

## Term Information

Effective Term Autumn 2017  
[Previous Value](#) Summer 2012

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

The title is being changed and the content is being modified. The content will now only focus in autism

### What is the rationale for the proposed change(s)?

The content for part of this course will now be covered in SHS 6860. SHS 6860 is a new course that was approved by the ASC committee in Autumn 2016. The title name and revised syllabus reflect this change in content.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

There are none since the content in this course that is being removed will be covered in another course.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area Speech and Hearing Science  
Fiscal Unit/Academic Org Speech & Hearing - D0799  
College/Academic Group Arts and Sciences  
Level/Career Graduate  
Course Number/Catalog 6150  
Course Title The SLPs Role Working with Individuals with Autism  
[Previous Value](#) *The Role of the SLP in Autism Spectrum Disorders and Alternative/Augmentative Communication*  
Transcript Abbreviation SLP Role-ASD  
[Previous Value](#) *SLP Role-ASD & AAC*  
Course Description This course is designed to provide students with knowledge in the area of autism by integrating research results with clinical practice. Implications for assessment and treatment for individuals with autism will be discussed.  
[Previous Value](#) *Provides students with knowledge in autism spectrum disorders and augmentative and alternative communication by integrating research with clinical practice in assessment, treatment, and intervention.*  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week  
[Previous Value](#) *14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week*  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Seminar, Lecture  
[Previous Value](#) *Lecture*  
Grade Roster Component Lecture  
Credit Available by Exam No

Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: Grad standing, and coursework in language development, or permission of instructor.
Exclusions	

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code	51.0203
Subsidy Level	Doctoral Course
Intended Rank	Masters, Doctoral

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

## Course Details

### Course goals or learning objectives/outcomes

- Students will develop an understanding of the characteristics of autism and how autism is identified.
- Students will develop an understanding of social-communication development in individuals with autism.
- Students will develop an understanding of best practice interventions and services for students with autism spectrum disorders.
- Students will learn the history of the disorder and discuss possible reasons for the change in prevalence that has occurred in the last 20 years.
- Students will discuss and evaluate strategies and approaches used in the identification and diagnosis of autism.
- Students will describe social-communication development in individual with autism.
- Students will identify theoretical frameworks and mechanisms of change across a wide range of empirically supported interventions available for the treatment of autism.
- *Define autism spectrum disorders (ASD) and the appropriate services of the SLP in this population*
- *Describe different types of intervention approaches used with individuals with ASD.*
- *Describe techniques that may be used to support the individual, environment and communication partner to maximize opportunities for individuals with ASD*
- *Define and describe augmentative and alternative communication*
- *Describe assessment and intervention techniques relative to AAC*
- *Identify differences between low and high tech AAC options and when which option would be necessary*
- *Write communication goals related to AAC use*
- *Define AAC team members and their roles*

### *Previous Value*

### Content Topic List

- Autism

**Previous Value**

- [Augmentative Communication](#)
- [Alternative Communication](#)
- [Asperger's syndrome](#)
- [Autism](#)

**Attachments**

- Revised\_SHS 6150 Syllabus\_Fall 2017.docx: Revised syllabus  
*(Syllabus. Owner: Ellawadi,Allison Bean)*
- SHS 6150 Syllabus\_Fall 2016.docx: Original syllabus  
*(Syllabus. Owner: Ellawadi,Allison Bean)*
- 6150\_Petition for late course request.docx: Late course request petition  
*(Other Supporting Documentation. Owner: Ellawadi,Allison Bean)*

**Comments**

- 01.30.17: I changed the check on "repeatable" to "No" given that the max credit hours = 3. *(by Haddad,Deborah Moore on 01/30/2017 11:22 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Ellawadi,Allison Bean	01/23/2017 09:05 AM	Submitted for Approval
Approved	Fox,Robert Allen	01/30/2017 08:25 PM	Unit Approval
Approved	Haddad,Deborah Moore	01/30/2017 11:23 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	01/30/2017 11:23 PM	ASCCAO Approval

The Ohio State University  
Speech and Hearing Sciences  
The SLPs Role Working with Individuals with Autism  
SHS 6150

Credit Hours: 3  
Course Level: Graduate  
Schedule: Tuesday & Thursday  
7:30-8:50 am  
Pressey Hall  
Rm 35

Instructor: Allison Bean Ellawadi,  
Ph.D., CCC-SLP  
Office Room: 101C  
Office Hours: By appointment  
Office Phone: 614-292-5664  
E-mail: ellawadi.1@osu.ed

**Course Description:**

This course is designed to provide students with knowledge in the area of autism by integrating research results with clinical practice. Implications for assessment and treatment for individuals with autism will be discussed.

**LEARNING OBJECTIVES**

**Goals:**

1. Students will develop an understanding of the characteristics of autism and how autism is identified.
2. Students will develop an understanding of social-communication development in individuals with autism.
3. Students will develop an understanding of best practice interventions and services for students with autism spectrum disorders.

**Learning Objectives:**

1. Students will learn the history of the disorder and discuss possible reasons for the change in prevalence that has occurred in the last 20 years.
2. Students will discuss and evaluate strategies and approaches used in the identification and diagnosis of autism.
3. Students will describe social-communication development in individual with autism.
4. Students will identify theoretical frameworks and mechanisms of change across a wide range of empirically supported interventions available for the treatment of autism.

**ASHA Standards Addressed:**

III-C: Students will be able to demonstrate knowledge of the nature of speech, language, hearing and communication disorders.

III-D: Students will be able to demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for children with communication disorders.

**Learning Objectives/Knowledge Outcomes:**

Autism Spectrum Disorders

1. Define autism spectrum disorders.
2. Describe different types of intervention approaches used with individuals with ASD
3. Describe techniques that may be used to support the individual, environment and communication partner to maximize opportunities for individuals with ASD.

**Required Texts:**

Prelock, P.A., & McCauley, R.J. (2012). Treatment of autism spectrum disorders: Evidence-based intervention strategies for communication and social interactions. Baltimore, MD: Brookes Publisher.

**Required Readings:** Will be available on carmen

American Speech-Language-Hearing Association. (2006b). *Principles for Speech-Language Pathologists in Diagnosis, Assessment, and Treatment of Autism Spectrum Disorders Across the Life Span* [Technical Report]. Available from [www.asha.org/policy](http://www.asha.org/policy)

Gernsbacher, M. A., Morson, E. M., & Grace, E. J. (2015). Language development in autism. *Neurobiology of Language*, 879-86.

Barbaro, J., & Dissanayake, C. (2016). Diagnostic stability of autism spectrum disorder in toddlers prospectively identified in a community-based setting: Behavioural characteristics and predictors of change over time. *Autism*, 1, 11.

Constantino, J. N., & Charman, T. (2016). Diagnosis of autism spectrum disorder: reconciling the syndrome, its diverse origins, and variation in expression. *The Lancet Neurology*, 15(3), 279-291.

Dawson, G., Jones, E. J., Merkle, K., Venema, K., Lowy, R., Faja, S., ... & Smith, M. (2012). Early behavioral intervention is associated with normalized brain activity in young children with autism. *Journal of the American Academy of Child & Adolescent Psychiatry*, 51(11), 1150-1159.

Leonard, et al. (2010) Unpacking the complex nature of the autism epidemic. *Research in Autism Spectrum Disorders*, 4, 548-554.

Mahan, S. & Kozlowski, A.M. (2011). Adults with autism spectrum disorders. In J.L. Matson & P. Sturmey (eds.) *International Handbook of Autism and Pervasive Developmental Disorders*, Autism and Child Psychopathology Series. New York, NY: Springer.

Ratto, A., Reznick, J.S., Turner-Brown, L. (2015). Cultural effects on the diagnosis of autism spectrum disorder among latinos. *Focus on Autism and Other Developmental Disabilities*, 1-9.

Shultz, S., Jones, W., & Klin, A. (2015). Early Departures from Normative Processes of Social Engagement in Infants with Autism Spectrum Disorder. In *The Many Faces of Social Attention* (pp. 157-177). Springer International Publishing.

Tager-Flusberg, H., Rogers, S., Cooper, J., Landa, R., Lord, C., Paul, R., Rice, M., Stoel-Gammon, C., Wetherby, A., & Yoder, P. (2009). Defining spoken language benchmarks and selecting measures of expressive language development for young children with autism spectrum disorders. *Journal of Speech, Language, and Hearing Research*, 52, 643-652.

Tek, S., Mesite, L., Fein, D., & Naigles, L. (2014). Longitudinal analyses of expressive language development reveal two distinct language profiles among young children with autism spectrum disorders. *Journal of autism and developmental disorders*, 44(1), 75-89.

Volkmar, F. & McPartland, J.C. (2014). From Kanner to DSM-5: Autism as an evolving diagnostic concept. *Annual Review of Clinical Psychology, 10*, 193-212.

**Additional Resources:**

Autism Navigator <http://autismnavigator.com/>

Autism Internet Modules (AIM) <http://www.autisminternetmodules.org/>  
You must create an account to log into this website.

The National Professional Development Center on Autism Spectrum Disorders  
<http://autismpdc.fpg.unc.edu/>

**Methods of Instruction:**

Lecture, hands-on-learning activities, and web-based learning activities

**Grading:**

Your final grade will be based upon the following:

**Tests (30 points each – Total of 90 points).** There will be 3 tests over the course of the semester. These will assess that you have retained key concepts presented over the course of the semester related to autism.

**Video Analysis (5 points each – Total 10 points):** Students will watch a 10-minute video segment in class and describe the social and communication features observed during the segment and indicate whether the observed features are or are not consistent with the features of autism.

**Grading Summary**

	<b><u>Points</u></b>
1. Exam 1	30
2. Exam 2	30
3. Exam 3	30
4. Video Analysis #1	5
5. Video Analysis #2	5
	<b>Total = 100</b>

**Grading Scale:**

A	93-100% (93-100 points)	C+	77-79% (77-79 points)
A-	90-92% (90-92 points)	C	73-76% (73-76 points)
B+	87-89% (87-89 points)	C-	70-72% (70-72 points)
B	83-86% (83-86 points)	D+	67-69% (67-69 points)
B-	80-82% (80-82 points)	D	60-66% (60-66 points)
		E	<60% (less than 60 points)

**SCHEDULE OF LECTURES AND ASSIGNMENTS:**

	<b>WEEK</b>	<b>TOPIC</b>	<b>READING</b>
<b>Week 1:</b>	T – TH –	Syllabus Review Diagnosis & classification (an evolving concept) Changes in prevalence (Is there an autism epidemic?)	Leonard et al. (2010); Volkmar & McPartland (2014)
<b>Week 2:</b>	T – TH –	The SLP’s role Language & Social Comm. Yale Autism Series Comm. in Autism Dr. Paul (2 hour video lecture – no class)	ASHA (2006) Gernsbacher, et al. (2015)
<b>Week 3:</b>	T – TH –	Early social communication development Language Profiles	Shultz et al (2016) Tek et al. (2014)
<b>Week 4</b>	T – TH –	<i>No Class OSSPEAC Conference</i> Adult Outcomes	Mahan & Kozlowksi (2011)
<b>Week 5:</b>	T – TH –	Bilingual individuals with autism <b>Test #1</b>	Drysdale et al (2015)
<b>Week 6:</b>	T – TH –	Introduction to screening and diagnosis SFARI summer institute: Autism Diagnosis Dr. Lord (2 hour video lecture – no class) Screening & Diagnosis <b>Video Analysis #1 due</b>	Constantino & Charman (2016)
<b>Week 7:</b>	T – TH –	Impact of culture on diagnosis <b>Video Analysis #2 due</b> Stability of diagnosis	Ratto et al. (2015) Barbaro, Dissanayake, (2016)
<b>Week 8:</b>	T – TH –	<b>Test #2</b> <i>Autumn Break – No Class</i>	
<b>Week 9:</b>	T – TH –	Introduction to intervention Discrete-trial-training	Dawson et al (2012) Tager-Flusberg et al (2008) Chpt 4
<b>Week 10:</b>	T – TH –	DIR Functional Communication Training	Chpt 5 Chpt 6
<b>Week 11:</b>	T – TH –	Joint Attention EMT	Chpt 7 Chpt 8
<b>Week 12:</b>	T – TH –	Early Social Interaction Project <b>ASHA Convention – No Class</b>	Chpt 9
<b>Week 13:</b>	T – TH –	Peer-Mediated Support Interventions Pivotal Response Treatment SFARI summer institute: Dr. Koegel (2 hour video lecture – no class)	Chpt 10 Chpt 12
<b>Week 14</b>	T – TH –	<i>Thanksgiving Break – No Class</i> Social Stories	Chpt 13
<b>Week 15:</b>	T – TH –	Video Modeling Review	Chpt 14
<b>Week 16:</b>		<b>Finals Week (Test #3)</b>	TBA

**Laptop use:** The use of laptops is permitted during class for note taking purposes only

### **CLASS POLICIES**

1. Lecture topics scheduled in this syllabus are subject to change. Any changes will be announced in class.
2. Exams: If you have to miss an exam due to a University recognized excuse, you must contact the instructor prior to the exam in order to arrange a make-up exam. Failure to do so will result in a zero on the exam. Documentation from a Student Health Center or private physician is required to receive a make-up exam if you are ill on the day of a test.
3. Late assignments will **not** be accepted for credit.
4. Regular attendance is expected, although it is not recorded. Class lectures follow the textbook; however, additional information is covered during lecture that may not be covered in the textbook. You are encouraged to attend class on a regular basis.
5. Cell Phones: The use of cell phones or pagers during class is prohibited. Please extend the courtesy to your classmates and the instructor by turning off your cell phone during class time.

### **Diversity**

Our department and our university have a long legacy of embracing inclusion, diversity, community, and openness. Our challenge is to ensure that we continue to be proactive in our efforts to nurture and realize these values. Therefore, we will continue to make every effort to welcome students of different backgrounds, cultures, and opinions and work to maintain an environment that is respectful of this diversity. University policies and other resources may be found here:

<http://www.studentaffairs.osu.edu/bias/>

### **STUDENTS WITH DISABILITIES**

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614-292- 3307; email [slds@osu.edu](mailto:slds@osu.edu); website [slds.osu.edu](http://slds.osu.edu).

### **ACADEMIC MISCONDUCT**

Academic misconduct refers to any activity that compromises the academic integrity of the university or undermines the educational process. Academic misconduct will not be tolerated. Instances believed to constitute misconduct will be reported to the committee on academic misconduct. Examples include but are not limited to: plagiarism, cheating on examinations, violation of course rules outlined in this syllabus. Additional examples of academic misconduct are outlined below. Further information can be found in your student handbook and at the office of student affairs [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)



Examples of academic misconduct include, but are not limited to:

1. Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students;
2. Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of unauthorized materials during those examinations;
3. Knowingly providing or using assistance in the laboratory, on field work, in scholarship or on a course assignment;
4. Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
5. Submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted in satisfaction of requirements for another course or academic requirement, without permission of the instructor of the course for which the work is being submitted or supervising authority for the academic requirement;
6. Falsification, fabrication, or dishonesty in creating or reporting laboratory results, research results, and/or any other assignments;
7. Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations;
8. Alteration of grades or marks by the student in an effort to change the earned grade or credit;
9. Alteration of academically-related university forms or records, or unauthorized use of those forms or records; and
10. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system.

## Video Analysis

For each assigned video document the following:

Area	Points
Description of observed social-communication skills	2
Indicate whether or not restricted repetitive behaviors are observed (if they are observed provide examples)	2
Indicate whether the observed features are or are not consistent with the features of autism.	1

The Ohio State University  
Speech and Hearing Sciences  
The SLP's Role in ASD & AAC  
SHS 6150

Credit Hours: 3  
Course Level: Graduate  
Schedule: Tuesday  
5:30 – 8:10pm  
Journalism Building  
Rm 270

Instructor: Allison Bean Ellawadi,  
Ph.D., CCC-SLP  
Office Room: 101C  
Office Hours: By appointment  
Office Phone: 614-292-5664  
E-mail: ellawadi.1@osu.ed

**Course Description:**

This course is designed to provide students with knowledge in the areas of autism spectrum disorders (ASD) and augmentative and alternative communication (AAC) by integrating research results with clinical practice. Implications for assessment, treatment, and intervention for ASD and AAC will be addressed.

**ASHA Standards Addressed:**

III-C: Students will be able to demonstrate knowledge of the nature of speech, language, hearing and communication disorders.

III-D: Students will be able to demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for children with communication disorders.

**Learning Objectives/Knowledge Outcomes:**

Autism Spectrum Disorders

1. Define autism spectrum disorders.
2. Describe different types of intervention approaches used with individuals with ASD
3. Describe techniques that may be used to support the individual, environment and communication partner to maximize opportunities for individuals with ASD.

Augmentative and Alternative Communication

1. Define and describe augmentative and alternative communication
2. Describe assessment and intervention techniques relative to AAC
3. Identify differences between low and high tech AAC options and when which option would be necessary
4. Write communication goals related to AAC use
5. Define AAC team members and their roles

**Required Texts:**

Beukelman, D.R., & Mirenda, P. (2013). Augmentative and Alternative Communication: Supporting Children & Adults with Complex Communication Needs, 4th edition. Baltimore, MD: Brookes Publisher.

**Recommended Texts:**

Prelock, P.A., & McCauley, R.J. (2012). Treatment of autism spectrum disorders: Evidence-based intervention strategies for communication and social interactions. Baltimore, MD: Brookes Publisher.

**Required Readings:** Will be available on carmen

**Websites:**

Autism Navigator <http://autismnavigator.com/>

Autism Internet Modules (AIM) <http://www.autisminternetmodules.org/>

You must create an account to log into this website.

The National Professional Development Center on Autism Spectrum Disorders

<http://autismpdc.fpg.unc.edu/>

The EBP Briefs can be found under the tab Evidence-Based Practices

**Methods of Instruction:**

Lecture, hands-on-learning activities, and web-based learning activities

**Grading:**

Your final grade will be based upon the following:

**Knowledge checks (15 points each – Total of 60 points).** There will be 4 knowledge checks over the course of the semester. These will assess that you have retained key concepts presented over the course of the semester related to ASD and AAC.

**SimuCase Oliver (15 points)** Students will complete the Simucase for Oliver in the assessment mode and hand in the finished case.

**AAC language organization follow-up activities (15 points).** A series of follow-up activities will be assigned by Amy Sonntag following the lecture.

**AAC Intervention analysis (10 points).** Students will watch a variety of videos of AAC intervention. For each video students will describe the device, describe the goals and data collection, and indicate what method of prompting is being used.

Grading Scale:

A	93-100%	B-	80-82%	D+	67-69%
A-	90-92%	C+	77-79%	D	60-66%
B+	87-89%	C	73-76%	E	<60%
B	83-86%	C-	70-72%		

**Topic/Assignment Outline:** this outline is tentative and may be modified throughout the course

Date	Topic	Reading/Videos	In -Class Hands on Learning
Week 1: 8/23	Introduction to autism spectrum disorders & the SLP's role	Video: Autism Navigator	Autism Navigator Invisibilia podcast and discussion
Week 2: 8/30	Language & Social Communication Autism	Video: Yale Autism Series Communication in Autism, Dr. Rhea Paul – video length 2 hours  Reading: Drysdale et al (2015)	Autism Navigator Recognizing Social Communication Features in toddlers
Week 3: 9/6	Screening & Diagnosis	SFARI summer institute: Dr. Cathy Lord Autism Diagnosis Reading: Ratto et al. (2015) or El-Ghoroury & Krackow (2012)	ADOS & CSBS video analysis
Week 4: 9/13	Neurobiology & Neuropathology of ASD How to rate the evidence	Video: Autism Navigator About Autism in Toddlers – <i>What does current research tell us about prevalence and causes of autism?</i> section  Reading: Lainhart 2015	ADOS & CSBS video analysis  <b>Knowledge Check 1</b>
Week 5: 9/20	Treatment I	Autism Internet Modules: Antecedent Based Interventions  Wong et al (2015)	Autism Navigator Video Glossary Treatments Behavioral Structured Teaching & Supports
Week 6: 9/27	Treatment I	SFARI summer institute: Dr. Lynn Koegel Video length – 2 hours  Schreibman et al (2015)	Autism Navigator Video Glossary Treatments Developmental Toddler Treatment Models
Week 7: 10/4	Adults with Autism	Autism Internet Modules: Autism in the Community – Social supports for Transition-aged individuals  Mahan & Kozlowksi (2011)	Guest: Laura Banner  <b>Knowledge check 2</b>
Week 8: 10/11	Intro to AAC and Language Organization	Video Lecture: Introduction to AAC, symbols & iconicity Beukelman & Mirenda - Chapter 2 & 3	Guest Lecture: Amy Sonntag – Language Organization
Week	Child	Beukelman & Mirenda - Chapter	Guest Lecture: Amy

9: 10/18	Assessment & Report Writing	6	Sonntag
Week 10: 10/25	Adult Assessment & Report Writing	Beukelman & Mirenda - Chapter 7	Guest Lecture: Megan Case
Week 10: 11/1	Selection methods, Switch use	Beukelman & Mirenda - Chapter 4	Guest Lecture: Sandy Ferguson & Signe Anderson
Week 11: 11/8	Language Development & Intervention	Beukelman & Mirenda - Chapter 10	<b>Knowledge check 3</b>
Week 12: 11/15		TBA	
Week 13: 11/22	Literacy Development & AAC	Video: AAC- RERC Video: AAC- RERC Webcasts: Dr. Janice Light Maximizing the literacy skills of individuals with require AAC  Beukelman & Mirenda – Chapter 12	<b>NO In-class Meting</b>
Week 15: 11/29			Guest Lecture Doug Dugan (Tobii rep) — full class period  <b>Oliver Simucase due</b>
Week 16: 12/6	AAC for Adults with Degenerative Disorders	Video: AAC- RERC Video: AAC- RERC Webcasts: Dr. Susan Fager Supporting communication of individuals with minimal movements  Reading: Beukelman & Mirenda Chapter 16	Guest Lecture Jennifer Monahan (PRC) & Brad Whitmoyer  <b>AAC Video Analysis Due</b>  <b>Knowledge check 4</b>

**Laptop use:** The use of laptops is permitted during class for note taking purposes only provided the following rules are adhered to:

- Charge your laptop batteries fully before coming to class.
- Set your laptop volume control to mute or off before coming to class.
- Keep your laptop closed during presentations and other specific in-class activities.

- Do not engage in unauthorized communication or entertainment (web surfing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, checking e-mail, etc.) during class unless it is part of the lesson.

Because improper use of laptops is distracting to all members of the class, if any student is found using their laptop in an inappropriate way, use of laptops will not be allowed in subsequent class meetings.

### **Accommodations for Students with Disabilities**

If you are a student with documented disabilities, you are eligible to receive services provided by the Office for Disability

Services <http://ods.osu.edu/services/>.

Office for Disability Services (ODS) is located at 150 Pomerene Hall, 1760 Neil Avenue, Columbus, OH 43210. ODS can be reached via Phone: 614-292-3307, Fax: 614-292-4190, and VRS: 614-492-1334.

### **Writing Help**

If you would benefit from help with writing, reading, or study skills, consider accessing assistance from the Younkin Success Center.

[Center for the Study and Teaching of Writing](#)

Tutoring face-to-face or online.

485 Mendenhall Laboratory

125 South Oval Mall

(614) 688-4291

[Office of Minority Affairs](#)

1030 Lincoln Tower

1800 Cannon Dr.

(614) 292-8732

### **Academic Integrity**

Students are expected to demonstrate academic integrity. Please visit <http://oaa.osu.edu/coam.html> to see the Committee on Academic Misconduct (COAM) Code of Student Conduct statement. You can also read the statement directly from here, [http://studentaffairs.osu.edu/pdfs/csc\\_12-31-07.pdf](http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf).

## AAC Video Analysis

For each assigned video document the following:

Area	Points (per video)	Description
Content		
Device description	1	Indicate what type of AAC is being used (high-tech or low-tech), describe how it is laid out, and the selection method that is being used
Goals & Data collection	2	Indicate what skills the clinician is targeting and how each skill is being targeted. Collect data for each of the skills targeted
Prompting	2	Indicate what types of models and prompts the clinician uses
Mechanics		
APA style	1	The paper must follow the outlined structure, APA guidelines, and your writing should professional, concise, and grammatical





Date: January 23, 2017

To: Bernadette Vankeerbergen, Program Manager, Curriculum and Assessment Services,  
College of Arts & Sciences

From: Allison Bean Ellawadi, Assistant Professor

Re: Request for consideration of 1 late course modifications

We are submitting a request to modify the content and title of SHS 6150. The content for part of this course will now be covered in SHS 6860. SHS 6860 is a new course that was approved by the ASC committee in Autumn 2016. Because the changes to SHS 6150 were dependent upon the approval of SHS 6860, we were not able to submit this change sooner. SHS 6150 is offered in the autumn semester for all first year MA-SLP students.

We are requesting the change be implemented in time for the speech-language pathology graduate students to register for the course in Autumn 2016.

Sincere thanks for your consideration.

Allison Bean Ellawadi, Ph.D.