

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 663	

TYPE OF CHANGE(S). Check ☒ all that apply.

Course Number Change	<input 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 (☒) above.

NEW INFORMATION:

CURRENT INFORMATION:

Course abbreviation and Number:	
3. Title:	Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
4. Abbreviated Title for Banner (no more than 25 characters):	Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces)
5. Number of Units:	Number of Units:
6. Catalog Description:	Catalog Description: (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 <u>not</u> count toward the 80-word limit.)

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)
Lecture	2	C2
Activity		
Lab		

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	1	C2
Activity	1	C17
Lab		

8. Grading Method:*

- ☐ Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
☐ Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
☐ Credit/No Credit Only (C)
☐ Credit/No Credit or Report-in-Progress Only (CP)

Grading Method:*

- ☐ Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
☐ Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
☐ Credit/No Credit Only (C)
☐ Credit/No Credit or Report-in-Progress Only (CP)

9. If the NP or CP grading system was selected, please explain the need for this grade option.

10. Course Requires Consent for Enrollment?

- ☐ Yes ☐ No
☐ Faculty ☐ Credential Analyst ☐ Dean

Course Requires Consent for Enrollment?

- ☐ Yes ☐ No
☐ Faculty ☐ Credential Analyst ☐ Dean

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

CURRENT INFORMATION:

<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)
12. Is Course Cross Listed: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course
13. Prerequisite(s):
14. Corequisite(s):
15. Documentation attached: <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Detailed Course Outline

NEW INFORMATION:

<input type="checkbox"/> Program/Department/Director/Chair
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)
Is Course Cross-listed? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course and check "yes" in item #17 below.
Prerequisite(s):
Corequisite(s):

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. This course included a lab in both Summer (2015 and 2016), which was very successful. We are changing the mode of instruction to reflect the added lab component and ensure that the course is coded as it is being instructed.

SIGNATURES : (COLLEGE LEVEL) :

Suzanne Moineau 2/29/16
 1. Originator (Please Print) _____ Date _____
 10/21/16
 2. Program Director/Chair _____ Date _____
 10/24/16
 3. College Curriculum Committee _____ Date _____
 Denise Branc 10-27-16
 4. College Dean (or Designee) _____ Date _____

(UNIVERSITY LEVEL)

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

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 BY: _____



California State University SAN MARCOS

SLP 663: Voice Disorders (2 units)
Department of Speech-Language Pathology
Summer 2016
Monday, Wednesday, and Friday: 9:00 a.m. – 11:00 a.m.
Wednesday 12-3:00pm
Location: FCB 104

Professor: Alison R. Scheer-Cohen, Ph.D., CCC-SLP
Office: UH 317
Phone: (760) 750-7379
E-Mail: ascheer@csusm.edu
Office Hours: By appointment

Department of Speech-Language Pathology Mission Statement

The mission of the Department of Speech-Language Pathology is to actively engage all students through student-centered and innovative teaching practices. The department utilizes community partnerships, evidence-based practice, and new technology to prepare ethically responsible graduates. Diverse learning environments emphasize quality of life and wellness across regional settings.

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

Exploration of the nature of voice disorders across the lifespan, including symptomatology, development, and etiology. Introduction to evaluation tools, interpretation of results, and intervention techniques. Introduction to instrumentation used in the evaluation of voice disorders.

STUDENT LEARNING OUTCOMES

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

1. Describe anatomy and physiology of the vocal mechanism across the lifespan.
(Program Student Learning Outcome 1 & 2; ASHA Standard IV-B – D; CTC Speech-Language Pathology Standard 1 – 3)
2. Describe respiration, phonation, resonance and articulation as related to modulation of voice across the lifespan.
(Program Student Learning Outcome 1 & 2; ASHA Standard IV-B – D; CTC Speech-Language Pathology Standard 1 – 3)
3. Identify measurable variables related to modulation of voice.
(Program Student Learning Outcome 1 & 2; ASHA Standard IV-B – D; CTC Speech-Language Pathology Standard 1 – 4)
4. Identify etiologies and describe characteristics of vocal pathologies, in addition to structural, neuropathologic, functional/behavioral, and idiopathic laryngeal pathologies including mechanical, acoustic, and aerodynamic effects of each.
(Program Student Learning Outcome 1 & 2; ASHA Standard IV-C & IV-D; CTC Speech-Language Pathology Standard 1 – 4)
5. Identify high-risk and specific and culturally diverse populations and their specialized evaluation and treatment needs.
(Program Student Learning Outcome 1, 2, & 3; ASHA Standard IV-C & IV-D; CTC Speech-Language Pathology Standard 1 – 5)
6. Complete an evaluation protocol including clinically appropriate assessment tools. Interpret subjective and objective voice production data using current literature. **(Program Student Learning Outcome 1, 2, & 3; ASHA Standard IV-C – E, V-A, & V-B; CTC Speech-Language Pathology Standard 1 – 4)**
7. Identify techniques for prevention of voice disorders and promotion of vocal wellness in varied clinical, educational, and corporate settings.
(Program Student Learning Outcome 1, 2, & 3; ASHA Standard IV-C & IV-D; CTC Speech-Language Pathology Standard 1 – 5)
8. Identify evidence-based treatment approaches, outcomes to voice disorders, and management procedures: behavioral, medical, surgical, and combination strategies.
(Program Student Learning Outcome 1, 2, & 3; ASHA Standard IV-C – F; CTC Speech-Language Pathology Standard 1 – 5)
9. Outline the anatomical and physiological changes in patients with tracheostomies. Identify procedures for assessing communication needs and speaking valve selection, in addition to evidence-based treatment approaches and supportive outcomes to alaryngeal speech production: behavioral, medical, surgical, and combination strategies.
(Program Student Learning Outcome 1, 2, & 3; ASHA Standard IV-C, IV-D & IV-F; CTC Speech-Language Pathology Standard 1 – 5)

adapted from ASHA Special Interest Division 3, Voice and Voice Disorders, *Graduate Curriculum on Voice and Voice Disorders*

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Intellectual Property

Resources created by the instructor or guest lecturers are considered intellectual property and are intended for your personal use. Posting, uploading, or sharing of videos, slides, quizzes, recorded lectures, or any other materials created by the instructor is prohibited. Distribution of protected material without permission may result in disciplinary action from the university.

Plagiarism

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

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 (24 hours with the exception of 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:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

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.

Instructors provide breaks during course activities. However, if a student needs to take a break between allotted breaks, it is expected that the student will enter and exit quietly and unobtrusively without break companions.

It is NOT acceptable to enter or exit a classroom when other students are presenting to class members. If other students have begun a presentation during a break, the student is expected to wait outside the class until the presentation is completed. It is NOT acceptable to arrive late, leave early, enter or exit a classroom during a guest speaker presentation except for an emergency. No exceptions will be tolerated.

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 4300, 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 Text**

Colton, Casper, & Leonard (2011). *Understanding Voice Problems: A Physiological Perspective* (4th Ed.). Baltimore, Maryland: Lippincott Williams & Wilkins.

Required Supplemental Materials

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Assignments

Problem-Based Learning (PBL) Cases: Wednesdays will be combined class sessions between SLP 663, 665, and 692. The first four Wednesdays will be devoted to PBL activities. The last Wednesday will be a summative skills assessment (explained below). Each of the first four Wednesdays will require you to work in groups to solve clinical cases; it is therefore imperative that you are present and fully engaged.

You will lose 10 points from your course total if you do not do all of the following: 1) be on time for the start of the class session; 2) come prepared for class and remain until the session ends; and 3) be engaged in all class activities. No make-up assignments will be given. If you arrive late, leave early, cannot come to class, or do not actively participate, you will be notified by the course instructor that 10 points will be deducted from your course total at the end of the semester. If you receive more than a 20-point deduction, you will be unable to pass the course. The only exceptions relate to: a) death in the family that can be verified; b) medical condition accompanied by a doctor's note; or c) religious observance that can be verified.

Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-B – F; CTC Speech-Language Pathology Standard 1, 3, 4, & 5

Clinical Screening Simulation: You will work in groups of two to complete a focused H&P, OME, voice and resonance evaluation, and clinical swallow evaluation. You will then participate in a structured debrief over the experience. As a post-mortem, you will complete a self-reflection and we will discuss as a class general feedback to be applied to the summative skills assessment.

Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-B, C, E, F, & G; V-A & B; CTC Speech-Language Pathology Standard 1, 3, & 4

Summative Skills Assessment (50 points): You will be measured on clinical skills related to the assessment and treatment of voice and resonance. Please see the rubric for grading distribution.

This is a signature assignment and must be passed in order to pass the course.

Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-B – F; V-A & B ; CTC Speech-Language Pathology Standard 1, 3, 4, & 5

Summative Examination (50 points): This final summative examination will incorporate knowledge across all SLOs. ***This is a signature assignment and must be passed in order to pass the course.***

Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-B – F; CTC Speech-Language Pathology Standard 1, 3, 4, & 5

Assignments

Total of 100 points:

Problem-Based Learning (PBL) Cases	0 points; maximum 20-point deduction
Clinical Screening Simulation	N/A
Summative Skills Assessment	50 points
Summative Examination	50 points

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 an 80.00% or better to demonstrate competency of the course content towards standards. Remediation for signature assignments receiving 80.00% or less is at the discretion of the instructor. Final grades in a course are calculated on original submissions not remediation assignments. If a student receives an 80.00% or less on the remediation 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 an 80.00% on the remediation assignment, s/he cannot earn a grade above a C and must retake the course. The need to

remediate multiple assignments within or across courses may result in a Statement of Concern. Grades will not be rounded.

TENTATIVE 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.*

<u>DATE</u>	<u>TOPICS</u>	<u>READINGS/Assignments</u>
Monday, June 6	Introduction to Course	Chapters 1 & 2
Wednesday, June 8		SLP 663 & 692: Anatomy and Physiology Labs
Friday, June 10	Laryngeal, Respiratory, and Vocal Fold Anatomy and Physiology	Chapters 3, 4, 12, 13, & 14
Monday, June 13	Voice Disorders	Chapters 5, 6, & 7
Wednesday, June 15	Voice Disorders	
Friday, June 17	Voice Disorders	
Monday, June 20 <u>CLASS BEGINS AT</u> <u>8:30 A.M.</u>	Evaluation and Assessment	Chapter 8
Wednesday, June 22		Skills Lecture and Lab (CSL, Nasometer, Stroboscopy, FEES) SLP 663 & 692: PBL Case #1
Friday, June 24	Evaluation and Assessment (cont'd) Treatment	Chapters 9 & 10
Saturday, June 25		Clinical Screening Simulation Laryngectomy (Chapter 11)
Monday, June 27	Treatment	
Wednesday, June 29		SLP 663 & 692: PBL Case #1
Friday, July 1	Review and Catch-Up	
Monday, July 4		HAPPY 4TH OF JULY!
Wednesday, July 6		Summative Skills Assessment
Friday, July 8		Summative Examination