Prerequisites: Admission into the SLP graduate program; grade of C or better in SPSY 5331

I. Course Description: This course provides students with an opportunity to develop critical thinking, scholarly writing skills, and research abilities while developing their CAPSTONE proposals. Students will develop and submit an acceptable research/project proposal by the end of the course.

Course Justification: SPHS 5109 "CAPSTONE Proposal" (1 credit hour) is required for all students in the Speech-Language Pathology graduate program. This course follows a hybrid format in which we will replace half of the time we would normally spend together in class with thoughtful exchanges online. In our class sessions, we will spend the majority of our time considering more difficult concepts and learning necessary skills. In-class and out-of-class requirements are as follows:

- **In-class time (1 hour weekly):** We will have one 50-minute class each week in which we will focus on the development of your research proposal, including the submission and approval from the IRB. You will also complete brief quizzes and other assessments during the sessions.
- **In-class replacement time (1 hour sessions throughout the semester):** Instead of listening to me lecture for 50 minutes each week, you will read, watch, and/or listen to content on your own time in preparation for our time together.
- **Out-of-class time (~5 hours weekly):** Outside of class, expect to complete additional readings, trainings, writing assignments, and assessments.

Diversity Statement:
Stephen F. Austin State University
At SFA, our commitment to diversity and inclusion is more than words—it is actions. We believe diversity and inclusion are the keys to promoting more engaged individuals locally and globally. We at SFA are committed to amplifying a campus culture that nurtures belonging and embraces similarities while celebrating that every Lumberjack will be different. Those differences are valued, acknowledged, and supported purposefully. We encompass ground-breaking strategies fostered from our diverse campus while taking a holistic approach to how we function as a university.

James I. Perkins College of Education
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

Program of Communication Sciences and Disorders
The Speech-Language Pathology program embraces a notion that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you.
personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes)

This course reflects the following core values of the College of Education:

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. In the Perkins College of Education, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community.

This course also supports the mission of the Department of Human Services:

The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students’ personal and professional development.

This course also supports the mission of the Speech-Language Pathology Program.

The mission of the Speech-Language Pathology Program is to prepare knowledgeable caring professionals committed to educating the public, properly diagnosing and effectively treating persons with communication and swallowing disorders across the lifespan, thereby improving their quality of life. To meet this mission, the program embraces cultural and linguistic diversity, emphasizes the importance of evidence-based practice, critical thinking skills, interdisciplinary collaboration, ethical principles and continued professional development throughout one’s career.

This course also supports the Core Objectives/Outcomes of the THECB.

- **Critical Thinking Skills**
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills**
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.
- **Empirical and Quantitative Skills**
  - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- **Teamwork**
  - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- **Personal Responsibility**
  - To include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility**
  - To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

This course addresses the following standard(s) of the Council for Clinical Certification of the American Speech-Language-Hearing Association:

- **Standard I:** Degree
- **Standard II:** Education Program
- **Standard III:** Program of Study
Standard IV: Knowledge of Outcomes
Standard V: Skills Outcomes
Standard VI: Assessment
Standard VII: Speech-Language Pathology Clinical Fellow
Standard VIII: Maintenance of Certification

Standard IV-E. The applicant must demonstrate knowledge of standards of ethical conduct.

Standard IV-F. The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Program Learning Outcomes (PLO): This course supports the Speech-Language Pathology Program Learning Outcomes (PLO) I and III. These competencies are measured by successful completion of all course requirements, including examinations, group discussion and activities, written assignments, and quizzes:

I. Students will recognize and articulate the foundational skills related to communication and its disorders.
II. Students will analyze, interpret, and synthesize clinical findings in the management of speech disorders.
III. Students will analyze, interpret, and synthesize clinical findings in the management of language disorders.
IV. Students will analyze, interpret, and synthesize clinical findings in the management of swallowing disorders (Dysphagia).
V. Students will analyze, interpret, and synthesize clinical findings in the management of hearing disorders.
VI. Students will integrate research principles and processes into planning Capstone projects and in clinical practice.

Student Learning Outcomes (SLO): At the end of this course, students will demonstrate, by performance on examinations, projects/presentations, class discussion, and interactive group activities an understanding of the following:

1. The students will demonstrate understanding of various models of successful research in the field of Speech-Language Pathology.
2. The student will demonstrate critical thinking skills in the review and critique of literature.
3. The student will demonstrate enhanced technical writing skills in the completion of the CAPSTONE proposal.
4. The student will demonstrate enhanced ability to make effective use of feedback in scholarship activity and knowledge of the process of publication.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
A. CITI Training: Students must provide documentation of completion and 80% passing score of the online Collaborative Institutional Training Initiative (CITI) (http://www.citiprogram.org/) on the Office of Research and Sponsored Programs Website. The date of the passing score/documentation should occur within the semester of enrollment in SPSY 5331 or SPSH 5109. List of the courses required is at the end of syllabus.
B. CAPSTONE Assignments: Students may work in pairs on the CAPSTONE project or individually. No more than two students per group will be accepted.
   a. You will work with your faculty mentor in the identification of a content area that will guide the review of literature.
   b. You will submit a problem statement
   c. You will complete a comprehensive review of the literature that results in an overview of the literature that establishes a clearly defined rationale for the study leading to the development of a focused research question.
   d. You will submit well developed problem-based, research question(s).
   e. Work with your faculty mentor in the development and successful approval of your project from Stephen F. Austin State University’s Institutional Review Board (IRB).
   f. Work with your faculty mentor in the development of the CAPSTONE proposal, including the introduction (lit review) and methods
   g. You will present the final proposal to the class on the scheduled day of the final exam.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITI Training (completion of 80% or better)</td>
<td>25</td>
<td>A = 269 – 300</td>
</tr>
<tr>
<td>Problem Statement and Research Question</td>
<td>15</td>
<td>B = 239 – 268</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C = 209 – 238</td>
</tr>
</tbody>
</table>
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/12</td>
<td>CAPSTONE Introduction (Brightspace)</td>
<td>Chapter 1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/19</td>
<td>CAPSTONE Topic Search</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1/26</td>
<td>The Writing Process (class)</td>
<td>Chapter 14</td>
<td>Submission of CAPSTONE topic ()</td>
</tr>
<tr>
<td>4</td>
<td>2/2</td>
<td>Problem Statements Writing Research Questions (class)</td>
<td></td>
<td>Problem Statement/Research Questions Due (2/12)</td>
</tr>
<tr>
<td>5</td>
<td>2/9</td>
<td>Research Ethics and IRB Process (class)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2/16</td>
<td>Work on IRB Application</td>
<td>Complete CITI training</td>
<td>CITI Training receipt Due</td>
</tr>
<tr>
<td>7</td>
<td>2/23</td>
<td>APA Style (class)</td>
<td></td>
<td>Finish and submit IRB application (to me)</td>
</tr>
<tr>
<td>8</td>
<td>3/2</td>
<td>Writing and Presenting Research (class)</td>
<td></td>
<td>APA Assignment due (3/5)</td>
</tr>
<tr>
<td>9</td>
<td>3/9</td>
<td>** SPRING BREAK**</td>
<td></td>
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<tr>
<td>10</td>
<td>3/16</td>
<td>Writing the Introduction and Literature Review (class)</td>
<td>Chapter 2 &amp; 10</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>3/23</td>
<td>Article Presentations and Discussions (class)</td>
<td>Prepare to discuss and present one article in class</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>3/30</td>
<td>No class: Finish writing Introduction</td>
<td></td>
<td>Introduction Due (4/2)</td>
</tr>
<tr>
<td>13</td>
<td>4/6</td>
<td>Methods (class)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>4/13</td>
<td>No class: Finish Writing Methods</td>
<td>Chapter 11</td>
<td>Methods Due (4/16)</td>
</tr>
<tr>
<td>15</td>
<td>4/20</td>
<td>Discuss Final Presentations (class)</td>
<td></td>
<td></td>
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<tr>
<td>16</td>
<td>4/27</td>
<td>Prepare Final Presentations</td>
<td></td>
<td>Submit Introduction and Methods with corrections (4/30)</td>
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<tr>
<td>17</td>
<td>5/4</td>
<td>CAPSTONE Proposal Presentations (class)</td>
<td></td>
<td></td>
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</tbody>
</table>

VI. Readings:

Required:

VI. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses (the teaching itself and the content/assignments) taken within the PCOE. Evaluation data is used for a variety of important purposes including: (1) Course and program improvement, planning, and accreditation; (2) Instruction evaluation purposes; and (3) Making decisions on faculty (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and summarized data will not be available to the instructor until after final grades are posted.

I. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports (including the first 12-day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Documentation must be provided for any absences. In such instances, it is the responsibility of the clinician to provide documentation as soon as possible. Do not wait for the instructor to request such documents. Any student with no more than one absence throughout the semester will receive five points added to their total points at the end of the semester. Late assignments will not be accepted unless permission is granted from instructor.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) falsifying or inventing any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as one’s own work when it is at least partly the work of another person; (2)
submitting a work that has been purchased or otherwise obtained from the internet or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**
Upon the request from student to the instructor of record and at the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH may be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**Student Code of Conduct: Policy 10.4**
Disorderly conduct including but not limited to: (a) disruption or interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with university resources without prior approval from university officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct. More information on Student Code of Conduct can be found at [https://www.sfasu.edu/docs/board-regents/student-code-of-conduct-10.4.pdf](https://www.sfasu.edu/docs/board-regents/student-code-of-conduct-10.4.pdf)

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services
[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
Human Services Room 202
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

**Additional Information:**
Restriction of Audio or Visual Recording, Reproduction, and Distribution of Online Content in Courses (Adapted from the University of Denver)

At Stephen F. Austin State University, we value and strive to protect the intellectual property of our faculty. We also value and strive to safeguard the privacy of all our students. To this end, students may not record, reproduce, screenshot, photograph, or distribute any video, audio, or visual content from a course without the express written permission of the faculty of record. This restriction includes but is not limited to:

- Pre-recorded and live lectures
- Live discussions
- Discussion boards
- Simulations
- Posted course materials
- Faculty feedback forms
- Visual materials that accompany lectures/discussions, such as slides
- Virtual whiteboard notes/equations, etc.

If we engage in online learning as an academic community, it is imperative to be respectful of your peers and instructor(s). Keep in mind that if any student is identifiable in an online class recording, this may constitute a violation of the educational record protections provided under the Federal Educational Rights and Privacy Act (FERPA).

Students who violate this policy may be reported to the Office of Community Standards and subject to both legal sanctions for violations of copyright law and disciplinary action.

Certification/Licensing Requirements in Texas

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public-school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the PRAXIS exam (additional information available at https://www.ets.org/praxis/site/test-takers/register.html). YOU must provide legal documentation to be allowed to take this mandated examination that is related to ASHA certification. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Jennifer Fry at 936-468-1092 or Jennifer.Fry@sfasu.edu.

II. Other Relevant Course Information:

Communication for this course will be done in class, through Brightspace, and email. Please check Brightspace and your SFASU email often to get announcements, print out handouts, check your grades, etc. All responses to emails and phone calls will be made within 48 hours, Monday through Friday, from the date of initial contact. If contact is made on the weekend, a response will be delivered on the Monday following the initial contact.