

Eastern Illinois University
REVISED COURSE PROPOSAL

CGS Agenda Item: 11-06
Effective: Fall 2011

Please check one: ☐ New course ☒ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** CDS 4800
2. **Title (may not exceed 30 characters, including spaces):** Communication Modalities
3. **Long title, if any (may not exceed 100 characters, including spaces):**
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-1-3
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):** Course will provide information on expressive, nonverbal communication systems (sign language, and alternative and augmentative communication). These areas represent communication modes relevant to the practice of speech-language pathology.
8. **Registration restrictions:**
 - a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
 - b. **Prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
CDS 3100, 3200, 3700
 - 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):
 - 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:
 - g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]
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 alternative/augmentative communication modalities
2. Demonstrates knowledge and skills necessary for assessment of alternative/augmentative communication modalities
3. Demonstrates knowledge and skills related to intervention with alternative/augmentative communication modalities
4. Demonstrate skill in sign language systems used by individuals who are deaf or hard-of hearing
5. Demonstrate knowledge of management techniques to improve communication using sign language systems

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:

- Depth of content knowledge (1,2,3,4)
- Effective critical thinking and problem solving (4,2,3)
- Effective oral and written communication (2,3)
- Advanced scholarship through research or creative activity (3)

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

Learning Objectives	Sign Quizzes	Sign Projects & Labs 8-13	AAC Labs	Discussion Questions	Intervention Case	Exams	Final
The student can describe alternative/augmentative communication modalities.			X	X		X	X
The student demonstrates knowledge and skills necessary for assessment of alternative/augmentative communication modalities.			X			X	X
The student demonstrates knowledge and skills related to intervention with alternative/augmentative communication modalities					X	X	X
The student will demonstrate skill in sign language systems used by individuals who are deaf or hard-of hearing	X	X					
The student will demonstrate knowledge of management techniques to improve communication using sign language systems		X					

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

Exams = 30%
Quizzes/Discussion = 25%
Projects (papers, presentations, etc.) = 25%
Final = 20%

90-100% = A
80-89% = B
70-79% = C
60-69% = D

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:

For technology delivered sections, lectures will be recorded and delivered via WebCT/Elluminate. Both Powerpoint and oral presentations will be available. Sign language will be taught using live demonstration via Elluminate or video demonstrations students can access via WebCT for review. Online discussion time will be scheduled using Elluminate and/or the discussion function of WebCT to supplement lecture material.

b. Describe how the integrity of student work will be assured:

Integrity of the student's work will be promoted by using timed examinations via WebCT. The examinations will use random question delivery. Student sign presentations will be displayed online for comment by the instructor and other students.

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.):

Email, chat and discussion functions of WebCT will be utilized for instructor/student interactions. Chat rooms will be set up for student/student interactions. The Who's online function will also be used to allow students to access peers in the course. The instructor will maintain office hours via phone and/or online discussion.

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

a. course objectives

In addition to the above objectives, the graduate student will be required to :

1. Apply theory and knowledge of assessment and intervention strategies using various communication modalities
2. Analyze the scientific evidence of the intervention goals for developing communication skills in AAC users.
3. Summarize the scientific evidence and various resources for using sign language with individuals with communication impairments.

b. projects that require application and analysis of the course content

1. Presentation on various communication disorders complete with recommended AAC systems and intervention strategies specific to that disorder. Presentation will include scientific evidence to support recommended systems and strategies.
2. Present a review and critique of sign language resources, including APA reference, purchasing information, appropriate audience, and application of use in a home or clinical setting.

c. separate methods of evaluation for undergraduate and graduate students.

Graduate student assignments (described in part c above) will total 50 more points than undergraduate students. The same grading scale will apply.

6. This course is not writing centered, writing active or writing intensive.

PART III: OUTLINE OF THE COURSE

Week 1

Introduction to AAC/Terminology
Classifying AAC Syst./Lang. Representation

Week 2

Access Methods
AAC Users/Hierarchy of Communication

Week 3

Vocabulary and Programming
Intervention for Emerging Communicators

Week 4

Intervention Linguistic Competence

EXAM 1

Week 5

Intervention Linguistic and Social Competency

Week 6

Selecting Intervention Goals
AAC & Adults

Week 7

Assessment

Week 8

AAC in the Medical Setting
AAC in the Schools

Week 9

AAC & Literacy

EXAM 2

Weeks 10-12

History and Art of Sign
Basic Sign Vocabulary

Weeks 13-14

American Sign Language Vocabulary and Linguistic Concepts

Week 15

Cued Speech

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. One section of this 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.

- a. The Communication Modalities course is designed to provide students with an opportunity to develop knowledge and skill in areas of nonverbal communication. The topics in this course are required for accreditation.
- b. Course content focuses on normal development of nonverbal communication modes and is appropriate for CDS majors at the undergraduate level. Completion of CDS 3100, 3200, and 3700 prior to taking this course will provide the necessary foundation of normal speech-language-hearing development.
- c. Content will not overlap with any existing courses.
- d. This course is a requirement at the undergraduate level for CDS majors.

3. If the course is similar to an existing course or courses, justify its development and offering.

NA

4. Impact on Program(s):

- a. This is a required course for undergraduate CDS majors.
- b. This course will be required for CDS graduate students who have not taken an equivalent course.

PART V: IMPLEMENTATION

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

This course is team taught by Trina Becker and Angela Anthony, or other qualified faculty.

2. Additional costs to students:

None

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

Beukelman, D. & Mirenda, P. (2005). *Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs (3rd Edition)*. Brookes Publishing Co. Baltimore.

Humphries, T.L. & Padden, C. (2004). *Learning American Sign Language: Levels I & II, Beginning and Intermediate*, Boston MA: Pearson, Allyn, & Bacon (Includes DVD)

Riekehoff, L. (1987). *The Joy of Signing*, Second Edition. Springfield, MO: Gospel Publishing House

PART VI: COMMUNITY COLLEGE TRANSFER

Community college course will not be judged equivalent to this course.

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 CAA: CGS: