APPLICATION FOR NEW COURSE

1. Submitted by College of __Health Sciences______ Date 6/15/02_____

Department/Division offering course __Rehabilitation Sciences/Communication Disorders_____

2. Proposed designation and Bulletin description of this course:

   a. Prefix and Number __CD 621____
   b. Title* __Alternative and Augmentative Communication__
      
      NOTE: if the title is longer than 24 characters (including spaces), write a sensible title (not exceeding 24 characters) for use on transcripts* __Alt/Aug Communication__

   c. Lecture/Discussion hours per week __3____
   d. Laboratory hours per week __3____

   e. Studio hours per week __0____
   f. Credits __2____

   g. Course Description:

      A detailed investigation of the use of augmentative and alternative communication systems with individuals with moderate to severe communication disorders. Participants will examine the full range of augmentative/alternative communication systems and the related assessment and intervention considerations.

   h. Prerequisites (if any): ___EDS 375 or equivalent or graduate status in CODI or RHB, or consent of instructor____

   (i) May be repeated to a maximum of ___N/A____ (if applicable)

4. To be cross-listed as: ___N/A____

   Prefix & No. ___N/A____

   Signature, Chairman, cross-listing department

5. Effective Date: __Summer 2003____ (semester and year)

6. Course to be offered (a) ______(b) ______(c) X ____

   Fall ______ Spring ______ Summer ______

7. Will the course be offered each year? ___Yes____ No __X____

   (Explain if not annually): Course is to be offered every other year. Students will have content in either their first or second graduate year.

8. Why is this course needed:

   Part of the content of this course currently comprises half the content in CD 521, which is being phased out. The manual communication portion of the current 521 content will be incorporated into a proposed new undergraduate level course (CD 520) and the alternative and augmentative communication portion will be offered in this new course (CD 621). This new division will make the manual communication content more widely available. The technological and knowledge base in alternative and augmentative communication have expanded significantly since the early 1980's, when the old 521 course was first developed. Because of this expansion, one half of a three-credit course no longer offers sufficient instructional time to cover the basic content needed by master's students in Communication Disorders. Addition of the proposed new course will allow the program to provide needed information to its students.

   This course is part of a complete curriculum revision for the Communication Disorders Division in the College of Allied Health Professions. It provides content necessary for preparation of master's level students.
b. Are facilities for teaching the course now available?  
Yes ___ X ___  No _______
If not, what plans have been made for providing them?

10. What enrollment may be reasonably anticipated? ___ 20-25____

11. Will this course serve students in the Department primarily?  
Yes ___ X ___  No _______
Will it be of service to a significant number of students outside the Department?  
Yes ___ X ___  No _______
If so, explain

The current 521 course is taken as an elective by some students in the Department of Special Education. The proposed course will be available to those students.

Will the course serve as a University Studies Program course?  
Yes ___ X ___  No _______
If yes, under what Area?  
N/A

12. Check the category most applicable to this course:

_XX_ traditional; offered in corresponding departments elsewhere;

_ ___ relatively new, now being widely established

_ ___ not yet to be found in many (or any) other universities

13. Is this course part of a proposed new program?  
Yes ______  No ___ X _____
If yes, which?  
N/A

14. Will adding this course change the degree requirements in one or more programs?  
Yes ___ X ___  No _______
If yes, explain the change(s) below:

This course is part of a curriculum revision for the undergraduate and graduate programs in Communication Disorders. It will be a required course for the Master's degree in Communication Disorders. A complete proposal is being submitted concurrently.

15. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

These can be found on the proposed course syllabus (attached).

16. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

_ ___ N/A

17. Within the Department, who should be contacted for further information about the proposed course?

Name  Judith L. Page  Phone  323-1100 ext. 266

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
APPLICATION FOR NEW COURSE

Signatures of Approval:

[Signature]
Department Chair
Date

[Signature]
Dean of the College
Date

Date of Notice to the Faculty

*Undergraduate Council
Date

*University Studies
Date

*Graduate Council
Date

[Signature]
Academic Council of the Medical Center
Date

*Senate Council (Chair)
Date

*If applicable, as provided by the rules of the University Senate

ACTION OTHER THAN APPROVAL
INSTRUCTOR

Dr. Judith L. Page
Office: 210 CAHP Bldg., 121 Washington Ave.
Phone: 323-1100 X 266

COURSE DESCRIPTION

Addresses the use of augmentative and alternative communication systems with individuals with moderate to severe communication handicaps. The course incorporates two basic components: a lecture/discussion component which examines the full range of augmentative/alternative communication systems, including assessment and intervention considerations, and 2) a manual sign component which provides students with a basic functional receptive and expressive manual sign vocabulary.

COURSE OBJECTIVES

1. Students will become familiar with the characteristics and relative advantages of available augmentative/alternative communication systems
2. Students will learn to apply knowledge to the:
   • Assessment of potential candidates for augmentative/alternative communication
   • Selection of appropriate systems
   • Development of intervention strategies for augmentative/alternative communication
   • Evaluation of AAC interventions
3. Students will understand how the characteristics of some high-incidence disabilities play a role in the user's ability to effectively use AAC
4. Students will understand the policy and funding issues influencing AAC intervention

OUTCOMES

1. Students will be able to discuss types of AAC systems
2. Students will be able to discuss characteristics and relative advantages of available AAC systems.
3. Students will describe relevant features of AAC systems
4. Students will identify potential candidates for an AAC system
5. Students will be able to identify members of an AAC intervention team and describe the role of each member.
6. Students will learn strategies for assessing potential AAC users.
7. Students will be able to plan an intervention program for an AAC user.
8. Students will be able to discuss the types of clients for whom AAC systems might be appropriate.
9. Students will be able to develop and follow-through on a funding strategy for an AAC user.

TEXTS

CONTENT OUTLINE

I. Overview of AAC
   A. AAC and Assistive Technology
   B. Who can benefit from AAC
   C. History of AAC services
   D. Advances in technology
   E. Legislation (ADA, Section 504, IDEA, Tech Act, etc.
   F. Levels of AAC

II. Communication Symbols
    A. Iconicity
    B. Aided vs. Unaided Symbols
    C. Language base

III. Access Techniques and Rate Enhancement
    A. Direct selection
    B. Scanning
    C. Encoding strategies

IV. Switches
    A. Types of switches
    B. Requirements for activation
    C. Applications

V. Current Devices
    A. Types of devices
    B. Access mode
    C. Selection set
    D. Input
    E. Output
    F. Feedback

VI. Team Building & Assessment Principles
    A. Types of teams
    B. Team members
    C. Principles of team functioning
    D. The assessment process

VII. Assessing Specific Capabilities
    A. Seating and positioning
    B. Motor skills
    C. Access
    D. Language skills
    E. Cognitive abilities
    F. Visual skills
    G. Hearing

VIII. Decision-Making/Vocabulary Selection
    A. Principles of decision making
    B. Vocabulary selection and literacy
    C. Vocabulary selection strategies

IX. Intervention Principles & Procedures
A. Intervention teams  
B. Designing appropriate intervention  
D. Assessing and addressing barriers to implementation  

X. AAC for Individuals with Developmental Disabilities  
A. Overview  
B. Specific interventions  

XI. Intervention at the Presymbolic Level  
A. Adapted play  
B. Interventions designed to teach intentionality  
C. Use of predictable routines  
D. Interventions designed to develop receptive vocabulary  
E. Interventions designed to develop expressive use of AAC  

XII. Intervention at the Symbolic Level  
A. Intervention strategies for AAC  
B. Use of routines and sabotage  
C. Milieu intervention strategies  
D. Pre-literacy activities  

XIII. Education Inclusion  
A. Legislation influencing AAC in the education setting  
B. Models for assessing educational participation patterns  
C. Strategies for educational inclusion of AAC users  
D. Literacy development strategies  

XIV. Multicultural Issues  
A. Special considerations  

XV. Acquired Physical Disabilities/Aphasia/TBI  
A. Types of acquired disabilities requiring AAC  
1. progressive neurological disorders  
2. stroke/CVA  
3. spinal cord injury  
4. traumatic brain injury  
B. Stages of AAC use with each disability  
C. Special considerations  

XVI. AAC in hospital and acute care settings  
A. Primary functions of AAC in acute care settings  
B. Determining eligibility for AAC services  
C. Types of AAC applications  

XVII. Funding & Policy Issues  
A. Developing a funding strategy  
B. What can/should be funded  
C. Types of funding sources  
D. Matching requests to funding source  
E. Developing an application for funding  
F. Follow-up  
G. Available resources  
H. Policy issues affecting AAC implementations