

Eastern Illinois University  
**REVISED COURSE PROPOSAL**

**Please check one:**      ☐ New course      ☒ Revised course

CGS Agenda Item: 11-05 Effective: Fall 2011
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**PART I: CATALOG DESCRIPTION**

1. **Course prefix and number, such as ART 1000:** CDS 4760
2. **Title (may not exceed 30 characters, including spaces):** Voice Production and Disorders
3. **Long title, if any (may not exceed 100 characters, including spaces):** Voice Production and Disorders
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** ☒ Fall    ☐ Spring    ☐ Summer    ☐ On demand
6. **Initial term of offering:** ☒ Fall    ☐ Spring    ☐ Summer    **Year:** 2011
7. **Course description (not to exceed four lines):** Study of normal anatomy and physiology of voice production and the etiology of and treatment of functional, psychogenic, neurologic, and organic voice disorders.
8. **Registration restrictions:**
  - a. **Identify any equivalent courses:** None
  - b. **Prerequisite(s):** CDS 2500, 2800; Admission to the major or permission of the instructor.
  - c. **Who can waive the prerequisite(s)?**  
☐ No one    ☒ Chair    ☐ Instructor    ☐ Advisor    ☐ Other (Please specify)
  - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one): None
  - e. **Repeat status:**    ☒ Course may not be repeated.  
☐ Course may be repeated to a maximum of \_\_\_\_\_ hours or \_\_\_\_\_ times.
  - f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: CDS majors only
  - g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: NA
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] None
10. **Grading methods** (check all that apply): ☒ Standard letter    ☐ C/NC    ☐ Audit    ☐ ABC/NC
11. **Instructional delivery method:** ☒ lecture    ☐ lab    ☐ lecture/lab combined    ☐ independent study/research  
☐ internship    ☐ performance    ☐ practicum or clinical    ☐ study abroad    ☒ other

**PART II: ASSURANCE OF STUDENT LEARNING**

**1. List the learning objectives of this course:**

Students enrolled in this course will:

1. Identify characteristics and etiologies of normal and disordered voice.
2. Apply knowledge and skills necessary for assessment of voice disorders.
3. Summarize knowledge related to the prevention and intervention of voice disorders.

**b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**

1. Depth of content knowledge. Obj. 1,2,3
2. Effective critical thinking and problem solving. Obj. 1,2,3

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

	Exams (4)	Quizzes over assigned reading (12)	Perceptual/Instrumental voice evaluation (1)	Video Stroboscopy (1)
Identify characteristics and etiologies of normal and disordered voice.	X	X		X
Apply knowledge and skills necessary for assessment of voice disorders.	X		X	X
Summarize knowledge related to the prevention and intervention of voice disorders.	X	X		

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

Exams	60%	A 90%
Quizzes	20%	B 80%
Voice evaluation	10%	C 70%
Stroboscopy	10%	D 60%
		F below 60%

**4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**

- a. **Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:** For technology delivered sections, lectures will be recorded and delivered via WebCT/Elluminate. Both Powerpoint and oral presentations will be available. Online discussion time will be scheduled via Elluminate and the discussion function of WebCT to supplement lecture material. The instructor will maintain office hours for the online graduate cohort.
- b. **Describe how the integrity of student work will be assured:** Integrity of the student's work will be promoted by using timed examinations via WebCT. The examinations will use random question delivery.
- c. **Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):** Email, chat and discussion functions of WebCT will be utilized for instructor/student interactions. Chat rooms will be set up for student/student interactions. The Who's online function will also be used to allow students to access peers in the course.

**5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**

- a. **course objectives;** In addition to the above objectives, the graduate student will be required to compile evaluation information to generate appropriate diagnosis, recommendations, and referrals for voice disorders.
- b. **projects that require application and analysis of the course content;**  
In addition to the above listed course requirements, conduct three additional video stroboscopy procedures and develop a case study consistent with one of the stroboscopic findings.
- c. **separate methods of evaluation for undergraduate and graduate students.** Graduate student points will be distributed in the following manner:

Exams	50%	A 90%
Quizzes	10%	B 80%
Voice evaluation	10%	C 70%
Stroboscopy	15%	D 60%
Case study	15%	F below 60%

**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 \*.) NA**

### **PART III: OUTLINE OF THE COURSE**

3-0-3 course, 30 75 minute class periods over 15 weeks

Weeks 1-2

Normal aspects of voice production

- physics of sound
- anatomy of voice production
- theory of voice production
- voice development across the lifespan

Week 3

Classification of voice disorders

- Functional/muscle tension classification
- organic classification
- psychogenic classification
- neurogenic classification

Week 4

Exam I

Examination and diagnosis of voice disorders

- medical examination
- case history
- observation of the client

Week 5

Examination and diagnosis of voice disorders

- assessment of respiration
- assessment of pitch
- assessment of intensity
- assessment of quality/resonance
- use of perceptual rating scales
- instrumental assessment
- laryngeal visualization techniques

Week 6

## Treatment procedures

- General voice therapy principles

- Voice therapy outline

- Boone's facilitating techniques

- Psychosocial considerations in treatment plans

## Weeks 7-8

### Exam II

Specific procedures for treatment of disorders of:

- pitch

- quality

- intensity

- resonance

- transgender voice treatment

## Week 9

Description and remediation of specific voice disorders

- hypernasality/hyponasality/assimilative nasality

- surgical procedures

- prosthetic devices

## Week 10

Description and treatment of specific voice disorders

- vocal nodules

- polyps

- vocal hygiene

## Week 11

Description and remediation of specific voice disorders

- papilloma

- contact ulcer/granuloma

- hemangioma

- laryngeal web

- vocal fold paralysis

## Week 12

### Exam III

Description and remediation of dysphonia and aphonia

- spastic/spasmodic dysphonia

- functional/conversion aphonia

## Week 13

Laryngeal cancer

- medical treatment of laryngeal cancer

- evaluation of laryngectomy

- evaluation of esophageal voice

- counseling laryngectomy, family

## Week 14

Vocal rehabilitation of laryngectomized patient

- esophageal speech

- artificial larynges

- tracheo-esophageal puncture devices

## Week 15

Voice problems of the aged

Paradoxical vocal fold dysfunction

Final exam during final exam week

## **PART IV: PURPOSE AND NEED**

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

- a. This is an updated version of the current course that exists in the CDS curriculum, adding the technology component.
- b. A section of the course will be technology delivered for those students who are a part of proposed CDS Cohort for speech-language pathologists. The cohort is being developed to address the shortage of speech-language pathologists.

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

This course contains advanced content and is intended for students with a background in anatomy and physiology of voice production. The prerequisites include CDS 2500, 2800, and admission to the major, or permission of the chair. Student enrolled in the cohort will be required to complete the course as part of their graduate program.

### **3. If the course is similar to an existing course or courses, justify its development and offering.**

NA

### **4. Impact on Program(s):**

- a. This is a required course for undergraduate CDS majors.
- b. This is an approved elective for the traditional CDS graduate program and a required course for the CDS graduate cohort program.

## **PART V: IMPLEMENTATION**

### **1. Faculty member(s) to whom the course may be assigned:** Frank Goldacker, or other qualified faculty.

### **2. Additional costs to students:** There are no additional costs for this course.

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

Boone, D. R., McFarlane, S.C., Von Berg, S.L., & Zraick, R. I. (2010). *The voice and voice therapy*. (8<sup>th</sup> ed.). Boston: Pearson Education.

## **PART VI: COMMUNITY COLLEGE TRANSFER**

Community college course will not be judged equivalent to this course.

## **PART VII: APPROVALS**

**Date approved by the department or school:** November 10, 2010

**Date approved by the College of Sciences curriculum committee:** January 14, 2011

**Date approved by CAA:**

**Date approved by CGS:**