**Course Change Proposal**  
**Form A**

<table>
<thead>
<tr>
<th>Academic Group (college):</th>
<th>Academic Organization (Department):</th>
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<tbody>
<tr>
<td>College of Health &amp; Human Services</td>
<td>Speech Pathology &amp; Audiology</td>
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<table>
<thead>
<tr>
<th>Type of Course Proposal:</th>
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<tbody>
<tr>
<td>New __ Change X __ Deletion __</td>
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<tr>
<th>Department Chair:</th>
<th>Submitted by:</th>
<th></th>
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<tbody>
<tr>
<td>Laureen O'Hanlon</td>
<td>Laureen O'Hanlon</td>
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<tr>
<th>Does this course fulfill a requirement for single-subject or multiple subject credential students?</th>
<th>For Catalog Copy:</th>
<th>Semester Effective:</th>
<th></th>
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<tbody>
<tr>
<td>Yes ___ No ___</td>
<td>Yes <strong>x</strong> No ___</td>
<td>Fall <strong>x</strong> Spring __, 2010 __</td>
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<th>CCE (Extension):</th>
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<tr>
<td>Yes ___ No ___</td>
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This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):  
If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned.  
Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr.  

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<th>Yes ___</th>
<th>No ___</th>
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**Change from:**  
Subject Area (prefix) & Catalog Nbr (course no.): SPHP 123  
Title: Stuttering  
Units: 3

**Change to:**  
Subject Area (prefix) & Catalog Nbr (course no.): SPHP 123  
Title: Voice and Fluency  
Units: 3

**JUSTIFICATION:**  
RE: SPHP 123: Stuttering to SPHP Voice and Fluency  
We are shifting and slightly reducing course content specifically related to stuttering. Three units solely devoted to stuttering are more than deemed necessary and the faculty has decided to combine this course with some material previously in SPHP 127 Voice Disorders. Overall this change will reduce the undergraduate program units required by 1 unit because SPHP 127 is reducing from 4 to 3 units with a corresponding 1 unit reduction in WTU instructional costs.

**NEW COURSE DESCRIPTION:** (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/umanual/acad.htm - Guidelines for Catalog Course Description)  

**Note:**  
Prerequisite: SPHP 111 and 110  
Enforced at Registration: Yes __x__ No ___  
Corequisite:  
Enforced at Registration: Yes ___ No __x__ |  |
| Graded: Letter ___x__ Credit/No Credit ___ | Instructor Approval Required? Yes ___ No __x__ |

Course Classification (e.g., lecture, lab, seminar, discussion):  
Seminar  
Title for CMS (not more than 30 characters)  
Voice and Fluency  
Cross Listed?  
Yes ___ No __x__  
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?  once
Can the course be taken for Credit more than once during the same term? Yes ___  No  __x__
FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: “Students will be able to: 1), 2), etc.” See the example at http://www.csus.edu/acaf/example.htm

KASA (Knowledge And Skills Acquisition) Standards addressed:

**III-A: Demonstrate knowledge of the principles of:**

- **Biological sciences**

Students will demonstrate knowledge of:

1. Cellular processes in vocal fold histology, laryngeal hydration, and hormonal fluctuations that affect the voice.
2. Cellular processes of respiration.

**III-B: Demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.**

Students will demonstrate knowledge of:

1. Origin and insertion of muscles that affect respiration, phonation, and resonance.
2. Places and spaces in the larynx that are important to swallowing disorders and voice production.
3. Neurological bases of normal respiration, phonation, resonance, and fluency, as well as neurological deficits that affect them.
5. Development of confirmed or chronic stuttering.

**III-C: Demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.**

Students will demonstrate knowledge of:

1. Social aspects of communication involving voice and fluency disorders.
2. Acoustic measurements and perceptual correlates of voice disorders.
4. Characteristics of normally disfluent and stuttered speech.
5. Etiological subgroups in fluency disorders (e.g., developmental stuttering, neurogenic stuttering).
6. Differentiating among a number of perspectives on etiology and development of stuttering.
7. Stuttering in the context of co-occurring phonological and language disorders.
8. Current findings in the voice and fluency literatures.

**III-D: Possess knowledge of the principles and methods of prevention, assessment and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.**

Students will demonstrate knowledge of:

1. Diagnostic processes using instrumentation and other procedures for voice assessment.
2. Vocal hygiene, behavioral, symptomatic, and other voice treatment procedures.
4. Ethical considerations for treatment of voice disorders.
5. Ethical considerations for treatment of stuttering.
7. Collaboration with family and other professionals in delivery of service.

**IV-G: Complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes (in addition to clinical experiences, skills may be demonstrated through successful performance on academic course work and examinations, independent projects, or other appropriate alternative methods):**

**Evaluation: Standards 1a-1g**

**Intervention: Standards 2a-2g**

**Interaction and Personal Qualities: Standards 3a-3d**

Students will:

1. Transcribe and classify disfluent speech according to various classification systems (e.g., core and accessory).
2. Identify affective, behavioral and cognitive aspects of fluency disorders.
3. Develop case history formats for clients across the life span that reflect theoretical foundations and an understanding of the nature of fluency disorders.
5. Differentiate between intervention approaches for prevention of chronic stuttering and direct treatment of existing stuttering.
6. Identify characteristics, strengths and weaknesses of various common approaches to fluency treatment (e.g., stuttering modification, fluency shaping, intensive, traditional).

**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:

**ASSESSMENT:**

Student learning outcomes will be assessed with the following assessment strategies:

**EVALUATION:**
1. 4 written examinations 400 pts.
   a. Examinations will consist of short answers, fill-in-the-blank, brief description, matching, multiple choice questions, and essays.
   Exams will be kept for 2 weeks in my office, then they will be destroyed and discarded.
2. 10 unscheduled quizzes on readings from the Couture and Andrews texts. 100 pts.
   a. Quizzes will consist of 10 questions worth 1 pt. each.
3. 7 assignments: 1 out-of-class assignment and 6 article reviews. 70 pts.

**STUDENT PERFORMANCE CRITERIA:**

EXAMS - There will be four in-class exams, each worth 100 points.

*The final will not be cumulative.*

QUIZZES - There will be 10 unscheduled quizzes worth 10 points each that will cover reading material.

ASSIGNMENTS - The out-of-class assignment must have 10 entries or it is incomplete and will not be accepted. The article reviews must be in the proper format or they will not be accepted. Each assignment is valued at 10 pts.

Final grades will be based on a 570-point total and will be distributed as follows:

570-513 = A  512-456 = B  455-399 = C  398-342 = D  Below 342 = F

Please remember that a minimum GPA of 2.5 is necessary for major classes in order to remain a continuing student in the major.

Any class in the major can only be repeated with a grade of C- or below.

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): Speech Pathology and Audiology

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). 

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.
**Approvers:** 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>6/19/10</td>
</tr>
<tr>
<td>College Dean or Associate Dean:</td>
<td>4/14/10</td>
</tr>
<tr>
<td>CPSP (for school personnel courses ONLY)</td>
<td></td>
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<tr>
<td>Associate Vice President  and Dean for Academic Programs</td>
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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.

9/10/2008
California State University, Sacramento
Speech Pathology and Audiology

Fall Semester, 2010

SPHP 123
Fluency and Voice
Section 1:  
Section 2:

Ann Blanton, Ph.D., CCC-SLP
Office hours:
Office: SH 268
Office phone: (916) 278-6679
blantona@csus.edu

1. Catalog Course Description

Voice – Current concepts regarding anatomy and physiology, etiology, assessment and treatment of hyperfunctional and organic voice disorders.


*The following learning objectives will be covered and assessed through lecture, discussion, recorded examples, homework assignments, in-class projects and examinations.

KASA (Knowledge And Skills Acquisition) Standards addressed:

**III-A: Demonstrate knowledge of the principles of:**

- Biological sciences

Students will demonstrate knowledge of:

3. Cellular processes in vocal fold histology, laryngeal hydration, and hormonal fluctuations that affect the voice.

**III-B: Demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.**

Students will demonstrate knowledge of:

6. Origin and insertion of muscles that affect respiration, phonation, and resonance.
7. Places and spaces in the larynx that are important to swallowing disorders and voice production.
8. Neurological bases of normal respiration, phonation, resonance, and fluency, as well as neurological deficits that affect them.
10. Development of confirmed or chronic stuttering.

**III-C: Demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.**

Students will demonstrate knowledge of:

10. Social aspects of communication involving voice and fluency disorders.
11. Acoustic measurements and perceptual correlates of voice disorders.
13. Characteristics of normally disfluent and stuttered speech.
14. Etiological subgroups in fluency disorders (e.g., developmental stuttering, neurogenic stuttering).
15. Differentiating among a number of perspectives on etiology and development of stuttering.
16. Stuttering in the context of co-occurring phonological and language disorders.
17. Current findings in the voice and fluency literatures.
III-D: Possess knowledge of the principles and methods of prevention, assessment and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

Students will demonstrate knowledge of:

11. Diagnostic processes using instrumentation and other procedures for voice assessment.
12. Vocal hygiene, behavioral, symptomatic, and other voice treatment procedures.
15. Ethical considerations for treatment of stuttering.
17. Collaboration with family and other professionals in delivery of service.

IV-G: Complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes (in addition to clinical experiences, skills may be demonstrated through successful performance on academic course work and examinations, independent projects, or other appropriate alternative methods):

Evaluation: Standards 1a-1g
Intervention: Standards 2a-2g
Interaction and Personal Qualities: Standards 3a-3d

Students will:

7. Transcribe and classify disfluent speech according to various classification systems (e.g., core and accessory).
8. Identify affective, behavioral and cognitive aspects of fluency disorders.
9. Develop case history formats for clients across the life span that reflect theoretical foundations and an understanding of the nature of fluency disorders.
10. Compile and present assessment information.
11. Differentiate between intervention approaches for prevention of chronic stuttering and direct treatment of existing stuttering.
12. Identify characteristics, strengths and weaknesses of various common approaches to fluency treatment (e.g., stuttering modification, fluency shaping, intensive, traditional).

COURSE REQUIREMENTS:
1. Class attendance and participation
2. Readings as assigned
3. Quizzes
4. Four written examinations
5. Six current article assignments, three each in fluency and voice, and one out-of-class assignment.
6. Clickers

EXPECTATIONS:

Students are expected to attend class regularly and to be prepared to participate in class discussions. There is no specific attendance requirement, however quizzes will be given on an unscheduled basis. When one reading assignment has been quizzed, know that you are then liable to have a quiz on the next one listed in the syllabus. Assignments and exams must be turned in or taken on the scheduled dates and times. No special circumstances will be allowed for rescheduling or make-ups. If you are absent from class, you are responsible for all material covered.

Cell phones are to be turned off throughout the class period. Students are expected to conduct themselves in a manner that demonstrates respect for others, democratic values, understanding of an appropriate social contract, and respect for diversity. Academic dishonesty of any kind will not be tolerated and will be dealt with under established University policy.

EVALUATION:

1. 4 written examinations
   a. Examinations will consist of short answers, fill-in-the-blank, brief description, matching, multiple choice questions, and essays. Exams will be kept for 2 weeks in my office, then they will be destroyed and discarded. 400 pts.
2. 10 unscheduled quizzes on readings from the Conture and Andrews texts. 100 pts.
   a. Quizzes will consist of 10 questions worth 1 pt. each.
3. 7 assignments: 1 out-of-class assignment and 6 article reviews. 70 pts.

STUDENT PERFORMANCE CRITERIA:

EXAMS - There will be four in-class exams, each worth 100 points.
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QUIZZES - There will be 10 unscheduled quizzes worth 10 points each that will cover reading material.

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Final grades will be based on a 570-point total and will be distributed as follows:

570-513 = A  512-456 = B  455-399 = C  398-342 = D  Below 342 = F

Please remember that a minimum GPA of 2.5 is necessary for major classes in order to remain a continuing student in the major.

Any class in the major can only be repeated with a grade of C- or below.

Study until you know the material.

A teacher does not give you a grade, you earn your grade.

The syllabus and outlines of class topics will be posted on SacCT in Course Content. Outlines and other posted information will be removed no earlier than 2 weeks after original posting, but will not remain available on-line indefinitely. Read and/or copy the material when it is posted.

It is recommended that students:

1. Retrieve the outline from SacCT when it is posted.
2. Read the text ahead of class to correlate readings with information that will be presented in lecture to reinforce learning.
3. Outline readings.
4. Take notes in class and later rewrite and organize them using the outline as a guide or rewrite and reorganize them as personally needed for understanding. Be sure that information can be related to other relevant information.
5. The brain is a pattern seeker, thus repetition is a great learning tool. Rewriting and reorganizing your notes and outlines aids in learning with every re-reading of the material.
6. Study in a focused and quiet environment. Recent neurological research indicates that multi-tasking is a myth and results in ‘inferior’ learning, relying on the corpus striatum (habitual learning) rather than the hippocampus (declarative learning). Declarative learning is capable of being manipulated, organized, and applied to unfamiliar situations. Habitual learning, like learning to stir a pot, helps you with stirring other pots but not with critical thinking.
7. E-mail me directly at blanton@csus.edu. I will not use SacCT for communication other than postings in Course Content. I do not check my office phone regularly.