED TEXTS

American Psychological Association (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: American Psychological Association. Supplemental readings will be posted to Cougar Courses as an accessible .pdf.

ASSIGNMENTS:

1. Case Assessment and Treatment Tables (Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-A, IV-B, IV-C, IV-D, IV-E, IV-F, IV-G, V-A, & V-B; CTC Speech Language Pathology Standards 1, 2, 3, 4, 5, & 7) Students will complete five Case Assessment and Treatment Tables (a total of four tables for cases presented by the instructors and one table for a case/client from the student's clinical placement). Tables should be no more than one page and will be credit/no credit.
2. Problem-Based Learning/Participation (Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-A, IV-B, IV-C, IV-D, IV-E, IV-F, IV-G, V-A, & V-B; CTC Speech Language Pathology Standards 1, 2, 3, 4, 5, & 7) Students need to actively participate in every class session. Per the discretion of the instructor, a written warning will be given if a student needs to increase his/her participation. The warning will include recommended guidelines for participation to receive credit for the course.
3. SLP 654b – Simulation-Based Learning/Participation (Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-A, IV-B, IV-C, IV-D, IV-E, IV-F, IV-G, V-A, & V-B; CTC Speech Language Pathology Standards 1, 2, 3, 4, 5, & 7) Students need to actively participate in every class session. This section of the course will include hands-on application of case-based learning in simulated experiences.
4. Students must complete and pass 80% of the course assignments to earn Credit for the course.

Grading Standards

Consistent with requirements set forth by the Department of Speech-Language Pathology and the Office of Graduate Studies and Research (OGSR), the minimal acceptable grade for passing a course in the Communication Disorders Program is a B. A review of the student's performance will need to be conducted should s/he earn less than a B in any course. If the student earns a B-, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content in that subject matter. No more than two courses can be earned with a B- or the student will be

disqualified from the program. As well, any course with a grade below a B- will need to be repeated. CSUSM only allows two courses to be retaken at the MA level.

Please note that CSUSM requires graduate students to maintain a cumulative GPA of 3.0 in all coursework towards the MA. Should your GPA fall below a 3.0, you will be placed on Academic Probation and you will have one semester to bring your GPA back above a 3.0 or you will be disqualified from the program.

Any scholarly, professional writing assignment will be subjected to grading based on the Graduate Writing Assessment Rubric or a project specific rubric. Students are expected to adhere to the Academic Honesty Policy regarding Plagiarism and use APA style referencing in all professional writing.

Letter grade (percentage total points)

A = 93 and above	A- = 90.00-92.99	
B+ = 88.00-89.99	B = 83-87.99	B- = 80-82.99
C+ = 78.00-79.99	C = 73-77.99	C- = 70-72.99
D+ = 68.00-69.99	D = 63-67.99	D- = 60-62.99
F – 59.99 and below		

Students are expected to complete every assignment and turn it in when it is due in order to pass the course. Acceptance of late work will be completely at the instructor's discretion including point assignment, however, work turned in more than one week late will receive no credit and the student will be unable to pass the course. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis) and mechanics (grammar, syntax, spelling, format, uniformity of citations). Certain faculty-designated signature assignments must receive a B grade or better to demonstrate competency of the course content towards standards. Make-up assignments are at the discretion of the instructor. Final grades in a course for any student requiring remediation of a signature assignment will be weighted at the discretion of the instructor. If a student receives a B- on the make-up assignment, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content of the assignment. Students cannot pass a class without demonstrating competency on signature assignments regardless of the overall grade. Therefore, if the student scores below a B- on the make-up assignment, s/he must retake the course and cannot earn a grade above a C. Grades will not be rounded.

SCHEDULE

This schedule is tentative. Please consult Cougar Courses daily for updates and/or announcements. Any deviations to the course schedule will be announced to the class by the instructor via Cougar Courses and/or class lectures with fair notice.

Date	Topic	Assignment
8/31/2015	Case Study #1 Coca	Case Assessment and Treatment Table #1
9/7/2015	No Class- Labor Day Holiday	
9/14/2015	Case Study #1 Coca	Prepare case presentation & materials Present case & share materials
9/21/2015	Case Study #1 Coca	Debrief Submit Case Assessment and Treatment Table #1
9/28/2015	Case Study #2 Coca	Case Assessment and Treatment Table #2
10/5/2015	Case Study #2 Coca	Prepare case presentation & materials Present case & share materials
10/12/2015	Case Study #2 Coca	Debrief Submit Case Assessment and Treatment Table #2
10/19/2015	Case Study #3 Coca	Case Assessment and Treatment Table #3 (Case from clinical placements)
10/26/2015	Case Study #3 Coca/Moineau	Prepare case presentation & materials Present case & share materials
11/2/202015	Case Study # 3 Moineau	Debrief Submit Case Assessment and Treatment Table #3
11/9/2015	Case Study #4 Moineau	Case Assessment and Treatment Table #4
11/16/2015	Case Study #4 Moineau	Prepare case presentation & materials Present case & share materials
11/23/2015	Case Study #4 Moineau	Debrief Submit Case Assessment and Treatment Table #4
11/30/2015	Case Study #5 Moineau	Case Assessment and Treatment Table #5
12/6/2015	Case Study #5 Moineau	Prepare case presentation & materials Present case & share materials
12/13/2015	Case Study #5 Moineau	Debrief Submit Case Assessment and Treatment Table #5

