Eastern Illinois University
New Course Proposal
CDS 4815, Augmentative and Alternative Communication

Please check one: **X** New course   ___ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number,** *such as ART 1000*: CDS 4815

2. **Title (***may not exceed 30 characters, including spaces***):** Augmentative/Alternative Comm

3. **Long title, if any (***may not exceed 100 characters, including spaces***):** Augmentative and Alternative Communication

4. **Class hours per week, lab hours per week, and credit [***e.g., (3-0-3)***]:** 2-1-2

5. **Term(s) to be offered:**   ___ Fall   _x_ Spring   ___ Summer   ___ On demand

6. **Initial term of offering:** ___ Fall   _x_ Spring   ___ Summer   **Year:** _2015_____

7. **Course description:**
Course will provide information on alternative and augmentative communication systems (AAC) for individuals with severe communication disorders. Students will gain mastery of knowledge and skills necessary for assessment and treatment of individuals who use AAC. Students will also gain operational competence and have hands on practice with a variety of AAC systems.

8. **Registration restrictions:**
   a. **Equivalent Courses**
      - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
        None
      - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ___ Yes   ___ No

   b. **Prerequisite(s)**
      - **Identify the 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
      - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ___ Yes   _x_ No

        If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

   c. **Who can waive the prerequisite(s)?**
      ___ No one   _X_ Chair   ___ Instructor   ___ Advisor   ___ Other (Please specify)

   d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):

   e. **Repeat status:**   _X_ Course may not be repeated.

       ___ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

    f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:
Admission to CDS major

    g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:
Non CDS majors

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

10. Grading methods (check all that apply): **_x_** Standard letter   ___ CR/NC   ___ Audit   ___ ABC/NC
("Standard letter"—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)

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   **_x_** lecture/lab combined   ___ independent study/research

    ___ internship   ___ performance   ___ practicum or clinical   ___ study abroad

    ___ Internet   **_x_** hybrid   ___ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

    1. List the student learning objectives of this course:

1) Identify different levels of alternative and augmentative communication (AAC) systems.
2) Program a variety of low to high tech AAC systems.
3) Practice using AAC systems for communication.
4) Describe communication independence levels of individuals who use AAC.
5) Design effective assessment plans for both children and adults with severe communication impairments.
6) Recommend appropriate AAC systems based on an individual's skills and preferences.

7) Write evaluation/funding reports to assist individuals in funding recommended AAC systems.
8) Write goals and recommend appropriate intervention strategies for developing communication skills with various levels of individuals who use AAC.
9) Develop carryover plans to assist in integrating AAC systems into an individual's environment

   a. **If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**
      - **EIU graduates will write and speak effectively.**
      - **EIU graduates will think critically.**
      - **EIU graduates will function as responsible citizens.**

   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 (1,2,3,4,5,6,7,8,9)**
      - **Effective critical thinking and problem solving (4,5,6,7,8,9)**
      - **Effective oral and written communication (7,8)**
      - **Advanced scholarship through research or creative activity (8)**

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

Learning Objectives	AAC Labs	Evaluation Report	Recommendations and Carryover Plan	Conversation Project	Midterm	Final
Identify different levels of alternative and augmentative communication (AAC) systems.	X				X	X
Program a variety of low to high tech AAC systems.	X			X		
Practice using AAC systems for communication	X			X		
Describe communication independence levels of individuals who use AAC.		X			X	X
Design effective assessment plans for both children and adults with severe communication impairments.		X			X	X
Recommend appropriate AAC systems based on an individual's skills and preferences.	X	X			X	X
Write evaluation/funding reports to assist individuals in funding recommended AAC systems.		X				
Write goals and recommend appropriate intervention strategies for developing communication skills with various levels of individuals who use AAC.			X			X

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Develop carryover plans to assist in integrating AAC systems into an individual's environment.			X			

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

	Undergraduates	**Graduates**
Midterm and Final	150 points	150 points
Quizzes	25 points	25 points
Projects and Papers	125 points	125 points
Grad Project		50 points
Total Points:	300 points	350 points

Grading Scale:	Undergraduates	Graduates
A = 90-100%	270 – 300 points	315 – 350 points
B = 80-89%	240 – 269 points	280 – 314 points
C = 70-79%	210 – 239 points	245 – 279 points
D = 60-69%	180 – 209 points	210 – 244 points
F = <60%	<180 points	<210 points

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 course management and web conferencing software. Both Powerpoint and oral presentations will be available. Online discussion time will be scheduled using web conferencing software and/or the discussion function of course management software 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 course management software. The examinations will use random question delivery.

   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 course management software will be utilized for instructor/student interactions. Chat rooms will be set up for student/student interactions. 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;
      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.

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

c. separate methods of evaluation for undergraduate and graduate students.
Graduate student assignments (described in part b above) will total 50 more points than undergraduate students. The same grading scale will apply.

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 *.)**

PART III: OUTLINE OF THE COURSE
(2-1-2)

Week 1
Introduction to AAC/Terminology
Benefits of AAC systems and service delivery
Unaided vs Aided systems
Classifying AAC Systems – no tech to high tech
Lab 1: Classifying AAC systems – students review a variety of AAC systems to classify into level of technology, type of language representation, and organization.

Week 2
Output – digitized vs synthesized speech
Language Representation – symbol hierarchy, single meaning vs. icon-based picture symbols
Organization of language on AAC systems
Access Methods – direct vs. indirect access (scanning), access for severely physically impaired
Lab 2: Access Methods – Students will learn how to determine appropriate access methods for different cases, choose appropriate switches using interactive software and learn how to set up AAC systems in different scanning modes.

Week 3
AAC Users – childhood and adult disorders that require AAC
Hierarchy of Communication independence – emerging to independent communicators
Identification of levels of communication independence
Lab 3: Matching AAC systems with different levels of communicators – students will explore a variety of AAC systems to understand why they are appropriate for different levels of communicators.

Week 4
Assessment – Components of an AAC evaluation
- Determining Effectiveness of current communication system and communication needs
- Assessment protocols for different levels of AAC users
- Assessment of: language and cognition, symbolic abilities, literacy skills, visual, motor, and other skills related to access
Lab 4: Feature Matching: Students will be given a case and be required to match skills of the client with features of specific AAC systems

Week 5
Assessment continued
- Developing an assessment plan

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- Conducting trials with AAC systems
- Communication behaviors to look for during an evaluation
- Assessment Cases

Assessment Report and Funding

- Components of an AAC assessment report
- Funding sources
- Meeting criteria of funding sources

Lab 5: DynaVox Systems: Company representative from DynaVox will present different products from DynaVox to familiarize students with AAC systems available. Demonstration of products will be performed. Dynavox representative will explain the specific features of DynaVox AAC systems and the basics behind page sets available, language organization, and extra features.

Week 6

Vocabulary Selection

- Vocabulary selection methods for different levels of AAC users
- Core vs. fringe vocabulary

Communicative Competence

- Description of the 4 components of communicative competence: operational, linguistic, social and strategic

Lab 6: Programming DynaVox Systems: Students will utilize DynaVox simulator software on laptop computers for hands on practice. Students will be taught how to perform basic operational functions and program Dynavox software. Students will be required to program pages for communication.

Week 7

AAC Cases

- Students presented with cases and required to identify communication independence level, appropriate level of AAC system and competency areas to target.

Midterm

Lab 7: Prentke Romich: Company representative from Prentke Romich (PRC) will present different products from PRC to familiarize students with AAC systems available. Demonstration of products will be performed. PRC representative will explain the specific features of PRC AAC systems and the basics behind page sets available, language organization, and extra features.

Week 8

Selecting Goals & AAC Cases

- Hierarchy of goals will be presented in the four areas of communicative competence
- Writing dynamic AAC goals – incorporating the 4 components to help monitor progress
- Students will be presented with cases to practice selecting appropriate AAC systems based on evaluation information. They will also be required to choose goals in the 4 areas of communicative competence

Lab 8: Programming Prentke Romich Systems: Students will utilize PRC simulator software on laptop computers for hands on practice. Students will be taught how to perform basic operational functions and program PRC software. Students will be required to program pages for communication.

Week 9

Intervention: Emerging Communicators

- Shaping prelinguistic behaviors to intentional communication
- Teaching cause and effect and symbol-object correspondence
- Teaching choice making and requesting– strategies described
- Teaching rejecting – strategies described

Lab 9: Saltillo Systems: Company representative from Saltillo will present different products from Saltillo to familiarize students with AAC systems available. Demonstration of products will be performed. Saltillo representative will explain the specific features of Saltillo AAC systems and the basics behind page sets available, language organization, and extra features.

Week 10

Intervention: Challenging Communicator

- Dealing with learned helplessness
- Shaping undesired behaviors to effective communication
- Teaching initiation

Intervention: Linguistic Competence
- Delays in differences in the development of linguistic skills in AAC users
- Evidence based intervention strategies for teaching semantics, syntax and morphology

Lab 10: Programming Saltillo Systems: Students will utilize Saltillo simulator software on laptop computers for hands on practice. Students will be taught how to perform basic operational functions and program Saltillo software. Students will be required to program pages for communication.

Week 11

Intervention: Social Competence
- Delays in differences in the development of social skills of AAC users
- Evidence based intervention strategies for teaching social skills

Intervention Cases
- Students will be presented with cases and will be required to develop goals and choose appropriate intervention strategies to target goals

Lab 11: Boardmaker Software: Students will be introduced to Boardmaker software. They will learn the features of the software and have hands on practice programming the software to create low tech and high tech communication systems.

Week 12

Communication Partner Training
- Importance of communication partner training
- How to design effective communication partner training
- Developing carryover plans

Lab 12: Developing conversation boards: Students will program and customize two different AAC systems to prepare for conversation activity with verbal communication partner.

Week 13

AAC for Adults with Acquired Disorders
- Special considerations for adults with acquired disorders
- When to prescribe AAC systems
- Appropriate AAC systems for different stages of acquired disorders
- Appropriate goals and intervention strategies for increasing communication skills of individuals with acquired disorders

Lab 13: Conversation lab: Students will engage in conversation with verbal peer using 2 different AAC systems. This will allow them to experience what it would be like to communicate only using an AAC system.

Week 14

AAC for Adults with Degenerative Disorders
- Special considerations for adults with acquired disorders
- When to prescribe AAC systems
- Appropriate AAC systems for different stages of degenerative disorders
- Appropriate goals and intervention strategies for increasing communication skills of individuals with degenerative disorders

Lab 14: iPad applications for adults: Students will be introduced to a variety of iPad applications that can be used for communication with adults.

Week 15

AAC Cases
- A variety of pediatric cases will be presented for students to identify communication independence level, recommend suitable AAC systems, and write appropriate goals with corresponding intervention strategies.
- A variety of adult cases will be presented for students to identify communication independence level, recommend suitable AAC systems, and write appropriate goals with corresponding intervention strategies.

Lab 15: iPad applications for children: Students will be introduced to a variety of iPad applications that can be used for communication with children.

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

CDS 4800 is being removed from the undergraduate curriculum. CDS 4810 (sign language) and CDS 4815 are proposed to replace the content of 4800. This course (4815) will cover content related to working with individuals who use augmentative and alternative communication (AAC) systems to communicate. AAC is a within the scope of practice of speech-language pathologists and is a required course to meet accreditation standards. Developing this course into a 2 hour stand-alone course will allow for increased focus on AAC. The lab component will allow students the opportunity to familiarize themselves with AAC systems by learning how to operate, program and communicate with the devices.

    a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.

    b. If the course or some sections of the course may be technology delivered, explain why.

A section of the course will be technology delivered for those students who are a part of the CDS distance education master's degree cohort for speech-language pathologists. The technology delivered course will be a hybrid course. Students will receive content via technology (e.g. web-based conferencing and course management software). The lab component will be on campus to allow for hands on practice with the AAC systems.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

Prerequisites at the undergraduate level are required for this course. Students must come in with prior knowledge of language development, language disorders and understanding of basic principles of evaluation and treatment.

The course is designated as a 4000 level course so that graduate students who have not had this course in their undergraduate curriculum can meet graduation requirements as this is a required 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 will delete CDS 4800.

4. Impact on Program(s):

    a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.

        This course is required for all undergraduate students in the CDS major.

    b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

        This course is required for graduation. Graduate students who have not had this course in their undergraduate curriculum will be required to take this course.

    If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. **Faculty member(s) to whom the course may be assigned:**
   This course will initially be assigned to Mrs. Trina Becker or other qualified faculty member.

   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. **Additional costs to students:**

   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. **Text and supplementary materials to be used (Include publication dates):**
   Beukelman, D. & Mirenda, P. (2013). *Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs (4th Edition).*Brookes Publishing Co. Baltimore.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

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

Date approved by CAA: September 12, 2013   CGS:

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

Student Success Center
http://www.eiu.edu/~success/
581-6696

Career Services
http://www.eiu.edu/~careers/
581-2412

Disability Services
http://www.eiu.edu/~disablty/
581-6583