

## CSD 3050

**Augmentative and Alternative Communication**

Harding University College of Allied Health 1 Credit Hour

Class Meetings Times – W 2:00-2:50 Swaid Center for Health Sciences 215

**Instructor: Tim Chance, M.S., CCC-SLP Semester/Term: Fall 2025**

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# Course Information

## Course Description

This course provides an introduction to common forms of augmentative and alternative communication, including manual communication, communication boards, and electronic or computer-based communication.

## Prerequisites

CSD 1000, 1150, 1240, and 2900

## Course Rationale

This course provides an introduction to AAC systems for individuals with complex communication needs, emphasizing evidence-based, person-centered approaches. Students will explore assessment, implementation, and practical strategies to support inclusive communication.

## Course Materials

**Required materials:** Book and handouts are provided. There will be a $25 fee for books that are not returned.

## Course Communication Protocols

During this course, interactions between students and/or faculty should take place via email or in Canvas announcements, Harding’s learning management system (frequently called an LMS). My goal is to reply to your communication within one (1) business day. If it is a holiday or a weekend, please keep in mind that a

business day may mean more than one (1) calendar day. If you need to reach me sooner, I would recommend a text message or phone call.

During this course, online office hours can also be arranged at your request utilizing the link to my Google Calendar found in the signature line of any email from me.

If you need to contact me regarding a pressing issue (e.g., sickness, an unforeseen hospitalization, a situation beyond your control, prayers, etc.) you may contact me via my personal email at [tchance1@harding.edu](mailto:tchance1@harding.edu) or mobile phone. If the matter is urgent (e.g., a missed assignment, unable to meet an assignment deadline), a phone call would be best. If you send me an email or text, please include your name and what class in which you are enrolled.

## Department Mission Statement

Our program excels in developing highly skilled and professional graduates who are ready to impact their local and global communities by improving the lives of those they serve. Christian faculty and staff are invested in providing an unparalleled experience utilizing a comprehensive curriculum, contemporary technology, and

state-of-the-art facilities to engage students in reaching their full potential, both educationally and spiritually. As a result, our students exemplify ethical leadership, critical thinking, and interprofessional collaboration to support top of the license practice.

## Integration of Faith and Learning Statement

I truly believe that speech language pathology is a mission field. It is my intent in this class to encourage all students to become Christians. For, if we are Christians, we will be Christian professionals, Christian speech pathologists, Christian neighbors, etc.

# Learning Objectives

## University Learning Outcomes (ULOs)

This course supports mastery of the following ULOs:

ULO 1: Christian Perspective ULO 2: Communication ULO 3: Critical Thinking

## Program Learning Outcomes (PLOs) While CSD 3050 does not have direct measurement of the following PLOs, its assignments, discussions, and assessment material lends to the measurement of our designed PLOs.

1.) Demonstrate problem-solving skills using a Christian worldview and the ASHA Code of Ethics. (ULO1)

1. Connect the Christian worldview to the role of the CSD student in prevention, education, and advocacy while participating in service-learning experiences, community outreach activities, IPE events, and/or professional educational events. (ULO1)
2. Communicate effectively in written, oral, and non-verbal forms, including discipline-specific documentation, and collaboration with team members. (ULO2)
3. Demonstrate knowledge of the normal anatomy and physiology underlying human respiratory, phonatory, articulatory, neurological, and auditory systems. (ULO3)
4. Use a variety of assessment methods to evaluate speech, language, and hearing abilities, provide a basic interpretation of results, and create supporting documentation. (ULO3)
5. Design intervention plans for individuals with speech, language, cognition, and hearing impairments including a therapy approach, relevant goals/objectives, skilled therapy techniques, and relevant therapy materials/activities. (ULO3)
6. Discuss the general effects that a communication disorder may have on one’s life and that of their

family/caregiver.(ULO3)

1. Demonstrate knowledge of cultural and linguistic diversity by comparing/contrasting communication differences vs communication disorders. (ULO4)
2. Demonstrate creativity by designing individualized therapy activities using items from the environment.(ULO6)
3. Use appropriate resources to locate scientific information in the primary literature, and to effectively summarize/synthesize the information to learn new concepts using APA guidelines.(ULO7)

## Course Learning Objectives (CLOs)

Upon completion of this course, you will be able to:

* 1. Describe the principals and functions of augmentative and alternative communication as well as identify potential AAC users. (STD IV-B, IV-C)
  2. Demonstrate basic knowledge of the assessment and selection process of augmentative and alternative communication. (STD IV-C, IV-D)
  3. Discuss funding and trouble shooting processes of augmentative and alternative communication systems. (STD IV-G)
  4. Identify characteristics and needs of differing populations and how they might benefit from augmentative and alternative communication. (STD III-B, III-C, III-  G)
  5. Define Augmentative/ Alternative Communication (AAC), its nature, and components.
  6. Identify appropriate candidates for an AAC system.
  7. Identify and describe basic features of electronic communication aids for message input, vocabulary organization, and message output.
  8. Identify communication needs, participation level of student, and barriers to participation.
  9. Identify a cognitive hierarchy for various symbols and considerations for symbol selection and layout.
  10. Identify considerations for appropriate selection of AAC system components.
  11. Identify members of an AAC assessment team, skills needing assessed, and the evaluation process.

# Grading and Assignment Details

## Grading Information

Each assignment will be assigned an appropriate number of points. All aspects of the assignment will be considered in grading the assignment including promptness, professionalism, and responsibility. Attendance, class participation and presentation will also be considered in the final grade. The student will be provided feedback during the duration of the course. This may be in the form of narrative information and/or component grades, and will be provided in Canvas’ Gradebook. It is possible that supplemental feedback may also be provided via email. However, the intent of this feedback is to inform the student of how well expectations for these components have been met. Students are encouraged to meet with me after each exam and assignment on a one-on-one basis.

The final grade will be computed as a weighted average of Total Points Earned/Total Points Possible and reflected as a letter grade.

A- 90%-100%

B- 80%-89%

C- 70%-79%

D- 60%-69%

F - 59% -0%

## Late work policy

Students are encouraged to work ahead of deadlines. The deadline for any given assignment represents the date from which points will be taken off for being late. It is important that the posted deadlines for a given assignment are met. This represents the self-paced nature of online learning. Assignments turned in after the deadline will be charged a 25% per day late penalty. Therefore, no assignment will be graded if turned in after four days have passed from the original deadline. The score will be a zero. No assignment will be accepted

after the ending date of the class has passed.

There are exceptions to the rule above. If there is a problem and you are unable to meet a deadline, the onus is on you, the student, to communicate with the instructor prior to the deadline. This means that I must approve a deadline extension before the due date and time. If an exception is granted, there must be an agreement between the instructor and the student on a mutually agreeable due date for the missed assignment(s).

**Course Assignment Details Exams:**

There will be **1-2 exams, along with quizzes, in class and out-of-class projects, and class participation assignments**. **Each exam is worth 100 points. The final exam and project is scheduled for Tuesday, December 9, 2025, from 1:00-3:00.**

**These exams and projects will also include material from additional resources and texts.**

This course has been designed to ensure that students demonstrate required knowledge and skills as outlined in the Standards and Implementation Guidelines for the Certificate of Clinical Competence in Speech-Language Pathology. The specific standards addressed in this course are: IV-B, IV-C, IV-E, IV-F, V-A, V-B, V-C, V-D

## Observations:

Students must complete two clinical observation hours of AAC speech and language therapy. There will be two hours of observation assigned in class via Master Clinician. In order to receive credit for the hours, any and all appropriate forms must be completed and signed and submitted to Calipso correctly. **This will be YOUR responsibility.** If you should be absent on the days in which Master Clinician is presented, you will need to discuss with me options for making up this assignment. Again, this is YOUR responsibility**. EACH student will need to purchase a subscription to Master Clinician.**

## All observations and documentation must be completed by Wednesday, November 23, 2025, in class. This assignment is worth 40 points. No credit will be given for late assignments or partially completed assignments. Observations for this class MUST be separate from observations from another class. No double dipping.

**Lab Day/Assignments**

Students will be assigned in class and out of class lab activities to complete. Each activity will be discussed prior to the assignment and a rubric will be provided. Each activity is worth 30-50 points. Guest speakers will be a part of this class. Students are expected to be attentive and professional. Reflections and/or quizzes may be given following presentations.

Case Studies

**In Class Case Study-**This is a case study conducted in class with a given case in which devices from PRC and Tobii-Dynavox will be compared and contrasted. Clinical knowledge and skill utilized to make choices and

recommendations. **This project will be worth 50 points.**

## Independent Case Study

Students will be expected to apply knowledge that we have gathered during this course in terms of critical thinking about your client and the recommendation of AAC. This assignment will serve to show that you have the capabilities, knowledge and skill to recommend the appropriate treatment plan of care for those individuals needing AAC.

You will be given one of several possible case studies in which to develop. During this assignment, you should be able to demonstrate the patient’s strengths, weaknesses, recommendations for AAC, and the roles of the pertinent members of this team. Be sure to include all important team members and the importance that each will serve in the assessment and intervention processes. Students will be asked to utilize the SETT Framework to arrive at an educated rationale for the AAC system chosen and provide a viable treatment plan. This assignment will be worth 100 points and will be utilized as part of your final exam.

## Assistive Technology Assignment

Each Student will be asked to manufacture a piece of assistive technology item. Details of this assignment will be given prior to the assignment.

## Off Campus Functional Lab

Students will participate in an off campus functional lab activity utilizing AAC to communicate.

\*\*other assignments may be added as the course develops

## Attendance & Participation

Attendance: Your attendance is required for successful mastery of course material. You are expected to attend every class. Roll will be taken. Because this class only meets one time per week you will be allowed 1 absence. For each absence beyond 1, your final grade will be lowered one letter grade.

As a student of higher education, you are expected to be prepared for class (e.g., read material, engage in discussion) and to be an active contributor in the learning process.

Attendance and participation are not the same thing. Meeting the attendance requirement does not ensure a good participation grade.

**Tardiness:** If you are going to be more than 10 minutes late to class, please do not attend the class. Coming in late is disruptive to many and causes an atmosphere of confusion. If you are more than 10 minutes late for any class, you will be considered absent for that day. If an arrangement has been made prior to a class session, exceptions can be made.

**\*\* If you miss class, please get notes from a fellow classmate. This includes any handouts, lecture notes or special instruction. It is YOUR responsibility to get any materials that you missed.**

**\*\*\*If you are unable to attend class on the day of an examination, an alternate format of the exam (essay**

**or written paper) may be substituted for the missed exam. If I am not contacted PRIOR to the exam, the right to make up the exam may be denied.**

**University Attendance policy:** [Harding University Attendance Policy](https://catalog.harding.edu/content.php?catoid=46&navoid=3723&attendance)

# Technology Details (required only for online)

## Technical Support

For technical assistance from 8:00 a.m. - 5:00 p.m., M-F, please contact the e-Learning Help Desk at Phone: 501-279-5201

Email: [elearning@harding.edu](mailto:elearning@harding.edu) Web: [E-Learning Web Address](https://www.harding.edu/ist/elm)

For Canvas assistance, search [Canvas Guides.](https://guides.instructure.com/m/4212)

## Technical Skills

The following foundational skills are expected of all students who access Canvas. This list represents a minimum expectation of your ability to function effectively in a technical Environment.

1. Access Harding’s Canvas and navigate course content
2. Written communication skills, email, attachments, uploading, and downloading Capabilities
3. Online etiquette (netiquette), including privacy and security awareness
4. How to change browser / refresh a page / other basic computer tasks
5. Navigate the Internet for scholarly research
6. Utilize basic software / app programs needed for word processing, data analysis, and presentations

## Learning Management System

Canvas is the Learning Management System (LMS) used in this course. Canvas sends an email confirmation to your Harding University email once an assignment is graded or an announcement is posted.

Canvas can be accessed using [Harding’s Canvas Login](https://harding.instructure.com/). For additional information relating to Canvas, including tutorials, and supported web browsers, please visit [Harding’s IST Canvas page](https://www.harding.edu/ist/elm/canvas) or [Instructure Canvas Help](https://www.instructure.com/products/canvas/support-faq) [Center.](https://www.instructure.com/products/canvas/support-faq)

Click here for [Instructure Canvas Accessibility](https://www.instructure.com/products/canvas/accessibility) and [Privacy Policies.](https://www.instructure.com/policies/privacy)

# Policies and Procedures

**University Policies**

## University Assessment

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and

environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all Criteria of Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the academic units and the administrative and educational support units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the University Director of Assessment used to spur continuous improvement of teaching and learning.

## Students with Disabilities Accommodations (required)

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Office of Disability Services and Educational Access at the *beginning* of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Office of Disability Services and Educational Access *as soon as possible* in order to get academic accommodations in place for the remainder of the semester. The Office of Disability Services and Educational Access is located in Room 226 in the Student Center, telephone, (501) 279-4019.

## Academic Integrity Policy

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Director of Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

## In Class Professional Conduct:

Please abide by the following rules to allow for the best learning environment for you and your fellow classmates.

1. Cell phone policy- Turn off cell phones. (Any exceptions must be discussed with the instructor.) No text messaging allowed no matter how quiet yours may be. No cell

phones or electronic devices during quizzes and exams or you will earn a “0” on your

quiz or exam.

1. No lap-top usage for surfing the web. Laptops may be used strictly for note taking.

(Proof may be required and you may be required to produce the notes.) No “IMs”

(instant messaging) during class. Chatting by remote learners to the professor is of course permitted.

1. Come to class on time to minimize distractions and be considerate of the rest of the

class. Clinical assignments and meetings with supervisors do not constitute a valid reason for being late or missing a class. Arrange your schedule accordingly.

1. Any requests for assignment changes must be approved ahead of time. No exceptions.

## Course Academic Conduct

All acts of dishonesty in any academic work constitute academic misconduct. As a student of Harding University, you should avoid all cases that will be construed as academic misconduct. This includes, but is not necessarily limited to, the following:

1. *Cheating*: Use or attempted use of unauthorized materials, information, or study aids in any academic exercise.
2. *Plagiarism*: Representing the words, ideas, or data of another as your own in any academic exercise.
3. *Fabrication*: Falsification or unauthorized invention of any information or citation in an academic exercise.
4. *Aiding and Abetting Academic Dishonesty*: Intentionally helping or attempting to help another student commit an act of academic dishonesty.
5. *Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience*: Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in any [Harding University student handbooks](https://www.harding.edu/assets/www/student-life/pdf/student_handbook.pdf) as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.
6. *Respect*: Students are expected to respect other classmates' opinions and ideas at all times.

## Undergraduate Dress Code:

All members of the Harding community must dress with modesty and decency appropriate to the Christian lifestyle and consistent with professional employment standards. For these reasons, students are expected to adhere to a dress code, as described in the Student Handbook, which faculty, staff, and administration will enforce. Certain academic or extracurricular programs might have additional standards of dress.

## AI/Chat GPT:

Unless your instructor includes instruction on acceptable usage of ChatGPT or a similar A.I. product in the course, your use of artificial intelligence for writing any part of an assignment will be considered academic fraud, and you will risk being removed from the program. It is our sincere hope that you understand the connections between reading, writing, and learning. Writing about something helps build neural pathways that aid you in connecting your new knowledge within the context of knowledge you've already learned. Skipping this step and using something written by AI or by another person means you are cheating yourself out of learning. Please be responsible and ethical in your coursework, and please submit your own writing.

## Writing Preference

As the accepted writing style of business, psychology, education, and social science programs across the globe, the American Psychological Association publication format (otherwise known as APA Style) is the required writing style for this course. Learning to conduct scholarly research is a natural part of academic work, and will help you succeed at Harding University. Conducting scholarly, professional and industry research is required

for this course.

If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact your professor for clarity and permission before using a source that falls outside the scope of traditional academic standards. It is also important that you show how these references assisted your academic work; so make sure you reference your sources in every assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct. Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn’t your words, ideas or thoughts, it is someone else’s and needs to be cited.

* [APA Resources](https://apastyle.apa.org/)
* [Purdue Online Writing Lab](https://owl.purdue.edu/)

The Harding University Writing Center is also available to provide help with planning, writing, organizing, or revising an essay as well as with using MLA, Chicago, or APA formats. You can schedule an appointment with the Writing Center at harding.mywconline.com or ask questions via email at [HardingUniversityWritingCenter@gmail.com.](mailto:HardingUniversityWritingCenter@gmail.com)

## Academic Grievance Policy

If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the denial of academic progression, a procedure has been established to resolve the grievance.

The student must initiate the written Academic Grievance Appeal within five business days after notification of the final grade in Pipeline or notification of denial of academic progression. In cases of both course grade and academic progression appeals, students are encouraged to first engage the involved faculty member in a good faith discussion (in person or via telephone or email) as the first step in resolving any concerns. If resolution is not achieved, a student may submit a written academic grievance by following [the policy set forth in the](https://catalog.harding.edu/content.php?catoid=46&navoid=3667) [Harding University catalog.](https://catalog.harding.edu/content.php?catoid=46&navoid=3667) All students should be familiar with this policy.

## Time Management Expectations

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out- of-class time spent reading, problem-solving, reviewing, organizing notes, preparing for upcoming quizzes/exams, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend 9 hours each week over the course of the semester.

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|  | CSD 3050-Alternative Augmentative Communication Course Schedule  Fall 2025  August 18-December 12 Wednesdays  2:00-2:50 |  |
| Week 1 | August 20 | Introduction, Discuss requirements ,Syllabus, Assign Ch. 1 |
| Week 2 | 27 | What is AAC/AT Terminology |
| Week 3 | September 3 | AAC/AT Lab Day |
| Week 4 | 10 | Discuss Bill of Rights |
| Week 5 | 17 | Exam 1 Ch. 1 |
| Week 6 | 24 | Team Members and |

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| --- | --- | --- |
|  |  | Settings Ch. 2/3  (Case Study Assigned) |
| Week 7 | October 1 | Lab Day – Jennifer Herzog |
| Week 8 | 8 |  |
| Week 9 | 15 | Lab Day – |
| Week 10 | 22 | Rick Anderson ICAN |
| Week 11 | 29 | Assistive Technology Presentation  (Assign) App Scavenger Hunt |
| Week 12 | November 5 | Assistive Technology Presentation |
| Week 13 | 12 | Intervention Ch. 5 Goals and Objectives SETT, |
| Week 14 | 19 | In Class Case Study |
| Week 15 | Thanksgiving Break | NO CLASS |
| Week !6 | December 3 | Functional Lab (off campus?) |
| Week 17 | Finals Week | **Final Project Due** |

Please note that this is a tentative schedule. I will adhere to this schedule as closely as possible. Some changes may occur.