



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS

Semester/Year: Spring 2023	Course: CSAD 217 AAC & Assistive Technologies	Section: 1
Meeting Days: Mondays	Meeting Times: 12:30-2:20 PM	Location: Folsom Hall 1049
Instructor: Marcella Mojibi, M.S., CCC-SLP	Email: Marcella.mojibi@csus.edu	Phone: 916-278-6631
Office Location: TBA	Office Hours/Appointments: Monday 2:30-3:30 PM or by appointment	

Catalogue Course Description:

CSAD 217. AAC and Assistive Technologies

2 Units

Term Typically Offered: Spring only

Biological, acoustic, psychological, development, linguistic, and cultural bases for motor speech disorders, focusing on augmentative and alternative communication an assistive technology as well as their assessment and treatment techniques

Place of Course in Program

This course is a 2-unit course that will generally be taken by students in the spring semester of their second or third semester of the Graduate program.

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
Disciplinary knowledge: <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	Y
Communication: <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	Y
Critical thinking/analysis: <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	Y
Information literacy: <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	Y
Professionalism: <i>Demonstrate an understanding of professional integrity.</i>	Y
Intercultural/Global Perspectives: <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i>	Y

Course Learning Outcomes:

GRADUATE

Mastery of each student-learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

CSAD 217 SPECIFIC STUDENT LEARNING OUTCOMES:

1. Describe the principals and functions of augmentative and alternative communication as well as identify potential AAC users.
2. Discuss and explain evidenced-based assessment and selection processes of augmentative and alternate communication.
3. Interpret assessment data and determine evidenced-based treatment strategies for augmentative and alternative communication intervention.
4. Discuss funding and troubleshooting processes of augmentative and alternative communication systems.
5. Identify characteristics and needs of differing populations and how they might benefit from augmentative and alternative communication.
6. Identify and discuss potential clinical implications of cultural diversity as it relates to the selection and use of AAC devices and systems.
7. Describe and apply knowledge about ethical considerations and professional issues and their impact on assessment and treatment of individual with augmentative and alternative communication needs.

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Inservice project, final case study, assignments	
2	Inservice project, final case study, assignments	
3	Inservice project, final case study, assignments	
4	Inservice project, final case study, assignments	
5	Inservice project, final case study, assignments, novel review	
6	Inservice project, final case study, assignments, novel review	
7	Inservice project, final case study, assignments, novel review	

Textbooks and Materials:

REQUIRED

-Pistorious, Martin. (2013). Ghost Boy: The Miraculous Escape of a Misdiagnosed Boy Trapped in His Own Body. Harper Collins Publishing

Recommended but NOT REQUIRED

-Fundamentals of AAC, a case based approach to enhancing communication. By nerissa Hall, Jennifer Juengling-Sudkamp, Michelle Gutmann, and Ellen Cohn. Plural publishing

Online Resources:

Canvas: Course materials will be provided via Canvas. The student MUST have an active Canvas account to access class notes, assignments and class email.

Course Requirements/Components:

Final Case Study: As a culminating project, there will be an analysis of a case study completed at-home. The case study will be posted and submitted on Canvas (see schedule below for post and due dates). The case study will look at analysis and application of learning objectives covered in lectures, discussions, guest speakers, readings, presentations, and assignments.

Assignments: Five assignments will be posted and submitted on Canvas. Do not submit a hard copy unless approved by the professor. Late assignments will be accepted with a point reduction of one point per week late with a minimum score of 1. All late assignments must be submitted by May 8, 2020 (see schedule below) to receive any credit.

Novel review: each student will read Ghost Boy by Martin Pistorius and complete the assignment posted on Canvas. Do not submit a hard copy unless approved by the professor. Late assignments will be accepted with a point reduction of one point per week late with a minimum score of 1. All late assignments must be submitted by May 8, 2020 (see schedule below) to receive any credit.

In-service Presentations: Small groups will be assigned a common question in the field of AAC. The group will be responsible for researching the question, creating a one-page information sheet, and holding a 15-minute in-service for the class. The full assignment will be posted on canvas.

Grading Policy:

Source	Points	% of Grade
5 Assignments (10 pts each)	50	25%
Inservice Presentation	50	25%
Novel Review	50	25%
Final Case Study	50	25%
TOTAL	200	100%

Letter grades are assigned according to the following scores

Points	%	Letter
190-200	95-100%	A
180-189	90-94%	A-
174-179	87-89%	B+
166-173	83-86%	B
160-165	80-82%	B-
154-159	77-79%	C+
146-153	73-76%	C
140-145	70-72%	C-
134-139	67-69%	D+
128-133	64-66%	D
120-127	60-63%	D-
<119	Below 60%	F

Course Policies/Procedures:

1. Attendance: Professional attendance is required. Report absences to Marcella Mojibi in person or by email prior to class meeting.
2. You are responsible for all materials covered in your absence. This means that you must obtain any materials handed out during your missed session from a classmate or from Canvas when available online.
3. Class meetings and participation: It is expected that students will complete all readings and review focus questions prior to class. Teaching strategies will include lecture, discussion, observation, and functional assignments. Active listening and critical thinking are expected in this course.
4. Canvas: Course materials will be provided via Canvas and will be made available prior to class.
5. Cellphones/Recording/Electronic Devices: Please silence all cellphones and other communication devices prior to class. Please speak to the instructor about recording class sessions. If you require an accommodation and require additional support in note-taking, please see the instructor.

TENTATIVE Course Schedule/Outline:

Date(s)	Topic/Class Content	Readings	Assignment/Activities	Notes
1/23	Review Syllabus -Intro to AAC & AT -Competencies	Posted on Canvas	A1 due- done together in class, submit on canvas by midnight	
1/30	-Message Management	Posted on Canvas		
2/6	-Symbols and Rate Enhancement	Posted on Canvas		
2/13	-Access: direct and alternative	Posted on Canvas	A2 due midnight on canvas	
2/20	Principles of Assessment -Assessment of Specific Capabilities -Device Matching	Posted on Canvas		
2/27	Principles of Decision Making	Posted on Canvas		
3/6	-Supporting Participation and communication -Barrier Breakdowns	Posted on Canvas	A3 due midnight on canvas	
3/13	-Supporting Linguistic comp -Supporting Operational Comp -Inservice Group 1	Posted on Canvas		
3/20	SPRING BREAK			
3/27	-Supporting Social Comp -Supporting Strategic Comp -Inservice Group 2	Posted on Canvas	-Novel Review due midnight on canvas	
4/3	-Literacy Intervention with AAC -Inservice Group 3	Posted on Canvas	A4 due midnight on canvas	
4/10	-GUEST SPEAKER -Supporting communication partners -Inservice Group 4	Posted on Canvas		
4/17	-AAC in the schools -AAC in medical settings -Inservice Group 5	Posted on Canvas		Final case study posted on canvas
4/24	-AAC in various populations	Posted on Canvas	A5 due midnight on canvas	

	-Inservice Group 6			
5/1	-AT beyond AAC -Inservice Group 7	Posted on Canvas		
5/8	-Inservice Group 8 -Inservice Group 9 -Wrap up	Posted on Canvas	Final case study due midnight on canvas	Last day to turn in late/missing assignments
5/15	FINAL WEEK		No final exam	

Online Learning

For additional information, please review the CSAD Handbooks website

<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.html>

Zoom/ Online Instruction privacy and relevant rights and responsibilities:

Any time that a class session is recorded during the COVID-19-related Remote Instruction Period, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:

Only students enrolled in the subject class during the Remote Instruction Period may view the recording.

- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

Important Tips for Success as an Online Learner

There are some basic technical skills and requirements that you will need to have to be successful in this online course. If you have difficulties using Canvas, please go through the [Canvas Student Tour](#).

- ***Begin planning now for private, uninterrupted time in your schedule*** to complete the assignments – preferably in at least one-hour blocks and at least three times a week. It can be easy to fall behind!
- *Check your email account regularly* for updated information. We will be using your Saclink email account for communication. Use Saclink e-mail for private messages to the instructor and other students.
- Read directions carefully.
- For online communication, conventions of on-line etiquette ("netiquette"), which include a courtesy to all users, will be observed. Please see [Guidelines for Online Discussions](#).

Attitudes & Technical Skills Required

You will find that the following attitude will significantly contribute to your success in this online class:

- A positive attitude towards technology
- An open mind towards online education
- Willingness to share your experiences with others
- Strong analytical and critical thinking skills for when you "get stuck"
- Resourcefulness - don't be afraid to click on links and explore and ask questions
- Time management

Online learning requires only basic technical skills:

- Be competent with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Possess internet navigation skills
- Update your Internet browser
- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer

- Copy text from a word processing program and paste them into another program

Technical Assistance

Seek help when you can't access Canvas or class materials.

- For technical assistance, contact the IRT Help Desk. Visit AIRC 2005 during [open hours](#) to speak with the IRT Service Desk Team, or call (916)278-7337. [IRT website.](#)
- For assistance with course materials, contact your instructor

Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: [Don't Fall for a Phishing Scam](#)
- Use anti-virus, anti-spyware, and anti-malware software. [Sac State's Software and Tools](#) available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone. Use strong passwords that include a combination of letters and numbers that no one can guess.

Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities.

Visit the [Mobile section](#) of the [Canvas Guides](#) website for more information.

Additional Information

Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State's Academic Honesty Policy & Procedures:

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sac State's Academic Honesty Policy & Procedures at the following website: <https://www.csus.edu/umannual/student/stu-100.htm>

Definitions: At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” **Plagiarism** is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution.” Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the [Office of Student Conduct](#).

Department Policy on Use of APA format:

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share

their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

Locations of gender-neutral restrooms on campus:

Maryjane Rees Language, Speech and Hearing Clinic, 2nd Floor of Folsom Hall

Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the [CARES website](#).

Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation: Rachel Stark, MS, AHIP, stark@csus.edu
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>

- Crisis Assistance and Resource Education Support (CARES): <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>
- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- SMART Thinking (tutoring resource): https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal_documents/smarthinking.pdf

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Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

CSAD 217 Motor Speech Disorders

Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: phonology, articulation disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: voice and resonance disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: communication modalities, including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding articulation.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding voice and resonance.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of assessment and intervention regarding communication modalities.

Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

Standard IV-F: Research

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

Standard V-A: Oral and Written Communication

- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.