# REQUEST FOR ADDITION OF NEW COURSE

<table>
<thead>
<tr>
<th>Department</th>
<th>COMD</th>
<th>College</th>
<th>H&amp;SS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>9/6/17</td>
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<td></td>
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</tbody>
</table>

## PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>COMD 1751</th>
<th>Title</th>
<th>COMD Goes to the Movies</th>
</tr>
</thead>
</table>

**Short Title (≤ 19 characters)**

- C
- O
- M
- D
- M
- O
- V
- I
- E
- S

**Semester Hours of Credit**

- 3

**If combination course type, # hrs. of CREDIT for**

- Lecture: _____
- Lab/Sem/Rec: _____

**Repeat Credit Max. (if repeatable):**

- credit hours
- Graduate Credit?
- Yes
- X: No

**Credit will not be given for this course and:**

- Course Type (Indicate CONTACT hours in the appropriate course type.)
  - Lecture: 3
  - Lab: _____
  - Seminar: _____
  - Recitation: _____
  - Lec/Rec: _____
  - Lec/Sem: _____
  - Lec/Lab: _____
  - Res/Ind: _____
  - Clin/Pract: _____
  - Intern: _____

**Maximum enrollment per section:** (use integer, e.g. 25 not 20-30) 40

**Grading System:**

- Letter Grade: X
- Pass/Fail: _____
- Final Exam:**
- Yes
- X: No

**(Attach justification if the proposed course will not hold a final exam during examination week.)**

**Course Description:**

(Concise catalog statement exactly as you wish it to appear in the General Catalog)

**COMD 1751 – COMD Goes to the Movies (3)** Introduction to the diverse communication disorders and differences served by the fields of speech-language pathology and audiology (SLP&A) through movies, including how reality may differ from stereotypes.

## BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS “YES”, ATTACH EXPLANATION.)

<table>
<thead>
<tr>
<th>If this course is approved, will additional staff be needed?</th>
<th>Yes _____</th>
<th>No X</th>
</tr>
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<tbody>
<tr>
<td>Will additional space, equipment, special library materials or other major expense be involved?</td>
<td>Yes _____</td>
<td>No X</td>
</tr>
<tr>
<td>Academic Affairs Approval:</td>
<td></td>
<td></td>
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</table>

**ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)**

**JUSTIFICATION:** Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?

**SYLLABUS:** Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria

(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students.)

**APPROVALS**

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
<th>8/25/17</th>
<th>College Faculty Approval Date</th>
<th>9-27-17</th>
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<tbody>
<tr>
<td>Department Chair Signature</td>
<td>(date)</td>
<td>College Dean Signature</td>
<td>(date)</td>
</tr>
<tr>
<td>Graduate Dean Signature</td>
<td>(date)</td>
<td>Chair, FS C&amp;C Committee</td>
<td>(date)</td>
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<tr>
<td>College Contact</td>
<td>E-mail</td>
<td>Academic Affairs Approval</td>
<td>(date)</td>
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COMD 1751: Special Topics in COMD

9/27/17

Justification

The syllabus for our first proposed Special Topics course, COMD at the Movies, is designed to increase awareness of the wide range of communication disorders. Communication disorders are not well understood in society, and individuals with communication disorders are often portrayed inaccurately or stereotypically in movies and other media outlets.

The course will also be used to recruit students to the COMD major and provide students interested in our major more course options. We currently do not have any 1000 courses within the department, and exit interviews from undergraduates frequently mention they want courses at the freshman level in our field.

A similar course is offered at other COMD departments at universities around the country, including the University of Illinois at Urbana-Champaign, Northeastern University, Northern Arizona, and University of North Carolina – Greensboro. At each of these schools, the course is taught regularly and fills (e.g., the fall and spring enrollment totals 100 at the University of Illinois).

The course is planned as an elective rather than as a requirement for a major or mincr in COMD.

Person to Contact about COMD Curriculum

Susan Duncan, Ph.D.
Assistant Professor
Communication Sciences and Disorders
68 Hatcher Hall, LSU
Baton Rouge, LA 70803
225-578-2545
Duncan1@lsu.edu

Other Universities

SHS 270, Communication Disability in the Media, Department of Speech and Hearing Science
University of Illinois at Urbana-Champaign, Enrollment: 100 (taught Fall & Spring)

SLPA 1555, Communication Disorders in Movies, Department of Communication Sciences & Disorders
Northeastern University, Enrollment: 19 (capped at 19; taught Fall only)

SST 191, Communication Disorders in Literature & Media, Speech-Language Sciences & Technology
Northern Arizona University, Enrollment: 40-60 (taught Fall & Spring)

CSD 150, Communication Disabilities in Film, Department of Communication Sciences & Disorders
University of North Carolina – Greensboro, Enrollment: 25-35 (taught Spring only)
Hi Andrea,

Please see revised description below.

"Introduction to the diverse communication disorders and differences served by the fields of speech-language pathology and audiology (SLP&A) through movies, including how reality may differ from stereotypes."

Best,
Susan

E. Susan Duncan, PhD, CCC-SLP
Assistant Professor
Department of Communication Sciences & Disorders
74 Hatcher Hall
Louisiana State University
Baton Rouge, LA 70803

Hi Andrea,

We are fine with the course being a stand alone rather than special topics. The course title would be "COMD Goes to the Movies". Short title is "COMD Movies". The description is below:

"Introduction to the diverse communication disorders and differences served by the field of speech-language pathology (SLP) through movies, including how reality may differ from stereotypes."

Please let me know if you have any other questions!

Best,
Susan

E. Susan Duncan, PhD, CCC-SLP
Assistant Professor
Department of Communication Sciences & Disorders
74 Hatcher Hall
From: Andrea B Abad
Sent: Friday, October 13, 2017 12:34:34 PM
To: Susan Duncan
Subject: COMD 1751

Good Afternoon,

I just received confirmation that COMD 1751 will be a standalone course, not a special topics. If you could give me a call at 8-4111 we can discuss these changes, or you may email me the new name, short title, and description of the course. I can make the necessary changes from there.

Please let me know if you have any questions.

LSU

Andrea B. Abad
Academic Officer for Curricula and Course Management
Office of the University Registrar
Louisiana State University
112 Thomas Boyd Hall,
office 225-578-4111
abode@lsu.edu | lsu.edu | lsu.edu/Registrar
COMD 1751: COMD GOES TO THE MOVIES
COURSE SYLLABUS: SPRING 2018

Instructor:
Name: TBA
Phone: TBA
Email: TBA
Office Hours: TBA

Office Location: TBA
Louisiana State University
Communication Sciences & Disorders
Baton Rouge, LA 70803

COURSE DESCRIPTION

1. This course has two broad purposes:
   a. To introduce you to the diverse communication disorders and differences served by the field of
      speech-language pathology (SLP).
   b. To interrogate the nature of how these disorders and differences may be portrayed in film,
      including how reality may differ from stereotypes.

2. Class meets Tuesdays and Thursdays in 234 Prescott Hall (3:30 – 5:20pm).

3. Office hours will be TBA.

4. Students who acquire the most knowledge and earn the highest grades will:
   a. READ CAREFULLY THROUGH THIS ENTIRE SYLLABUS RIGHT NOW!
   b. attend class regularly and participate in class discussions.
   c. complete all assigned readings before class and be prepared to participate in discussions.
   d. be responsible for material in lecture notes, reading assignments, class discussions, and films.
   e. regularly review material covered in class, including material covered earlier in the semester.
   f. take advantage of all learning opportunities! Ask questions, attend office hours, respond to
      clicker questions, etc.

MOODLE

MOODLE will be used for course management and communication. Everything will be posted on
MOODLE including lecture slides, any relevant course documents such as web links,
recommended/required readings, general course announcements, and other information. PowerPoint
lecture slides will typically be available the day of class. Please be sure you are able to use MOODLE. If
you have trouble with MOODLE please contact IT and “the MOODLE people.” Check regularly for updates
(also check daily for emails sent via MOODLE).

REQUIRED TEXTBOOK

None. Required readings, including journal articles, book chapters, etc, will be posted on MOODLE in
advance of the class(es) for which they should be read.

COURSE OBJECTIVES

1. Demonstrate understanding of the scope of speech-language pathology (SLP).

2. Write a reaction paper envisioning yourself as an individual with a communication disorder, as a family
member of an individual with a communication disorder, and as an SLP working with such an individual.

3. Demonstrate understanding of the difference between fiction and reality with regard to
communication disorders in film.

Revised 9/27/2017
COMD 1751  
Spring 2018  
Instructor Name: TBA  

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GRADING

Exams: Exams will consist of primarily multiple-choice questions, with some short-answer and/or short essay questions. There are 2 exams in this class. The final exam will be cumulative, but will focus more heavily on material covered since the midterm exam.

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm</td>
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<tr>
<td>Final</td>
<td>30%</td>
</tr>
<tr>
<td>Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Clicker Q's</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</table>

Reaction Paper: You will write one 2-4 page reaction paper. A rubric will be available to guide you in how to earn full points for this assignment. You will write about one of the communication disorders we cover in this class from 3 different first-person perspectives: as an individual with the communication disorder, as a family member of the individual, and as an SLP working with the individual. This assignment is designed to get you to think meaningfully about the diverse perspectives people may have based on their unique experiences (and obstacles) and to empathize with them. It is not necessary to use resources outside of class material for this paper, but you may find it useful, and if so, these should be cited with references as appropriate.

Clicker Questions: Ten percent of your grade comes from responding to clicker questions. Responding to at least 80% of questions in class will earn you 0.4% of your grade for each class. Responses will earn points regardless of accuracy (i.e., wrong answers still get full credit). This is designed to encourage your attendance and participation, and also helps to monitor your learning in this class.

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<thead>
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<td>Midterm</td>
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<tr>
<td>Clicker Q's</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
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Final Course Grades (%):

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<tr>
<td>96.50 - 100.00</td>
<td>A+</td>
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<tr>
<td>92.50 - 96.49</td>
<td>A</td>
</tr>
<tr>
<td>89.50 - 92.49</td>
<td>A-</td>
</tr>
<tr>
<td>86.50 - 89.49</td>
<td>B+</td>
</tr>
<tr>
<td>82.50 - 86.49</td>
<td>B</td>
</tr>
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</table>

TURNINGPOINT RESPONSE SYSTEMS

a. Ten percent of your grade will be determined by answers to clicker questions to document attendance/participation via the TurningPoint software used on a clicker, laptop, or smartphone. You must purchase a license (see [b] below) in order for your points to be recorded. 0.4 points will be earned for each class in which at least 80% of questions are answered (regardless of accuracy).

Revised 9/27/2017
Questions will be asked during each class beginning 1/16/18. Eighty percent of questions asked in class must receive responses in order for points to be earned for that class.

b. **AN ACTIVE TURNINGPOINT LICENSE IS REQUIRED.** These may be purchased at the LSU bookstore or online (https://account.turningtechnologies.com/).

c. There is a rebate available online for TurningPoint (until June 30, 2018; https://prok.lsu.edu/article.aspx?articleid=18429) if you have already purchased a clicker.

d. Registration instructions can be found at www.turningtechnologies.com/student-info

e. No credit can be earned for a class in the case of dead batteries, forgotten clicker, wrong frequency, etc. It is your responsibility to ensure that your clicker is present and working. You can still earn the full 10% of your grade if responses are not recorded for only one class.

f. Using another student’s clicker to earn them participation points is considered cheating, and will not be tolerated. See Academic Integrity section below.

g. If you have any technical questions, please contact the Faculty Technology Center at ftc@lsu.edu.

**EMERGENCIES AND EXTENUATING CIRCUMSTANCES**

**LSU Policy:** https://sites01.lsu.edu/wp/policiesprocedures/policies-procedures/22/

a. Your attendance is expected. If you are unable to attend class, please notify the instructor as soon as possible but **ideally prior to class** by e-mail at XXX@lsu.edu.

b. If you must miss a class or test due to a religious holy day, you must let the instructor know **within the first two weeks of school** so accommodations can be made for you. You will be given an alternate date to take the exam without penalization.

c. In the case of an exam missed for a legitimate, excused absence (non-religious):
   1. You will provide valid documentation of the excused absence (e.g., doctor’s note with appropriate details and signature) ideally within 1 day of the exam, or as soon as possible.
   2. You must initiate the process to make up the work— the instructor will not.
   3. Make-up exams will ideally be completed **within 5 calendar days** from the original exam date, or as soon as possible.
   4. If you know in advance that you will, or might, be unable to attend a scheduled exam, please let the instructor know, rather than waiting until after the scheduled exam date.

**STUDENTS WITH SPECIAL NEEDS**

(PlayStation Office of Disability Services http://students.lsu.edu/disability)

If you have a hidden or visible disability that may require classroom or test accommodations, please see me as soon as possible. If you have not already done so, please register with the Office of Disability Services, 115 Johnston Hall, (225) 578-5919, disability@lsu.edu, which is the department responsible for coordinating accommodations and services for students with disabilities.

**STUDENT RIGHTS**

(PlayStation Code of Student Conduct http://students.lsu.edu/saa/students/code/6_rights_responsibilities)

a. If you feel that your student rights have been infringed upon, please make an appointment with the instructor to try to resolve the issue.

b. If you do not feel that your problem has been addressed appropriately you should make an appointment to discuss the situation with the COMD department chair, Dr. Norris.

Revised 9/27/2017
c. If you feel that the issue is not resolved at the department level, you have the right to seek further recourse at the college level. Please refer to the student handbook for the procedures to follow.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

LSU Office of the Registrar [http://sites01.lsu.edu/wp/registraroffice/privacy-guidelines/ferpa-for-students/]
AND PS 30 Student Privacy Rights [https://sites01.lsu.edu/wp/policiesprocedures/policies-procedures/30/]

The instructor cannot share any information about you or your academic performance in this course without your permission. Please see the information provided in the two URLs above to read more about your rights under FERPA if you are not familiar with them. FERPA has implications for this course in three ways:
1) The instructor is permitted to use Moodle to share information directly with you about your grades and assignments, and 2) you have the right to inspect any materials the instructor does not hand back, and 3) the instructor is permitted to write about your performance in letters of recommendation you request.

ACADEMIC INTEGRITY

[LSU Code of Student Conduct http://students.lsu.edu/saa/faculty/academicintegrity]

a. You are expected to do original work—performing independently on exams. Please see the LSU Code of Student Conduct on the LSU website above.

b. If you are unclear about any aspect of the code of conduct or standards of academic integrity, please ask the instructor.

c. It is your responsibility to understand the definition of and be aware of the consequences for misconduct. It could result in delay of graduation, delay in admission to graduate school, or expulsion from the university.

d. Definitions of improper academic conduct:

- **Cheating:** The improper taking or tendering of any information or material that shall be used to determine academic credit. Taking of information includes, but is not limited to, copying homework assignments from another student; working together with another individual on a take-home test or homework when not specifically permitted by the teacher; looking or attempting to look at another student's paper during an examination; looking or attempting to look at text or notes during an examination when not permitted. Tendering of information includes, but is not limited to, giving your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after taking an exam; giving or selling a term paper or other written materials to another student; sharing information on a graded assignment.

  1) Talking is not permitted during exams, nor is collaboration in any form. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and University disciplinary action.

  2) During exams, cell phones, laptops, and notes are not permitted and should be stored out of sight of all students.

- **Misrepresentation:** Any act or omission with intent to deceive a teacher for academic advantage. Misrepresentation includes using computer programs generated by another and handing it in as your own work unless expressly allowed by the teacher; lying to a teacher to increase your grade; lying or misrepresenting facts when confronted with an allegation of academic honesty.

  1) Misrepresentation would also include providing clicker responses for a student who is not present/participating in class.

Revised 9/27/2017
Conspiracy. The planning or acting with one or more persons to commit any form of academic dishonesty.

ACADEMIC & MENTAL WELLNESS

a. Please take advantage of your instructor for academic needs relative to this class. We’re here to help!

b. If you feel you need additional help preparing for exams or understanding materials, please contact the LSU Center for Academic Success (http://students.lsu.edu/academictutoring) to set up a personal or virtual consultation. http://students.lsu.edu/academicsuccess/studying/peer/tutoring

c. If you are feeling stressed, anxious, or overwhelmed, please take advantage of the LSU Mental Health Resources at the Student Health Center at http://www.shc.lsu.edu/ for virtual or confidential counseling services, relaxation techniques, and self-help groups.

POLICY OF INCLUSION

(LSU Diversity Statement http://www.lsu.edu/diversity/about_us/diversity-statement.php)

This class is intended to be an inclusive learning environment where diverse experiences and perspectives are recognized, respected, and seen as a source of strength. Comments, suggestions, and critiques for the purpose of promoting such an environment are both encouraged and appreciated.

MORE THINGS TO KNOW...

1. TRIGGER WARNING: Some of the films and topics covered in this class may contain material, including violence and sexual activities, that may be offensive or “triggering” for some individuals. Many of these videos are rated “R”. It is your responsibility to be aware of movie content and decide whether you can comfortably fulfill the requirements of the class. There is not an alternative to watching the films in class, as this is a core part of the material.

2. Age Restriction: Some of the films in this course are rated “R”. YOU MUST SPEAK TO THE INSTRUCTOR IF YOU ARE UNDER 17.

3. This class is scheduled for 4 hours/week yet provides only 3 credit hours. This is because we will be watching full-length movies in class to ensure that everyone has access.

4. Many of the lectures in this class will be guest lectures from COMD faculty who work clinically and/or conduct research with the communication disorder being portrayed in that week’s film. If you are particularly interested in a disorder or topic (or a future in COMD!), please feel free to contact that faculty member to communicate further. Faculty contact information can be found at https://sites01.lsu.edu/wp/comd/faculty/.

5. Please turn off all cell phones and stow them in your backpack before class starts, unless being used for responses to clicker questions. The literature shows that these electronic distractions reduce your ability to attend and learn.

6. Using your computer during lecture periods and movie periods for note-taking or responses to in-class questions is acceptable. IM’ing, surfing the net, checking emails (etc., etc.) will not help you get an A in the class. Definitely don’t skype! Please turn down your monitor brightness during movies to avoid distracting your classmates.

7. If a classmate’s use of technology is interfering with your ability to participate or concentrate during class, let the instructor know before the next class so the situation can be resolved.

8. If you are expecting an important message or phone call, please let the instructor know in advance and step outside of the classroom to respond.

9. Please use the instructor’s office hours if you need any help to clarify information presented in class. If you have work/class conflicts with office hours, email to make another appointment.

Revised 9/27/2017
### Tentative Course Schedule (SUBJECT TO CHANGE):

<table>
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<th>DATE</th>
<th>TOPIC</th>
<th>FILM</th>
<th>READING</th>
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<tbody>
<tr>
<td>January 11</td>
<td>Intro to COMD/ Syllabus</td>
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<tr>
<td>January 16</td>
<td>Language Acquisition</td>
<td>Nell (1994)</td>
<td>TBA</td>
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<tr>
<td>January 18</td>
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<tr>
<td>January 23</td>
<td>Autism</td>
<td>Life, Animated (2016)</td>
<td>TBA</td>
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<tr>
<td>January 30</td>
<td>Cerebral Palsy</td>
<td>My Left Foot (1989)</td>
<td>TBA</td>
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<tr>
<td>February 6</td>
<td>Dysarthria</td>
<td>Flawless (1999)</td>
<td>TBA</td>
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<td>February 13</td>
<td>MARDI GRAS – NO CLASS</td>
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<td>February 15</td>
<td>Aphasia</td>
<td>The Possibilities Are Endless (2014)</td>
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<tr>
<td>March 1</td>
<td>Head/Neck Cancer</td>
<td>The Doctor (1991)</td>
<td>TBA</td>
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<td>March 6</td>
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<td>March 8</td>
<td>MIDTERM EXAM</td>
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<td>March 13</td>
<td>Fluency</td>
<td>The King’s Speech (2010)</td>
<td>TBA</td>
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<td>Literacy</td>
<td>Stanley &amp; Iris (1990)</td>
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<td>SPRING BREAK – NO CLASS</td>
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<td>April 3</td>
<td>Hearing</td>
<td>Children of a Lesser God (1986)</td>
<td>TBA</td>
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<td>April 10</td>
<td>Augmentative/Alternative</td>
<td>Gleason (2016)</td>
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<td>April 12</td>
<td>Communication</td>
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<td>April 17</td>
<td>Bilingualism</td>
<td>Bon Cop, Bad Cop (2006)</td>
<td>TBA</td>
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<td>April 19</td>
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<tr>
<td>April 24</td>
<td>Accent Modification</td>
<td>My Fair Lady (1964)</td>
<td>TBA</td>
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<tr>
<td>April 26</td>
<td></td>
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<tr>
<td>April 30 – May 4</td>
<td>FINAL WEEK – FINAL EXAM (DATE/TIME TBA)</td>
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*Revised 9/27/2017*
REQUEST FOR ADDITION OF NEW COURSE

PROPOSED COURSE DESCRIPTION

Rubric & No. | COMD 4755 | Title | Autism and Augmentative and Alternative Communication

<table>
<thead>
<tr>
<th>Short Title (≤ 19 characters)</th>
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<th>M</th>
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<th>A</th>
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Course Description:

COMD 4755 Autism and AAC (3 credits)
The speech-language pathologist's role in diagnosis, treatment, and advocacy of individuals with autism and those using AAC.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)

If this course is approved, will additional staff be needed? Yes | No X
Will additional space, equipment, special library materials or other major expense be involved? Yes | No X
Academic Affairs Approval: (Date)

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?
SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria
(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

APPROVALS

Department Faculty Approval Date | College Faculty Approval Date |
---------------------------------|-------------------------------|
9/27/17                          | 9/27/17                       |
Department Chair Signature (date) | College Dean Signature (date) |
Maurice A. Massé, 10/5/17         | Chair, FS C&I Committee (date) |
Graduate Dean Signature (date)    | Academic Affairs Approval (date) |
College Contact | E-mail |
COMD 4755: Autism and Augmentative and Alternative Communication

9/6/17

Justification

The prevalence of children with Autism Spectrum Disorders (ASD) has increased over the last twenty years, with prevalence currently estimated as 1 out of 68 children. Out of those children diagnosed with ASD 30% remain minimally verbal or nonverbal. This course was designed in response to the increased number of children with ASD on the caseloads of speech-language pathologists, and the growing interest of pre-professional students (undergraduate and graduate) for evidence-based training in ASD.

This course will allow the department to regularly offer training about the speech-language pathologist’s role in diagnosis, treatment, and advocacy in ASD as well as expose students to the technologies (i.e., augmentative and alternative communication and other assistive devices) that are used by children with ASD who do not communicate verbally. Historically, the communication needs of children with ASD was embedded within a broader course that focused on a wide range of childhood communication disorders. Knowledge about ASD and AAC within the field of communication sciences and disorders can no longer be covered adequately as embedded content in the broader course.

The course has been taught in Spring and Fall 2017 under COMD 4751 Special Topics; without advertisement, enrollment was 17 and 15, respectively.

Person to Contact about Proposed Course

Daphne Hartzheim, Ph.D.
Assistant Professor
Communication Sciences and Disorders
68 Hatcher Hall, LSU
Baton Rouge, LA 70803
225-578-2545
dhart4@lsu.edu
Autism and Augmentative and Alternative Communication
Communication Sciences and Disorders 4755
Fall, 2017

SECTION 2: Tuesday – Thursday 10:30-11:50
ROOM: 64 Hatcher Hall
INSTRUCTOR: Daphne Hartzheim, Ph.D. CCC-SLP, BCBA
OFFICE: 86 Hatcher Hall
OFFICE HOURS: Th 12-1 pm or by appointment
PHONE: 435-938-1629
EMAIL: dhartz4@lsu.edu

Course Description:

Autism and Augmentative and Alternative Communication is an introductory course designed to familiarize participants with basic knowledge of diagnosis and interventions in regards to individuals with autism and those using AAC. The course will introduce students to principles of evidence-based practice, how to identify those practices and how to best advocate the use of those treatments. This will be accomplished through collaboration and group work, as well as the use of modern technology to create advocacy videos for the general public. At the completion of the class, participants will have gained knowledge specifically in the areas of autism and AAC and will be better equipped to treat these populations and advocate their needs.

This is a certified Communication-Intensive (C-I) course which meets all of the requirements set forth by LSU’s Communication across the Curriculum program, including

- instruction and assignments emphasizing informal and formal technical and visual;
- teaching of discipline-specific communication techniques;
- use of feedback loops for learning;
- 40% of the course grade rooted in communication-based work; and
- practice of ethical and professional work standards.

Students interested in pursuing the LSU Distinguished Communicators certification may use this C-I course for credit. For more information about this student recognition program, visit www.cxc.lsu.edu.
**Students with Special Needs**

Please let me know within the first 3 weeks of class if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to fully participate. For example, students with learning disabilities or for whom English is the second language may need extended time to take the exam and/or an environment that is free of distractions. If you believe you need assistance, see support available at the Office of Disability Services: [http://appl003.lsu.edu/slas/ods.nsf/index](http://appl003.lsu.edu/slas/ods.nsf/index)

If at any time during the semester you qualify for special services through the Office of Disability Services, please let me know within one week of qualification, so that appropriate accommodations can be arranged.

**Course Objectives:**

Students Will:
1. Identify characteristics of an individual with ASD
2. Understand basic components of ASD diagnostic process
3. Understand evidence-based treatments for ASD and how to identify such treatments
4. Effectively articulate research knowledge about interventions to general population using visuals and technology
5. Learn to use technology to distribute research knowledge to general population
6. Advocate for evidence-based interventions for individuals with ASD
7. Learn how to effectively collect data in language intervention
8. Communicate basic principles of Augmentative and Alternative Communication (AAC)
9. Understand differences in diagnosis when using AAC
10. Learn treatments strategies when using AAC
11. Learn to program one software for a speech-generating device

**ASHA Standards:**

**GOAL 1: UNDERSTAND EVALUATION OF LANGUAGE DISORDERS**

*KASA Standard III-D (principles and methods of assessment for language and communication)*
- Distinguish between verbal and nonverbal aspects of communication
- Understand the definition and implications of a language disorder
- Understand basic principles of formal, standardized language assessment
- Understand basic principles of informal language assessment
- Know the purposes and uses/misuses of language assessment

Competency Measure: Quizzes and Exam

**GOAL 2: UNDERSTAND LANGUAGE AND COMMUNICATION**

*KASA Standard III-C (development, physiological, psychological, linguistic, and cultural correlates)*
- Distinguish between speech, language, and communication
- Differentiate elements of language (phonology, morphology, syntax, semantics, pragmatics)
- Understand basic concepts of each element of language, such as “morpheme” or “phoneme”
- Know cognitive-social-physiological-semiotic bases of language acquisition
- Differentiate between current major models of language acquisition
- Explain the course of normal language development

Competency Measures: Quizzes, Group Video project and Exam

GOAL 3: UNDERSTAND LANGUAGE AND COMMUNICATION PROBLEMS
KASA Standard III-C (language disorders and differences, including etiologies and characteristics)
- Understand the distinctions between different disabilities that are characterized by a language disorder, including learning disabilities, intellectual disability, autism spectrum disorders, sensory disabilities, and emotional and behavioral difficulties
- Know the language and communication characteristics associated with specific disabilities
- Recognize the intervention goals and long-term prognosis associated with each disability
- Know the difference between language disabilities and cultural language differences

Competency Measure: Quizzes, Group Video project and Exam

GOAL 4: KNOW PRINCIPLES AND STRATEGIES FOR LANGUAGE INTERVENTION
KASA Standard III-D (principles and methods for prevention and intervention)
- Distinguish between different philosophies and approaches to intervention
- Understand the value of classroom, family and other least restrictive settings
- Know how to provide intervention in the context of activities such as storybook and book, reading, play, and art
- Understand the use of alternative communication modes for nonverbal children
- Understand how to accommodate children with language and cultural differences

Competency Measure: Quizzes, Exam and in-class presentation

Textbook:


Students are expected to read assignments prior to the classroom lecture. Please turn off cell phones, do not text message, shop on-line or engage in other non-academic behaviors during class.

NOTES: Class lecture materials and other readings can be found on Moodle.

Grades:

Grades are based on two exams, quizzes, group video-project, and meeting with professor.

Quizzes: A total of 10 unannounced quizzes will be given at the beginning of class. The quizzes will be based on the readings for the week, previous class discussions, or in-class projects. The two lowest quiz scores will be dropped. If you miss class one week and a quiz was given that week, it will count as your lowest score and the quiz will be dropped. ONLY TWO QUIZ SCORES WILL BE DROPPED. Make-up quizzes will only be provided for documented absences in line with University policy.

Exams: Exams will be covering information from the lectures, readings, presentations and supplemental material online. They will be multiple-choice and short answer questions.

Out of Class: Students are expected to read assigned reading as indicated on the syllabus and moodle prior to class. Homework is due at the beginning of class as indicated on the syllabus and should be submitted through moodle. In case of technical difficulties, it can also be submitted through email. Late work will receive a 10% points reduction for every day it is late.

Group Video Project:

The goal of this project is for you to create a short (5-10 minutes) informational video for the general public in regards to one commonly used Autism intervention. This assignment will give you practice in communicating scientific evidence to a broader audience. The intervention can be evidence-based or pseudo-science. If the intervention is based in evidence, the video should support the evidence and make it accessible to the viewer. If the intervention you choose is
pseudo-science you will also provide evidence against such practices. Both approaches present with different challenges. You are asked to create this video as objective as possible, without bias, personal opinion or judgment. Your audience is the general public and with your permission, I will post the video on my lab’s Facebook page for informational purposes. You will be graded along the way and given feedback on each step. Each member of the group will receive the same grade. Groups consist of 3 students that will be formed the first day of class. A number of different steps are involved in creating such a video.

Step 1: Identify a topic with a brief justification (10 pts)
- Explain the topic you have chosen to discuss in your video presentation. Include answers to these questions: Why is this relevant in regards to autism? Who is going to benefit from this video? What would be the best way to distribute the knowledge?
- This brief justification should not exceed one double spaced page with 12 pt font.

Step 2: Outline of topic and timeline of project completion (20 pts)
- Key points for the audience (focus on 2-3 at the most)
- How will you translate those key points? (use of visuals such as graphics, posters, video clips, etc.; person talking such as monologue/dialogue, etc; special effects; etc.)
- Logistics for completing the video (timeline, materials needed, schedule of going to the studio, training on equipment, etc.)

Step 3: Script of the entire video (60 pts)
- Formulate exactly what you will say in the video. Write down the specific language for each visual, monologue, dialogue or video clip that you are using for your video.
- Make sure to translate the academic/research language into language that is easily accessible for the general public.

Step 4: Reflection of first attempt (20 pts)
- Show the video for the first time in class. A class discussion will follow. Following the discussion reflect on what worked, what didn’t work. How are you going to adjust for the things that did not work?

Step 5: Final submission of the video (90 pts)
- Your grade will be based on the following components:
  - Creativity: use of visuals
  - Clarity of your argument: Are the key points easy identified?
  - Language: Was research terminology translated to be accessible for general population?
  - Professionalism: objectivity, dress, language
  - Technical aspects: acoustics, cut, etc.
Visual Mindmap/Conceptmap (50 pts)

As a group (same as for the group video project) you will create a digital mindmap based on the topic you selected. The mindmap will be printed on posters and displayed during class. Be ready to discuss your topic based on the mindmap.

Meeting with Professor:

Sign-up to meet with me once during the semester **before fall break.** Office hours are listed above. If you are unable to make it to my office hours, you can email me to schedule a different time. During the meeting plan to ask questions about class content and discuss it. Prepare to reflect content difficulties if they occur. This assignment will provide you with practice conversing professionally about this specific topic. It's an easy 20 points. 😊 You can always meet with me more than once.

Graduate Student Assignment:

Graduate students, who are taking this course for graduate credit, are required to supplement their Video Project with a literature review about their chosen topic. Each member of the group writes their own literature review using APA style. Literature should include at least 5 primary sources (i.e., peer reviewed research studies, excluding literature reviews, meta-analyses, and case-studies. The paper should be 10-12 pg. long without references using 12 pt font and 1 inch margins.

Participation and attendance quizzes: 10 X 10 (drop lowest score for 2 quizzes): 80
Midterm Exam: 100
Final Exam: 100
Group video project: 200
Mindmap presentation: 50
Meeting with Professor: 20
(Literature Review) (100)

Total: 450 (550)

*Items in parentheses indicate additional assignments with additional points for graduate students who are taking this course for graduate credit. Graduate students can receive a total of 550 points in the course, while undergraduate students can achieve a total of 450 points.
**Point Scale:**

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REQUEST FOR ADDITION OF NEW COURSE

PROPOSED COURSE DESCRIPTION

Rubric & No.  COMD 7784  Title  Augmentative and Alternative Communication

Short Title (≤ 19 characters)  A  A  C

Semester Hours of Credit 3

If combination course type, # hrs. of credit for Lecture: 3  Lab/Sem/Rec:

Repeat Credit Max. (if repeatable):  credit hours  Graduate Credit?  X  Yes  No

Credit will not be given for this course and:

Course Type (Indicate hrs in the appropriate course type.)

Lecture Lab Seminar Recitation Lec/Rec Lec/Sem Lec/Lab Res/Ind Clin/Pract Intern

Maximum enrollment per section: (use integer, e.g. 25 not 20-30) 20

Grading System: Letter Grade X Pass/Fail Final Exam:** Yes No X

**(Attach justification if the proposed course will not hold a final exam during examination week.)**

Course Description:

(Concise catalog statement exactly as you wish it to appear in the General Catalog)

COMD 7784 AAC (3 credits)

Use of AAC and related assistive technology to aid individuals with complex communication needs.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)

If this course is approved, will additional staff be needed? Yes No X

Will additional space, equipment, special library materials or other major expense be involved? Yes No X

Academic Affairs Approval: (Date)

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?

SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria

(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

APPROVALS

Department Faculty Approval Date 9/27/17

College Faculty Approval Date 9/28/17

Department Chair Signature 9/27/17

Graduate Dean Signature 10/5/17

College Dean Signature 10/16/17

Chief, FS C&C Committee 10/16/17

Academic Affairs Approval 10/19/17

College Contact E-mail
COMD 7784: Augmentative and Alternative Communication

9/27/17

Justification

Augmentative and Alternative Communication (AAC) benefits individuals with little or no functional communication throughout the lifespan, from young children with genetic syndromes, cerebral palsy, or autism to young adults who are nonverbal because of a traumatic brain injury to older stroke or laryngeal cancer survivors. The current course is designed to teach students how to assess AAC needs for an individual with complex communication needs, how to secure funding for necessary equipment, and how to implement the AAC equipment functionally across multiple settings, such as home school, work and social settings.

The American Speech-Language and Hearing Association (ASHA), our accrediting body, requires that AAC content is offered as a separate class or infused within classes on a regular basis. In the past, we offered AAC content inconsistently. The current course will allow the department to offer AAC content regularly as a course and advertise our department’s expertise in AAC to current and prospective graduate students.

Recently, we have taught this course as a special topics course (COMD 7750), and enrollment has averaged 8 graduate students so we know it will fill, especially since we are accepting more students into our MA degree program.

Justification for No Final Exam During Exam Week

Licensed and certified speech-language pathologists must demonstrate their mastery of professional content through oral and written modalities. As a graduate level course, the course requirements mirror those required by practicing speech-language pathologists. Given this, a final paper and presentation is required during final exam week rather than a traditional final exam.

Person to Contact about the Proposed Course

Daphne Hartzheim, Ph.D.
Assistant Professor
Communication Sciences and Disorders
68 Hatcher Hall, LSU
Baton Rouge, LA 70803
225-578-2545
dhartz4@lsu.edu
Course Syllabus

COMD 7784 Augmentative and Alternative Communication

Instructor: Daphne Hartzheim, Ph.D, CCC-SLP, BCBA

Course time: W 1:00 - 3:50

Room: 47 Hatcher Hall

Office: 86 Hatcher Hall

E-Mail: dhartz4@lsu.edu

Office hours: Wednesdays: 12-1pm or by appointment

Course Description:

The primary purpose of this course is to teach students why, when, and how augmentative and alternative communication (AAC) and related assistive technology can be used to aid individuals with complex communication needs. The characteristics of AAC, assessment, funding, intervention, communication partner training, educational inclusion, literacy, autism and acquired disabilities will be addressed.

Course Objectives:

Students will:

1. Learn to accurately identify individuals who could benefit from the use of AAC and related assistive technology.

2. Learn how to assess AAC needs in individuals with a variety of developmental and acquired impairments.

3. Gain an appreciation of cultural diversity as it relates to the selection and use of AAC devices and systems.

4. Become familiar with a variety of AAC devices and systems (both high and low tech).

5. Become familiar with the assets and limitations of representative types of AAC systems and devices.

6. Gain an understanding of some of the primary issues involved in using AAC in clinical, educational, vocational and other settings.

7. Gain an understanding of service delivery issues that need to be addressed to improve AAC assessment and intervention strategies.
8. Become familiar with at least three electronic communication devices/systems.

10. Become familiar with a variety of funding mechanisms to assist individuals in obtaining AAC systems and services.

Mode of Instruction:

Students will listen to lectures, participate in class discussions, view video of clinical cases, receive critiques of individual assignments, complete readings on assigned topics, and participate in lab activities intended to provide students with hands-on experience with a range of assistive technology.

Students with Special Needs

Please let me know ‘within the first 3 weeks’ of class if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to fully participate. For example, students with learning disabilities or for whom English is the second language may need extended time to take the exam and/or an environment that is free of distractions. If you believe you need assistance, see support available at the Office of Disability Services: http://appl003.lsu.edu/slas/ods.nsf/index

If at any time during the semester you qualify for special services through the Office of Disability Services, please let me know within one week of qualification, so that appropriate accommodations can be arranged.

Course Requirements:

Midterm (100 pts.): The purpose of the midterm is to write an AAC report that would give funding for the appropriate equipment. You need to justify the different features based on the evaluation you’ve completed with the client. This is a take home midterm. You can work on this earlier in the semester. If you write the report and you would receive funding for it, you will pass the midterm.

Final Paper (200 pts.): The purpose of the final paper is to identify an AAC intervention topic and find out about evidence-based practices regarding the specific intervention. Choose one client (child or adult) that could benefit from the AAC intervention. Describe the client briefly. Identify what type of AAC device/s the client would benefit from and justify why. Review the literature and summarize the evidence you’ve found for intervention. Find at least 4 intervention research article addressing the type of AAC being used.

Presentation (70 pts.): 15-20 min presentation about your project. Include description of the client, AAC needs, justification of AAC device, summary of intervention articles, and modified material. You will be evaluated based on clarity, professionalism, use of multi-
media resources, creativity and involvement of the class. 60 points will be possible from Dr. Hartzheim, while the class will provide feedback as well (average of class evaluation – possible 10 points).

Out of Class: Students are expected to read assigned reading as indicated on the syllabus and moodle prior to class. Homework is due at the beginning of class as indicated on the syllabus and should be submitted through moodle. In case of technical difficulties, it can also be submitted through email. Late work will receive a 10% points reduction for every day it is late.

**Required Text:**


**Course Evaluations**

- Quizzes: 5 x 20 (drop lowest score or use as extra credit): 80
- Midterm Exam: 100
- Final Paper: 200
- Case Study presentation: 70

**Total:** 450

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</tr>
<tr>
<td>A-</td>
<td>90-92.9%</td>
<td>D+</td>
<td>67-69.9%</td>
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<tr>
<td>B+</td>
<td>87-89.9%</td>
<td>D</td>
<td>63-66.9%</td>
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<tr>
<td>B</td>
<td>83-86.9%</td>
<td>D-</td>
<td>60-62.9%</td>
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<tr>
<td>B-</td>
<td>80-82.9%</td>
<td>F</td>
<td>&lt;59.9%</td>
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<tr>
<td>C+</td>
<td>77-79.9%</td>
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## Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/23</td>
<td>Course overview</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>8/30</td>
<td>Introduction to AAC</td>
<td>Read Chapters 1-3</td>
</tr>
<tr>
<td>3</td>
<td>9/6</td>
<td>Assessment</td>
<td>Read Chapters 4-5</td>
</tr>
<tr>
<td>4</td>
<td>9/13</td>
<td>Assessment/Issues for People with Developmental Disabilities</td>
<td>Read Chapters 6-7</td>
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<tr>
<td>5</td>
<td>9/20</td>
<td>Visit LATAN</td>
<td>Outline for project (Detailed description of client)</td>
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<tr>
<td>6</td>
<td>9/27</td>
<td>Intervention/Goal writing</td>
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<tr>
<td>7</td>
<td>10/4</td>
<td>Intervention</td>
<td>Chapter 8, 13</td>
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<tr>
<td>8</td>
<td>10/11</td>
<td>Intervention/PECS</td>
<td>Chapter 9-10</td>
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<tr>
<td>9</td>
<td>10/18</td>
<td>Mid-term examination</td>
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<td>10</td>
<td>10/25</td>
<td>Tobii/Dynavox</td>
<td>Chapter 11-12</td>
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<tr>
<td>11</td>
<td>11/1</td>
<td>PRC</td>
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<tr>
<td>12</td>
<td>11/8</td>
<td>ASHA – no class</td>
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<tr>
<td>13</td>
<td>11/15</td>
<td>AAC for Adults</td>
<td>Chapter 14-16</td>
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<td>14</td>
<td>11/22</td>
<td>Thanksgiving break – no class</td>
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<td>15</td>
<td>11/29</td>
<td>presentations (20 minutes)</td>
<td>PPT</td>
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<td>16</td>
<td>12/6 @ 4pm</td>
<td>Finals week</td>
<td>Final Paper due</td>
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