

SAN JOSÉ STATE UNIVERSITY
DEPARTMENT OF COMMUNICATIVE DISORDERS & SCIENCES
EDSP 288 – SEMINAR IN AUGMENTATIVE & ALTERNATIVE COMMUNICATION
Spring Semester 2016
Section 2

I. COURSE AND CONTACT INFORMATION

Instructor:	Wendy Quach, Ph.D.
Office Location:	Sweeney Hall 118D
Telephone:	(408) 924-3682
Email:	wendy.quach@sjsu.edu - This is the best way to contact me; I will attempt to respond to all emails within 48 business hours
Office Hours:	Tuesdays: 4-5PM Thursdays: 3-4PM By appointment
Class Days/Time:	Thursdays 4:00 – 6:45PM
Class Location:	Sweeney Hall 413

Course Catalog Description

Exploration of how augmentative and alternative communication is used for individuals with complex communication needs. The impact of cognition, educational, physical, psychosocial and linguistic aspects of behavior on AAC use, assessment, intervention and research will be explored.

Course Overview

This course will involve in-depth study of clinically relevant topics and research based literature in the area of augmentative and alternative communication. The course will focus on assessment, interventions, and instructional strategies children, adolescence and adults with moderate to severe congenital or acquired disorders in speech and language who require augmentative and alternative models for oral or written communication. Instructor and student-generated topics of special interest may also be discussed. Classes will consist primarily of small/large group discussions of assigned readings.

Reading assignments will provide clinical and theoretical information relevant to the topic for that week. Discussions are intended to clarify main points from the readings and to engage students in critical thinking skills relative to Evidence-Based Practice. Students are expected to provide personal contributions to demonstrate integration and application of the material. Copies of all PPTs and course materials can be found on Canvas.

The course will use a combination of PowerPoint presentations and seminar format involving participation with discussion. For most classes, there will also be small group activities related to the topic of discussion.

Changes may be made to the schedule with fair notice. Additional readings may be provided at the discretion of the instructor and changes or additions may be announced in class or on Canvas. Students are responsible for amending the assigned schedule accordingly.

A) Course Learning Outcomes

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

1. demonstrate proficiency of course content.
 - a. Define and describe AAC strategies and systems, including aided and unaided systems.
 - b. Compare various access methods and message representation strategies, and consider client characteristics that match each.
 - c. Describe considerations for selecting appropriate AAC strategies including age, culture, and communication needs, as well as cognitive, communication, language and motor abilities.
 - d. Gain familiarity with dedicated and non-dedicated devices for AAC purposes.
 - e. Describe general assessment procedures for individuals with complex communication needs (CCN).
 - f. Describe the basic process for AAC report writing and funding.
 - g. Understand how the ASHA code of ethics applies to service provision of augmentative and alternative communication systems.
2. apply knowledge and skills learned to develop treatment plans for people with CCN, and provide an evidence-based rationale supported by research literature.
3. develop interpersonal and group skills by engaging in team-based learning.

C) ASHA Standards

Standard IV-C

The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

√ - augmentative and alternative communication modalities

Standard IV-D

For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E

The applicant must have demonstrated knowledge of standards of ethical conduct.

Standard IV-F

The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Evidence of Standards IV-C-E will be the benchmark of 73% or greater average on all 3 exams. The content is distributed throughout the course as different areas of AAC are covered. Therefore the average of the 3 exams will represent the overall demonstration of knowledge of the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas in AAC.

- 90-100% on the average of all 3 exams will be rated as mastery of material
- 73%-90 on the average of all 3 exams will be rated as demonstrating emerging evidence of mastery.
- Less than 73% on the average of all three exams - no evidence of mastery

The research article summary will serve to demonstrate the overall knowledge of the processes of research and of the integration of research principles into evidence-based clinical practice in the area of AAC (Standard IV-F).

- 90-100% mastery of standard
- 73% -90% emerging ability toward the standard
- less than 73% - no evidence of mastery

D) Pre-requisites

- Graduate standing and by department consent

E) Readings

Required text:

- Beukelman, D. & Mirenda, P. (2012). *Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs (4th Ed.)*. Baltimore, MD: Paul H. Brookes Co.
 - Students will likely find it most helpful to complete the assigned weekly readings before class meeting. Active class participation is required.

Optional text:

- Light, J. & Binger, C. (1998). *Building Communicative Competence with Individuals who use Augmentative and Alternative Communication*. Baltimore, MD: Paul H. Brookes Co.
 - You may be able to find an inexpensive used copy at an online site such as www.addall.com

Other course information and readings are taken from these texts:

- Beukelman, D.R., Garrett, K.L., & Yorkston, K.M. (2007) *Augmentative communication strategies for adults with acute or chronic medical conditions*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Beukelman, D.R., Yorkston, K.M., & Reichle, J. (Ed.). (2000) *Augmentative and Alternative Communication for Adults with Acquired Neurologic Disorders*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Glennen, S. & DeCoste, D. (1997). *Handbook of augmentative and alternative communication*. San Diego, CA: Singular Publishing Co.
- Light, J.C., Beukelman, D.R., & Reichle, J. (2002) *Communicative competence for individuals who use AAC: From research to effective practice*. Baltimore, MD: Paul H. Brookes Publishing Co
- Lloyd, L., Fuller, D., & Arvidson, H. (1997). *Augmentative and alternative communication: Handbook of principles and practices*. Boston, MA: Allyn & Bacon.
- McNaughton, D. & Beukelman, D.R. (2010). *Transition strategies for adolescents & young adults who use AAC*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Reichle, J., Beukelman, D.R., & Light, J.C. (2002) *Exemplary practices for beginning communicators: Implications for AAC*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Soto, G. & Zangari, C. (2009). *Practically speaking: Language, literacy, & academic development for students with AAC needs*. Baltimore, MD: Paul H. Brookes Publishing Co

Readings from these texts are available to students upon request.

Other books of interest:

- *Beneath the surface: Creative expressions of augmented communicators*. (2000) M.B. Williams & C.J. Krezman (Eds.). Toronto, ON: ISAAC Press
- Sienkiewicz-Mercer, R. & Kaplan, S. (1989). *I raise my eyes to say yes*. New York, NY: Avon Books.

Other Suggested Resources:

- ASHA's page on AAC (<http://www.asha.org/slp/clinical/aac/>)
- Barkley Memorial Augmentative and Alternative Communication Centers (<http://aac.unl.edu/>)
- Rehabilitation Engineering Research Center (AAC-RERC) (<http://aac-rerc.psu.edu/>)
- University of Washington AAC website (<http://depts.washington.edu/augcomm/index.html>)
- This is not an exhaustive list. If you find interesting sites throughout the semester, I gladly welcome new additions to this list.

Lecture Outlines:

The purpose of these outlines is to provide you some help in following the lecture and improving your real-time comprehension of the material. Please note that these are ONLY notes and do not represent all course content. The student is responsible for all assigned readings, projects, and in-class discussions/activities. Lecture outlines will be on the web, through Canvas if you wish to take advantage of this convenience. Please use the link below for information on how to log on.

- Student Resources: <http://www.sjsu.edu/at/ec/canvas/>
- Log-in page: <https://sjsu.instructure.com>
- e-campus homepage: <http://www.sjsu.edu/at/ec/>

F) Course Policies

- On-time attendance. [University policy F69-24](#) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."
- Full participation in class.
- On-time completion of assignments.
- Use of APA format for all written assignments.
- Independent work on all assignments, unless otherwise specified.
- **Civility in the Classroom:** Because every student is entitled to full participation in class without interruption, all students are expected to be in class and prepared to begin on time. This is a graduate level course in which you receive training for a professional career. This means students need to behave in a professional manner regarding classroom behavior. All mobile/electronic devices that generate sound must be turned off when you enter the room. Disruption of class, whether by latecomers, noisy devices, websurfing, texting, iMessaging/e-chatting, facebooking, working on clinic materials/report, or inconsiderate behavior will not be tolerated. These behaviors tend to be distracting, and you would not engage in them in other professional interactions (clinical meeting with a supervisor, during therapy with a client, etc.). Repeated violations will be discussed with the individual(s) and may result in an administrative withdrawal. Please use your electronic devices for note-taking only, unless a specific classroom activity calls for accessing the internet.
- **Cell phones or other electronic devices** are NOT ALLOWED on your person or within your line of sight during exams or quizzes. They must be in your bags or otherwise put away. Anyone caught with a cell phone or other electronic device during exams or quizzes will receive an F (0 points) and may face further disciplinary action related to academic dishonesty. You will not have an opportunity to make-up that exam or quiz.
- **Course Changes:** This syllabus is provided as an outline of course activities. Because all classes do not progress at the same rate, It may be necessary to revise this syllabus based on student, instructor, or university needs. Students will be given adequate notification via announcements in class or on Canvas. The course calendar is tentative and subject to change. The instructor reserves the right to revise the syllabus as the need arises.

G) Course Requirements

SJSU classes are designed such that in order to be successful, *it is expected that students will spend a minimum of forty-five hours for each unit of credit* (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Course Requirements	Description	Points toward final grade	Date Due
App Project	You will review an AAC app and provide a handout to be made available to peers.	50	Mar 10
AAC Devices	A variety of AAC technologies will be demonstrated in class and students will have opportunities for hands-on learning. Students will then complete and submit AAC	40	Mar 17

	Lab.		
Mid-term Exam 1		100	Feb 25
Mid-term Exam 2		100	Apr 7
Article Summary	You will complete summarize one research article related to AAC.	50	various - see calendar
RERC Webcast Quizzes	You will complete 6 (of 11) quizzes from the AAC-RERC webcasts. Scores on all quizzes must be 80% or higher to receive full credit. Please email the pdf file of the certification of completion to me. All quizzes are due on the last day of the class but you can submit them earlier if you wish.	60 (10 points each)	May 12
Final Exam	Comprehensive final exam to be held on the University scheduled date.	100	
AAC Workshops: Friday, Apr 15 (1-5PM) Saturday, Apr 16 (9-4PM)	Participation in the workshops will count for extra credit. Additional percentages will be added to your final grade in the course for attendance at one workshop. <ul style="list-style-type: none"> • Friday workshop 1% • Saturday workshop 1.5% 		

H) Grading

Grades will be determined using the point system detailed above. Your final grade is based on a percentage of points earned through the above stated requirements.

Your letter grade is based on the following scale.

A+	100% to 98%	B+	89% to 87%	C+	79% to 77%	D	69% to 60%
A	97% to 94%	B	86% to 84%	C	76% to 74%	F	59% & below
A-	93% to 90%	B-	83% to 80%	C-	73% to 70%		

Failure to complete all activities in an acceptable manner (examinations, assignments, etc.) will result in lowering the final grade by one letter. All work must be submitted on time.

"All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades." See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Incomplete Work: An "Incomplete" grade indicates that a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. The student cannot reenroll in the course. It is the responsibility of the student to bring pertinent information to the attention of the instructor (regarding the unforeseen reason(s) for requesting an Incomplete) and to determine from the instructor the remaining course requirements that must be satisfied to remove the Incomplete. A final grade is assigned when the work agreed upon has been completed and evaluated. Clearing an incomplete grade does not permit retaking previously completed portions of the course, nor does it permit assignment of additional graded work (e.g., extra credit) that was not available to other students in the class.

I) Remediation

For students entering the professions of speech-language pathology and audiology, the ultimate goal is not merely to earn a passing grade in a course or on an examination or assignment. Rather, it is to demonstrate the

acquisition of knowledge and skills relative to certification standards in the profession(s). As such, students are required to demonstrate adequate proficiency in essential knowledge and skill areas, as determined by the academic instructor. If student performance for one or more specific knowledge/skill area is below expectations, instructors may require remediation and implement strategies that may include, but are not limited to, the following:

- Rewriting/resubmitting incorrect/incomplete test answer(s)
- Providing oral explanations of content material
- Redoing all or part of academic projects
- Completing directed readings
- Viewing supplemental videos
- Other targeted activities

These additional remediation activities will not alter the grade earned on a particular examination or assignment; however, they will ensure that each student has demonstrated acquisition of each of the knowledge and/or skill areas targeted in the course.

J) Illness and Absence Policy for Assignments and Class Participation

- At the discretion of the instructor, make-up exams will be given in cases of documented illnesses and/or emergencies. For illnesses, documentation must be in the form of a written note from your personal physician. For personal or family-related emergencies, an appropriate verification of the absence will be required. Documentation must be procured within one week.
- In case you are ill or have an emergency, please let me know your status within 24 hours after the missed exam date by email, phone, or in person.
- Any notification after the 24-hour period will not be accepted and you will not be able to make up the missed exam.
- Make up exams will also be provided for students who observe religious holidays.
 - To make up an exam, you must inform me of your absence within two weeks of the semester beginning. We can arrange a mutually agreeable time for your make up.
 - If you inform me of your religious observance after the exam date, you will not be allowed to make up the exam.
- Participation: You are encouraged to participate in all class discussions.

II. UNIVERSITY POLICIES

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Adding/Dropping

- Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>
- Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/.
- The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.
- Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course.

- Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Academic Integrity Statement

- Let me start by saying that the following information is not meant to scare you but rather to inform you, so you and I can avoid misunderstandings that pertain to your work.
- Part of your training in CD&S involves understanding ethics and ethical behavior in practice and research. Information on academic honesty is the first step toward this goal.
- As a member of this class and a student at SJSU, you are honor bound to observe and demand academic honesty and integrity from yourself and those around you.
- SJSU's policy on Academic Integrity will be STRICTLY followed for this course. Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.
- If you are caught cheating on any assignment/exam and if this transgression is verified after due process, you will receive a zero for that specific assignment/exam and/or an F for the entire course, depending on the severity of the infraction.
- Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.
- In summary, all students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academics. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense. The Student Conduct Code defines academic offenses and details procedures for dealing with them. All students are expected to be familiar with the content of the Student Conduct Code.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability

III. COLLEGE AND DEPARTMENTAL POLICIES

Vision Statement

The Lurie College of Education is an inclusive, engaged, diverse, intellectual community where teacher scholars inspire life-long learning and advocacy for excellence and equity in education.

Mission Statements

College of Education: The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our diverse, technologically complex, global community.

The policies and practices of the Connie L. Lurie College of Education at San José State University are based on the belief that teaching in a democracy requires and must ensure that:

- Students have access to an excellent and equitable education;
- Educators at every level have knowledge of their subject matter and their students, value and engage in ethical practice and excellent pedagogy, and develop dispositions and habits of the mind that ensure that all students have equitable access to an excellent education;
- Stakeholders be involved in the collegial community engaged in the professional conversation and decision making that delineate standards, assign resources, guide program design, and reward accomplishment in the College

Department: The Mission of the Department of Communicative Disorders and Sciences is to provide high-quality academic and clinical preparation to students seeking careers working with individuals who have speech, language and hearing disorders, and their families. Guided by principles of evidence-based practice and working in collaboration with other professionals, our graduates will adhere to the highest ethical standard in serving the needs of our diverse community.

HIPPA Policy

Students will be considered members of the clinic workforce under regulations established by the Health Insurance Portability and Accountability Act (HIPAA). Students will receive instruction in following HIPAA policies and will be required to adhere to these policies.

Confidentiality

All clients have the right to confidentiality. Students are not to discuss cases outside of the Communicative Disorders & Sciences Clinic or in public access areas within CDS (e.g., restrooms, hallways, observation booths, etc.). Known violations of confidentiality will result in a stern reprimand. Serious and/or repeated violations will warrant referral to the Chair of the Communicative Disorders & Sciences Department for disciplinary action.

Grievances

When a dispute arises between a student and faculty member regarding a grade, academic honesty, academic freedom, mistreatment, or another matter, the student's first responsibility is to arrange an appointment with the faculty member to discuss the issue. If mutual satisfaction is not reached in this manner, the next step is to arrange an appointment with the CD&S Department Chair who will work to resolve the dispute. Should the Department Chair be unsuccessful in attempts to mediate, a set of policies and procedures have been implemented by the Lurie College of Education to successfully resolve such issues. These policies are available on the COE website:

<http://www.sjsu.edu/education/docs/StudentDisputes.pdf>.

The Department of Communicative Disorders and Sciences at SJSU expects students to follow the grievance policies and procedures of the Department, Lurie College of Education, and SJSU. If concerns still exist, students may contact the Council on Academic Accreditation at the ASHA Action Center (1-800-498-2071). Further information may be found on the ASHA website (www.asha.org) under the ASHA Procedures of Complaints against Graduate Education Programs document. Chapter 4 includes specific information regarding academic grievance

