PURDUE UNIVERSITY
REQUEST FOR ADDITION, EXPIRATION,
OR REVISION OF AN UNDERGRADUATE COURSE
(10000-49999 LEVEL)

DEPARTMENT Communication Sciences & Disorders
EFFECTIVE SESSION Fall 2016

INSTRUCTIONS: Please check the items below which describe the purpose of this request.

1. New course with supporting documents
2. Add existing course offered at another campus
3. Expiration of a course
4. Change in course number
5. Change in course title
6. Change in course credit/type
7. Change in course attributes (department head signature only)
8. Change in instructional hours
9. Change in course description
10. Change in course requisites
11. Change in semesters offered (department head signature only)
12. Transfer from one department to another

PROPOSED:

Subject Abbreviation CSD
Course Number 40500
Long Title Field Experience in Augmentative/Alternative Communication
Short Title Field Exp AAC

EXISTING:

Subject Abbreviation
Course Number
Long Title Field Experience in Augmentative/Alternative Communication
Short Title Field AAC

Abbreviated title will be entered by the Office of the Registrar if omitted. (25 CHARACTERS ONLY)

CREDIT TYPE

1. Fixed Credit, Cr. Hrs. [ ]
2. Variable Credit Range: Minimum Cr. Hrs. [ ] To [ ] Or [ ] Maximum Cr. Hrs. [ ]
3. Equivalent Credit: Yes [ ] No [ ]

COURSE ATTRIBUTES: Check All That Apply

6. Registration Approval Type [ ]
   Department [ ] Instructor [ ]
7. Variable Title [ ]
8. Honors [ ]
9. Full Time Prerequisite [ ]
10. Off Campus Experience [ ]

TERMS OFFERED: Check All That Apply

Fall [ ] Spring [ ] Summer [ ]

CAMPUS(Es) INVOLVED

Calumet [ ] N. Central [ ]
Cont Ed [ ] Tech Statewide [ ]
 Ft. Wayne [ ] W. Lafayette [ ]
 Indianapolis [ ]

Schedule Type

Lecture
Recreation
Presentation
Laboratory
Lab Prep
Studio
Distance
Clinic
Experiential
Research
Ind. Study
Pract/Observ

Minutes Per Week
Meetings Per Week
Weeks Offered
% of Credit Allocated

Cross-Listed Courses

COURSE DESCRIPTION (INCLUDE REQUISITES/RESTRICTIONS):
A senior level capstone experience designed to give the student an opportunity to participate in a class/event that incorporates knowledge and skills developed in the Communication Sciences and Disorders curriculum. By identifying prejudices concerning individuals who have severe communication disabilities the student will develop skills to improve social exchanges. Students will develop and participate in a hands-on experience for people who use augmentative/alternative communication devices. Students will critique the experience and discuss what they learned. CSD 40500 is a co-requisite. Restricted to CSD majors only, instructor permission required.

* COURSE LEARNING OUTCOMES:
The student will: 1) have 'hands on experience' with individuals who are nonverbal & use a communication system to increase knowledge of nonverbal communication disorders; 2) develop skills in working with people who use speech generating devices, the different devices, and family members; 3) develop creative problem solving skills; 4) develop skills in working cooperatively with people in a group.

CATALOG DEPARTMENT HEAD

JOANNA M. HANSEN
Date
12/1/15

CATALOG SCHOOL DEAN

Date
12/1/15

INDIANAPOLIS DEPARTMENT HEAD

Date

INDIANAPOLIS SCHOOL DEAN

Date

NORTH CENTRAL FACULTY SENATE CHAIR

Date

VICE CHANCELLOR FOR ACADEMIC AFFAIRS

Date

WEST LAFAYETTE DEPARTMENT HEAD

Date

WEST LAFAYETTE COLLEGE/SCHOOL DEAN

Date
TO: Dean Link
FROM: Department of Communication Sciences & Disorders; Lucy Hess
DATE: December 2, 2015
RE: New Course Proposal

Enclosed is the form for a new course that should accompany CSD 40500. This experience/camp course has been offered under CSD 39900 for the past seven years. We believe that it is time to make this a permanent offering in the department. The 399 was designed to be a variable course offering to tryout topics. CSD now has a few other courses that use the 39900 number. To avoid confusion if students take more than one of the courses listed under 39900, the CSD faculty believe that this course should have its own listing.

Please contact me if you have questions or concerns about this proposal.

Enclosures
CSD 39900 Directed Study in Communication Sciences and Disorders
CSD40600: Field Experience in Augmentative/Alternative Communication

Instructor: Sharon Mankey, M.A.T., C.C.C. - S.L.P.  
Office: Communication Sciences and Disorders, Neff 239B – enter through Neff 279
Office Hours: Monday - Wednesday 1:00 – 3:00 p.m.  
E-mail: eglys@ipfw.edu  
Additional hours by appt.  
Home e-mail: sharonmankey@outlook.com  

Phone: 481-6952 (office)  
CSD Office: 481-6410  
437-5975 (cell)  

Please do not e-mail me through the website!

Purpose:
To provide a practical experience and put theory into practice.

Catalogue Description:
Special projects such as directed readings independent and/or cooperative research on professionally relevant topics under the guidance of a CSD faculty member.

Instructor Description:
This is a senior level capstone experience designed to give the student an opportunity to participate in a class/event that incorporates knowledge and skills developed in the Communication Sciences and Disorders curriculum. Only by identifying prejudices concerning individuals who have severe communication disabilities will the student develop skills to improve their own social exchanges.

Students will develop and participate in a weekend day-camp experience for young people who use augmentative/alternative communication devices while working within a limited budget. Students will critique the camp experience and discuss what they learned.

Course Goals and Objectives:
Course Goal: The course will give practical experience in communicating with someone who has a severe communication disability as well as practical skills in working with communication devices.

Course Objectives: The student will:
1) have "hands-on experience" with individuals who are nonverbal & use a communication system,
2) increase her/his knowledge of nonverbal communication disorders,
3) gain experience in working with families of children who have communication disorders,
4) develop skills in working with young people who use speech generating devices, the different devices, and family members.
5) develop creative problem solving skills.
6) develop skills in working cooperatively with people in a group.
Text:

Class Requirements and grade assignment:
Attendance: Attendance to classes and the camp is mandatory for the class.
Class periods: We will meet as a class (usually on) Mondays from 6:00 – 6:50 in Neff 278 (or elsewhere depending on the subject of the class.) August 29th, Sept. 12th, 19th, & 26th, Oct. 3rd, 17th.
Camp: We will hold AAC camp on Oct. 7th to 10th during the following times:
Friday: 2:00 p.m. – 8:30 p.m. You will need to help set up from 3-6PM!
Saturday: 9 a.m. – 5 p.m.
Sunday: 12:00 p.m. – 6:00 p.m.
You will need to arrive at least one hour earlier for set up and plan to stay a little past the ending time to put supplies away.

If you cannot attend the camp, please withdraw from the class.

Participation:
Participation is different from attendance. Participation and cooperation on committees, in groups, and during camp is, without a doubt, one of the prime components for a successful and energetic camp. (We WILL get tired; that's a different thing. We all have different personalities; that, too, is something I take into consideration. Not all of us are "pathologically perky!!" The overall goal is to provide a positive and new experience for the campers. Our mantra is: "It's not about us. It's about the campers!!")

While the points earned on your written work is your basic grade for the course, you can earn or lose enough points to raise or lower your grade to the next level – ex. 89 on the paper but excellent participation = A- rather than a B+ (or in the case of a lack of participation = B rather than B+).

Written work: (100 points) Due August 31st (part 1) and October 17th @ 6:00 p.m. (part 2).

NOTE: Please do not discard, misplace, or lose your papers. If I allow rewrites, you will need to hand in the first draft of your paper in order to grade the rewrite.

Students will be required to hand in a reflection paper twice for the class. Part 1 is due August 31st. The purpose of the paper is to get you started thinking about what the hands-on part of the camp might be like and what you might learn or experience.

Mechanics of the paper: total of 3-6 pages one inch margins font: Arial 12 double spaced
Deductions are taken for (grammar, form, syntax, spacing, etc.) errors & lateness. (Please be sure to proofread your paper before turning it in!!! I take off ½ point for each error and I am ruthless.)

Part 1: Due: Aug 31st. This part of the written work will be:
1) a discussion of your experiences with people with disabilities:
What was the experience like? What were the problems with communication, if any? What did you do to better the communication? Was it successful? What do you still need to know?
OR: If you have not had an experience with someone with a disability, what are your ideas about what the interaction would be like? What kinds of problems would you anticipate? What could you do to make the situation easier? What do you still need to know?

2) A projection of what it will take to make a camp run:
What decisions need to be made? How will they be made? How will the group/committee function? How can we stay within our $1000.00 budget? What will determine the materials needed? What is enough? How will we know when is enough, enough? 😊

3) Feel free to add to your paper any concerns, fears, or feelings you have concerning what you are about to experience. Concerns, fears, and feelings are things that once articulated can be addressed.

While the first part of the paper will be handed in and I will grade it, do not discard it. You will use it as the first part of the final paper which is due one week following the camp October 17th. In this paper, you will compare and contrast your previous experience/thoughts with your experience/thoughts during and after camp.

Part 2: (Due October 17th)
What did you learn about communicating? About yourself? About setting up a camp? Working with others (colleagues, campers, students, parents)? What did you think it would be like and what was it really like? How did things go? Did you have to use creative thinking/problem solving skills? When? What was the result? What might be tried if the camp is offered again? What might the results of changing it be? If you had concerns, fears, or feelings about the experience prior to participating in the camp, how do those compare with the present time?

These lists of questions for either part of the assignment are not exhaustive. You may have other pressing insights or issues you want to discuss. This is a reflection paper so reflect on the experience.

<table>
<thead>
<tr>
<th>Grade</th>
<th>4.0 scale</th>
<th>100 pt. scale</th>
<th>Grade</th>
<th>4.0 scale</th>
<th>100 pt. scale</th>
<th>Grade</th>
<th>4.0 scale</th>
<th>100 pt. scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>97+</td>
<td>B</td>
<td>3.0</td>
<td>83-86</td>
<td>D+</td>
<td>1.3</td>
<td>67-69</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>93-96</td>
<td>B-</td>
<td>2.7</td>
<td>80-82</td>
<td>D</td>
<td>1.0</td>
<td>63-66</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-92</td>
<td>C+</td>
<td>2.3</td>
<td>77-79</td>
<td>D-</td>
<td>.7</td>
<td>60-62</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87-89</td>
<td>C</td>
<td>2.0</td>
<td>73-76</td>
<td>F</td>
<td>0</td>
<td>0-59</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>C-</td>
<td>1.7</td>
<td>70-72</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Schedule of events CSD 39900
Directed Study in Speech/Language Pathology – AAC Camp Class

<table>
<thead>
<tr>
<th>Date</th>
<th>Scheduled Event</th>
<th>Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29</td>
<td>Planning the camp</td>
<td>Policies of campus for fliers</td>
</tr>
<tr>
<td></td>
<td>Set up committees-sets, food, costumes, awards, etc.</td>
<td>Costume report</td>
</tr>
<tr>
<td></td>
<td>Discuss camp-theater production, sets, costumes, etc.</td>
<td>Design sets</td>
</tr>
<tr>
<td></td>
<td>Discuss budget</td>
<td>Get t-shirt info on everyone!</td>
</tr>
<tr>
<td></td>
<td>Distribution on information concerning campers</td>
<td>Social events &amp; craft</td>
</tr>
<tr>
<td></td>
<td>Discuss book</td>
<td>Start power point</td>
</tr>
<tr>
<td></td>
<td>Decide T-shirt Color</td>
<td></td>
</tr>
<tr>
<td>8/31</td>
<td><strong>Paper 1 is due</strong></td>
<td></td>
</tr>
<tr>
<td>9/5</td>
<td>Labor Day – No class</td>
<td></td>
</tr>
<tr>
<td>9/7</td>
<td>Discussion of handout material, emergency procedures, disability etiquette etc.</td>
<td>Menu selected</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Policies of campus for fliers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Costume report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design sets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Get t-shirt info on everyone!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social events &amp; craft</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Start power point</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quotes on food prices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Date &amp; distribute posters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pick up costumes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Draw out design</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Put together Camper folders</td>
</tr>
<tr>
<td>9/14</td>
<td>Reports from committees, Discussion of results of decisions, budget issues.</td>
<td></td>
</tr>
<tr>
<td>9/28</td>
<td>Reports from committees, Discussion of results of decisions, budget issues.</td>
<td>Program started</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Personal invites</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design special costumes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Draw out design</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Check T-shirt order 3-4 times</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Label shirts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Send print order for engraving</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete PowerPoint</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Program started</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Personal invitations</td>
</tr>
<tr>
<td>10/5</td>
<td>Discussion of campers/needs. Problem solving. Assignment of roles during the camp.</td>
<td>Any other thing that needs to be done.</td>
</tr>
<tr>
<td></td>
<td>Reports from committees; Discussion of any problems and needs.</td>
<td>Food ordered? Supplies here?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bring all materials for camp including cleaning supplies</td>
</tr>
<tr>
<td>10/19</td>
<td>CAMP – see schedule next page</td>
<td></td>
</tr>
<tr>
<td>10/10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/12</td>
<td><strong>No Class – Fall Break</strong></td>
<td></td>
</tr>
<tr>
<td>10/19</td>
<td><strong>Part 2 of the paper assignment is due.</strong> Informal camp discussion, Course evaluation Celebrate Camp!</td>
<td><strong>Part 2 of the paper assignment is due. Informal camp discussion, Course evaluation Celebrate Camp!</strong></td>
</tr>
<tr>
<td>Day</td>
<td>Time</td>
<td>Activity</td>
</tr>
<tr>
<td>------</td>
<td>-----------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Friday</td>
<td>3:00-6:00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6:00- 8:00</td>
<td>Social time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9 a.m. – 5 p.m.</td>
<td>Preparation for play production,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>socialization, practice</td>
</tr>
<tr>
<td></td>
<td>9 – 11:00</td>
<td>Preparation</td>
</tr>
<tr>
<td></td>
<td>a.m.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11:00 – 12:00</td>
<td>Preparation</td>
</tr>
<tr>
<td></td>
<td>12:00 –</td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>12:45</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:00 – 3:00</td>
<td>Practice Preparation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td>2 p.m. – 4 p.m.</td>
<td>Dress Rehearsal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4– 5 p.m.</td>
<td>Social time</td>
</tr>
<tr>
<td></td>
<td>5 p.m.</td>
<td>Show time!!!</td>
</tr>
<tr>
<td></td>
<td>5:15</td>
<td>Awards</td>
</tr>
<tr>
<td></td>
<td>5:30</td>
<td>Refreshments</td>
</tr>
</tbody>
</table>

6:00 – 8:30 Tear down/clean up/put things away/sigh contentedly

We must allow for personal care time and rest time for the campers during the schedule. Their physical stamina may be less than ours and many of them have a long drive home on Sunday.
COURSE POLICIES:
1) Attendance is expected and will be taken at all lectures. According to IPFW’s Academic Regulations and Procedures, every student is expected to attend every meeting of the course. This will be noted as an “excused” absence. Unexcused absences will result in the loss of five points for each absence. The instructor must be notified ahead of time, whenever possible, and/or written documentation provided upon return to class for excused absences.

NOTE: It is your responsibility to obtain any missed information from a fellow classmate prior to the next class session. Labs and committee meetings will not be repeated and you will lose information if you fail to come to class.

Please be on time! Class will begin at the time listed on your schedule. Walking into class late is disruptive to other students and valuable time is always lost. The overall success of this project is dependent on group/committee work. Information and demonstrations will not be repeated so it is imperative to be present.

2) All assignments must be completed and handed in to receive a passing grade in the course.

3) Assigned Readings and Due Dates: Students are expected to read these materials before class. All assignments are due by class time on the date due. Any late assignments will have 5 points deducted for each day late including weekends unless a verified excuse is provided.

4) On-line component: This course will use the IPFW E-Learning website to support class activities. Please check E-Learning often as new materials/announcements/form, etc. may be posted. Students will be required to use their IPFW e-mail account and to access the class website to obtain lecture notes, assignments, and other class materials. Students without a computer at home may use any campus lab with internet access.

5) Email and Contacting Your Instructor: Students are required to use their IPFW e-mail accounts to contact the instructor. For security/virus protection reasons, please do not use other accounts as they may not be recognized or accepted. I will not accept responsibility for any e-mails sent from other accounts. I will try to respond to your e-mails within 24 hours from 8 AM Monday through Thursdays at 5 PM. Please put CSD 40600 in the subject of the e-mail.

Please also feel free to contact me during my office hours, when my office door is open, or by making an appointment. Please do not interrupt when my office door is closed.

Because I will not be in the office on Fridays (routinely) please feel free text or call me on my cell phone.

6) Cell Phones, Recording Devices, and Electronic Media: Mobile phones, Blackberries, or smart phones, recording devices, iPad, iPads, or other electronic communication devices are not permitted to be in use during class time (e.g. no e-mail via internet). Students are asked to keep mobile phones and such either turned completely off or on “silent” (NOT VIBRATE) and in their bags. Students are not to receive or send text messages or conduct any electronic activity with such devices while class is in session. In other words, phones out of sight and silent. Violation of the policy will result in a loss of 10 points and you will be excused from the remainder of class. EXCEPTION: If there is an emergency or extenuating circumstance, please talk with me prior to class and we will make arrangements for that specific situation.

Note on the use of laptops: No assignments or exams for which the use of a laptop will be required in this class. You may use your laptop in class to take notes if you choose and for presentations. The same rules apply for sending/receiving messages and internet use as noted above. Plainly put: Do not do it.

7) Plagiarism and Academic Integrity: We follow the IPFW Code of Student’s Rights, Responsibilities, and Conduct, which includes policies on Academic Misconduct. Any assignment that is plagiarized or completed under dishonest circumstances will be given 0 points and IPFW’s policy will be followed. If a second incident occurs, the student will receive a grade of “F” for the course, with additional consequences per the university. Assignments that can be completed with group interaction will be clearly noted. All other assignments are to be completed independently. Please refer to your IPFW Student Handbook and Planner or go to http://www.ipfw.edu/senate/STU_CODE.HTM for additional information.

8) Civility/Ground Rules for Discussion: Disagreement and debate is a norm in college classrooms, but civility is necessary. Each person in this course has unique prior experiences and a unique viewpoint to share. This offers a great opportunity for us to learn from each other. We will maintain an atmosphere of mutual respect. As I appreciate your experiences and opinions, I expect you to respect the experiences and opinions of your classmates. My policy on discussion and conversation is that it will occur at a conversational volume whether in the classroom, my office, or other areas on campus.

9) Diversity and nondiscrimination Statement from the IPFW Student Handbook: “IPFW is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the university seeks to develop and nurture diversity. The university believes that diversity among its many members strengthens the institution, stimulates creativity,
promotes the exchange of ideas, and enriches campus life. IPFW prohibits discrimination against any member of the university community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a disabled or Vietnam-era veteran." (My policy also includes veterans of any US war/conflict.)

10) Disabilities Statement from the IPFW Student Handbook: IPFW is committed to providing reasonable accommodations and access to programs and services to persons with disabilities. If you have a disability or acquire one, contact the Director of Services for Students with Disabilities (Waltz Student Union Room 113, (260) 481-6658 as soon as possible to work out details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me so that the modifications can be made. For more information please visit the website for SSD at http://ipfw.edu/ssd/. Students are encouraged to contact the instructor at the beginning of the semester. Course adaptations cannot be made retroactively.

11) If you are a student in the military with the potential of being called to military service and (or for training during the course of the semester, you are encouraged to contact your advisor immediately.)

12) For help in the development and writing papers, please be aware of the Writing Center, located in the Learning Commons on 1st floor of the Helmke Library. The phone number to make an appointment is 461-5740 or you may contact via e-mail: writingcenter@ipfw.edu.

KASA information:
Coursework through lecture & successful completion of individual & group assignments will result in meeting requirements for the following KASA categories:

Standard III-C The applicant must demonstrate knowledge of the nature of speech, language, hearing & communication disorders & differences & swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, & linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas:

Cognitive aspects of communication (attention, memory, sequencing, problem solving, executive functioning):
  Etiologies
  Characteristics
Social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities):
  Etiologies
  Characteristics
Communication modalities (including oral, manual, augmentative and alternative communication techniques, & assistive technologies):
  Characteristics

Standard III-D The applicant must possess knowledge of the principles & methods of prevention, assessment, & intervention for people with communication & swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, & linguistic & cultural correlates of the disorder:

Cognitive aspects of communication
  Assessment
  Intervention
Social aspects of communication
  Assessment
  Intervention
Communication modalities
  Assessment
  Intervention