Term Information

Effective Term	Spring 2021

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, Undergraduate
Course Number/Catalog	5860
Course Title	Augmentative and Alternative Communication for the Multidisciplinary Professional
Transcript Abbreviation	AAC Mult Dis Prof
Course Description	This course is designed to provide students with knowledge in of augmentative communication/ augmentative & alternative communication (AAC). The course will explore the various types of AAC, the procurement process, funding of AAC, and intervention for people with complex communication needs secondary to a variety of diagnoses.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	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	HRS5100 Intro to Assistive Technology
Exclusions	Not open to students with credit for HRS 5860
Electronically Enforced	Yes

Cross-Listings

Cross-Listings	Cross-listed in HRS

Subject/CIP Code

Subject/CIP Code	51.0202
Subsidy Level	Professional Course
Intended Rank	Junior, Senior, Masters, Doctoral, Professional

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes
- 1. Define key terminology pertaining to AAC
- 2. Recognize characteristics that suggest candidacy for AAC

Content Topic List
- 3.   Be able to identify the major access techniques for AAC devices
- 4.   Be able to identify switch activation techniques and scanning patterns and their demands on the person who requires AAC
- 5.   Identify basic vocabulary organization options for symbol-based AAC systems
- 6.   Be able to specify team roles and responsibilities required for collaborative management of AAC evaluation and treatment programs/methods

Sought Concurrence
Yes

Attachments

- Concurrence form- HRS- ACC course_DL.pdf: Concurrence form

  (Concurrence. Owner: Harnish,Stacy M)
- SPHHRNG 5860 tech review.docx: tech review

  (Other Supporting Documentation. Owner: Harnish,Stacy M)
- SHS curriculum map_10-07-20 highlighted.docx: curriculum map- highlighted

  (Other Supporting Documentation. Owner: Harnish,Stacy M)
- SHS curriculum map_updated_10-07-20 clean.docx: curriculum map-clean

  (Other Supporting Documentation. Owner: Harnish,Stacy M)
- SHS 5860 AAC for the Multidisciplinary Professional.v2.docx: Syllabus

  (Syllabus. Owner: Harnish,Stacy M)

Comments

- See 10-28-20 email to S. Harnish *(by Oldroyd,Shelby Quinn on 10/28/2020 10:13 AM)*
- Sorry I forgot to upload these! Thanks! *(by Harnish,Stacy M on 10/07/2020 10:14 AM)*
- -This is a 100% DL course but there is no ASCTech review sheet uploaded.

  -If the course will be able to count in your major (even as an elective), please provide an updated curriculum map. *(by Vankeerbergen,Bernadette Chantal on 10/07/2020 07:01 AM)*
- 09/04/20: What is the HRS course number with which this course is crosslisted? *(by Haddad,Deborah Moore on 09/04/2020 04:12 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Harnish,Stacy M	09/04/2020 11:24 AM	Submitted for Approval
Approved	Fox,Robert Allen	09/04/2020 01:52 PM	Unit Approval
Revision Requested	Haddad,Deborah Moore	09/04/2020 04:12 PM	College Approval
Submitted	Harnish,Stacy M	09/28/2020 02:27 PM	Submitted for Approval
Approved	Fox,Robert Allen	09/28/2020 03:10 PM	Unit Approval
Approved	Haddad,Deborah Moore	09/28/2020 06:46 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/07/2020 07:01 AM	ASCCAO Approval
Submitted	Harnish,Stacy M	10/07/2020 10:14 AM	Submitted for Approval
Approved	Fox,Robert Allen	10/07/2020 10:52 AM	Unit Approval
Approved	Haddad,Deborah Moore	10/07/2020 02:52 PM	College Approval
Revision Requested	Oldroyd,Shelby Quinn	10/28/2020 10:13 AM	ASCCAO Approval
Submitted	Harnish,Stacy M	11/05/2020 09:30 AM	Submitted for Approval
Approved	Fox,Robert Allen	11/05/2020 09:31 AM	Unit Approval
Approved	Haddad,Deborah Moore	11/05/2020 10:31 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	11/05/2020 10:31 AM	ASCCAO Approval

SYLLABUS
SHS 5860
HRS 5860

Augmentative and Alternative Communication for the Multidisciplinary Professional

Spring 2021 – Online

COURSE OVERVIEW

Instructor

Instructor: Amy Miller Sonntag, SLPD, CCC-SLP

Email address: Sonntag.12@osu.edu

Phone number: 614-292-3711

Office hours: By appointment, via Zoom

Course description

This course is designed to provide students with knowledge in of augmentative communication/ augmentative & alternative communication (AAC) for children and adults. The course will explore the various types of AAC, the procurement process, funding of AAC, and intervention for people with complex communication needs secondary to a variety of diagnoses.

Course learning outcomes

By the end of this course, students should successfully be able to:

1. Define key terminology pertaining to AAC
2. Recognize characteristics that suggest candidacy for AAC
3. Identify the major access techniques for AAC devices
4. Identify switch activation techniques and scanning patterns and their demands on the person who requires AAC
5. Identify basic vocabulary organization options for symbol-based AAC systems

6. Specify team roles and responsibilities required for collaborative management of AAC evaluation and treatment programs/methods
7. Recommend how to integrate an AAC system with other types of assistive technology

HOW THIS COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time. Optional class meetings via Zoom will be held 3-4 times per semester to address any questions about the class content or assignments. These sessions will be recorded for those who are not able to attend.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Differences for undergraduate and graduate coursework requirements: This 5000 level course is designed for undergraduate and graduate students to learn together. The information in the course schedule is applicable to both groups. Grading rubrics will vary for graduate students for assignments and will include a higher reliance on evidence-based research practices, content expectations, and depth of insight into the material. This will be facilitated by the instructor with additional readings, videos, or webinars listed on Carmen.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

*   **Participating in online activities for attendance**: **AT LEAST ONCE PER WEEK**
    You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible.*
*   **Office hours and live sessions**: **OPTIONAL**
    All live, scheduled events for the course, including my office hours, are optional.
*   **Participating in discussion forums**: **2+ TIMES PER WEEK**
    As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

REQUIRED TEXTBOOK (UNDERGRAD AND GRADUATE)

- Beukelman, D. & Light, J. (2020). Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs (5th ed.). Brookes Publishing.
- Various journal articles, videos, and webinars will be provided as additional reading/viewing depending on the week's content. These resources will be clearly labeled in Carmen to indicate if they are for undergraduate, graduate, or both.

RECOMMENDED/OPTIONAL (UNDERGRAD AND GRADUATE)

- Cook, A.M., Polgar, J.M. (2012). Essentials of Assistive Technologies. Elsevier. Mosby.

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the Canvas Student Guide.

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- CarmenZoom virtrual meetings
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

CARMEN ACCESS

You will need to use BuckeyePass multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

PRO TIP

You are heavily reliant on technology working for this course. It is essential you have a back-up plan for any potential technical glitches. Familiarize yourself with alternative places you can find internet access in the event of an issue in your primary location. When planning for the course work and assignments, it is important to be ready to build in potential time for technology glitches.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Weekly Individual Participation Activity	140 points (10 points per week)
Critical Reflection Paper	50 points
Weekly Discussion Board Posts	140 points (10 points per week)
AAC App Review – Individual project	50 points
SGD Review – Group project	50 points
Research Article Assessment Presentation – Group Project (This project is split into multiple weeks, with a portion due each week. See Carmen for details.)	100 points
Total	**530 Points**

See course schedule below for due dates.

Assignment Description:

For each assignment, reuse of previous work is not permitted.

Weekly individual participation activity: Each week, students will complete a participation activity that is related to that week's reading. Participation assignments could include quizzes, contributing to a class wiki (shared workspace), or recording a short video that demonstrates the concept for the week. Each participation activity will be designated as whether collaboration with others is permitted or if it should be completed independently and if open book is permitted.

Critical reflection paper: This individually completed assignment will occur early in the semester to discover what you know about AAC already, give you initial exposure to AAC, and set goals for the course.

Weekly discussion board posts: Each week students will participate in a discussion board to engage one another about the material and learn from one another and the instructor. Students are encouraged to use and reference any provided course material for these posts.

AAC app review: In this individually completed assignment, you will be able to use all your course notes and materials to choose and review an AAC app. You will share your results with your classmates.

SGD review: In this group project, students will have access to a demo version of a major speech-generating device and using a checklist provided by the instructor, rate the features of the SGD that pertain to communication effectiveness and the ability to interface with other day-to-day technology such as a desktop or laptop computer, iPhone, and software on those systems.

Research article assessment presentation: For this group assignment, students will collaborate to select an AAC topic of interest, create a research question, and follow a scaffolded sequence of steps to research that topic and create a presentation on that topic.

Late assignments

Please refer to Carmen for due dates. Late submissions without prior approval are not accepted. Any student who needs an extension on an assignment is expected to contact the instructor in advance of the deadline to discuss a ***possible*** extension. Five points will be deducted for each day an assignment is late.

Late submissions will not be accepted.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70 –72.9: C-
67 –69.9: D+
60 –66.9: D
Below 60: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you should call **614-688-HELP** at any time if you have a technical problem. The instructor is not available for technical assistance.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.

- **Email:** I will reply to emails within **24-48 hours on days when class is in session at the university**. If you have not heard from me within that period, it is appropriate to resend the email with a gentle reminder.

- **Discussion boards:** There will be a weekly discussion boards as well as a course Q&A discussion board. I will monitor the weekly discussion boards, but will not be an active contributor. This space is for you to explore and dive into the material with your classmates. If there are specific questions about the course content or assignments, you are encouraged to use the course Q&A discussion board. I will respond to that within 24-48 hours.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you are expected to write using good grammar, spelling, and punctuation. A more conversational, but professional, tone is fine.
- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm does not always come across online.
- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Policies for this online course

- **Quizzes and exams**: You must complete quizzes and exams yourself, without any external help or communication.
- **Written assignments**: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work**: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on

past research or revisit a topic you have explored in previous courses, please discuss the situation with me.

- **Falsifying research or results**: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review**: The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you are unsure about a particular situation, please feel free to ask ahead of time.
- **Group projects**: This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (COAM Home)
- *Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)*
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been

sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu .

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: ccs.osu.edu. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org.

Statement on Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

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 university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- CarmenCanvas accessibility
- Streaming audio and video
- CarmenZoom accessibility
- Collaborative course tools

Academic and Student Services offered on the OSU Main Campus

Academic Advising at The Ohio State University is critical to academic success. Advisors help create academic plans that meet your educational and career goals. They are available to guide you through the university while connecting you to appropriate resources that keep you on track. Additional information is available here: http://advising.osu.edu/welcome.shtml

An overview of and contact information for student services offered on the OSU main campus can be found here http://ssc.osu.edu

COURSE SCHEDULE

Most deadlines are Sunday at 11:59 PM EST.

Discussion Post Deadlines

➢ Initial discussion posts are due Thursday at 11:59 PM EST and

➢ Replies to discussion posts are due Saturday at 11:59 PM EST

Week	Dates	Topics, Readings, Assignments
1	01/11 – 01/17	**Topic**: Course introduction; Why we communicate; Populations that may require AAC. **Readings**: Beukelman & Light textbook, Chapter 1, pp. 1-18 **Assignments**: Critical Reflection paper; Discussion board post, weekly participation activity (set class goals)
2	01/18 – 01/24	**Topic**: Types of AAC; Collaborating with Family **Readings**: Beukelman & Light textbook, Chapter 4, pp. 125-155 McNaughton, D., Light, J., Beukelman, D. R., Klein, C., Nieder, D., & Nazareth, G. (2019). Building capacity in AAC: A person-centered approach to supporting participation by people with complex communication needs. *Augmentative and Alternative Communication*, *35*(1), 56–68. **Assignments**: Discussion board post, weekly participation activity (complete wiki on low and mid-tech AAC)
3	01/25 – 01/31	**Topic**: Communicative Competence – What is it? **Readings**: Light, J., & McNaughton, D. (2014). Communicative competence for individuals who require augmentative and alternative communication: A new definition for a new era of communication? *AAC: Augmentative & Alternative Communication*, 30(1), 1–18 **Assignments**: Discussion board post, weekly participation activity: quiz
4	02/01 – 02/07	**Topic**: AAC Assessment and Funding **Readings**: Beukelman & Light textbook, chapter 2, pp. 19-90 **Assignments**: Discussion board post, weekly participation activity (Funding sources for AAC quiz)
5	02/08 – 02/14	**Topic**: Vocabulary Selection and Message Management **Readings**: Beukelman & Light textbook, chapter 5, pp. 159-184 **Assignments**: Discussion board post, weekly participation activity (create vocabulary board for a self-selected situation);

Week	Dates	Topics, Readings, Assignments
6	02/15 – 02/21	**Topic**: Representation, organization, and layout of AAC systems: page based systems **Readings**: Beukelman & Light textbook, chapter 6, pp. 185-242 Thistle, J. J., & Wilkinson, K. (2017). Effects of background color and symbol arrangement cues on construction of multi-symbol messages by young children without disabilities: Implications for aided AAC design. *Augmentative and Alternative Communication*, *33*(3), 160–169. https://doi.org/10.1080/07434618.2017.1336571 **Assignments**: Discussion board post, weekly participation activity (core and fringe vocabulary)
7	02/22-02/28	**Topic**: Representation, organization, and layout of AAC systems cont.: motor planning systems **Readings**: Beukelman & Light textbook, chapter 8, pp. 269-287 Dukhovny, E., & Zhou, Y. (2016). Effects of icon size and location on speed and accuracy of SGD access. *AAC: Augmentative and Alternative Communication*, *32*(4), 241–248. Scopus. https://doi.org/10.1080/07434618.2016.1236835 **Assignments**: Discussion board post, weekly participation activity (type using an alternate keyboard); AAC App Review Due
8	03/01 – 03/07	**Topic**: Intervention strategies **Readings**: Beukelman and Light textbook, Chapter 3, pp-91-124 O'Neill, T., Light, J., & Pope, L. (2018). Effects of interventions that include aided augmentative and alternative communication input on the communication of individuals with complex communication needs: A meta-analysis. *Journal of Speech, Language, and Hearing Research*, *61*(7), 1743–1765. Scopus. https://doi.org/10.1044/2018_JSLHR-L-17-0132 **Assignments**: Discussion board post, weekly participation activity (video yourself doing aided language stimulation)
9	03/08 – 03/14	**Topic**: AAC needs for acquired conditions (ALS, Aphasia) **Readings**: Beukelman & Light textbook chapters 14, pp. 519-552 and 15, pp. 553-604 **Assignments**: Discussion board post, weekly participation activity (Case study review: adult with ALS); SGD Review Due

Week	Dates	Topics, Readings, Assignments
10	03/15 – 03/21	**Spring Break**: no new content or assignments
11	03/22 – 03/28	**Topic**: AAC needs for acquired conditions (Cognitive conditions, TBI) **Readings**: Beukelman & Light textbook chapters 16, 605-626 & 17 pp. 627-646 **Assignments**: Discussion board post, weekly participation activity (Case study review – MM, adult with traumatic brain injury)
12	03/29 – 04/04	**Topic**: Alternate Access - Scanning **Readings**: Beukelman & Light textbook chapter 7, pp.243-268 **Assignments**: Discussion board post, weekly participation activity (completion of scanning webinar)
13	04/05 – 04/11	**Topic**: Alternate Access – eyegaze and emerging technologies (EMG switches and BCI) and Mounting SGDs **Readings**: Brumberg, J. S., Pitt, K. M., Mantie-Kozlowski, A., & Burnison, J. D. (2018). Brain–Computer Interfaces for Augmentative and Alternative Communication: A Tutorial. *American Journal of Speech-Language Pathology*, *27*(1), 1–12. https://doi.org/10.1044/2017_AJSLP-16-0244 **Assignments**: Discussion board post, weekly participation activity (Case study review: BP, adult eyegaze user)
14	04/12 – 04/18	**Topic**: AAC intervention to enhance participation in education, employment, and community settings **Readings**: Beukelman & Light textbook, chapter 13, pp. 483-515 **Assignments**: Discussion board post, weekly participation activity (Case study: BW-adult business owner with cerebral palsy)
15	04/19 – 04/25	**Topic**: Patient Provider Communication in Medical Settings **Readings**: Beukelman & Light textbook, Chapter 18, pp. 647-666 **Assignments**: Discussion board post, weekly participation activity (Your AAC find: what product or idea is something the class should know about that directly affects what you do); Final Project Due; Comments on other students presentations due by 5/2, 11:59 PM

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: SPHHRNG 5860
Instructor: Amy Miller Sonntag
Summary: Augmentative and Alternative Communication for the Multidisciplinary professionall

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			• Office 365 • Carmen
6.2 Course tools promote learner engagement and active learning.	X			• Carmen Message Boards • Zoom
6.3 Technologies required in the course are readily obtainable.	X			All are available for free via OSU site license
6.4 The course technologies are current.	X			All apps are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			A
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			B
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			C
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No external tools are used
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.				All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

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Reviewer Information
- Date reviewed: 6/19/20
- Reviewed by: Ian Anderson

Notes: State method of office hours in the contact information section. Add dates to the weekly breakdown.

[a]The following statement about disability services (recommended 16 point font): 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, slds@osu.edu; slds.osu.edu.

[b]Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
http://advising.osu.edu/welcome.shtml

[c]Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. http://ssc.osu.edu. Also, consider including this link in the "Other Course Policies" section of the syllabus.

Ohio State Department Course Review Concurrence Form

The purpose of this form is to provide a simple system of obtaining departmental reactions to proposed new courses, group studies, study tours, workshop requests, and course changes. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should response to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the Office of Academic Affairs.

A. Information from academic unit *initiating* the request:

Initiating Academic Unit: *Speech and Hearing Science*   Date: 6/18/20

Registrar's Listing: _____

Course Number: 5860   Level: U ☑ P ☑ G ☑   Credit Hours: 3

Course Title: *Augmentative and Alternative Communication for the Multidisciplinary Professional*

Type of Request: ☑ New Course   ☐ Group Studies   ☐ Workshop ☐ Study Tour ☐ Course Change

Academic Unit with related interests asked to review the request (use a separate form for each unit while requesting concurrences from multiple units):

Date responses are needed:
6/25/20

B. Information from academic units *reviewing* the request:

☒ The academic unit **supports** the proposal
☐ The academic unit **does not support** the proposal.
Please explain:

_____
_____
_____

☐ The academic unit suggests:

_____
_____
_____

Signature of Department Chair   Signature of Graduate Studies Chair (if applicable)

Curriculum Map: B.A. Speech & Hearing Science

Program Goals:

Goal 1: To provide students with a foundation in typical speech and language development

Goal 2: To provide students with a foundation in the hearing mechanism

Goal 3: To introduce students to speech and language disorders and intervention

Goal 4: To introduce students to hearing disorders and intervention

	Goal (1)	Goal (2)	Goal (3)	Goal (4)
Required Courses				
SHS 2230 – Introduction to Communication and Its Disorders	Beginning	Beginning	Beginning	Beginning
SHS 3320 – Principles of Phonetics	Beginning		Beginning	
SHS 3330 – Language Acquisition	Beginning		Beginning	
SHS 3330H	Beginning		Beginning	
SHS 3340 – Introduction to the Art and Science of Sound		Beginning	Beginning	
SHS 3360 Observation in Speech-Language Pathology and Audiology			Intermediate	Intermediate
SHS 3370 Service Learning in Adult Neurogenics for Speech-Language Pathology			Intermediate	
SHS 4420 – Anatomy, Physiology and Science of Speech	Intermediate		Intermediate	
SHS 4430 – Introduction to Language and Science and Language Disorders	Intermediate		Intermediate	
SHS 4440 - Anatomy, Physiology and Science of Hearing		Intermediate		Intermediate
SHS 4520 Introduction to Speech-Language Pathology	Advanced		Advanced	
SHS 4540 Introduction to Audiology		Advanced		Advanced
SHS 5605 Multicultural Aspects of Communication and its Disorders	Advanced		Advanced	
Elective Courses				
SHS 2051 Analyzing the Sounds of Language	Beginning			
SHS 3350 Speech-Language Communication Across the Life Span: Issues and Problems in our Community	Beginning	Beginning	Beginning	Beginning
SHS 4510 Disability in Context	Intermediate	Intermediate	Intermediate	Intermediate
SHS 4530 Introduction to Autism	Advanced		Advanced	
SHS 4630 Neuroscience of Speech, Language, and Music	Intermediate	Intermediate	Intermediate	Intermediate
SHS 5732 – Introduction to Aural Rehabilitation		Advanced	Advanced	Advanced
SHS 5760 – Neurology of the Speech and Hearing Mechanism	Advanced	Advanced	Advanced	Advanced
SHS 5714 Introduction to Sign Language Systems	Beginning			
SHS 5741 Voice Disorders	Advanced		Advanced	
SHS 5785 Research Methods I				

PSY 5700 Training in Science Education and Outreach	Advanced	Advanced		
PSY 5737 Proseminar in Cognitive Science	Advanced	Advanced		
SHS 5860 Augmentative and Alternative Communication for the Multidisciplinary Professional	Beginning		Intermediate	
Undergraduate Research				
SHS 4999	Advanced	Advanced	Advanced	Advanced
SHS 4999H	Advanced	Advanced	Advanced	Advanced
General Education Courses:				
SHS 3330	Beginning		Beginning	
SHS 3330H	Beginning		Beginning	
SHS 3350 Speech-Language Communication Across the Life Span: Issues and Problems in our Community	Beginning	Beginning	Beginning	Beginning

Curriculum Map: B.A. Speech & Hearing Science

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SHS 3320 – Principles of Phonetics	Beginning		Beginning	
SHS 3330 – Language Acquisition	Beginning		Beginning	
SHS 3330H	Beginning		Beginning	
SHS 3340 – Introduction to the Art and Science of Sound		Beginning	Beginning	
SHS 3360 Observation in Speech-Language Pathology and Audiology			Intermediate	Intermediate
SHS 3370 Service Learning in Adult Neurogenics for Speech-Language Pathology			Intermediate	
SHS 4420 – Anatomy, Physiology and Science of Speech	Intermediate		Intermediate	
SHS 4430 – Introduction to Language and Science and Language Disorders	Intermediate		Intermediate	
SHS 4440 - Anatomy, Physiology and Science of Hearing		Intermediate		Intermediate
SHS 4520 Introduction to Speech-Language Pathology	Advanced		Advanced	
SHS 4540 Introduction to Audiology		Advanced		Advanced
SHS 5605 Multicultural Aspects of Communication and its Disorders	Advanced		Advanced	
Elective Courses				
SHS 2051 Analyzing the Sounds of Language	Beginning			
SHS 3350 Speech-Language Communication Across the Life Span: Issues and Problems in our Community	Beginning	Beginning	Beginning	Beginning
SHS 4510 Disability in Context	Intermediate	Intermediate	Intermediate	Intermediate
SHS 4530 Introduction to Autism	Advanced		Advanced	
SHS 4630 Neuroscience of Speech, Language, and Music	Intermediate	Intermediate	Intermediate	Intermediate
SHS 5732 – Introduction to Aural Rehabilitation		Advanced	Advanced	Advanced
SHS 5760 – Neurology of the Speech and Hearing Mechanism	Advanced	Advanced	Advanced	Advanced
SHS 5714 Introduction to Sign Language Systems	Beginning			
SHS 5741 Voice Disorders	Advanced		Advanced	
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