

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): Summer 2017													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
4. Course abbreviation and Number:* SLP 350														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Introduction to Healthcare and its professions														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Intro Healthcare Prof														
7. Number of Units: 3														
8. 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.) Introduces various health professions, including coverage of the US healthcare system, and current issues in healthcare. Considers career goals, and understanding the education and skills required for various professions.														
9. Why is this course being proposed? A recent report issued from the American Speech-Language Hearing Association related to recommendations on undergraduate education in speech-language pathology has suggested a broadening of curriculum in interdisciplinary education. We are recommending this course to expose students to healthcare careers in SLP, SW, public health and others.														
10. Mode of Instruction* For definitions of the Course Classification Numbers: http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf														
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Type of Instruction</th> <th style="text-align: center;">Number of Credit Units</th> <th style="text-align: left;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td style="text-align: center;">3 ✓</td> <td>C2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3 ✓	C2	Activity			Lab			
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Activity														
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11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														
14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times? (including first offering)														
15. Is Course Crosslisted: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course and check "yes" in item #22 below.														
16. Prerequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
17. Corequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														

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

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California State University San Marcos

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FORM C

18. Documentation attached:

☐

Syllabus

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Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:*

20. How often will this course be offered once established?* Annually

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:

*(Mandatory information - all items in this section must be completed.)*21. 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:

This course is one of two options required for a BS in SLP

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) ☒ Yes ☐ No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Social Work
Discipline

Signature

Date

3-14-16

X

Support

Opp

SON/MPH
Discipline

Signature

Date

4/14/16

✓

Support

Opp

SIGNATURES : (COLLEGE LEVEL) :

Suzanne McNamee 3/11/16

1. Originator (please print or type name)

Date

2. Program Director/Chair

Date

3. College Curriculum Committee

Date

4. College Dean (or Designee)

Date

3/11/16

5/2/16

5-24-16

SIGNATURES : (UNIVERSITY LEVEL) :

5. Vice President for Academic Affairs (or Designee)

Date

6. Vice President for Academic Affairs (or Designee)

Date

7. President (or Designee)

Date

RECEIVED
MAY - 5 2016
BY: _____

From: Denise Boren
Sent: Thursday, April 14, 2016 12:39 PM
To: Suzanne Moineau
Cc: Nancy Romig; Susan L. Andera; Heidi Jones
Subject: Re: SLP 350 sign off email from SON/MPH

Yes - SON/MPH approves the SLP 350 course. I am happy to sign.

Thank you.
Denise

Sent from my iPhone

On Apr 14, 2016, at 11:46 AM, Suzanne Moineau <smoineau@csusm.edu> wrote:

Dear CAPC,

FYI: below approval from SON/MPH on SLP 350.

Denise: Can you confirm that this is in fact SLP 350 that your approval is referring to so that CAPC, UCC and Senate have that for their records. When I get CAPCs signature, maybe I can also get a wet signature from you?

Best,
Sue

From: Denise Boren <dboren@csusm.edu>
Date: Monday, March 28, 2016 3:23 PM
To: IITS Administrator <smoineau@csusm.edu>
Subject: RE: checking in

Hi Sue – thank you for your patience. Nursing approves moving forward with the course.

Thank you.
Denise

From: Suzanne Moineau
Sent: Friday, March 18, 2016 7:53 PM
To: Denise Boren <dboren@csusm.edu>
Subject: checking in

Hi Denise,

I wanted to followup on a course proposal I sent to you. I need sign-off, either way (support or oppose). Do you think you can have a look sometime soon?

new

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
SLP 350: Introduction to Healthcare and its Professions

Instructor: TBD **Office:**
Phone: **Office Hours:** by appointment
E-Mail: **Class Times:** TBD

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.

COURSE DESCRIPTION and Student Learning Outcomes:

Introduces various health professions, including coverage of the US healthcare system, and current issues in healthcare. Considers career goals, and understanding the education and skills required for various professions.

1. Describe the History of healthcare in the US and its reform.
2. Explain the various roles and responsibilities of healthcare practitioners working in the fields of speech-language pathology, social work, and public health.
3. Explain critical issues in healthcare in US society and the laws governing healthcare
4. Develop career goals, assess their personal attributes and strengths and compare those to their career goals.
5. Describe the requirements for various healthcare positions.

GENERAL CONSIDERATIONS:

Writing

In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in a variety of ways.

Appeals

Every student has the right to appeal grades or appeal for redress of grievances incurred in the context of any course. Disputes may be resolved informally with the professor or through the formal appeal process.

Ability

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 needs. 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 with Disabilities Requiring Reasonable Accommodations:

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.

Department of Speech-language Pathology Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Additional Attendance Information: Attendance will not be taken; however, students are expected to attend every class. There will be unannounced quizzes. For this reason, it is in your best interest to attend every class. The following exceptions are the ONLY EXCUSABLE ABSENCES THAT WILL PROVIDE YOU WITH THE OPPORTUNITY FOR A MAKE-UP: 1) Death in the family; 2) Hospitalization or illness that is accompanied by a doctor's note; 3) holidays or special events observed by organized religions for those students who show affiliation with that particular religion. Please consider this policy carefully.

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.

Plagiarism

As an educator, I expect 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.

REQUIRED TEXT:

Peterson, M. and Bell, T. (2008). *Foundations of Audiology: A practical approach*. Upper Saddle, NJ: Pearson Education.

GRADING STANDARDS:Assignments and Exams:

2 Midterm/Final	75 points (25 midterm/50 final)
Career planning assignment	25 points

Grading Scale in percentage of final 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		

Grading Emphasis: Each written assignment will be graded approximately 80% on content (detail, logic, synthesis of information, depth of analysis, etc.) and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.).

Late Work: Assignments received after the specified time and date deadline will not be accepted.

COURSE SCHEDULE: ASSIGNMENTS ARE TO BE COMPLETED FOR THE DATE SPECIFIED

(This schedule is tentative and may change in response to class demands)

Week 1-2: History of healthcare in the US

Week 3-4: Healthcare reform

Week 5: Critical issues/law/ethics in healthcare

Week 6-7: Roles/Responsibilities of SLPs in a medical setting

Week 8: Roles/Responsibilities of Social Worker

Week 9: Roles/Responsibilities of Master's of Public Health

Week 10-11: Required education for various healthcare fields

Week 12-15: Develop career goals; assess skill set and determine fit with various jobs

Week 16: Final