

**Eastern Illinois University**  
**New/Revised Course Proposal Format**  
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

CGS Agenda Item: 19-14  
Effective Summer 2020

**Banner/Catalog Information (Coversheet)**

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: CDS 5170
3. Short title: Voice Disorders
4. Long title: Voice Production and Disorders
5. Hours per week: ☒ 2\_ Class ☐ Lab ☒ 2\_ Credit
6. Terms: ☐ Fall ☐ Spring ☒ Summer ☐ On demand
7. Initial term: ☐ Fall ☐ Spring ☒ Summer Year: ☒ 2020
8. **Catalog course description:** Study of the normal physiologic process of voice production and resonance and the etiologic bases of voice disorders. Assessment procedures including instrumentation for examination and interpretation of laryngeal structure and function for the purpose of differential diagnosis will be included. Development of treatment plans based on etiology will be addressed.
9. **Course attributes:**  
  
General education component: N/A  
  
☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☐ Writing active
10. **Instructional delivery:**  
**Type of Course:**  
☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research  
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: \_\_\_\_\_  
**Mode(s) of Delivery:**  
☒ Face to Face ☐ Online ☐ Study Abroad  
☐ Hybrid, specify approximate amount of on-line and face-to-face instruction \_\_\_\_\_
11. **Course(s) to be deleted from the catalog once this course is approved:** None
12. **Equivalent course(s):** None
  - a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☐ No
13. **Prerequisite(s):** None
  - a. Can prerequisite be taken concurrently? ☐ Yes ☐ No
  - b. Minimum grade required for the prerequisite course(s)? \_\_\_\_\_
  - c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☒ No

**d. Who may waive prerequisite(s)?**

☐ No one    ☒ Chair    ☐ Instructor    ☐ Advisor    ☐ Other (specify)

**14. Co-requisite(s):**    None

**15. Enrollment restrictions**

**a. Degrees, colleges, majors, levels, classes which may take the course:** Course is restricted to students accepted into the Master of Science program in Communication Disorders and Sciences.

**b. Degrees, colleges, majors, levels, classes which may not take the course:**

**16. Repeat status:** ☒ May not be repeated    ☐ May be repeated once with credit

**17. Enter the limit, if any, on hours which may be applied to a major or minor:** ☐

**18. Grading methods:** ☒ Standard    ☐ CR/NC    ☐ Audit    ☐ ABC/NC

**19. Special grading provisions:**

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

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in:

\_\_\_\_\_

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: \_\_\_\_\_

**20. Additional costs to students:**

Supplemental Materials or Software: n/a

Course Fee ☒ No ☐ Yes, Explain if yes \_\_\_\_\_

**21. Community college transfer:**

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

## **Rationale, Justifications, and Assurances (Part I)**

1.   X   Course is required for the major(s) of: Master of Science in Communication Disorders and Sciences  
       Course is required for the minor(s) of \_\_\_\_\_  
       Course is required for the certificate program(s) of \_\_\_\_\_  
       Course is used as an elective

2. **Rationale for proposal:** Course has been revised in response to the development of a new course which covers aspects of resonance related to cleft palate. This shift in content has allowed this course to further address patients with laryngectomy and tracheostomy, and in turn better prepare students for medical internship demands.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: N/A

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: Course is restricted to students accepted into the Master of Science program in Communication Disorders and Sciences

Writing active, intensive, centered: N/A

4. **General education assurances (answer N/A if not applicable)**

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: N/A

Instruction: N/A

Integrity: N/A

Interaction: N/A

## **Model Syllabus (Part II)**

**1. Course number and title:** CDS 5170 – Voice Production and Disorders

**2. Catalog description:** Study of the normal physiologic process of voice production and resonance and the etiologic bases of voice disorders. Assessment procedures including instrumentation for examination and interpretation of laryngeal structure and function for the purpose of differential diagnosis will be included. Development of treatment plans based on etiology will be addressed.

**3. Learning objectives**

1. Students will summarize the normal physiology of voice production and resonance. (*Depth of content knowledge.*)
2. Students will compare and contrast the structural and functional differences of voice changes across the lifespan. (*Depth of content knowledge; Effective critical thinking and problem solving.*)
3. Students will analyze voice and resonance disorders for classifying as structural, idiopathic, or neurologic. (*Depth of content knowledge; Effective critical thinking and problem solving.*)
4. Students will interpret the signs and symptoms of disorders for the purpose of differential diagnosis. (*Depth of content knowledge; Effective critical thinking and problem solving; Effective oral and written communication.*)
5. Students will implement the appropriate use of instrumentation to examine laryngeal structure and function. (*Depth of content knowledge; Effective critical thinking and problem solving; Advanced scholarship through research or creative activity.*)
6. Students will evaluate the appropriateness of voice treatment techniques for application to voice disorders based on classification. (*Depth of content knowledge; Effective critical thinking and problem solving; Effective oral and written communication.*)

**4. Course materials:**

Required text:

- Boone, D.R., McFarlane, S.C., Von Berg, S.L., & Zraick, R.I. (2014). *The voice and voice therapy* (9th ed.). Boston: Pearson Education.

**5. Weekly outline of content:**

**Weeks 1-2**

- Normal aspects of voice production and resonance
- Review of neuroanatomy of voice production
- Review of theories of voice production
- Physiology of voice production
- Normal voice development

**Week 3**

- Classification of voice disorders
- Organic/structural classification
- Neurogenic classification
- Psychogenic/idiopathic classification
- Functional classification

**Week 4**

- Evaluation and diagnosis of voice disorders and resonance
- Screening for voice disorders
- Medical evaluation of voice disorders
- Assessment, evaluation, and diagnosis of voice disorders by the speech-language pathologist
- Case history
- Observation of the client

**Week 5**

- Evaluation and diagnosis of voice disorders and resonance
- Assessment of respiration, frequency, intensity, quality/resonance
- Voice rating scales
- Voice evaluation instrumentation

#### **Week 6**

- General voice therapy outline
- Boone's voice facilitating techniques

#### **Weeks 7-8**

- Specific procedures for voice therapy
- Pitch/frequency
- Quality
- Intensity/loudness
- Resonance

#### **Mid-term Exam**

#### **Weeks 9**

- Description and treatment of specific voice disorders
- Vocal nodules
- Vocal polyps
- Papilloma, granuloma, hemangioma
- Laryngeal web
- Contact ulcers/granuloma
- Vocal fold paralysis

#### **Week 10**

- Description and treatment of specific voice disorders
- Spasmodic dysphonia
- Psychogenic dysphonia/aphonia
- Transgender voice modification
- Delivery of service considerations in both culturally and linguistically diverse populations

#### **Week 11-12**

- Evaluation and diagnosis of voice disorders in patients with a tracheotomy
- Anatomical changes related to tracheotomy and voicing
- Tracheotomy voice evaluation and treatment
- Speaking valves and voicing

#### **Week 13**

- Laryngeal cancer
- Medical treatment of laryngeal cancer
- Evaluation of laryngectomy
- Counseling laryngectomy patients & family

#### **Week 14**

- Remediation of laryngectomized patient
- Esophageal speech
- Artificial larynges
- Tracheo-esophageal puncture devices

#### **Week 15**

- Management of the professional voice
- The aging voice

#### **Week 16**

- **Final exam**

## **6. Assignments and evaluation, including weights for final course grade.**

Exams (2)	66%
Voice evaluation with instrumentation & written/oral treatment project	17%
Quizzes (15)	17%

### 7. Grading scale.

Final grades are assigned from the cumulative point total according to the following scale.

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

### 8. Correlation of learning objectives to assignments and evaluation.

Course Learning Objectives	Exams (2)	Quizzes (15)	Voice Eval / Therapy Project
Students will summarize the normal physiology of voice production and resonance. ( <i>Depth of content knowledge.</i> )	X	X	X
Students will compare and contrast the structural and functional differences of voice changes across the lifespan. ( <i>Depth of content knowledge; Effective critical thinking and problem solving.</i> )	X	X	X
Students will analyze voice and resonance disorders for classifying as structural, idiopathic, or neurologic. ( <i>Depth of content knowledge; Effective critical thinking and problem solving.</i> )	X	X	X
Students will interpret the signs and symptoms of disorders for the purpose of differential diagnosis. ( <i>Depth of content knowledge; Effective critical thinking and problem solving; Effective oral and written communication.</i> )	X	X	X
Students will implement the appropriate use of instrumentation to examine laryngeal structure and function. ( <i>Depth of content knowledge; Effective critical thinking and problem solving; Advanced scholarship through research or creative activity.</i> )			X
Students will evaluate the appropriateness of voice treatment techniques for application to voice disorders based on classification. ( <i>Depth of content knowledge; Effective critical thinking and problem solving; Effective oral and written communication.</i> )	X		X

**Date approved by the department or school:**

October 31, 2018

**Date approved by the college curriculum committee:**

December 10, 2018

**Date approved by the Honors Council (*if this is an honors course*):**

**Date approved by CAA: CGS:**