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

Banner/Catalog Information (Coversheet)

1. __X__New Course or _____Revision of Existing Course

2. **Course prefix and number:** CDS 5450 (A, B, D, E)

3. **Short title:** Graduate Seminar

4. **Long title:** Graduate Seminar in Communication Disorders and Sciences

5. **Hours per week:** __1_ Class   _0__ Lab   __1_ Credit

6. **Terms:** ___ Fall   ___ Spring   ___ Summer   _X__ On demand

7. **Initial term**: ___ Fall   ___ Spring   _X__ Summer   Year: _2021__

8. **Catalog course description:** Study of contemporary problems, issues, trends, and developments in the field of communication disorders. Pre-requisites: Graduate degree-seeking status or permission of the department chairperson. An individual topic may be repeated once, but no more than four semester hours of credit may be earned between different seminar topics. Course will be assigned letter following course number by department to differentiate course topics.

9. **Course attributes:**

   General education component: _____N/A_____

   ___ Cultural diversity ___ Honors ___ Writing centered   ___ Writing intensive ___Writing active

10. **Instructional delivery**
    Type of Course:

    _X__ Lecture   ___ Lab   ___ Lecture/lab combined   ___ Independent study/research

    ___ Internship   ___ Performance   ___ Practicum/clinical ___ Other, specify: _____

    Mode(s) of Delivery:

    _X__ 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. _N/A__

12. **Equivalent course(s):** ____N/A_____

    a. **Are students allowed to take equivalent course(s) for credit?** ___ Yes   ___ No

13. **Prerequisite(s):** _Admission to CDS graduate program or accelerated program or permission of chair

    a. **Can prerequisite be taken concurrently?** ___ Yes   _X__ No

    b. **Minimum grade required for the prerequisite course(s)?** N/A___

    c. **Use Banner coding to enforce prerequisite course(s)?** ___ Yes   _N__ No

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

        ___ No one   _X__ Chair   ___ Instructor   ___ Advisor   ___ Other (specify)

14. **Co-requisite(s):** ____None_____

15. **Enrollment restrictions**

    a. **Degrees, colleges, majors, levels, classes which <u>may</u> take the course:** _CDS graduate student or CDS accelerated program student_

    b. **Degrees, colleges, majors, levels, classes which may <u>not</u> take the course:** Non-CDS students

16. **Repeat status:** ___ May not be repeated   __X_ May be repeated once with credit to a maximum of four semester hours of credit in CDS 5450 courses.

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

18. **Grading methods:** _X__ Standard   ___ CR/NC   __ Audit   ___ ABC/NC

19. **Special grading provisions:**

    ___ Grade for course will <u>not</u> count in a student's grade point average.

    ___ Grade for course will <u>not</u> 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_____None_____

Course Fee _X__No ___Yes, Explain if yes_____

21. **Community college transfer:**

    ___ A community college course may be judged equivalent.

    __X_ A community college may <u>not</u> be judged equivalent.

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

Rationale, Justifications, and Assurances (Part I)

1. ___Course is required for the major(s) of _____

   ___Course is required for the minor(s) of _____

   ___Course is required for the certificate program(s) of _____

   _X__ Course is used as an elective

2. **Rationale for proposal**: This course provides an advanced-level opportunity for expansion of student learning related to specific topics of interest introduced in the core curriculum courses. Given the often rapid changes in healthcare, providing a platform for introducing and discussing relevant and current topics related to the delivery of speech-language pathology and audiology services will allow flexibility in meeting student needs. Course will be assigned letter following course number by department to differentiate course topics (i.e., CDS 5450A: AAC for Beginning Communicators, CDS 5450B: Pediatric Feeding and Swallowing, CDS 5450D: Effective and Evidence-Based Teletherapy, etc.) and offered on demand.

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

   Similarity to other courses: Content will vary based on specific seminar topic but will not significantly overlap with any existing courses. No courses will be deleted if this course is approved.
   Prerequisites: N/A

   Co-requisites: N/A

   Enrollment restrictions: N/A

   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) EXAMPLE SEMINARTOPIC

Please include the following information:

1. Course number and title:
   CDS 5450: Graduate Seminar in Communication Disorders and Sciences – Augmentative and Alternative Communication for Beginning Communicators

2. Catalog description
Recent literature in the area of AAC recognizes the importance of looking beyond typical patterns of development to develop functional assessment and intervention for beginning communicators. Students will learn how to assess pre-linguistic communicative acts and implement intervention strategies to establish symbolic communication. Intervention techniques for functional communication skills, social closeness, and partner responsivity will also be discussed.

3. Learning objectives.
   - Interpret and analyze prelinguistic and nonlinguistic communicative acts.
   - Interpret and analyze early developing communicative acts.
   - Determine AAC communicator profile and recommend appropriate goals.
   - Recommend appropriate AAC system based on assessment information/observations.
   - Summarize and report evaluation and intervention recommendations.

4. Course materials.
Reichle, J., Beukelman, D.R., Light, J. C. (2002). Exemplary Practices for Beginning Communicators: Implications for AAC. Brookes Publishing, Baltimore, Maryland.

5. Weekly outline of content.
   Week 1
   Classifying AAC systems
   Classifying AAC communicators
          Emerging
          Functional
          Generative

   Week 2
   Assessment of early communicative behaviors
          Prelinguistic and nonlinguistic
          Early developing linguistic behaviors (i.e., requesting, protesting)

   Week 3
   Analyzing prognostic indicators
          Social intent
          Cognition
          Executive Functions

   Week 4
   Integration of assessment information to determine AAC Communicator Profile

   Week 5
   Case Studies – Classifying AAC Communicators and determining AAC Communicator Profiles

   Week 6
   Exam 1
          Areas of communicative competence
                 Linguistic
                 Operational
                 Social

Strategic

Week 7
Determining appropriate AAC goals across areas of communicative competence relative to AAC communicator profile

Week 8
Writing AAC goals to promote communication independence and progress monitoring
Case Studies for AAC goal selection

Week 9
Assessment approaches for determining appropriate AAC Systems (i.e., feature match approach, participation needs approach)
AAC assessment: multidisciplinary team

Week 10
Components of an evaluation to determine appropriate AAC system
Assessment of symbolic knowledge, system access, vocabulary/symbol layout

Week 11
Comparing and contrasting high tech dedicated AAC systems and AAC applications for tablets
Selecting AAC systems for trials, completing trials (e.g., what to look for, what to document for funding, etc)

Week 12
AAC funding
  Identifying funding sources
  Writing an effective funding report

Week 13
Vocabulary Selection
  Core vocabulary
  Fringe vocabulary
  Number and organization of symbols

Week 14
Facilitating symbolic communication
  Joint attention
  Teaching cause and effect
  Teaching symbol-object correspondence

Week 15
Overview of AAC intervention approaches
  Linguistic strategies
  Social strategies

Week 16
Case Studies
Final Exam

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

2 Exams	150 points		
AAC Communicator Profile Project	40 points		
AAC Assessment Project	40 points		
Quizzes	20 points		
TOTAL	250 points		

7. Grading scale.

A = 92 – 100%   230-250 points
B = 82 – 91%   205-229 points
C = 72 – 81%   180-204 points
D = 62 – 69%   155-179 points

8. Correlation of learning objectives to assignments and evaluation.

Objectives	Exams (60%)	AAC Communicator Profile (16%)	Assessment Project (16%)	Quizzes (8%)
1. Interpret and analyze prelinguistic and nonlinguistic communicative acts	X	X		X
2. Interpret and analyze early developing communicative acts.	X	X		X
3. Determine AAC communicator profile and recommend appropriate goals.	X	X		
4. Recommend appropriate AAC system based on assessment information/observations.	X		X	X
6. Summarize and report evaluation and intervention recommendations.	X		X	

Date approved by the department or school: 12.2.2020
Date approved by the college curriculum committee: 12.16.2020
Date approved by the Honors Council *(if this is an honors course):*
Date approved by CAA: CGS: