California State University San Marcos   • NEW COURSE •   FORM C

ORIGINATOR'S SECTION:		
1. College: ☐ CHABSS ☐ CoBA ☒ CoEHHS ☐ CSM	**Desired Term and Year of Implementation (e.g., Fall 2008):** Fall 2017	

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*)   ☐ Yes ☒ No

3. Course will be a variable-topics (generic) course? ☐ Yes ☒ No
("generic" is a placeholder for topics)

4. Course abbreviation and Number:* SLP 495

5. Title: *(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)*
Capstone Course in Speech-Language Pathology

6. Abbreviated Title for PeopleSoft:
(no more than 25 characters, including spaces)
Capstone SLP

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 not count toward the 80-word limit.)*

   Employs team-based learning, application of evidence-based practice to clinical cases, practice of problem-based learning, and interprofessional practices within the field of speech-language pathology. Applies appropriate disciplinary research methods to develop critical thinking skills and professional practice knoweldge.

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, to include team-based learning, evidence-based practice, critical thinking and problem based learning.

10. Mode of Instruction*

For definitions of the Course Classification Numbers:
http://www.csusm.edu/academic_programs/curriculumschedu
ling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/
Instructional%20Mode%20Conventions.pdf

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C2
Activity		
Lab		

11. 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)

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

13. Course Requires Consent for Enrollment? ☐ Yes ☒ No

☐ Faculty   ☐ Credential Analyst   ☐ Dean   ☐ Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once? ☐ Yes ☒ No
If yes, how many times?   (including first offering)

15. Is Course Crosslisted: ☐ Yes ☒ No

If yes, indicate which course   and check "yes" in item #22 below.

16. Prerequisite(s): ☐ Yes ☒ No

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

17. Corequisite(s): ☐ Yes ☒ No

18. Documentation attached:
☐ Syllabus   ☒ 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:
Major requirement for the 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.

Discipline _____ _____ _____Support _____Oppose
                     Signature   Date

Discipline _____ _____ _____Support _____Oppose
                     Signature   Date

SIGNATURES : (COLLEGE LEVEL) :

Suzanne Moineau   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

(UNIVERSITY LEVEL)

5. UCC Committee Chair   Date

6. Vice President for Academic Affairs (or Designee)   Date

7. President (or Designee)   Date

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

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:

Employs team-based learning, application of evidence-based practice to clinical cases, practice of problem-based learning, and interprofessional practices within the field of speech-language pathology. Applies appropriate disciplinary research methods to develop critical thinking skills and professional practice knowledge.

1. Determine an appropriate approach for assessment and treatment of clinical cases through use of evidence-based practice
2. Demonstrate effective implementation of team-based learning
3. Develop an interprofessional practice mindset by applying principles of interprofessional practice to problem solving;
4. Debrief over clinical cases and prepare written summaries for presentation
5. Analyze the effectiveness of therapy plans using EBP

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. <u>Individual instructors may adopt more stringent attendance requirements</u>. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

<u>Additional Attendance Information:</u> 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. <u>The following exceptions are the</u> <u>ONLY EXCUSABLE ABSENCES THAT WILL PROVIDE YOU WITH THE OPPORTUNITY FOR A MAKE-UP:</u>. 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:
No text required

GRADING STANDARDS:
Assignments and Exams:
EBP search assignment	10 points
Knowledge Summary of approaches for assessment treatment	20 points
EBP application assignments	60 points
Case Presentations	10 points

Writing requirement will be met by all of these areas.

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: Introduction to PBL and team-based learning

Week 3-4: Analysis of EBP in clinical assessment/treatment

Week 5-6: Literature review and selection of EBP towards specific clinical cases

Week 7-8: Development of approach to assessment/treatment from EBP for cases

Week 9-10: Implementation of approach in simulated experience

Week 11-12: Collaborate in team-based approach to develop oral and written presentations

Week 13-14: Presentations

Week 15: Development of an advanced case in team approach

Week 16: Presentations of final case