

2015

Full-semester and time-compressed fluency disorders course: An evaluation of student perceptions of competence, satisfaction, and workload

Shari L. DeVeney

University of Nebraska at Omaha, sdeveney@unomaha.edu


Amy F. Teten

University of Nebraska at Omaha, ateten@unomaha.edu

Mary J. Friehe

University of Nebraska at Omaha, mfriehe@unomaha.edu

Follow this and additional works at: <https://digitalcommons.unomaha.edu/spedfacproc>

 Part of the [Higher Education Commons](#), and the [Special Education and Teaching Commons](#)

Please take our feedback survey at: https://unomaha.az1.qualtrics.com/jfe/form/SV_8cchtFmpDyGfBLE

Recommended Citation

DeVeney, Shari L.; Teten, Amy F.; and Friehe, Mary J., "Full-semester and time-compressed fluency disorders course: An evaluation of student perceptions of competence, satisfaction, and workload" (2015). *Special Education and Communication Disorders Faculty Proceedings & Presentations*. 5. <https://digitalcommons.unomaha.edu/spedfacproc/5>

This Poster is brought to you for free and open access by the Department of Special Education and Communication Disorders at DigitalCommons@UNO. It has been accepted for inclusion in Special Education and Communication Disorders Faculty Proceedings & Presentations by an authorized administrator of DigitalCommons@UNO. For more information, please contact unodigitalcommons@unomaha.edu.

Shari Deveney, Ph.D. CCC-SLP, Amy Teten, Ph.D., CCC-SLP, & Mary Friehe, Ph.D., CCC-SLP

Selected References

Ajras, J. S. (2007). Full-semester and abbreviated summer courses: An evaluation of student performance. *Teaching of Psychology*, 34 (1), 19-22.

Ferguson, M., & DaSilva, A. E. (2010). Length of online course and student satisfaction, pacing learning, and academic performance. *The International Review of Research in Open and Distance Learning*, 11 (2), 73-84. Retrieved from <http://www.irodo.org/index.php/irro/article/view/722/1547>

Gottwald, S., Amster, B., & LaSalle, L. (2010, May). A checklist for assessing graduate student competencies in the area of fluency. *Perspectives on Fluency and Fluency Disorders*, 20, 6-9. Retrieved from <http://slipjagraduates.asha.org/article.aspx?articleid=1767421>

Lutes, L., & Davies, R. (2013). Comparing the rigor of compressed format courses to their regular semester counterparts. *Innovative Higher Education*, 38, 18-29.