

Andrews University

Department of Speech-Language Pathology and Audiology

SPPA 647 - Fluency Disorders

Interactive Online Format

This course follows an interactive, asynchronous online format, has Wednesday/Sunday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. The last day to withdraw with a full refund is 15 days after this course begins.

Instructor Contact

Instructor: D'Jaris Coles-White, Ph.D., CCC-SLP

Email: dcoleswhite@andrews.edu

Office Phone: (269) 471-3479

Cell phone: 678-901-7788 (text messages only in emergency situations (e.g., booted off examination))

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and cancellations	sderegister@andrews.edu	(269) 471-6323
Bookstore	http://bookstore.mbsdirect.net/andrews.htm	
Technical assistance with Moodle	dlit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	
Exam requests	sdeexams@andrews.edu	(269) 471-6566
Student Services Support & FAQ	www.andrews.edu/distance/students/	
Any other questions: sde@andrews.edu , (800) 782-4769 or (269) 471-6570		

Part 1: Course Information

Course Description

This course provides instruction and exploration of current research, theories, etiologies, methods of examination, diagnosis, treatment of stuttering and other fluency disorders in preschoolers, elementary school children, teenagers and adults. The ethical, cultural and professional issues associated with fluency disorders are also addressed.

Course Pre/Co-requisites

Bachelor's degree in Communication Disorders or its equivalent

Program Learning Outcomes

Knowledge of the basic nature of fluency disorders
 Comprehension of Theories of Stuttering
 Appraisal and Evaluation of Stuttering
 Application of Treatment protocols and techniques of Stuttering

Christian Understanding
 Critical Thinking
 Competence in Written and Oral Communication
 Team Work and Collaboration
 Ethics

Course Learning Outcomes

At the completion of this course students will:

ASHA Standard	Outcome	Implementation	Evaluation Criteria
IV-B IV-D	The student will identify normal speech disfluency and factors that interfere with it from stuttering, cluttering, neurogenic disfluency, and psychogenic disfluency.	<ul style="list-style-type: none"> ✓ Exam/Quizzes ✓ Discussion Forum 	80% accuracy
IV-C	The student will devise a working theory of stuttering that can be used when consulting with parents/caregivers of children who stutter, as well as the client who stutters about the disorder after examining the various theoretical models of the etiology of stuttering and the development of the disorder as well as variables that contribute to its maintenance.	<ul style="list-style-type: none"> ✓ Exam/Quizzes ✓ Working Theory Assignment ✓ Discussion Forum 	80% accuracy
IV-D V-B1c e	The student will create an assessment plan for evaluating and measuring relevant aspects of the stuttering disorder (including surface features, as well as aspects of the client's feelings and reactions to stuttering), and be able to integrate assessment information to provide an appropriate diagnosis, prognosis, developmental/treatment level, and recommendations for individual clients.	<ul style="list-style-type: none"> ✓ Exam/Quizzes ✓ Assessment Plan Assignment ✓ Discussion Forum 	80% accuracy
IV-D V-B3c	The student will employ counseling skills needed to interact with the parents/caregivers of children who stutter, as well as the client who stutters.	<ul style="list-style-type: none"> ✓ Exam/Quizzes ✓ Discussion Forum 	80% accuracy
IV-D V-B2	The student will evaluate a variety of evidence-based treatment procedures, approaches, and programs for the treatment of stuttering with consideration to age and cultural issues and prepare individualized treatment plans/programs by integrating elements from different approaches as appropriate for each client (including affective, behavioral, language, and cognitive elements).	<ul style="list-style-type: none"> ✓ Exam/Quizzes ✓ Treatment Plan Assignment ✓ Discussion Forum 	80% accuracy
IV-D V-G2a, c	The student will differentiate the varied treatment approaches for those children who stutter and present with concomitant speech and/or language disorders.	<ul style="list-style-type: none"> ✓ Exam/Quizzes ✓ Treatment Plan Assignment ✓ Discussion Forum 	80% accuracy
V-B3	The student will practice stuttering treatment techniques and simulate "real-world" situations, to be better able to understand the client's perspective with regard to stuttering and treatment techniques.	<ul style="list-style-type: none"> ✓ Teaching a Therapy Technique or Strategy Assignment ✓ Discussion Forum 	80% accuracy
IV-G	Students will recognize current contemporary professional issues in the management of stuttering.	<ul style="list-style-type: none"> ✓ Exam/Quizzes ✓ Position Statement Assignment ✓ Discussion Forum 	80% accuracy
IV-E	Students will demonstrate ethical conduct regarding stuttering assessment in invention for children and adults	<ul style="list-style-type: none"> ✓ Exam/Quizzes ✓ Position Statement Assignment ✓ Discussion Forum 	80% accuracy

Required Text/Materials

Yairi, E., Seery, C.H. (2015). Stuttering: Foundations and Clinical Applications (2nd Ed.). Boston, MA: Pearson Education

Suggested Online Resources

Journal of Fluency Disorders: <http://www.sciencedirect.com/science/journal/0094730X>

Judith Kuster's Website: <http://www.stutteringhomepage.com>^[SEP]

Stuttering Foundation of America: <http://www.stutteringhelp.org>

Credit Hour and Commitment

SPPA 647 Fluency Disorders is a 3.0 credit hour course.

For every credit hour awarded, a three-hour time commitment per week for reading, is the minimum expected (e.g., 3.0 credit course requires a minimum commitment of 9 hours per week). For a three-hour course there is a total of 47 hours of direct instruction time and; a total of 133 hours of out of class time (e.g., assignments, assessments, papers/reports, discussions and presentations) of a total of 180 hours of instruction time for this course.

Part 2: Course Methods and Delivery

Methods of Instruction ----Teaching Tools and Techniques

Methods of instruction include assigned readings from the textbook, research articles, course material, interactions with the instructor via blogs and discussion forums, and two exams. Regular participation in the course is essential to good performance.

Technical Requirements

- Internet connection (DSL, LAN, or cable connection desirable).

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. (269) 471-6016 or email helpdesk@andrews.edu if you need assistance.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call 269-471-3960.

Part 3: Course Requirements

Important Note: This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Please Be Advised: The schedule is provided in advance so you may read ahead of schedule. Your

dedication, professionalism, and excellence in study skills habits are necessary. If you have any course content questions, please contact your professor. If you have technical questions, contact dlit@andrews.edu.

Assessment Descriptions

Quizzes (100 points)

Each student will complete 5 quizzes. Quizzes will cover lecture material presented, videos, assigned reading from the textbooks, handouts, and other required readings assigned (e.g., material from various websites). Quizzes will open book and worth between 20-points each; 100 points total.

Final Examination (150 points)

The final exam will cover lecture material presented, videos, reading from the textbooks, handouts, and other required readings assigned e.g., material from various websites). The final exam will be cumulative and worth 150 points total. The final exam will be a online, closed book examination.

Scheduled Discussion Forums (25 points)

Class participation is an important expectation of this course. Students are expected to offer comments, questions, and replies to the discussion question posed each week module as well as to classmate postings. Students are expected to actively participate the scheduled discussions throughout the term. The faculty role is as an observer and facilitator. I will be reading all messages and I will participate in the discussion as appropriate. Students may work ahead on the discussion boards but posting on a previous or past week's boards will not allow for stimulating discussions with your classmates.

Assignment 1: Working Theory of Etiology of Stuttering (50 points)

For this assignment, you will develop a “working theory” paper that will serve as an explanation for who may stutter and how stuttering develops. In this assignment you will review the various the theoretical perspectives on stuttering, which may include constitutional factors, developmental and environmental factors, as well as those risk factors (such as age of onset, time since onset, gender, family history, other speech and language factors, cultural factors, features of early stuttering i.e., spontaneous recovery, etc.) that may account for or constitute the nature of stuttering. Thinking about and writing such a paper can be instrumental when discussing the results of assessment and/or an intervention plan to a parent of a child who stutters or the client. Your grade will be based on the credibility of your arguments, how you address the facts of stuttering, and the clarity and accuracy of your writing. Include a reference list. This paper will probably be about, 4-5 typed, double-spaced pages. Remember to use appropriate APA style throughout the paper and *check your spelling and grammar*.

Assignment 2: Assessment Plan on a Case (100 points)

This assignment gives you an opportunity to think through your philosophy and rationale behind the things you do during an assessment. Without a clear understanding of rationale, we become little more than technicians carrying out tasks. You are to work in pairs for this assignment. Each pair will prepare a detailed assessment plan for a client in a case that I provide for you. Your plans will take the form of a well organized paper with a detailed description of what you would do in each case, a well thought out rationale for why you would do what you would do, and a reference list of sources on which you base your beliefs and practices. You must use more

sources than the textbooks for this assignment. These papers will probably be in the neighborhood of 7-8 typed double-spaced pages. Links to the cases appear below. *Remember to use appropriate APA style throughout the paper and check your spelling and grammar.* Review the [expectations for written papers](#).

Content of the Assessment Plan:

An analysis of the pertinent *supporting information about stuttering* that you will need in order to plan and carry out your assessment. A statement of your beliefs about stuttering and how to approach it clinically. This would be akin to your *clinical philosophy* of stuttering. Your *plan for the diagnostic interview*. What principles (i.e. facts, beliefs, assumptions, conditions) would guide you in planning and carrying out the interview? Who would you interview and why; what questions would you ask and why; what would you look and listen for in responses and why? Some of this information will overlap with the supporting information about stuttering that you provide. Your plan for *testing and observation*. What principles (i.e. facts, beliefs, assumptions, conditions) would guide you in planning and carrying out the testing and observations? What would you assess, how you would assess it, and why? Your plan for *differential diagnosis*. What questions would you ask, what activities would you do, what signs would you look for in order to differentiate developmental stuttering from another fluency disorder. Include in this section identification of the most likely fluency disorder that you will need to differentiate (e.g. a 3 year old probably is not showing signs of a psychogenic fluency disorder, so that would not be an appropriate disorder to consider for differential diagnosis). Your *analysis* of the obtained information. How would you analyze the information that you get? What principles would guide you and why? Your plan for the *post-assessment conference*. What information would you share with the client/family and why? What questions would they be likely to ask? How would you answer those questions? What principles would guide you and why?

Assignment 3: Position Paper on Treating Early Stuttering (50 points)

This position paper gives you a chance to weigh in on the debate about whether it is ethical to treat young kids beginning to stutter, given the high chances that they may recover without intervention. This paper represents what you believe now, knowing that you may change your mind in a few years. Discuss the efficacy of treating early stuttering in very young children. State your position clearly and support your opinion with facts and research. Use the textbooks, online course materials on early treatment, and any other references that you encounter. Your grade will be based on the plausibility of your arguments, the evidence that you use to support your position, as well as the clarity and accuracy of your writing. *Remember to use appropriate APA style throughout the paper and check your spelling and grammar.* This paper will probably be about, 4-5 typed, double-spaced pages, and will be submitted to turnitin (i.e., the dropbox for this assignment is linked to turnitin).

Assignment 4: Treatment Plan on a Case (100 points)

This assignment continues on from the assessment plan and gives you an opportunity to think through your philosophy and rationale behind the things you do during therapy for stuttering. Without a clear understanding of rationale, we become little more than technicians carrying out tasks. You may choose to work in pairs for this assignment. Each pair will prepare a detailed treatment plan **for the client on whom you created the diagnostic plan**. Your plans will take the form of a well organized paper with a detailed description of what you would do in each case, a well thought out rationale for why you would do what you would do, and a reference list of sources on which you base your beliefs and practices. Your sources must reach beyond the

textbooks. If you choose your own client to use, you will need to provide me with background information about the client. These papers will probably be in the neighborhood of 6-8 typed double-spaced pages. **Remember to use appropriate APA style throughout the paper and check your spelling and grammar.** The results of the diagnostic evaluation necessary for completing the Treatment Plans will be posted after the assessment plans have been returned to you. This information is based on the actual diagnostic evaluations that the hypothetical clients underwent. Keep in mind that these evaluations may have differed from what you proposed in your plans. If you find that the real evaluation results do not contain some information that you had intended to obtain in your assessment plan of the client, then you can make that information up. Make it clear in your paper what information you invented and why you invented it. **You can only invent information that you planned to obtain but that did not appear in the actual results. You cannot change any of the actual results of the evaluation.**

Content of Treatment Plan:

A **summary of the assessment results** interpreted in light of pertinent background information about stuttering. A statement of **your beliefs about treating** stuttering in general, and with the age group depicted by your chosen client in particular. Start with the philosophy you expressed in your assessment plan. How have you refined those beliefs over the past few weeks? A statement of the **treatment approach** you would use and your rationale for choosing it. Include a statement of what you consider a realistic goal (spontaneous fluency, controlled fluency, acceptable stuttering) for your client and why. A plan for working with the client on **speech behaviors, non-speech behaviors, and attitudes and feelings**. Include your rationale. Your plan needs to go beyond the getting started stage. Include information about steps or phases in treatment, determining readiness to move from one step to the next, and determining readiness for dismissal.

In the case of children, your plan for working with the **parents** regarding counseling, training, environmental modifications, etc., along with your rationale. In the case of adults, your plan for working with **other family members, coworkers**, etc. and your rationale. Any **major issue(s)** that you see in the client's life and your role in helping the client deal with those issues - if not already addressed previously.

Assignment 5: Part 1: Teaching Therapy Technique or Strategy (50 points)

Part 2: Discussion Forum on Teaching Therapy Technique or Strategy (50 points)

The general intent of this activity is for each of you to develop expertise with one stuttering treatment strategy or technique, and then teach that technique to other members of the class. This learning activity is called a "jigsaw." You should come away from this activity with an understanding of several techniques to use in stuttering therapy. This assignment will also give you an opportunity to work on your teaching skills. First, you will get to practice describing and demonstrating a specific therapy technique. Then, you will be on the receiving end of your peer's instructions to use a technique or strategy as though you are the client, giving you first hand experience with making sense out of what we say to our clients. This will be a group activity.

Here's how it works: We'll start with groups of 2 -3 people that you have been previously paired with from other assignments; these are the **expert groups**. Each group will be responsible for learning and becoming an expert on 1 or 2 stuttering therapy techniques or strategies. All group members need to learn the purpose of the technique(s), how it helps, where it would fit into a treatment plan, and how to execute it. In addition, you must be able to demonstrate the technique(s) or strategies and **teach others** how to use it. Each group should put together some kind of handout with critical information about the technique(s), including references for people to consult. Then you will make a 5-10 minute video to teach your technique(s) or strategy(ies) to the other class members and post it to the course website discussion forum/Teaching Fluency

Techniques/Strategies. Students will evaluate the effectiveness of each newly learned fluency technique or strategy by commenting on the discussion forum about the teaching videos and handouts of expert groups (excluding the expert group that you belong to). Each group will be assigned 1-2 of the eleven (11) techniques for this assignment. Some have alternative names that you may encounter:

- Cancellation** (Van Riper; Ramig)
- Pullout** (Van Riper; Ramig)
- Preparatory set** (Van Riper)
- Easy onset & light contacts/soft starts** (Cooper; Ramig)
- Bounces** (Wallace; Gregory; Ramig)
- Smooth speech** (Cooper; Daly)
- Slow speech** (Cooper; Daly)
- Pseudo or voluntary stuttering** (Sheehan; Daly; Van Riper)
- Slow easy speech/Stretchy speech** (Easy Does It; Wallace; Ramig)
- Freezing** (Guitar)
- Proprioception** (Van Riper; Guitar)

Evaluation of this assignment will be measured by: 1) the content and organization of your group's handout; 2) the quality of your teaching video; and 3) self- and peer-evaluations

Rubrics

All assessment rubrics for the various assignments will be posted on the course website.

Final Exam

You are allowed 180 minutes to complete the exam. The final examination is offered as an all-inclusive, comprehensive and closed textbook assessment. See course website for detailed instructions.

Schedule: See Course Website

Completing Assignments

All assignments for this course will be submitted electronically through Learning Hub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
37	Exams and Quizzes
4	Scheduled Discussion Forums
7	Working Theory Assignment
7	Position Statement of Early Treatment Assignment
15	Assessment Plan Assignment
15	Treatment Plan Assignment
15	Teaching Technique/Strategy Assignment & Discussion Forum
100	Total Percent Possible

Viewing Grades in Moodle

- Click into the course.
- Click on the

Grades link in Administration Block to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	100 – 94%
A-	<94 and \geq 90%
B+	<90 and \geq 87%
B	<87 and \geq 84 %
B-	<84 and \geq 80%
C+	<80 and \geq 77%
C	<77 and \geq 74%
C-	<74 and \geq 70%
D	<70 and \geq 65%
F	<65%

Note: “<” less than and “ \geq ” greater than or equal too

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at

<http://www.andrews.edu/distance/students/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/weblmsc/moodle/public/incompletes.html>.

Late Work

Late work will not be accepted. Timely completion of all assignments is an absolute necessity due to the nature of the online course. Unless a reasonable excuse is provided, all assignments are required to be turned in on the date indicated. Accordingly, all student assignments that are turned in by the designated time will be graded with corresponding feedback by the time the next week’s assignments are due.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication.

Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.

2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
 2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to 269-471-8407.
 3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.
1. changes on revised material depends much on meeting objectives, content development, editing, and following all the criteria for evaluation of an essay (as outlined in this syllabus). If you essay is not actually revised but merely edited (proofread with resulting minor surface-level changes), your grade will not reflect any significant percentage increase.
 2. Please note that you cannot revise a paper you have not written. If you fail to turn in an assigned essay, you cannot submit a revision of that paper. You are encouraged to revise any paper with which you are not satisfied. Unfortunately you can only revise your essays. You cannot revise discussion board postings, journal entries, midterm exam, or final exam.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

<http://bulletin.andrews.edu/content.php?catoid=10&navoid=1073>

Commit to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of "commitment to Integrity" you are expected to adhere to a "Commitment to excellence." Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student's academic standing. Lessons may be discussed with other students, tutors may help to guide a student's work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student's own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.

Week	Lessons	Readings	Assignments	Course & Program Objectives Met (example CO2 and/or PO2)
1	Introduction to stuttering, video -- stories of people who stutter, observable and non-observable characteristics of stuttering. Definition, prevalence, incidence, historical and general public's perspective on stuttering theories and treatment	Yairi & Seery (2015) Chapters 1-2, & 5	Quiz 1: Available 5/07-5/13 Discussion Forum 1: Due 5/13 Assignment 1: Due 5/13	CO IV B, C, D
2	Characteristics of stuttering onset and development Developmental, Environmental, Learning and Predictive Factors in Stuttering	Yairi & Seery (2015) Chapters 3-4	Quiz 2 Available 5/14-5/20 Discussion Forum 2: Due 5/20	CO IVB, C, D
3	Preliminaries to Assessment Assessment and Diagnosis	Yairi & Seery (2015) Chapters 8-9	Quiz 3 Available 5/21-5/27 Assignment 2: Due 5/27	CO IVD; VB1c e
4	Preliminaries to Treatment: Clinician's attributes, beliefs, treatment goals, procedures Counseling someone who stutters	Yairi & Seery (2015) Chapters 10 LSHSS articles on Stuttering and the school age child. Manning (2010) Chapter 6 (provided on the course website)	Quiz 4 Available 5/28-6/3 Discussion Forum 3: Due 6/3	CO IVD; VB2, VB3c, VG2a, c
5	Treatment of Stuttering in Younger Preschool Children: Borderline Stuttering	Yairi & Seery (2015) Chapter 14	Discussion Forum 4: Due 6/10 Assignment 3: Due 6/10	CO IV D; V B3, VG2a, c
6	Treatment of Stuttering in School-Age Children: Intermediate Stuttering	Yairi & Seery (2015) Chapter 13	Quiz 5 Available 6/11-6/17 Assignment 4: Due 6/17	CO IVD; VB2, VG2a, c
7	Treatment of Stuttering in Adolescents and Adults: Advance Stuttering	Yairi & Seery (2015) Chapters 11-12	Assignment 5: Part 1: Due 6/24	CO IVD,E, G; VB3
8	Related Disorders of Fluency	Yairi & Seery (2015) Chapter 15 Handbook on Treating stuttering in the School age child	Discussion Forum 5: Due 6/30 Assignment 5: Part 2: Due 6/27	CO IVD,E, G; VB3
9	FINAL EXAM Available: Thursday, June 27th - Tuesday, July 2nd Due: July 2nd			

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