# Course Change Proposal
## Form A

<table>
<thead>
<tr>
<th>Academic Group (College): HHS</th>
<th>Academic Organization (Department): SPHP</th>
<th>Date: 4/22/08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Course Proposal:</td>
<td>Department Chair: Laureen O’Hanlon</td>
<td>Submitted by: Larry Boles</td>
</tr>
<tr>
<td>New ___ Change X____ Deletion ___</td>
<td>For Catalog Copy: Yes X No ___</td>
<td>Semester Effective:</td>
</tr>
<tr>
<td>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No X ___</td>
<td>CCE: Yes ___ No X ___</td>
<td>Fall X Spring ___, 2008 ___</td>
</tr>
</tbody>
</table>

This course replaces experimental course Subject Area (prefix) and Catalog Number (course number):

This Catalog Number (course number) is being replaced:

### Change from:

| Subject Area (prefix) & Catalog No. (course no.): SPHP 250 | Title: Internship Seminar | Units: 3 |

### Change to:

| Subject Area (prefix) & Catalog No. (course no.): SPHP 250 | Title: Seminar in Public School Internship Issues | Units: 3 |

## JUSTIFICATION:

The changes in this course are two-fold: removing the content that included hospital internship placements (this content has not been a part of the course for over a decade), and adding practical applications of articulation (i.e., “speech”) therapy. The latter is described below, in the Expected Learning Outcomes, as item #17: demonstrate skills in developing and administering articulation therapy activities for individuals and groups. The hospital internship students have had the analogous content covered by their on-site supervisors, and will continue as such. The new course description below has the following omitted from the previous description after the word “schools” in the first sentence: “, hospitals, clinics, home health and skilled nursing facilities.”

## NEW COURSE DESCRIPTION:

(Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/acac/univmanual/crslsh.htm - Guidelines for Catalog Course Description)

Assessment, scheduling and conducting language speech and hearing programs in schools. Related issues including scope of practice, managed care, interagency cooperation, and transdisciplinary approaches.

### Note:

- **Prerequisite:** SPHP 228A, 229A, 241S, 242A, 243A, 228B, 229B, 242B, 243B, 228C, 229C, 242C, 243C, 244, 245
- **Enforced at Registration:** Yes X No
- **Corequisite:** SPHP 295B, 295D
- **Enforced at Registration:** Yes X No
- **CAN (California Articulation Number):**
- **Graded:** Letter X Credit/No Credit
- **Instructor Approval Required:** Yes X No
- **Course Classification (e.g., lecture, lab, seminar, discussion):** C2
- **Title for SIS+/CMS (not more than 30 characters):** Public School Intronshp Issues
- **If yes, do they meet together and fulfill the same requirement, and what is the other course:**
- **How Many Times Can This Course be Taken for Credit?** I
- **Can the course be taken for Credit more than once during the same term?** Yes X
FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

Because this is a seminar class, discussion and contributions are main responsibilities of the student. If you are absent, you cannot participate, therefore attendance is important to your final grade.

Methods of assessment: in-class exams (essay, fill-in-the-blank), class presentation of cases, successful completion of public school paperwork, written objectives for children on caseload, demonstration (in class) of therapy activities in group and individual formats.

**For whom is this course being developed?**

- Majors in the Dept X  
- Majors of other Depts  
- Minors in the Dept  
- General Education  
- Other  

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes X No  

If yes, identify program(s): SPHP  

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes X No  

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). none  

**The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.**

**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

<table>
<thead>
<tr>
<th>Signatures:</th>
<th>Date</th>
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<tbody>
<tr>
<td>Department Chair:</td>
<td>5-29-08</td>
</tr>
<tr>
<td>College Dean or Associate Dean:</td>
<td>5-29-08</td>
</tr>
<tr>
<td>CPSP (for school personnel courses ONLY)</td>
<td>CONDITIONAL APPROVAL</td>
</tr>
<tr>
<td>Associate Vice President and Dean for Academic Programs</td>
<td></td>
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</tbody>
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Distribution: Academic Affairs (original), Department Chair and College Dean. Dean’s office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent. 5/27/08
California State University, Sacramento
Department of Speech Pathology and Audiology

Course #: SPHP 250
Title: Seminar School Internships
Room: Phone:
Time: Tues. 300-7:30

Instructor:
Office Hours:

Course Description: Assessment, scheduling and conducting language speech and hearing programs in schools. Related issues including scope of practice, managed care, interagency cooperation, and transdisciplinary approaches.

Course Objectives:
The student will
1. demonstrate awareness of the history of education
2. identify legal issues involved in treatment of clients in the school setting
3. identify the types of language impaired students in the school setting
4. document the relationship between language and speech disorders and academics
5. demonstrate awareness of assessment procedures appropriate for the school age client
6. identify different service delivery models including Response To Intervention (RTI)
7. review augmentative and alternative communication in the school setting
8. demonstrate awareness of current third party payments
9. review service to culturally and linguistically diverse students
10. identify state standards and curriculum approaches in the areas of reading language arts and writing
11. complete forms necessary for certification and licensure
12. demonstrate awareness of service to health impaired students, including service to medicated students
13. demonstrate knowledge of career opportunities
14. practice writing objectives related to academic goals
15. discuss the use of speech language pathology assistants
16. learn different approaches for helping children maintain their behavior
17. demonstrate skills in developing and administering articulation therapy activities for individuals and groups.

Texts:

Grading:
Prompt and Professional Attendance is required. Because this is a seminar class, discussion and contributions are main responsibilities of the student. If you
are absent, you cannot participate, therefore attendance is important to your final grade. Absences must be reported prior to class: to my home phone or cell phone. You will receive one absence per semester without affecting your grade. Each absence thereafter will result in a half grade lower.

Discussion of topics and completion of all assignments (completing quick writes, participating in group presentations, sharing materials as outlined in the time line, preparing a portfolio is expected.

**Completion of letters to Master Clinicians and Directors of Programs is mandatory.** These letters should be proofread by the instructor and will be typed on letterhead provided by the instructor. If you would like to purchase a small gift for your Master Clinician, please feel free to do so.

**Evaluation of Master Clinicians is mandatory.** Refer to the evaluation form in your packet.