

SYLLABUS

COMD 6730: Multiple Disabilities and Syndromes

Professor: Lauri Nelson, PhD
Office: ECERC 150
E-Mail: lauri.nelson@usu.edu
Day/Time: online/asynchronous

Office Hours: By appointment
Phone: 435-797-8051
Dept. Web: www.coe.edu/COMD
Credit: (2) Deaf Education and SLP; (1) AuD

Course Description

The purpose of this course is to examine the medical, genetic, physical, cognitive, and social characteristics of various syndromes and disability types, and the associated impact on children with hearing loss who have additional disabilities. The educational needs and learning styles of children with hearing loss who have additional disabilities will be explored, in addition to the implications of medical screenings, early identification of syndromes and/or disabilities, and early intervention programs and strategies.

Course Objectives

Course Outcomes The student will:	CED Requirements and CEC Early Childhood Special Education Standards
Describe the cognitive, physical, social and emotional characteristics of children with hearing who have additional disabilities.	DH2K1 Cognitive and language development of individuals who are deaf and hard of hearing ACC1S1 Promote a free appropriate public education in the least restrictive environment. DHH3S1 Disseminate new advances and evidence-based practices ACC4K2 Assessing and evaluating individuals with exceptional learning needs ACC4K4 Evaluate a student's success in the general education curriculum
Review the genetics of normal fetal development and potential developmental birth defects.	DH1K3 Etiologies of hearing loss that can result in additional sensory, motor, and/or learning differences. CC2K1 Typical and atypical human growth and development. DH2K1 Cognitive development of individuals who are deaf or hard of hearing. AEC3S3 Understand early development and its impact across the life span AEC3S2 Apply interdisciplinary knowledge from the social sciences and the allied health fields. ACC3S3 Use educational research to improve instruction, intervention strategies, and curricular materials.
Discuss the physical, cognitive, and social characteristics of syndromes in which hearing loss is commonly associated.	DH1K3 Etiologies of hearing loss that can result in additional sensory, motor, and/or learning differences. DH2K1 Cognitive development of individuals who are deaf or hard of hearing.
Describe the educational learning styles and relevant accommodation options to provide optimal educational and auditory services to children with hearing loss who have additional disabilities.	CC2K2 Educational implications of characteristics of various exceptionalities. AEC3S4 Interpret and apply research to the provision of quality services and program practices to infants and young children, and their families, in a variety of educational and community settings. AEC2S5 Incorporate and evaluate the use of universal design and assistive technology in programs and services. DH3K4 Impact of hearing loss on learning and experience. DH4K1 Sources of specialized materials for individuals who are DHH.

Discuss the importance of providing effective family-centered services that are linguistically appropriate and culturally sensitive.	<p>CC3K4 Cultural perspectives influencing the relationships among families, schools and communities as related to instruction.</p> <p>CC3K3 Variations in beliefs, traditions, and values across and within cultures.</p> <p>CC3K5 Differing ways of learning of individuals with exceptional needs, including those from culturally diverse backgrounds.</p> <p>DH3K1 Impact of educational placement options with regard to cultural identify and linguistic, academic, and social-emotional development.</p> <p>DH3K3 Influence of families on the overall development of the individual who is DHH.</p>
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See handout: CEC and CED Professional Standards

ASHA Knowledge And Skills Acquisition (KASA) Competencies/Course Objectives

SLP students: Please see learner outcomes as outlined in the Knowledge and Skills Acquisition (KASA) Summary Form for Certification in Speech-Language Pathology by the American Speech-Language-Hearing Association (ASHA). Information will be conveyed through lecture, reading assignments, presentations, midterm, and final exam.

1. **Standard III-B:** The student will demonstrate knowledge of the nature of communication variations and differences as related to various disability types, including their etiologies and their accompanying anatomical/physiological, neurological, and developmental characteristics.
2. **Standard III-B:** The student will demonstrate knowledge of syndromes commonly associated with hearing loss and communication deficits, including their etiologies and their accompanying anatomical/physiological, neurological, and developmental characteristics.
3. **Standard III-C:** The student will demonstrate knowledge of typical and atypical fetal development and potential associated birth defects.
4. **Standard III-D:** The student will demonstrate knowledge of the principles and methods of early identification and early intervention of syndromes and disabilities.
5. **Standard III-D:** The student will identify the educational needs of children with hearing loss who also have an additional disability and make recommendations for appropriate interventions.
6. **Standard III-F:** The student will demonstrate knowledge of current research in hearing loss and children with additional disabilities and the integration of research principles into evidence-based clinical practice.
7. **Standard III-G:** The student will demonstrate knowledge of contemporary professional issues and transdisciplinary collaboration.

If you are having difficulty establishing the KASA competencies or meeting the course objectives, please see me as early in the semester as possible. *It is your responsibility to seek extra help, if you need it.* I encourage you to call my office and setup an appointment so we can discuss questions you might have or clarify conceptual problems with any material.

Knowledge and Skills Assessment (KASA)

In this course each student will be provided with an opportunity to demonstrate required knowledge and/or skill development. These knowledge and skills will be assessed as delineated in the syllabus (by examination, paper, presentation, project, etc.). ASHA has specified that in order to be competent, you must achieve a level of 80% or better on each KASA item. If the student does not attain this level in this course, he/she will be provided with ONE additional opportunity (in the current class) to demonstrate this knowledge or skill. If the student does not pass the competency a second time, no action will be taken if another opportunity (course or clinic) remains available in which the skill can be acquired. However, if no such opportunity is available, the student will be asked to complete an exam/demonstration of the knowledge and/or skill as defined by the department. For students failing to attain the set criteria on a required competency assessment, the department head is not able to

sign the KASA form required for ASHA certification, even though the student may receive an acceptable course/clinic grade or exceed the minimum GPA.

Listening and Spoken Language Core Competencies/Domains of Knowledge	
Domain 4	Child Development
Doman 8	Education

Course Requirements and Evaluation:

- 1) Weekly Guided Discussions/Labs: Each student will contribute to weekly guided discussions that will focus on the unit/topic of the week. The guided discussions typically focus on reading materials or case studies and are designed to facilitate knowledge sharing, experiences, and discussion of important concepts and information. Each student must post a minimum of 3 responses: an original posting and two responses to postings from your classmates. See Canvas for rubric and instructions.
- 2) Weekly Quizzes: Students are required to complete weekly quizzes on the content covered in each unit. Each weekly quiz is available for you to take throughout the week up until midnight on the Tuesday night prior to each unit. So you will have the week to complete the quiz, **but once you start the quiz, you must complete it within the time frame noted on Canvas.** So please keep that in mind before opening the quiz.
- 3) Integrated Service Delivery Project: Deaf Education and SLP students will be required to complete ongoing development of appropriate LSL goals as implemented within the child’s overall service delivery requirements, and across the curriculum. The final project will be a culmination of these goals and the impact on lesson plan development and interdisciplinary collaboration.
- 4) Final Exam: A final examination will cover all course content for the semester.

All discussion postings and assignments are due by the date indicated for each unit. Late assignments will be accepted for two days (48 hours) after the due date for half credit. Assignments will not be accepted if submitted 48 hrs after the due date. PLEASE DO NOT ASK FOR EXCEPTIONS TO THIS RULE. Extreme circumstances will be considered on a case-by-case basis, but these exceptions will be rare. Vacations, weddings, computer problems and other similar explanations are not considered extreme circumstances. Medical explanations must be accompanied by a doctor’s note. Otherwise it is unfair to your fellow students who are working very hard to meet assignment deadlines.

Grading: The following university approved grading scale will be used:

94-100 = A	73-76 = C
90-93 = A-	70-72 = C-
87-89 = B+	60-69 = D
83-86 = B	< 60 = F
80-82 = B-	
77-79 = C+	

Course Content

Topic Outline (Note: Schedule is subject to change and remains at the discretion of the course instructor.)

Unit Dates:	Topic:
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May 9 to May 22	Introduction to Course Introduction to Genetics of Hearing Loss Typical Embryonic Development Prematurity in Infants Infections and the Fetus Environmental Toxins
May 23 to May 29	Fetal Alcohol Syndrome Traumatic Brain Injury
May 30 to June 5	Children who are Deaf/Blind Usher Syndrome
June 6 to June 12	Developmental & Intellectual Disability Down Syndrome
June 13 June 19	Learning Disabilities, ADHD Communication Impairments Autism Spectrum Disorders Unique role of the audiologist Interdisciplinary collaboration
	Final Exam due by midnight June 26

Utah State University Selected Policies and Procedures

http://www.usu.edu/provost/faculty/teaching/doc/Syllabus_resources_USU_policies.pdf

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 further defines academic freedom and professional responsibilities: <http://personnel.usu.edu/policies/403.htm>.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize.

A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Plagiarism

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged used of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf (Article VII. Grievances, pages 25-30).

Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

Students with Disabilities

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Course Fees

Courses that utilize course fees are required to identify the amount of the course fee and explain the purpose of the course fee on the syllabus given to students. Course fee information not included on the syllabus will result in the course fee automatically being deleted.