

Eastern Illinois University
NEW/REVISED COURSE PROPOSAL FORMAT

Please check one: ☐ New course ☒ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number:** CDS 5800
2. **Title:** Grand Rounds CDS
3. **Long title, if any:** Grand Rounds in Communication Disorders & Sciences
4. **Class hours per week, lab hours per week, and credit** 2-0-2 [was 3-0-3]
5. **Term(s) to be offered:** ☐ Fall ☐ Spring ☒ Summer ☐ On demand
6. **Initial term of offering:** ☐ Fall ☐ Spring ☒ Summer **Year:** 2014
7. **Course description:** Complex, multi-disorder cases from medical and educational settings are presented for analysis within the context of inter-disciplinary professional education, cross-training, and evolving work environments. Students integrate content from all disorder-specific graduate courses; develop and defend assessment and intervention plans for multi-faceted cases, and respond to case management issues employing evidence-based practice and standards of professional ethics.
8. **Registration restrictions:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses:** None
 - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ☐ Yes ☐ No
 - b. **Prerequisite(s)**
 - **Identify the prerequisite(s),** including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
Graduate degree seeking status in Communication Disorders and Sciences
 - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ☐ Yes ☒ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:
 - c. **Who can waive the prerequisite(s)?**
☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other
 - d. **Co-requisites:** None
 - e. **Repeat status:** ☒ Course may not be repeated.
☐ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

- f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: Course is restricted to students accepted into the Master of Science degree in the College of Sciences, majoring in Communication Disorders & Sciences at the graduate level.
- g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: Undergraduates: non-CDS majors
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] N/A
10. **Grading methods** (check all that apply): ☒ Standard letter ☐ CR/NC ☐ Audit ☐ ABC/NC

Please check any special grading provision that applies to this course: N/A

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

☐ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply: N/A

☐ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. **Instructional delivery method:** (Check all that apply.)

☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad
☐ Internet ☐ hybrid ☐ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

1. Students will demonstrate critical thinking and independent problem solving through performance-based activities for given patient cases. (*depth of content knowledge, effective critical thinking and problem solving, effective oral and written communication, advanced scholarship through research or creative thinking*)
2. Students will collect and interpret case history information for given patient cases. (*depth of content knowledge, effective critical thinking and problem solving, effective oral and written communication, advanced scholarship through research or creative thinking*)
3. Students will design, select, and interpret formal and informal evaluation tools for given patient cases. (*depth of content knowledge, effective critical thinking and problem solving, effective oral and written communication, advanced scholarship through research or creative thinking*)

4. Students will compile evaluation information to generate appropriate diagnosis, recommendations and referrals for given patient cases. (*depth of content knowledge, effective critical thinking and problem solving, effective oral and written communication, advanced scholarship through research or creative thinking*)
5. Students will identify research principles and their application to evidence-based practice for given patient cases. (*depth of content knowledge, effective critical thinking and problem solving, effective oral and written communication, advanced scholarship through research or creative thinking*)
6. Students will integrate and apply knowledge of collaboration with interdisciplinary professionals as they impact case management and decision-making. (*depth of content knowledge, effective critical thinking and problem solving, effective oral and written communication, advanced scholarship through research or creative thinking*)

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

Course Learning Objectives	EI/ Preschool Project	School Age Project	Acquired/ Adult Acute Project	Acquired/ Adult Rehab Project	Exam
Demonstrate critical thinking and independent problem solving through performance-based activities for given patient cases	X	X	X	X	X
Collect and interpret case history information for given patient cases	X	X	X	X	X
Design, select, and interpret formal and informal evaluation tools for given patient cases.	X	X	X	X	X
Compile evaluation information to generate appropriate diagnosis, recommendations and referrals for given patient cases.	X	X	X	X	X
Identify research principles and their application to evidence-based practice for given patient cases.	X	X	X	X	
Integrate and apply knowledge of collaboration with interdisciplinary professionals as they impact case management and decision-making	X	X	X	X	
Graduate School Learning Objectives	EI/ Preschool Project	School Age Project	Acquired/ Adult Acute Project	Acquired/ Adult Rehab Project	Exam
<i>Depth of Content Knowledge</i>	X	X	X	X	X
<i>Effective Critical Thinking and Problem Solving</i>	X	X	X	X	X
<i>Effective Oral and Written Communication</i>	X	X	X	X	
<i>Advanced Scholarship through Research or Creative Activity</i>	X	X	X	X	

3. Explain how the instructor will determine students' grades for the course:

EI/Preschool Project	50 points	<u>Grading Scale</u>		
School-Age Project	50 points	270-300 points	90-100%	A
Acquired/Adult Acute Care Project	50 points	240-269 points	80-89%	B
Acquired/Adult Rehabilitation Project	50 points	210-239 points	70-79%	C
Final Exam	<u>100 points</u>	180-209 points	60-69%	D
		0-179 points	Below 59%	F
Total Points Available	300 points			

4. **For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
This class will not be technology delivered
5. **For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. N/A**
6. **If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.) N/A**

PART III: OUTLINE OF THE COURSE (2-0-2)

The following outline will be used for each case area*:

- A. Implications of the inter-disciplinary educational or medical work environment upon case management and clinical decision-making for complex, multi-disorder cases.
- B. Presentation of cases with discussion and analysis of relevant background information and disorder area(s).
- C. Performance-based skill activities to address assessment and intervention planning, requiring critical thinking and the application of content/knowledge and evidence-based practice.
- D. Student-directed discussions, summaries, or other interactions to elicit professional oral and written communication, and critical thinking skills.
- E. Faculty summary and feedback to guide resolution of case management and decision-making processes.

* Students will be expected to review previous course content information in preparation for cases.

Week of Term	Course Content	Projects/Assignments
Week 1	Infant Toddler Cases	
Week 2	Preschool Cases	Preschool Project
Week 3	School-Age Cases	School Age Project
Week 4	Acquired/Adult Acute Cases	Adult Acute Care Project
Week 5	Acquired/ Adult Acute and Rehab Cases	Adult Rehab Project
Week 6	Acquired/Adult Rehab Cases	Final Exam

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

The course is designed to foster refined critical thinking, independent problem-solving, and professional communication skills. Students must demonstrate readiness to work as a part of a team with other disciplines in off-campus medical and educational practicum experiences. The course has been reduced by one credit hour to accommodate new, required graduate courses.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

This is a graduate level capstone course, taken after the completion of disorder-specific graduate courses and clinical practicum, and prior to off-campus medical and educational semester-long internships.

- 3. If the course is similar to an existing course or courses, justify its development and offering.**
N/A

4. Impact on Program(s):

Course is a core requirement for all candidates in the Master of Science degree program majoring in Communication Disorders and Sciences.

PART V: IMPLEMENTATION

- 1. Faculty member(s) to whom the course may be assigned:** Initially be team taught by Jill Fahy and Lynn Calvert; may be assigned to other qualified faculty.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

- 2. Additional costs to students:** None

- 3. Text and supplementary materials to be used (Include publication dates):**

Supplementary materials will be provided electronically through the online course management system.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: August 13, 2013

Date approved by the college curriculum committee: August 30, 2013

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

Date approved by CAA: N/A **CGS:**