

Eastern Illinois University
REVISED COURSE PROPOSAL

Please check one: ☐ New course ☒ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** CDS 5150
2. **Title (may not exceed 30 characters, including spaces):** Fluency Disorders
3. **Long title, if any (may not exceed 100 characters, including spaces):** Fluency Disorders
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 2-0-2 [was 3-0-3]
5. **Term(s) to be offered:** ☐ Fall ☐ Spring ☒ Summer ☐ On demand
6. **Initial term of offering:** ☐ Fall ☐ Spring ☒ Summer **Year:** 2014
7. **Course description (not to exceed four lines):**

Prominent etiological theories of fluency disorders and the development of stuttering are surveyed. Evaluation procedures and treatment strategies for fluency disorders are studied.

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

Please check any special grading provision that applies to this course:

☐ The grade for this course will not count in a student's grade point average.

☐ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

- ☐ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).
- ☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. Instructional delivery method: (Check all that apply.)

- ☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad
☒ Internet ☐ hybrid ☐ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

Students will:

1. Describe characteristics and etiologies of normal and disordered fluency.
2. Evaluate fluency disorders by selecting evaluation procedures, scoring formal and informal assessments, and analyzing and interpreting results.
3. Compare and contrast fluency treatment approaches.
4. Select and provide rationale for choosing various treatment procedures for individual stuttering cases.

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
2. Effective critical thinking and problem solving Obj. 2,3,4
3. Effective oral and written communication Obj. 4
4. Advanced scholarship through research or creative activity Obj. 2,3

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

	Midterm Exam	Final Exam	Quizzes over readings/ recorded lectures	Brief Assignments	Stuttering Awareness Project	Diagnostic Evaluation and Treatment Plan
Students will describe characteristics and etiologies of normal and disordered fluency	*		*	*	*	
Students will evaluate fluency disorders by selecting evaluation	*	*	*	*		*

procedures, scoring formal and informal assessments, and analyzing and interpreting results						
Students will compare and contrast fluency treatment approaches; select and give rationale for choosing various treatment procedures for individual stuttering cases		*	*	*		*
Select and give rationale for choosing various treatment procedures for individual stuttering cases		*	*	*		*

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

Midterm Exam	20% of final grade
Final Exam	25% of final grade
Quizzes and Brief Assignments	20% of final grade
Stuttering Awareness Project	15% of final grade
Diagnostic Evaluation and Treatment Plan	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. Verbal discussion of course topics will be held using web-conferencing software. Quizzes, exams, and assignments will be submitted electronically through course management software. Feedback will be provided through email, electronic editorial comments, and in the 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 plagiarism software.
 - 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 course management software (e.g. D2L). Discussions of lecture material will occur synchronously in a verbal discussion period using web-conferencing software such as Eluminate. Breakout rooms may be used to facilitate peer discussions and projects. The professor will be available for electronic office hours using web conferencing software 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

Course will meet for the equivalent of 30 hours per semester

UNIT 1 Background Information on the Nature of Fluency Disorders

- A. Definitions and historical perspective of fluency disorders
- B. Overt stuttering behaviors (core behaviors, variability, secondary characteristics, avoidance behaviors) and covert stuttering behaviors (word fears, situation fears, negative emotion)
- C. Incidence and prevalence of fluency disorders
- D. Feelings and attitudes about fluency disorders
- E. Constitutional (genetic, sensory-motor, language, emotional), environmental, and learning factors in stuttering
- F. Onset and development of stuttering

UNIT 2 Assessment and Treatment of Preschool Children who Stutter

- A. Assessment of stuttering behavior, speaking rate, feelings/attitudes, other speech-language skills
- B. Diagnosis of young children: normal disfluency vs stuttering
- C. Fluency shaping treatment (e.g. speaking rate, pause time)
- D. Stuttering modification treatment
- E. Counseling and involving parents

UNIT 3 Assessment and Treatment of School-Age Children who Stutter

- A. Formal and informal assessment
- B. Treatment: Educating about stuttering and speech production mechanism
- C. Treatment: Exploring core behaviors, secondary behaviors, and feelings
- D. Treatment: Teaching fluency skills (flexible rate, easy onset, light contacts) and stuttering modification
- E. Counseling to reduce fear and avoidance, coping with teasing, being open about stuttering
- F. Educating parents and classroom teachers

UNIT 4 Assessment and Treatment of Adolescents and Adults who Stutter

- A. Formal and informal assessment
- B. Behavioral, cognitive, and emotional characteristics of stuttering in adolescents and adults
- C. Components of advanced stuttering that may be learned
- D. Treatment: Exploring stuttering and using voluntary stuttering
- E. Treatment: Controlled fluency
- F. Counseling: accepting responsibility for change, realistic expectations
- F. Transfer and maintenance of skills: Hierarchy of practice and teaching clients to be their own clinicians
- G. Other approaches such as pharmacological and assistive devices

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 delivered option and reducing the credit hours from three to two. The hours are being

reduced as part of a restructuring of the graduate program to allow time in the graduate curriculum for other required topics such as literacy and voice disorders at the graduate level.

- b. A section of the course will be technology delivered for those students who are a part of the CDS distance education master's degree for 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 fluency disorders in children and adults. It is a core area of competency required for accreditation in speech-language pathology. Courses at the undergraduate level in developmental speech disorders, anatomy, and speech science 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 requirement for all CDS graduate students.

PART V: IMPLEMENTATION

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

Initially this course will be assigned to Rebecca Throneburg. It may be assigned to another qualified instructor.

2. Additional costs to students: None

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

Guitar, B. (2014). *Stuttering: An Integrated Approach to its Nature and Treatment* (4th edition). Philadelphia: Lippincott, Williams & Wilkins.

Dell, C. W. (2000). *Treating the School-Age Child Who Stutters: A Guide for Clinicians* (2nd edition). Memphis: The Stuttering Foundation.

PART VI: COMMUNITY COLLEGE TRANSFER

Not applicable.

PART VII: APPROVALS

Date approved by the department or school: August 13, 2013

Date approved by the college curriculum committee: August 30, 2013

Date approved by CGS: