

The University Of Toledo

Existing Course Modification Form

Administrative Use Only (rev. 9/2011)	
Code:	CM
Date Received:	/ / (mm/dd/yyyy)
Date Effective:	/ / (mm/dd/yyyy)
CIP Code (If changed):	
Subsidy (If changed):	

Please enter the changes below to each existing course. If changes are too extensive for this format, attach a page with all information.

College: Judith Herb College of Education, HSHS	Dept: Rehabilitation Sciences
Contact Person: Lori Pakulski	Phone: x2573
Email: Lori.Pakulski@utoledo.edu	

PRESENT	PROPOSED
Course Alpha/Numeric: SLP 6550	Course Alpha/Numeric: SLP 6550
Course Title: Aumentative and Alternative Communication	Course Title: Trends in Technology for Communication Disorders
Credit Hours: 2	Credit Hours: 3
Cross Listings:	Cross Listings:
Prerequisites:	Prerequisites:
<p>Catalog Description: The study and application of assistive communication technology for persons who are nonspeaking. The course includes characteristics of ACC consumers, design features of augmentative communication devices, assessment strategies to choose a system and intervention.</p>	<p>Catalog Description: Introduction to the study and application of assistive technology, including augmentative and alternative communication devices, to aid communication for persons incapable of producing functional oral communication. The course includes device characteristics, program features, and intervention strategies as well as current trends in technological advances that include but are not limited to devices such as iPads, smartphone applications, and software.</p>
<p>UNIV CORE: <input type="checkbox"/> Engl <input type="checkbox"/> Hum <input type="checkbox"/> Math <input type="checkbox"/> Sci <input type="checkbox"/> Soc Sci <input type="checkbox"/> US Culture <input type="checkbox"/> Non-US Culture</p>	<p>UNIV CORE: <input type="checkbox"/> Engl <input type="checkbox"/> Hum <input type="checkbox"/> Math <input type="checkbox"/> Sci <input type="checkbox"/> Soc Sci <input type="checkbox"/> US Culture <input type="checkbox"/> Non-US Culture</p>
<p>TRANSFER MODULE: <input type="checkbox"/> Arts & Humanity <input type="checkbox"/> Engl <input type="checkbox"/> Math <input type="checkbox"/> Soc Sci <input type="checkbox"/> Natural Sci & Physics</p>	<p>TRANSFER MODULE: <input type="checkbox"/> Arts & Humanity <input type="checkbox"/> Engl <input type="checkbox"/> Math <input type="checkbox"/> Soc Sci <input type="checkbox"/> Natural Sci & Physics</p>

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Reason for Change: The current course, AAC provides students an opportunity to learn to work with a low incidence population; yet, technology trends in intervention are expanding rapidly. The new course is expanded in both content and scope. We are requesting an increase in credits to broaden the coverage of a variety of current technologies used by speech-language pathologists in interventions which will be applicable to nearly every client rather than a small subset.

Has course content changed? Yes No

If Yes, give a brief topical outline of the revised course: The content will be expanded to include a wide variety of technologies commonly used in the therapeutic intervention of individuals with communication and cognitive disorders.





NOTE: *Please attach a copy of the syllabus or course outline.*

Has the course changed from a non-core curriculum course to a core curriculum course?

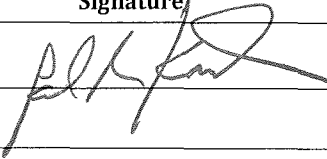
Yes No

List any course or courses to be dropped: .

APPROVAL:

	Signature	Date
Department Curriculum Authority:		3/29/12
Department Chairperson:		3/30/12
College Curriculum Authority:		4-23-12
College Dean:		4-24-12

After college approval, submit the original signed form to the Faculty Senate (UH3320) for undergraduate-level courses; for graduate-level courses submit the original signed form to the Graduate School (UH3240). For undergraduate/graduate dual-level courses, submit the proposals to each office.

	Signature	Date
UUCG or Graduate Council Curriculum Chair:		9-4-2012
Faculty Senate Core Curriculum Committee Chair:		
Office of the Provost:		
Registrar's Office:		



THE UNIVERSITY OF TOLEDO

Course Number and Title: SLP 6550 Trends in Technology for Communication Disorders

Course Credit: 3

Course Description: Introduction to the study and application of assistive technology, including augmentative and alternative communication devices, to aid communication for persons incapable of producing functional oral communication. The course includes device characteristics, program features, and intervention strategies as well as current trends in technological advances that include but are not limited to devices such as iPads, smartphone applications, and software.

Faculty:

- **Name:**
- **Office Hours:**
- **Office Location:**
- **Phone:**
- **Email:**

Course Meeting Time and Location: : 7:00 – 9:20 Thursdays, HH2302

Prerequisite(s): N/A

Required Text(s): Beukelman, D. and Mirenda, P. (2005; 3rd Edition). *Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs*. Baltimore: Paul H Brooks, Pub. Co.

Required Readings (electronic and hard copy reserve at Carlson Library)

1. Hunt, P., Soto, G. Maier, J., Muller, E., and Goetz, L. (2002) Collaborative Teaming to Support Students with Augmentative and Alternative Communication Needs in General Education Classrooms. *AAC*, 18, 20-36
2. Light, Janice (1997). "Let's Go Star Fishing": Reflections on the Context of Language Learning for Children Who Use Aided AAC. *AAC*, 13:3, 158-171
3. Mirenda, Pat (I 997). Supporting Individuals with Challenging Behavior through Functional Communication Training and AAC: Research Review. *AA C*, 13:4, 207-225

4. Elder, P. and Goosens, C. (1993). Using Activity Based Scripts with Adolescents and Adults Who Are Moderately/Severely Developmentally Delayed. *Proceedings of 14th Annual Southeast Augmentative Communication Conference*, 33-46
5. Fallon, Karen, Light, Janice, Paige, Tara (2001). Enhancing Vocabulary Selection for Preschoolers Who Require Augmentative and Alternative Communication. *American Journal of Speech and Language Pathology*, 10, 81-94
6. Kent-Walsh, J. and Light, J. (2003). General Education Teacher's Experiences with Inclusion of Students who use Augmentative and Alternative Communication. *AAC*, 19, 104-125
7. Binger, Cathy, Kent-Walsh, J., Ewing, Cai, and Taylor, Stacy (2010), Teaching Educational Assistants to Facilitate the Multisymbol Message Productions of Young Students Who Require Augmentative and Alternative Communication, *AJSLP*, 19, 108-121
8. Banotai, Alyssa (2007). Simplified Strategies: Low Tech AAC for Patients with Dementia. *Advance for Speech Pathologists and Audiologists*, 7-8

Course Outcomes The student will demonstrate knowledge of severe/profound communication impairments leading to a recommendation of augmentative/alternative communication

1.0 In order to demonstrate knowledge of the nature of severe/profound communication impairments, including anatomical, physiological, neurological, developmental, psychological, linguistic and cultural bases and etiologies of severe/profound communication disorders the student will:

1.1 Correctly answer at least 83% of the items on exams sampling comprehension, evaluation, analysis, and synthesis of information from lectures, readings and class discussions related to, but not limited to:

- 1.1.1 Anatomical and physiological considerations including oral and postural reflexes that affect speech and device access and neurological diseases and conditions that lead to severe/profound communication disorders.
- 1.1.2 Environmental effects on the development of communication intention including negative learning, learned helplessness, and the "Cycle of Discouragement".
- 1.1.3 Barriers to the use of a communication aid including opportunity and access barriers.
- 1.1.4 Neurologically based communication disorders including dysarthrias of speech, developmental and acquired apraxia of speech, and aphasia.

(Standard III B, C, D)

The student will demonstrate the knowledge of and the ability to plan and implement an assessment and prescribe a communication aid or appropriate technology.

2.0 In order to demonstrate knowledge of the principles and methods of AAC assessment for persons with severe/profound communication disorders necessitating the development, selection, and/or prescription of an augmentative/alternative communication system, the student will:

2.1 Correctly answer at least 83% of the items on exams sampling comprehension, evaluation, analysis, and syntheses of material based upon classroom presentations and required readings and complete a group project to develop a “low-tech” communication aid based upon a detailed case history of a person with a severe communication disorder.

2.2 On the exam and as part of the presentation the student will describe and discuss:

2.2.1 Components of augmentative systems

2.2.2 Characteristics of digitized and synthesized speech output devices or applications

2.2.3 Procedures for developing a vocabulary for the client’s system of communication.
Procedures to assess motor, cognitive, visual, linguistic, assessment speech, and cultural variables that affect use of an assistive system.
Methods to choose a language representation system.
Develop a “low-tech” communication device/system based upon the results of an AAC/technology assessment

The student will develop an assessment plan in written form and use it as part of a class presentation, which meets at least 83 % of the “Written Paper Criteria”, and the “Oral Presentation Criteria”.

The student will demonstrate the ability to develop a technology based intervention plan based upon the results of an AAC/technology assessment.

3.0 In order to demonstrate knowledge and the ability to plan an AAC/technology based intervention program the student will:

3.1 Correctly answer 83% of the items on exams sampling comprehension, evaluation, analysis, and synthesis of from classroom presentations and required readings.

3.2 The student will develop a “low-tech” communication system and an intervention plan within which the following strategies are demonstrated which will be presented to the class.

3.2.1 Scripting

3.2.2 Exclusion and expansion templates

3.2.3 Modeling

3.2.4 Hierarchical cueing

3.2.5 Facilitating spontaneous use of the AAC device

3.3 The student will achieve 83% of the “oral presentation criteria”.

(Standard III D, IV B)

The student will demonstrate the knowledge of methods to include the client, family, education resources, and community in support of the use of an AAC device by the client.

4.0 In order to demonstrate inclusion of the augmented speaker in family, educational, and community activities, the student will:

4.1 Correctly respond to 83% of the items sampling comprehension, evaluation, analysis, and synthesis of material from classroom presentations and required readings including, but not limited to:

4.1.1 Methods to instruct family members and significant others to facilitate the use of a communication aid.

4.1.2 Methods to consult with the school or workplace to reduce or eliminate barriers to communication in the environment.

(Standard III D)

Course Assignments and Grading

1. **Evaluation:** The students will be divided into small groups. Each group will present a panel discussion on a topic from the text. The topics will be assigned in class. The presentation will be worth 100 points.
2. Two quizzes and midterm exam will take place during the course. Each quiz will be worth 30-40 points and the midterm will be worth approximately 100 points.
3. The class will further be divided into teams to develop a low tech communication aid. Directions will be discussed in class. This project will be worth 100 points. *FINAL* (3-4 students per group)
 - a. Written form
 - b. Demonstration to class

Grading Scale:

A= 100-.92	B = .87-.82	C = .77-.72	D= .67-.63
A-=.91-.90	B-= .81-.80	C-= .71-.70	
B+= .89-.88	C+=.79-.78	D+= .69-.68	

Student Performance and Conduct:

Students are responsible for adhering to all policies and procedures indicated in the Student Handbook. To view the Student Handbook, go to www.utoledo.edu, click on "current students" and choose "student handbook."

Students are expected to participate in all class discussions and group exercises. Due to the nature of the in-class/on-line exercises, these assignments will not be made up if a student misses the event. Unusual attendance patterns should be explained to the instructor. Cell phones ringers/call and audible pagers are not permitted in class. *Please see "Netiquette" below related to the on-line activities.*

Written assignments should be turned in according to class schedule. Assignments should be neat in appearance, linguistically correct, error-free, written at a college level, and proofread without errors. Failure to meet the above standards will result in loss of points. All assignments are due on dates indicated by the