**Course Change Proposal**

**Form A**

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>College of Health &amp; Human Services</th>
<th>Academic Organization (Department):</th>
<th>Speech Pathology &amp; Audiology</th>
<th>Submitted by:</th>
<th>Laureen O’Hanlon</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Course Proposal:</strong></td>
<td></td>
<td>Department Chair:</td>
<td>Laureen O’Hanlon</td>
<td>Semester Effective:</td>
<td></td>
</tr>
<tr>
<td>New ___ Change X ___ Deletion ___</td>
<td></td>
<td>For Catalog Copy:</td>
<td>Yes X No</td>
<td>Fall ___ Spring ___ 2010</td>
<td></td>
</tr>
<tr>
<td>Does this course fulfill a requirement for single-subject or multiple subject credential students?</td>
<td>Yes ___ No ___</td>
<td>CCE (Extension):</td>
<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.

**Change from:**

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title:</th>
<th>Units:</th>
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</thead>
<tbody>
<tr>
<td>SPHP 127</td>
<td>Voice Disorders</td>
<td>4</td>
</tr>
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</table>

**Change to:**

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title: Introduction to Medical Speech Pathology</th>
<th>Units: 3</th>
</tr>
</thead>
</table>

**JUSTIFICATION:**

RE: SPHP 127: Voice Disorders to Introduction to Medical Speech Pathology

We are shifting and slightly reducing course content specifically related to stuttering. We are also responding to our community advisory board requests to increase our medical speech pathology curriculum and expanding introductory level coverage of craniofacial disorders, laryngectomy, tracheostomy and dysphagia. Overall this change will reduce the program units required by 1 unit because SPHP 127 is reducing from 4 to 3 units with a corresponding 1 unit reduction in 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)
Intro Med Speech Pathology
Cross Listed?
Yes ___ No X
If yes, do they meet together and fulfill the same requirement, and what is the other course.
<table>
<thead>
<tr>
<th>How Many Times Can This Course be Taken for Credit?</th>
<th>once</th>
</tr>
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<tbody>
<tr>
<td>Can the course be taken for Credit more than once during the same term?</td>
<td>Yes   No x</td>
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</table>
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

*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:
  1. Embryological and fetal development.
  2. Cellular processes of merging and fusion in embryological development.
  3. Genetic factors in normal and abnormal prenatal development.

**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. Normal and disordered anatomy, physiology, and neurology of swallowing, respiration, phonation, and resonance.
2. Origin and insertion of muscles that affect swallowing, respiration, phonation, and resonance.
3. Swallowing difficulties in the cleft and laryngectomee populations: etiologies, psychological effects on patient and family, necessity of normal feeding and swallowing for oral-motor and sensorineural development in neonates.
4. Long-term implications of swallowing disorders in the cleft and laryngectomy populations.

**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. Hearing and its impact on speech and language for cleft and laryngectomee patients.
2. Importance of impounding oral pressure for consonant articulation and compensatory strategies used by children with velopharyngeal deficits.
3. Dentition and normal articulation for cleft and cancer patients.
4. Cultural implications of cleft in different populations.
5. Psychological implications of laryngectomy and visible cleft defects.
6. Social aspects of communication for cleft and laryngectomees.
7. Cleft lip and/or palate and co-occurring phonological and language disorders.
8. Current findings in the cleft and laryngectomy literatures.
9. Research principles and evidence-based practice for cleft speech and language.

**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 assessment of resonance disorders.
2. Assessment and intervention for laryngectomee speech.
3. Ethical considerations for treatment of cleft disorders.
4. Collaboration with family and other professionals in delivery of service.
5. Understanding patient and clinician factors in treatment for cleft and laryngectomy populations.

**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 demonstrate knowledge of:

1. Team approach to treatment where the team is comprised of other medical professionals, including dentists, orthodontists, plastic surgeons, otolaryngologists and cranio-facial surgeons, who assess and treat patients with cleft disorders or head and neck cancer.
2. Accomplished through outside visits to cleft palate/craniofacial teams, ENTs, head and neck tumor boards, voice clinics, and 49er's Lost Cords Club.

**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:

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 Conture and Andrews texts. 100 pts.
   a. Quizzes will consist of 10 questions worth 1 pt. each.
3. Assignments 30 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 recent reading material.

ASSIGNMENTS - All assignments must be completed and turned in during class on time in the correct form.
Late assignments, those in an incorrect form, or e-mailed assignments will receive no credit.

Final grades will be based on a 530-point total and will be distributed as follows:

530-470 = A  
469-424 = B  
423-371 = C  
370-318 = D  
Below 318 = F

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

A minimum GPA of 2.5 is necessary for major classes.

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.

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 __  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 ___  No _X_

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.

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.

Signatures:  

| Department Chair: | Date |  
|-------------------|------|---|
|                    | 4-19-10 |

<table>
<thead>
<tr>
<th>College Dean or Associate Dean:</th>
<th>Date</th>
</tr>
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<tbody>
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<td>4-19-10</td>
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| CPSP (for school personnel courses ONLY) |  
|----------------------------------------|------|
|                                       |  

| Associate Vice President and Dean for Academic Programs |  
|--------------------------------------------------------|------|
|                                                        |  

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.
1. **Catalog Course Description**

Current concepts regarding anatomy and physiology, etiology, assessment, and treatment of cleft lip and palate, laryngectomy, tracheostomy and dysphagia.


*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:

5. Embryological and fetal development.
6. Cellular processes of merging and fusion in embryological development.
7. Genetic factors in normal and abnormal prenatal development.

**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:

5. Normal and disordered anatomy, physiology, and neurology of swallowing, respiration, phonation, and resonance.
6. Origin and insertion of muscles that affect swallowing, respiration, phonation, and resonance.
7. Swallowing difficulties in the cleft and laryngectomee populations: etiologies, psychological effects on patient and family, necessity of normal feeding and swallowing for oral-motor and sensorineural development in neonates.
8. Long-term implications of swallowing disorders in the cleft and laryngectomy populations.

**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. Hearing and its impact on speech and language for cleft and laryngectomee patients.
11. Importance of impounding oral pressure for consonant articulation and compensatory strategies used by children with velopharyngeal deficits.
12. Dentition and normal articulation for cleft and cancer patients.
13. Cultural implications of cleft in different populations.
15. Social aspects of communication for cleft and laryngectomees.
16. Cleft lip and/or palate and co-occurring phonological and language disorders.
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:

8. Diagnostic processes using instrumentation and other procedures for assessment of resonance disorders.
9. Assessment and intervention for laryngectomy speech.
10. Ethical considerations for treatment of cleft disorders.
11. Collaboration with family and other professionals in delivery of service.
12. Understanding patient and clinician factors in treatment for cleft and laryngectomy populations.
13. Scope of practice and certification for endoscopic evaluations in California.

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

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3. Team approach to treatment where the team is comprised of other medical professionals, including dentists, orthodontists, plastic surgeons, otolaryngologists and cranio-facial surgeons, who assess and treat patients with cleft disorders or head and neck cancer.
4. Accomplished through outside visits to cleft palate/craniofacial teams, ENT’s, head and neck tumor boards, voice clinics, and 49er’s Lost Cords Club.

COURSE REQUIREMENTS:

1. Readings as assigned in texts
2. In-class and homework assignments
3. 10 Quizzes
4. Four written examinations
5. 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.
   b. Exams will be kept for 2 weeks in my office, then they will be destroyed and discarded.
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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 all information can be related to all 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 csus.edu. I will not be using SacCT for communication other than postings in Course Content. I seldom check messages on my phone. That’s why my office number is not listed with other course information.