

Eastern Illinois University  
**REVISED COURSE PROPOSAL**

CGS Agenda Item: 11-08  
Effective: Fall 2011

Please check one: ☐ New course ☒ Revised course

**PART I: CATALOG DESCRIPTION**

1. **Course prefix and number, such as ART 1000:** CDS 5100
2. **Title (may not exceed 30 characters, including spaces):** Motor Speech Disorders
3. **Long title, if any (may not exceed 100 characters, including spaces):** Motor and Other Organic Speech 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:** 2012
7. **Course description (not to exceed four lines):**

Advanced study of the neuromotor system responsible for speech. Content will include etiology and therapy for dysarthria, childhood and adult apraxia, cerebral palsy and other organic disorders such as cleft palate/velopharyngeal insufficiency, and tracheotomy/ventilator dependency.

8. **Registration restrictions:**

a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course). N/A

b. **Prerequisite(s)** Graduate degree seeking status in Communication Disorders and Sciences

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:  
Graduate degree-seeking status in Communication Disorders and Science

g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:

Undergraduates and non CDS majors

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] N/A

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 student learning objectives of this course:**

Students enrolled in this course will:

1. Describe the neurological basis of communication and swallowing.
2. Compare and contrast the characteristics and etiologies of normal and disordered articulation/phonology.
3. Summarize knowledge and skills necessary for assessment of articulation/phonological disorders.
4. Explain knowledge and skills related to the prevention and intervention of articulation/phonological disorders.
5. Compare and contrast characteristics and etiologies of normal and disordered voice and resonance.
6. Explain knowledge and skills necessary for assessment of voice and resonance disorders.
7. Summarize knowledge and skills related to the prevention and intervention of voice and resonance disorders.
8. Demonstrate independent learning strategies, critical thinking, and problem solving skills.

a. This is not a general education course

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, 4, 5, 7
2. Effective critical thinking and problem solving Obj. 3, 6, 8
3. Effective oral and written communication Obj. 1,2, 3, 5, 6

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

	Exam #1 Neuro/Definitions	Exam #2 Assess Acquired	Exam #3 Treat Acquired	Exam #4 Assess Pediatric	Final Exam Pediatric Tx & Cum	Quizzes and Brief Assignments
The student will describe the neurological basis of communication and swallowing.	*			*		*
The student will describe characteristics and etiologies of normal and disordered articulation/phonology.	*	*		*		*
The student will demonstrate knowledge and skills necessary for assessment of artic/phonological disorders.		*		*		*
The student will demonstrate knowledge and skills related to the prevention and intervention of articulation/phonological disorders.			*		*	*
The student will describe characteristics and etiologies	*	*		*	*	*

of normal and disordered voice and resonance.						
The student will describe knowledge and skills necessary for assessment of voice and resonance disorders.		*		*		*
The student will describe knowledge and skills related to the prevention and intervention of voice and resonance disorders.			*		*	*
The student will evidence independent learning strategies, critical thinking, and problem solving skills.	*	*	*	*	*	*

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

Exams 1, 2, 3, 4 – 15% each	60% of final grade
Final Exam	20% of final grade
Quizzes and Assignments	20% of final grade

**Grade Computation**

- A (90-100%)
- B (80-89%)
- C (70-79%)
- D (60-69%)
- F (59% and below)

**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:** Students will be able to view recorded class lectures at their convenience. Students will be required to reflect on their learning and post comments/questions regarding the recorded lectures on an electronic discussion board. A weekly verbal discussion of course topics will be held using Elluminate or other web-conferencing software. Quizzes, exams, and assignments will be submitted electronically through course management software such as WebCT. Feedback will be provided through email, electronic editorial comments, and in the weekly verbal discussion period.
- b. Describe how the integrity of student work will be assured:** Exams and quizzes will be given with a time limit. Most questions require short answers, so authenticity of responses can be evaluated. Papers can be assessed for integrity using the Turn-It-In program.
- 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.):** Students will be required to listen to streamed recorded lectures via WebCT. Discussions of lecture material will occur in writing on the discussion board and verbally in a weekly discussion period using web-conferencing software such as Elluminate. Chat rooms in WebCT and breakout rooms in Elluminate may be used to facilitate peer discussions and projects. The professor will be available for electronic office hours using Skype and email for verbal or written questions/discussion.

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

N/A

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 \*.) N/A

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

#### **UNIT 1 Weeks 1-3- Background Neurology/Motor Control and Overview of Disorders**

- A. Basic neurology of central and peripheral nervous systems
- B. Normal speech motor production
- C. Characteristics of acquired motor speech disorders (hypokinetic dysarthria, hyperkinetic dysarthria, ataxic dysarthria, spastic dysarthria, flaccid dysarthria, unilateral upper motor neuron dysarthria, acquired apraxia)
- D. Neuropathology/etiology information related to acquired motor speech disorders

#### **UNIT 2 Weeks 4-7- Assessment of Acquired Motor Speech Disorders**

- A. Patient interview and medical chart review (look for indications of neuropathologies/etiologies, motor deficits, medication/treatment, common patient complaints)
- B. Published assessments and informal evaluation of speech production systems (respiration, phonation, articulation, resonance, prosody)
- C. Distinguishing speech characteristics related to the six dysarthrias and apraxia of speech
- D. Differential diagnosis, probing for stimulability and treatment planning for stable versus progressive disorders

#### **UNIT 3- Weeks 8-10- Treatment of Acquired Motor Speech and other Acquired Organic Speech Disorders**

- A. Treatment for the acquired dysarthrias – Behavioral systems approach to improve speech (respiration, phonation, articulation, resonance prosody); communication strategies/increasing comprehensibility;
- B. Treatment for the acquired dysarthrias – Medical and prosthetic options
- C. Oral communication for tracheotomy and ventilator dependent patients
- D. Treatment for Acquired Apraxia

#### **UNIT 4 – Weeks 11-13-The Nature and Assessment of Organic Pediatric Speech Disorders**

- A. Overview of normal neurological, speech and motor development
- B. Recognizing characteristics of organic and functional pediatric speech disorders (childhood apraxia, childhood dysarthrias/cerebral palsy, cleft palate/velopharyngeal insufficiency)
- C. Assessment of pediatric speech disorders (standardized speech assessments, special instruments for suspected apraxia or dysarthria, speech sample measures, oral mechanism exam)

#### **Unit 5- Weeks 14-15 Treatment of Organic Pediatric Speech Disorders**

- A. Treatment for developmental apraxia
- B. Treatment for left palate/velopharyngeal insufficiency
- C. Treatment for childhood dysarthrias/cerebral palsy

### **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 is intended to prepare students to meet the challenges necessary to evaluate and treat unique motor speech symptoms seen in children and adults. It is intended to be a required course for all graduate students and is needed because management of motor speech and other organic speech disorders comprises a portion of caseloads for internship students and practicing speech-language pathologists in a range of settings. Courses at the undergraduate level in developmental speech disorders and neurology provide foundational knowledge for this graduate level course.

3. **If the course is similar to an existing course or courses, justify its development and offering.**
  - a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
  - b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

This course is not similar to any existing courses in the department or university.

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

This course is a core course for all CDS graduate students.

## **PART V: IMPLEMENTATION**

**1. Faculty member(s) to whom the course may be assigned:**

Initially this course will initially be assigned to Rebecca Throneburg.

**2. Additional costs to students: None**

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

*Motor Speech Disorders: Substrates, Differential Diagnosis, and Management*, 2<sup>nd</sup> Edition (2005). Joseph R. Duffy, author; Elsevier Mosby, publisher

*Clinical Management of Motor Speech Disorders in Children*. (1999). Anthony J. Caruso and Edythe A. Strand, authors. Thieme, publisher.

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

Not applicable.

## **PART VII: APPROVALS**

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

**Date approved by the college curriculum committee: January 14, 2011**

**Date approved by CGS:**