COURSE DESCRIPTION:
This seminar is designed to introduce students to various communication modalities including oral, manual, augmentative/alternative communication techniques, and assistive technologies.

REQUIRED TEXTS:
other AAC research as identified during discussion

COURSE REQUIREMENTS:
1. Students are required to read all assigned chapters, articles, and materials. During each class period students are required to engage in class participation and questions regarding the topic material.
2. Each student will find a current research article on some aspect of augmentative alternative communication. The student will read and submit for discussion an analysis of the article. This assignment has been discussed via email prior to this class.
3. Each student will participate in group and/or individual lab activities and complete all tasks.

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: III-B, III-C, III-D, III-E, III-F, III- G, III-H, IV-B, IV-G.

Student Learning Objectives:
Students will:

1. Describe the principals and functions of augmentative and alternative communication as well as identify potential AAC users. (STD III-B, III-C)

2. Discuss and explain the assessment and selection process of augmentative and alternative communication. (STD III-C, III-D)

3. Interpret assessment data and determine treatment strategies for augmentative and alternative communication intervention. (STD III-C, III-D)

4. Discuss funding and trouble shooting processes of augmentative and alternative communication systems. (STD III-D, III-E, III-G)

5. Identify characteristics and needs of differing populations and how they might benefit
from augmentative and alternative communication. (STD III-B, III-C, III-G)

6. Describe and apply knowledge about ethic considerations and professional issues and their impact on assessment and treatment of individual with augmentative and alternative communication needs. (STD III-E, III-F, III-G, IV-G)

At the completion of this course, the participant will be able to:

7. Define Augmentative/Alternative Communication (AAC), its nature, and components.

8. Identify appropriate candidates for an AAC system.

9. Identify and describe basic features of electronic communication aids for message input, vocabulary organization, and message output.

10. Identify communication needs, participation level of student, and barriers to participation.

11. Identify a cognitive hierarchy for various symbols and considerations for symbol selection and layout.

12. Identify considerations for appropriate selection of AAC system components.

13. Identify members of an AAC assessment team, skills needing assessed, and the evaluation process.

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 the Higher Learning Commission of the North Central Association of Colleges and Schools. 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 (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.
EVALUATION AND GRADING:
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.

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.
2. 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.
3. 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!!
4. Any requests for assignment changes must be approved ahead of time. No exceptions!

STUDENTS WITH DISABILITIES:
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, psychological, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the beginning of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Director as soon as possible in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 102 of the Lee Academic Center, telephone (501) 279-4019.

Since some graduate courses are taught at different sites and students will not have access to the Disabilities Office located on Harding University’s Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax or mail to the Disabilities Office on our main campus. The necessary forms are available. Upon receiving the appropriate documentation approved by ADA Guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Disabilities Director. If you have questions, please contact Teresa J. McLeod, M.Ed., Disabilities Director, at (501) 279-4019 or tmcleod@harding.edu.

ACADEMIC INTEGRITY:
Cheating in all its forms is inconsistent with Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade. Students who share assignments with students taking the course in a subsequent semester may be subject to having an academic integrity sanction added to their college record.
Alternate Modes of Communication - CSD 635
Summer II -- 2015
Tentative Schedule

July

6th
Introduction, Discuss requirements, Lecture and Discussion on chapters 1-6

7th
Continue Lecture 1-6 -- Case Study and Article Discussion

8th  LAMP – Cindy Halloran and Jennifer Herzog PRC

9th
Continue Lecture – Lab Day

10th
Exam and Joni Day- Reports and Funding Issues

11th
Case Study and Article due in class on Friday, July 7th for discussion.

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