Instructor: Charlotte Lopes, M.A., CCC-SLP
Office: SLHS 103
Phone: (619) 594-8051
E-mail: clopes@mail.sdsu.edu
Office Hours: M 3:30-4:30, T 1:00-2:00; other times by appointment
Course Location: SLHS 149
Course Times: Mondays 5:00-6:40 PM
Course Website: http://blackboard.sdsu.edu/

Course Description and Objectives:
This course will cover: alternative and augmentative communication, AAC systems, its users and stakeholders, and the impact of AAC systems on communication; the assessment of individuals who may benefit from AAC; providing intervention using AAC systems; and service delivery to individuals requiring AAC, including advocacy, role of the SLP on teams working with these clients and the training of communication partners using AAC systems. It is designed to meet the knowledge and skills requirements for ASHA certification.

Outcomes and Competencies:

This course meets the following outcomes and standards:

SDSU Student Outcomes Assessment Program (SOAP) Outcomes:
Graduate Outcomes 2A; 2B; 2C; 2D; 3C; 4A; 4B; 4C; 5A; 5B; 5C; 5D; 5E; 5F; 6B; 7A; 7B; 7C; 7D; 8B

Speech-Language Pathology Knowledge and Skills (2014 KASA – ASHA/CAA) Standards:
IV-A: Knowledge of Basic Sciences
Biological, physical, and social/behavioral sciences
IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences
Characteristics of communication modalities including oral, manual, augmentative and alternative communication systems, assistive technologies
IV-D: Prevention, Assessment, and Intervention
Communication modalities: Principles and methods of assessment, and intervention for people requiring augmentative and alternative communication and assistive technologies. Interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders
IV-F: Research
Processes used in research and the integration of research principles into evidence-based clinical practice

Clinical Skills and Processes
V-A: Oral and written or other forms of communication
V-B: Prevention, evaluation, and intervention of communication disorders and swallowing disorders; Interaction and personal qualities, including counseling, collaboration, ethical practice, and professional behavior; Effective interaction with patients, families, professionals, and other individuals, as appropriate
California Commission on Teaching Credentialing (CTC) Standards:

General Program Standards
2: Professional, Legal, and Ethical Practices
3: Educating Diverse Learners
4: Communication and Collaborative Partnerships
5: Assessment of Students
6: Using Educational and Assistive Technology
7: Transition and Transitional Planning

Speech-Language Pathology Standards
2: Child Development and Speech, Language, and Hearing Acquisition
3: Speech, Language, Hearing, and Swallowing Disorders
4: Assessment of Speech and Language Disorders
5: Management of Speech and Language Disorders
6: School Field Experience

Remediation
Students in the M.A. program in speech-language pathology as well as doctoral students working toward clinical certification will be reviewed every Fall and Spring semester by the faculty of the Speech and Language Sciences Division. Each student's academic and clinical progress will be addressed; remediation recommendations, if any, will be determined by the faculty of the Division.

Students with Disabilities: Americans with Disabilities Act (ADA) Accommodation
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Disability Services. Your cooperation is appreciated.

Religious Observances
The University’s policy on absence for religious observances is as follows: “By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances.”

Commitment to Diversity and Inclusion
The University is committed to cultivating “...a campus climate that promotes human dignity, civility, and mutual appreciation for the uniqueness of each member of our community ...Freedom from discrimination, harassment, and violence against persons or property is a basic right and is requisite for learning. Freedom of speech shall be protected. By the same token, the campus community shall denounce and confront acts of intolerance, abusive behaviors, and the beliefs and past events that have separated us as a people.”

Academic Honesty
Students are expected to maintain the highest standards of academic honesty and respect. According to SDSU’s Center for Student Rights and Responsibilities, students may be expelled, suspended, or put on probation for academic dishonesty. Per SDSU’s STANDARDS FOR STUDENT CONDUCT, examples of academic dishonesty include cheating that is intended to gain unfair academic advantage; plagiarism that is intended to gain
unfair academic advantage; furnishing false information to a University official, faculty member, or campus office; forgery, alteration, or misuse of a University document, key, or identification instrument; misrepresenting oneself to be an authorized agent of the University or one of its auxiliaries; encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

**Examples of cheating** include unauthorized sharing of answers during an exam, use of unauthorized notes or study materials during an exam, altering an exam and resubmitting it for re-grading, having another student take an exam for you or submit assignments in your name, participating in unauthorized collaboration on coursework to be graded, providing false data for a research paper, or creating/citing false or fictitious references for a term paper. Submitting the same paper for multiple classes may also be considered cheating if not authorized by the instructors involved.

**Examples of plagiarism** include any attempt to take credit for work that is not your own, such as using direct quotes from an author without using quotation marks or indentation in a paper, paraphrasing work that is not your own without giving credit to the original source of the idea, or failing to properly cite all sources in the body of your work. *Please be advised that even the mere appearance of these behaviors falls within the definition of dishonesty.*

**California State University Executive Order 969 mandates faculty reporting of all incidents of academic misconduct.**

**Required Text, Readings and Materials:**

Additional readings (journal articles) will be assigned and uploaded to Blackboard

**General Policies:**

1. **Attendance and Class Participation:** Class meetings will be mixture of lecture, discussion, and lab work. Regular attendance and class participation will be expected from all students and will be an important factor in determining borderline grades for this course.
2. **Make-ups/Incompletes:** There will be **NO** opportunities available for make-ups or incompletes except in emergencies as determined by the instructor or in special circumstances, with arrangements made **in advance** with the instructor.
3. **Assignments:** Assignments are due at the beginning of the class of the specified due date. One letter grade will be deducted for each day an assignment is late.

**Grading**
A = 93-100%; A- = 90-92.5%
B+ = 87-89.5%; B = 83-86.5%; B- = 80-82.5%
C+ = 77-79.5%; C = 73-76.5%; C- = 70-72.5%
D+ = 67-69.5%; D = 63-66.5%; D- = 60-62.5%
P = 0-59.5%

Grading will be evaluated on the following (total points = 300):
1. **Test (100 pts total):** One test will be administered at the beginning of class. Questions may include true/false, multiple choice, and/or short-answer.

2. **Communication Board (25 pts):** You will create a communication board, preferably using Boardmaker, for a classmate. More information regarding the assignment will be posted on Blackboard.

3. **Device Presentation (75 pts):** In teams of 3-4, you will be responsible for learning a device/devices and will prepare a handout for your classmates describing the device and its capabilities. On your “Device Night,” you will demo the device for the class and distribute your handout. Formats for the handout and further instruction will be posted on Blackboard.

4. **Final Exam (100 pts):** The final project will be two case studies (one child, one adult). Several case studies will include clients with various diagnoses that you may choose from.

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**Course Schedule**  
*Additional readings in italics*

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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| Jan. 27  | Introduction  
AAC Processes  
Message Management | ASHA 2005  
Ch. 1  
Ch. 2                                      |
| Feb. 3   | Symbols and Rate Enhancement               | Ch. 3                                                                    |
| Feb 10   | Alternative Access                         | Ch. 4                                                                    |
| Feb 17   | Principles of Assessment  
Assessment: Specific Capabilities | Ch. 5, 6                                                                |
| Feb 24   | Assessment Continued  
COMM. BOARD DUE |                                                                           |
| March 3  | Decision Making  
REVIEW                                    | Ch. 7                                                                    |
| March 10 | **Test 1**                                 |                                                                           |
| March 17 | Dev. Disabilities  
Beginning Communicators | Ch. 8  
Ch. 9  
Romski, M. & Sevick, R.  
Augmentative Communication and Early Intervention: Myths and Realities. *Infants and Young Children*. 18:3, 174-185 |
| March 24 | Beginning Comm (Cont’d)  
Language Learning                          | Ch. 10                                                                   |
| March 31 | **NO CLASS**                               | **Spring Break**                                                         |
| April 7  | Literacy and Linguistic Competence  
Educational Inclusion                  | Ch. 11, 12, 13  
Validation of an inventory of best practices in the provision of augmentative and alternative communication services to students with severe disabilities in general education classrooms. |
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Readings/Notes</th>
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<tbody>
<tr>
<td>April 14</td>
<td><strong>Device Night</strong></td>
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<tr>
<td>April 21</td>
<td>Adults with Acquired Physical Disabilities</td>
<td>Ch. 14&lt;br&gt;Ch. 16&lt;br&gt;<strong>Additional readings to be assigned</strong></td>
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<tr>
<td>May 5</td>
<td>Intensive/ Acute Medical Settings</td>
<td>Ch. 18&lt;br&gt;<strong>Final Case Studies distributed</strong></td>
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<tr>
<td>May 12</td>
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<td><strong>FINAL EXAM DUE</strong></td>
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