

COUNCIL ON EDUCATION OF THE DEAF

PROGRAM ACCREDITATION APPLICATION

UTAH STATE UNIVERSITY  
Listening and Spoken Language Graduate Training Program

Department of Communicative Disorders and Deaf Education  
2620 Old Main Hill  
Logan, Utah 84322

2021

## Council on Education of the Deaf

### Program Review Report Format and Forms

#### C O V E R S H E E T

Institution: Utah State University

Date submitted: May 6, 2021

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Program documented in this report:

Name of institution's program (s) Listening and Spoken Language Deaf Education

Degree level Master of Education

Is this program offered online?

YES  NO  Hybrid

Title of the state license(s)/certification(s) for which candidates are prepared:

Utah Deaf Education Teaching License with LSL Endorsement

and/or

Utah 0-5 Early Childhood Special Education Teaching License with D/HH Endorsement

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Program report status:

Initial Review

Reaccreditation Report

Revised Report (for programs that did not receive initial certification)

State licensure requirement for national recognition:

CED/CAEP requires 80% of the program completers who have taken the test to pass the applicable state licensure or certification test for their field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

YES  NO

If YES, which ones \_\_\_\_\_

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## Introduction

### Introduction to Utah State University

The Mission Statement of Utah State University (USU) is “to be one of the nation’s premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement”. Utah State University is Utah’s land-grant institution, with over 130 years of outreach service to students, professionals, and families in the intermountain west. Founded in 1888, USU was originally named the Agricultural College of Utah and later became Utah State University in 1957. The University is accredited by the Northwest Commission on Colleges and Universities and houses a School of Graduate Studies and 42 departments within eight academic colleges: Caine College of the Arts, College of Agriculture and Applied Sciences, College of Engineering, College of Humanities and Social Sciences, College of Science, Emma Eccles Jones College of Education and Human Services, Jon M Huntsman School of Business, and S.J. & Jessie E. Quinney College of Natural Resource. The main campus is in Logan Utah, with eight additional statewide campuses, 23 statewide Education Centers, and multiple extension sites serving all of Utah’s 29 counties. Student enrollment for the 20202021 academic year was 27,691 including all statewide campuses. With 893 faculty and 1,692 full-time support staff, USU has a worldwide reputation as an educational and research center of higher education. As a Carnegie Doctoral Research Extensive Institution, USU has many years of experience and success in conducting extramurally funded research, training, and development projects, with faculty conducting almost \$200 million worth of extramurally funded projects each year.



The Listening and Spoken Language (LSL) Deaf Education graduate training program (the focus of this application) is housed in the Department of Communicative Disorders and Deaf Education (COMDDE) within the Emma Eccles Jones College of Education and Human Services (EEJ-CEHS). The EEJ-CEHS is a member of the [American Association of Colleges of Teacher Education](#) and is accredited by the [Council for the Accreditation of Educator Preparation](#) (CAEP) and by the [Utah State Board of Education](#). Other departments and programs within the college are Family, Consumer, and Human Development; Kinesiology and Health Science; Instructional Technology and Learning Sciences, Nursing, Psychology, Special Education and Rehabilitation, and Teacher Education and Leadership. Additional program accreditations include: Accreditation Commission for Education in Nursing, American Association of Family and Consumer Science, American Psychological Association, American Speech-Language-Hearing Association, Commission on Accreditation for Marriage and Family Therapy Education, Council on Rehabilitation Education, National Association of School Psychologists, and Council on Accreditation of the National Recreation Park Association. The EEJ-CEHS provides preparation programs for current and future professionals in educational, clinical, and medical settings.

The Department of COMDDE has three divisions: Deaf Education, Audiology, and Speech-Language Pathology (SLP). Through campus-based and online offerings, students can earn undergraduate and graduate degrees, including Bachelor of Science, Bachelor of Arts, Master of Education, Master of Science, Master of Arts, and Doctor of Audiology.

The COMDDE mission statement is:

*The Department of Communicative Disorders and Deaf Education at Utah State University is committed to: (a) advancing knowledge of normal and disordered processes of communication; (b) teaching clinical and educational practices to meet the diverse needs of individuals with communication differences and disorders; and (c) providing access to educational opportunities that prepare learners for diverse careers in health and*

*education. We fulfill this mission through the core themes of learning, discovery, and engagement.*

The COMDDE department is home to a talented, skilled, and diverse group of 55 faculty and staff. Equal Opportunity in employment and education is an essential priority for USU and one to which the University and COMDDE is deeply committed. In hiring practices, extensive efforts are taken to recruit applicants from diverse backgrounds, including those from traditionally underrepresented populations. Please see <https://www.usu.edu/policies/303/>. In the current COMDDE faculty, 1/3 are male and 2/3 are female (see COMDDE directory at <https://comdde.usu.edu/people/index>). Our faculty came to USU from geographical locations across the United States, one faculty member from New Zealand, and two faculty members from India. Two faculty members are deaf and one is hard of hearing; overall number of faculty with disabilities is unknown, as all receive appropriate accommodations. Care is taken for all faculty and students from underrepresented or vulnerable groups to feel safe within the department and the university, including initiatives such as faculty Ally Training to support LGBTQ students (see <https://www.usu.edu/today/story/resources-for-lgbtq-people-in-cache-valley>), dedicated multicultural programs and supports at the university [Inclusion Center](#) and a [Disability Resource Center](#). As described in the attached Student Handbook (see page 231), extensive resources are provided to students to accommodate their academic, social, emotional, and safety needs.

### **LSL Deaf Education Program History**

Within the COMDDE Deaf Education division, there are two emphasis tracks – the LSL graduate training program and a Bilingual-Bicultural (Bi-Bi) graduate training program, both leading to the Master of Education degree. The Bi-Bi Deaf Education program was developed in 1985. When the LSL Deaf Education program was conceptualized in 2009, it required development “from the

ground up”. Exhaustive planning, review, discussion, and then re-planning took place over many months, followed by review and revisions during the following year.

The LSL Deaf Education program is innovative and progressive, offering one of the few graduate programs in the country that provide interdisciplinary graduate training in which deaf education students, audiology students, and speech-language pathology students come together to form the LSL cohort. They take many of the same LSL courses, they attend a weekly interdisciplinary seminar together, and they work alongside one another in their practicum settings. In fact, the program is uniquely effective due to the extensive hands-on practicum experiences students gain *every semester* of their graduate training program. The audiology and SLP students participate in the LSL program as an “emphasis”, consisting of extra coursework and practicum in addition to completing all requirements associated with the core SLP or Audiology programs of study. The LSL Deaf Education program is not an emphasis, but rather is a full, stand-alone Master of Education and Teacher Licensure program.

### **Distance Program Option**

To contribute to an essential need in the field regarding LSL teacher shortages, the USU program was also designed to accommodate students who wished to complete the program from a distance. Recognizing that moving to a small northern Utah town for two years to earn a graduate degree was not feasible for most people, we developed the option of distance completion. Because our campus-based program was designed with an intensive and practicum-heavy philosophy, most of our coursework had already been developed with an asynchronous online delivery. Even for campus-based students, this mode of delivery allowed a unique opportunity to present content simultaneously with practical experiences, effectively facilitating theory to practice (the campus-based practicum services are 100% supervised by LSL faculty). We determined this model could be replicated for distance students, as long as they were already employed in, or had sufficient access to, a setting that served children who are D/HH using LSL. The first student to enter the program under this model was

in Fall 2013, who completed the program from Clarke Schools for Hearing and Speech on the Bryn Mawr campus in Pennsylvania. This student engaged in the program similarly to the campus-based students by completing the asynchronous online coursework, attending the weekly interdisciplinary Seminar through a Zoom connection, and completing all practicum rotation requirements at Clarke. To ensure appropriate daily support and supervision, a colleague at the Clarke school for each practicum placement would serve as her cooperating teacher. In addition to colleague mentoring at Clarke, and to ensure appropriate USU guidance and mentoring, the student turned in weekly lesson plans, was observed real time or through recorded video segments every other week and held regularly-scheduled follow-up meetings with the USU practicum supervisor. The student and her employer at Clarke expressed tremendous satisfaction with the program quality, the competencies the student gained, and the ability to earn a degree that otherwise would not have been available to her.

Through word-of-mouth, we have had 12 more graduate students who have completed their practicum requirements from a distance through collaborations with Desert Voices (Phoenix), St. Joseph Institute for the Deaf (Indianapolis), Idaho School for the Deaf (Meridian), Clarke Schools for Hearing and Speech (Philadelphia), Utah Schools for the Deaf and Blind (Salt Lake City/area), and Children's Choice for Hearing and Talking (Sacramento). In the upcoming 2021 academic year, seven more distance students will enter the program to earn a M.Ed. degree and will complete their practicum requirements from Debbie School (Miami), St. Joseph Institute for the Deaf (Indianapolis), Child's Voice (Chicago), DePaul School for Hearing and Speech (Pittsburgh), and the Utah Schools for the Deaf and Blind (Salt Lake City). Without exception, distance students who have earned, or who are in the process of earning, their degree from USU have reported it would not have been feasible to live on the USU campus, nor did they have access to a similar program in their area that would have allowed them to earn a Master of Education degree while remaining in their current employment settings or in their home residence.



## **Program Summary**

The Listening and Spoken Language Deaf Education program at Utah State University provides comprehensive interdisciplinary training for students to gain skills and competencies in providing family-centered, evidence-based early intervention, preschool, and early elementary services for children who are deaf or hard of hearing to learn to listen and talk and have educational, social, academic, and vocational opportunities similar to their same-aged peers.

## **Organizational Structure**

The COMDDE department has a Department Head, Karen Munoz, Ed.D., and three Division Chairs: Deaf Education Division Chair, Lauri Nelson, Ph.D., Speech-Language Pathology Division Chair, Teresa Ukrainetz, Ph.D., and Audiology Division Chair, Sarah Leopold, Ph.D. As the Deaf Education Division Chair, Dr. Nelson represents both the LSL program and the Bi-Bi program, with Dr. Curt Radford serving as the Bi-Bi Area Coordinator. The Department Head and the three Division Chairs meet monthly to discuss departmental needs and to ensure continuity and communication among the Divisions. Each division has its discipline-specific programs of study and research or educational project requirements. In addition, each division has an associated campus-based practicum site in the form of *SLP Clinical Services*, *Pediatric Audiology Clinic*, and *Sound Beginnings*, which is the primary practicum site for LSL Deaf Education students. Sound Beginnings provides family-centered early intervention, parent-toddler group, full-day preschool and kindergarten classroom, and individual therapy services. Students complete practicum rotations in at least one of these service delivery areas *every semester of their program*. This intensive focus on hands-on experiences is consistent with the department philosophy that student learning is enhanced when students can meaningfully connect theory to practice.

Department resources are managed and shared among the three disciplines, including access to student advisors and support staff. Each division has both clinical faculty and tenured or



## **Standard I: Program Curriculum**

*Standard 1.1 Design of Curriculum: The curriculum reflects the institution's philosophy regarding education of students who are D/HH and personnel preparation, its conception of the role of the teacher, and its program objectives.*

### **Standard 1.1 Narrative**

**Program Philosophy:** *With early identification, appropriate hearing technology, and effective early intervention, children who are D/HH can develop listening and spoken language and have the same social, academic, and vocational opportunities as their typical-hearing peers.*

The LSL program was founded on the philosophy that children who are D/HH can learn to listen and talk. Most children with hearing loss are born to parents with typical hearing, with spoken language being the first language of the home and family. We believe children who are D/HH benefit when they can acquire and use the same first language as their family, and this is possible when the auditory system is stimulated to access sound and that information is used to develop LSL skills. Parents are the first and best teachers for their children and when intervention is needed, parents are the most effective agents of change. The role of the LSL teacher is integral to services for children who are DHH and their families. An effective teacher can facilitate acquisition of speech, language, and auditory perception skills consistent with the parent's priorities through family-centered early intervention services. When children transition from Part C services to center-based preschool services, an effective teacher will implement goal-oriented teaching strategies to maximize each child's developmental needs in all speech, language, auditory, literacy, academic, and social-emotional domains in preparation for transition into the K-12 general education setting. Teachers in early elementary will continue to foster individualized instruction as needed for continued growth and development across the curriculum. Effective interdisciplinary collaboration is essential to ensure cohesive and integrated services, with hands-on practicum experiences across all service delivery

settings to connect theory to practice. For example, deaf educators and SLPs should develop competencies to ensure individual therapy and classroom services are integrated to facilitate generalization of concepts across environments. Deaf education students providing classroom services are expected to know the individual therapy goals for each child in the class. Similarly, SLP students providing individual therapy (whether pull-out or push-in) are expected to know the individual and classroom goals for each child they serve, including details regarding child progress and areas of concern. Deaf education and SLP students should develop audiological competencies within their scope of practice to effectively communicate with audiology colleagues regarding speech, language, and listening progress that informs hearing technology programming. Teachers and therapists often attend audiology appointments with the children and families they serve, and in this capacity, can be valuable test assistants if they are properly trained. Audiology students in the LSL cohort have coursework and practicum experiences to understand LSL strategies and how they relate to language, literacy and academic development. This knowledge can inform decisions related to hearing technology settings and can provide effective guidance and support for parents. Some audiologists provide aural rehabilitation services as part of their position or within their audiology practice, and audiology students in the LSL program have classroom and therapy practicum assignments to gain first-hand experiences in understanding these services from the perspective of an audiologist. Students in all three disciplines must be clear about scope of practice and stay within appropriate areas of service delivery. However, effective interdisciplinary collaboration can substantially improve, broaden, and enhance the quality of services provided to children who are D/HH and their families and this is a priority of the LSL program at USU.

With these fundamental philosophies and priorities, the LSL Deaf Education program was guided by, and carefully mapped to, the national standards for teacher preparation and the principles of evidence-based practices outlined by the Council on Education of the Deaf (CED) and the Council for Exceptional Children (CEC) national standards for serving children who are D/HH and their families.

The LSL coursework was further informed by the knowledge and skills recommended by the Collaborative Early Intervention National Training e-Resource (CENTe-R, 2002; Proctor, Niemeier and Compton, 2005) specific to serving children ages birth to three who are D/HH and their families. Coursework was also evaluated to ensure the nine domains critical to LSL development, identified by the Alexander Graham Bell (AGBell) Academy, were embedded in the program curriculum. Our program has also stayed aligned with the standards issued by the Utah State Board of Education, currently referred to as Utah Effective Teaching Standards (UETS). Resulting from these steps, the LSL program of study was developed, aligned with the following principles and premises:

- **Family-Centered Services.** Core foundations of LSL deaf education services are based on a family-centered model. The parent-professional partnership must be founded on trust and assurance that the provider will take the time to learn of the parents' priorities for their child and to understand what is important to them and their family. A central tenet of providing family-centered services is use of parent coaching as the service delivery model in early intervention and parent engagement in parent-child therapy and classroom services. The parents are the most important teachers for their children as they implement strategies for development across environments and daily routines aligned with the family's needs and preferences. (To further support family-centered services, we developed a parent-directly website called *Hear to Learn* to provide parents and professionals with videos, webinars, current research, and intervention supports and materials. This website is available in both [English](#) and [Spanish](#)). Coursework priorities consistent with these principles, as well as CED/CEC Standards 1, 2, 3, 5, 6 and 7, are met in:

- *ComD 6580 Family-Centered Practices for Children who are D/HH*
- *ComD 6320 Language and Literacy in Children who are D/HH*
- *ComD 6360 Preschool Curriculum: Language and Cognition*
- *ComD 6700 LSL Practicum – Early Intervention Rotations*
- *ComD 6700 LSL Practicum – Classroom and Parent-Child Therapy Rotations*
- *ComD 6900d Student Teaching*

- **Cultural Competence.** Home and center-based services should be culturally competent, addressing the diverse cultural and linguistic needs of children who are DHH and their families, including support in dual language immersion to learn the native language of the family. Students should also understand Deaf culture and recognize the continuum of family preferences and influences in their decision-making processes. Coursework priorities consistent with these principles, as well as CED/CEC Standards 1 and 2, are met in:

- *ComD 6580 Family-Centered Practices for Children who are D/HH*
- *ComD 6320 Language and Literacy in Children who are D/HH*
- *ComD 3010 American Sign Language I*
- *ComD 6700 LSL Practicum – Early Intervention Rotations*
- *ComD 6700 LSL Practicum – Classroom and Parent-Child Therapy Rotations*
- *ComD 6900d Student Teaching*

- **Curricular Content and Language Foundations.** Linguistic competence is central to all other foundations of learning. Classroom instruction is most effective when teachers gain essential pedagogy skills in curriculum knowledge, implementation, and outcomes evaluations. Effective implementation of the curriculum recognizes the connection between cognitive development and linguistic proficiency, the role of play and social-emotional development, the importance of developing theory of mind and critical thinking skills, the impact of music to auditory perception when embedded within and across the curriculum, and seamless modifications for individualized instruction. Teachers must always remember children in the classroom learn best when they feel safe and valued. Even the best instructional plans will have limited impact if a classroom community has not been established or if each child does not feel of his or her individual importance. Coursework priorities consistent with these principles, as well as CED/CEC Standards 1, 2, 3, 5 and 6, are met in:

- *ComD 6360 Preschool Curriculum: Language and Cognition*
- *ComD 6350 Early Elementary and Itinerant Support*
- *ComD 6320 Language and Literacy in Children who are D/HH*
- *ComD 6700 LSL Practicum – Classroom Rotations*
- *ComD 6700 LSL Practicum – Individual Therapy Rotations*

- *ComD 6700 LSL Practicum – Early Intervention Rotations*
- *ComD 6900d Student Teaching*

- **Auditory Perception.** A comprehensive understanding of the auditory hierarchy and the use of effective LSL strategies are essential to maximizing auditory perception development, with language, literacy, and academic achievements. Recognizing the neuroscience foundations of implementing effective services during the critical window of auditory perception, speech, and language development enable children who are D/HH to develop these essential skills similar to hearing peers, facilitating successful entry into the general education K-12 setting. Coursework priorities consistent with these principles, as well as CED/CEC Standards 1, 2 and 3, are met in:

- *ComD 6340 Auditory Learning and Spoken Language*
- *ComD 6360 Preschool Curriculum: Language and Cognition*
- *ComD 6350 Early Elementary and Itinerant Support*
- *ComD 6320 Language and Literacy in Children who are D/HH*
- *ComD 6700 LSL Practicum – Early Intervention Rotations*
- *ComD 6900d Student Teaching*

- **Literacy Foundations.** Age-appropriate phonemic awareness, reading fluency, and expanded vocabulary form the foundations of developing reading comprehension skills that are fundamental to all other aspects of a child’s academic experiences. Rich literacy instructional opportunities should be embedded across the curriculum, and can provide learning experiences that impact language, cognitive, academic, and social-emotional development. The meaningful literacy experiences provided to children in their youth can have a life-long impact and offer some of the fondest memories of their educational years. Coursework priorities consistent with these principles, as well as CED/CEC Standards 1, 2, 3, 5 and 7, are met in:

- *ComD 6320 Language and Literacy in Children who are D/HH*
- *ComD 6360 Preschool Curriculum: Language and Cognition*
- *ComD 6350 Early Elementary and Itinerant Support*
- *ComD 6730 Multiple Disabilities and Syndromes*
- *ComD 6700 LSL Practicum – Early Intervention Rotations*
- *ComD 6700 LSL Practicum – Classroom Rotations*
- *ComD 6900d Student Teaching*

- **Meeting the Needs of Diverse Learners.** All children are diverse learners and teachers must gain skills in providing differentiated instruction. Further, because 25-40% of children who are DHH have additional disabilities, deaf educators must have breadth of knowledge in serving children with a variety of learning needs and learn effective collaboration with special education and general education colleagues (Bruce, Dinatale & Ford, 2008; Fitzpatrick et al., 2014; Guardino, 2015; Szarkowski et al., 2014). Coursework priorities consistent with these principles, as well as CED/CEC Standards 1, 2, 3 and 5, are met in:

- *ComD 6770 Multiple Disabilities and Syndromes*
- *ComD 6850 LSL Interdisciplinary Seminar*
- *ComD 6900c Special Topics: Interdisciplinary Implementation of IDEA*
- *ComD 6900a LSL Workshop*
- *ComD 6700 LSL Practicum – Classroom and Individual Therapy Rotations*
- *ComD 6700 LSL Practicum – Early Intervention Rotation*
- *ComD 6900d Student Teaching*

- **Hearing Technology.** To facilitate auditory access, teachers must understand the ear and hearing mechanism, and have the knowledge to support parents and families in understanding the audiogram and the impact of their child’s hearing loss to speech and language development. Teachers should know how to use and troubleshoot current hearing technology (e.g., digital hearing aids, cochlear implants, FM systems) and promote an optimal listening environment in the classroom. Teachers should know how to effectively collaborate with audiology colleagues and incorporate strategies to promote optimal and consistent auditory input during all waking hours. Coursework priorities consistent with these principles, as well as CED/CEC Standards 1, 5, 6 and 7 are met in:

- *ComD 6770 Audiology and Teachers of Children who are D/HH*
- *ComD 7520 Introduction to Cochlear Implants*
- *ComD 6340 Auditory Learning and Spoken Language*
- *ComD 6700 LSL Practicum – Audiology Rotations*
- *ComD 6900d Student Teaching*



- **Assessment.** Goal oriented services require skills and competencies in administering and interpreting standardized, non-standardized, and curriculum-based assessments and understanding how to utilize findings to provide individualized instruction specific to the needs of each child.

Coursework priorities consistent with these principles, as well as CED/CEC Standard 4 are met in:

- *ComD 6900c Special Topics: Assessment Workshop*
- *ComD 6360 Preschool Curriculum: Language and Cognition*
- *ComD 6350 Early Elementary and Itinerant Support*
- *ComD 6700 LSL Practicum – Classroom Rotations*
- *ComD 6700 LSL Practicum – Early Intervention Rotations*
- *ComD 6900d Student Teaching*

- **Interdisciplinary Collaboration.** Children who are D/HH have better outcomes when teachers engage in interdisciplinary collaboration and effectively partner with professional colleagues to provide optimal and integrated services to meet each child’s individual learning needs and to maximize their development. Collaboration among parents, educators, SLPs, audiologists, special educators, general educators, and other providers is more effective when they have a shared priority of serving the whole child as an integrated team rather than through individual silos of service delivery. Professionals must know current research and apply evidence-based practices in their service delivery. They should provide services within scope of practice, adhere to ethical practices at all times, and follow all local, state, and federal laws and policies. Coursework priorities consistent with these principles, as well as CED/CEC Standards 1, 2 and 7, are met in:

- *ComD 6850 LSL Interdisciplinary Seminar*
- *ComD 6900a LSL Workshop*
- *ComD 7520 Introduction to Cochlear Implants*
- *ComD 6340 Auditory Learning and Spoken Language*
- *ComD 6700 LSL Practicum – Audiology Rotations*
- *ComD 6900d Student Teaching*

- **Hands-on Experiences.** An essential premise of the LSL Deaf Education graduate training program was built on the importance of having hands-on practicum experiences with direct supervision across all service delivery settings. See Standard 1.3.1 for a detailed description of

the extensive hands-on practicum and student teaching requirements. Coursework priorities consistent with these principles are met in:

- *ComD 6900a LSL Workshop*
- *ComD 6700 LSL Practicum – All Rotations*
- *ComD 6900d Student Teaching*

**Program Learning Objectives.** Within these central philosophies, the primary learning objectives for graduates in the Listening and Spoken Language graduate training program are to:

- Demonstrate competencies in delivering family-centered services to children who are D/HH and their families, across home and classroom settings to promote development and use of listening and spoken language
- Demonstrate pedagogical skills to ensure teaching is effective and appropriate for diverse learners.
- Demonstrate understanding of the auditory hierarchy of development, and the connection between listening skill development with language, literacy, academic, and cognitive outcomes.
- Demonstrate competencies in developing goal-orientation lesson plans based on the curriculum and each child’s individual goals; while also demonstrating skills in making spur-of-the-moment lesson plan adjustments in response to events or situations.
- Demonstrate comprehensive understanding of the Individuals with Disabilities Education Act and other associated federal and state disabilities rights and privacy laws. Students must be competence in development of the Individualized Family Service Plan (IFSP) and the Individualized Education Program (IEP) for all children and families they serve.
- Demonstrate classroom management skills that promote a positive learning environment for all children.
- Demonstrate competencies in administering and interpreting a variety of assessments, and then using that information to guide services and to document child progress.

- Demonstrate understanding of how to use and troubleshoot hearing technology.
- Demonstrate competencies in interdisciplinary collaboration, recognizing the impact to child outcomes when providers work together to serve the needs of the whole child and their family.

### Standard 1.2 Narrative

***Standard: 1.2.1 The generic portion of the core curriculum consists of learning experiences designed to develop candidate outcomes in the following areas defined by the CEC-CED Special Education Initial Special Educator Preparation Standards, Specialty Set: Deaf and Hard of Hearing: (1) Learner Development and Individual Learning Differences; (2) Learning Environments; (3) Curricular Content Knowledge; (4) Assessment; (5) Instructional Planning and Strategies; (6) Professional Learning and Ethical Practice; and (7) Collaboration.***

The LSL Deaf Education coursework aligns with [CED/CEC](#), [CAEP](#), and [UETS](#) standards and is comprehensive across all aspects of LSL service delivery. The CED/CEC and UETS standards are listed on each syllabi. At the beginning of each semester, a comprehensive syllabus review is completed in each class. The CED/CEC alignment is summarized:

#### ***Standard 1: Learner Development and Individual Learning Differences***

Providing individualized instruction, whether in family-centered early intervention services, or in center-based classroom services, is at the core of the LSL program. Nearly every course in the program of study has an element that addresses learner development and learning differences. In *ComD 6340 Auditory Learning and Spoken Language*, students gain comprehensive knowledge about auditory development and the impact of hearing loss; *ComD 6320 Language and Literacy in Children who are DHH*, students discuss evidence-based practices in literacy and language instruction, including instructional adaptations to meet the individual needs of each child; *ComD 6360 Preschool Curriculum: Language and Cognition* and *ComD 6350 LSL Early Elementary and Itinerant Support*

discuss instructional pedagogy to meet the needs of each child and the appropriate implementation of the IEP consistent with state and federal requirements; *ComD 6580 Family-Centered Practices for Children who are DHH* emphasizes family-centered services, including individualized service delivery consistent with family priorities and the written IFSP, and *ComD 6730 Multiple Disabilities and Syndromes* is a full, dedicated course specific to meeting the needs of diverse learners.

### ***Standard 2: Learning Environments***

The impact of the learning environment to listening, language, and academic development is woven throughout the curriculum, and specifically discussed in *ComD 6360 Preschool Curriculum: Language and Cognition* and *ComD 6350 LSL Early Elementary and Itinerant Support* as pedagogy courses. Similarly, a substantial component of *ComD 6580 Family-Centered Practices for Children who are DHH* involves discussion of parent/caregiver support in creating a language rich home environment and the implementation of goals within meaningful contexts. Concepts related to learning differences and the learner environment are reinforced in *ComD 6700 Interdisciplinary Practicum* and *ComD 6900d Student Teaching* in practical application.

### ***Standard 3: Curricular Content Knowledge***

A primary program outcome measure, and a requirement within *ComD 6360 Preschool Curriculum: Language and Cognition* focuses on students' ability to develop a comprehensive lesson plan and demonstrate implementation of curricular content across the school day. In this comprehensive assignment, students break down and evaluate lesson plan components and individualized instruction as it relates to the curriculum. Similarly, *ComD 6350 LSL Early Elementary and Itinerant Support* focuses on students' ability to develop an age-appropriate lesson plan and demonstrate implementation of curricular content across the school day in school-aged

children. Core curricular areas of focus are Language Arts, math, science, and social studies. Using a variety of measures, students create lesson plans based on each child's assessed language, auditory perception, academic, and cognitive skills. Students demonstrate how they differentiated and adapted curricula in response to diverse populations. *ComD 6320 Language and Literacy in Children who are DHH* explores the literacy acquisition and curriculum implementation consistent with the priorities and findings of the National Reading Panel. Students study methodologically sound research on how children learn to read and differentiate instruction for multiple learners.

#### ***Standard 4: Assessment***

*ComD 6900c, Assessment Workshop*, is a comprehensive course where students acquire background knowledge of formal and informal assessments used to determine eligibility under IDEA, evaluate students' needs and strengths to make accommodations, instructional decisions, and ongoing program improvements. Students discuss required statewide assessments and local, state, and federal accountability systems. Course objectives emphasize the ability to select, adapt, administer, interpret and explain assessments, and to make recommendations regarding services and educational progress for students who are D/HH, including those with cultural and linguistic diverse backgrounds, and/or those with additional disabilities. Students gain in-depth knowledge in assessing children in various categories such as academic achievement, adaptive skills, and curriculum-based assessments, language, communication, and cognitive abilities. In *6350 LSL Early Elementary and Itinerant Support*, and *6360 Preschool Curriculum Language and Cognition*, students administer and interpret formative and summative assessments, including collecting and analyzing language samples to develop competency in providing high-quality diagnostic teaching.

#### ***Standard 5: Instructional Planning & Strategies***

Essential to our LSL program is ensuring that students gain an understanding of and the ability to plan and implement effective, individually designed intervention and strategies that promote the

development of language, audition, literacy and cognitive development for children who are deaf and hard of hearing, including children who come from families with diverse cultural and linguistic backgrounds. *ComD 6340 Auditory Learning and Spoken Language* details the variety of communication methodologies used by individuals who are deaf and hard of hearing, and gain an understanding of the current research education trends that contribute to the education of the deaf and hard of hearing (e.g., Deaf culture, bi-lingual/bi-cultural, listening and spoken language, English Language Learners). In both *ComD 6360 Preschool Curriculum: Language and Cognition* and *ComD 6350 LSL Early Elementary and Itinerant Support*, students develop lesson plans that demonstrate their knowledge of curriculum, child development and learning styles, as well as the development of literacy, speech, language and auditory perception, while facilitating activities for deaf and hard of hearing children, including children from diverse cultural and linguistic backgrounds, in preschool and early elementary education settings.

### ***Standard 6: Professional Learning & Ethical Practice***

The LSL program provides rich instruction for students to gain necessary knowledge and skills in philosophy, history, legal requirements, and ethical practices in education. Particularly in *ComD 6730 Multiple Disabilities and Syndromes* and *ComD 6900b Interdisciplinary Implementation of IDEA* course assignments require students to review current research and case law studies in-depth. They then demonstrate their understanding of the current state and federal laws relating to the education of children with disabilities, particularly regarding the coordination, implementation, evaluation, and revision of individual education programs. *ComD 6340 Auditory Learning and Spoken Language* gives students a thorough overview of the current and historical issues surrounding the education of children who are D/HH, current trends in educational settings, modes of communication, racial and ethnic diversity, and etiologies. In *ComD 6350 LSL Early Elementary and Itinerant Support*, *ComD 6360 Preschool Curriculum: Language and Cognition*,

and *ComD 6580 Family-Centered Practices for Children who are DHH* and embedded throughout the program, are abundant opportunities for students to apply their knowledge and skills of incorporating ethical standards, evidence-based educational practices concerning theories, research, and regulations necessary for providing services to individuals with disabilities and their families across educational home and school settings.

### ***Standard 7: Collaboration***

Integral to the LSL program are opportunities for students to acquire skills to work collaboratively with families, other professionals (general educators, audiologists, speech-language pathologists, paraprofessionals, and other members of each child's education team), and community agencies. Instruction in *ComD 6350: LSL Early Elementary and Itinerant Support*, *ComD 6360: Preschool Curriculum: Language and Cognition*, and *ComD 6900b: Interdisciplinary Implementation of IDEA*, provide opportunities for students to work collaboratively with interdisciplinary, professional teams that include families as full participants; while recognizing and respecting the roles and responsibilities each professional plays in meeting the needs of children who are deaf or hard-of-hearing and their families. *ComD 6580: Family-Centered Practices for Children who are DHH and Audiology and Teachers of Children who are DHH*, require students to reflect on the role of universal newborn hearing screening and its impact on early intervention and on language acquisition for infants, toddlers, and their families from diverse backgrounds. *ComD 6770: Audiology and Teachers of Children who are DHH* and *ComD 7520: Introduction to Cochlear Implants* provides in-depth instruction on audiological assessments and evaluations of young children with hearing loss and the potential impact on child outcomes; including the collaborative role each member of the team can play during diagnosis and throughout subsequent intervention. *ComD 6850: LSL Interdisciplinary Seminar* facilitates thorough discussions of resources, references, materials, networks, professional organizations, and professional literature

that focuses on D/HH children's education to gain and respect multiple perspectives. The perspectives gained complement the skills in listening effectively and empathizing with parents of children who are D/HH, learned in *ComD 6580: Family-Centered Practices for Children who are DHH*. These courses and program priorities ensure students effectively collaborate as members of parent-professional teams and provide families with information in an impartial manner to make informed choices regarding communication modes, philosophies, and educational options.

### **Licensure**

In addition to meeting LSL Deaf Education curriculum priorities, our program also needed to meet the licensure requirements available through the Utah State Board of Education Licensing Division. During the initial stages of development in 2009-2010, there were just two licensing options under the special education umbrella: 0-5 Early Childhood Special Education or K-12 Special Education, each with accompanying Endorsements that can attach to the license to show specialization. USU Deaf Education faculty collaborated extensively with the USU Department of Special Education (SPER) faculty to develop a program of study containing special education core competencies for students to earn the 0-5 Early Childhood Special Education teaching license with the D/HH Endorsement. The program of study at that time included coursework mapped to CED/CEC standards and also met the early childhood special education core requirements. In 2021, USU received institutional approval to recommend students for a new licensing option recently approved by the Utah State Board of Education, called the 0-21 Deaf Education license (see page 78). The new Deaf Education license stipulated it must also have an attached Endorsement, with options of either Listening and Spoken Language Endorsement or Bilingual-Bicultural Endorsement. With the availability of this new license, we have three programs of study options, two with a licensure track, as follows:



- *Track 1:* Master of Education degree + Deaf Education Teaching License with LSL Endorsement.
- *Track 2:* Master of Education degree (no teaching license). *This option is available only to students who already hold a teaching license in their state.*
- *Track 3:* Master of Education degree + Deaf Education Teaching License with LSL Endorsement + 0-5 Early Childhood Special Education Teaching License with D/HH Endorsement.

In the past year, the SPER department implemented new changes to their 0-5 Early Childhood Special Education licensure requirements. Under the new changes, the integrated program of study established in 2010 no longer applies and students would need to complete the full early childhood special education licensure program while also completing the deaf education M.Ed. requirements. In other words, it would be equivalent to simultaneously completing two separate graduate programs. The Track 3 program of study will continue to be an option, however, we anticipate most students will elect either the Track 1 or Track 2 program of study. In fact, all deaf education students in the 2021 incoming cohort are in Track 1 or Track 2. Because we believe it is important for students in Deaf Education to have a strong understanding of special education concepts, this meant some special education course content that was previously covered in classes taken through the Department of SPER for the 0-5 Early Childhood Special Education teaching license (Track 3) have now been integrated into the COMD courses or we created new courses to ensure essential content was covered. At USU, when a new course is in development and a number is requested, the course is assigned a temporary number of ComD 6900 and will appear on student transcripts as *ComD 6900: Special Topics: [course name]*. The request for adding a new course must then proceed through the EEJ-ECERC college curriculum committee for approval. For the

2021-2022 academic year, in meeting the needs of the new program of study for the Track 1 and Track 2 M.Ed. plus the Deaf Education license, we have four new courses listed as a ComD 6900 Special Topics class. Each class will have a new permanent number beginning with the 2022-2023 academic year. To delineate the four ComD 6900 classes for the 2021-2022 academic year, they are listed in this application as 6900a, 6900b, 6900c, and 6900d:

- ComD 6900a Special Topics: LSL Practicum Workshop
- ComD 6900b Special Topics: Interdisciplinary Implementation of IDEA
- ComD 6900c Special Topics: Assessment Workshop
- ComD 6900d Special Topics: Student Teaching

### **Practicum and Student Teaching**

For substantive practical application and to effectively connect theory to practice, the LSL program was developed with intensive hands-on requirements. As described in section 1.3.1, students complete practicum “rotations” every semester of the program in classroom, parent-child therapy, early intervention, individual or small group therapy, tele-intervention, and audiology clinic. These practicum rotation requirements are the same for all three program of study tracks. The only difference between Track 1 and Track 2 is students in Track 1 will complete a full semester of student teaching, including the state requirements of passing all four tasks contained in the [Praxis Performance Assessment for Teachers](#) (PPAT). Students in Track 2 will have a practicum requirement but will not have the student teaching requirement, as Track 2 leads to a M.Ed., but not a teaching license. The Track 1, Track 2, and Track 3 programs of study are comprehensive in scope and well aligned with the CED/CEC standards.

*Describe the planning and approval procedures for developing and modifying curricula. Identify factors and issues that have led to curricular change.*

To be effective, deaf education teacher training programs must continually evaluate and update coursework and maintain high standards by ensuring that current research and evidence-based practices are emphasized throughout the curriculum. Should any modifications to the approved program of study be necessary, they must be submitted to the COMDDE department representative for the College Curriculum and Teacher Education (CCTE) committee for approval. This committee meets monthly to discuss teacher education topics and curricula for all teacher training programs in the college.

At the end of each year in a LSL faculty retreat, the curriculum and practicum requirements are evaluated to determine aspects that are going well and aspects that need adjustment or improvement. Although these discussions regularly result in minor adjustments, such as creating or editing forms, adjusting procedures or other practical processes, the discussions have also led to larger programmatic changes. For example, in 2014, we discussed our concerns that students often were overwhelmed the first semester of their first year. There is much to navigate in a master's program and, in particular, the many moving parts because of the practicum requirements. From this discussion, we made the decision for students to begin the program with an Orientation Seminar the summer semester prior to the start of fall semester. This proved to be a very positive change and continues as our format today. The summer session provides an excellent and invaluable opportunity for students to come together as a cohort and learn more about the program requirements and expectations. Students often are nervous as they begin their graduate program and the summer session has facilitated increased communication, greater student understanding of program goals and expectations, and a more comfortable initiation into the rigors of fall semester.

The 2015 faculty retreat revealed the need to improve student training in areas related to using and troubleshooting hearing technology in the classroom. Although hearing technology topics were well-covered in our Pediatric Audiology class, more guidance was needed for Deaf Education students relative to classroom implementation. Based on this feedback, we developed a

full semester, 1-credit hour Hearing Technology Workshop to ensure students received comprehensive training in this important area specific to their needs as educators. This was an important addition to the program of study. Then, in 2017, we determined that, although the Pediatric Audiology class was an excellent course for audiology students and the Hearing Technology Workshop provided appropriate enhanced training, it would better serve Deaf Education students to remove both of these classes from the LSL Deaf Education program of study and instead, create a dedicated 3-credit hour class specific to audiology concepts relevant to educators in the classroom. This new course, ComD 6770: Audiology and Teachers of Children who are D/HH, has been a popular addition to the program of study. It covers audiology and hearing technology concepts specific to teachers, providing concept depth as well as practical application. This class is taught by Dr. Nelson, who is a licensed pediatric audiologist as well as a deaf educator.

In another example of the LSL program commitment to ongoing evaluation and quality improvement, in fall of 2017 we completed a comprehensive evaluation of all aspects of the practicum program components. Between 2015-2017, we had several changes in our Sound Beginnings faculty, many who served as cooperating teachers or supervisors for students in their practicum placements. With the new staff, we learned through practicum evaluation feedback surveys that some students felt the practicum requirements were “easier” or “more difficult” depending on the supervisor in that placement, and that these differences were not evident based solely on the supervisor evaluation forms students completed at the end of each semester. The objectives of this comprehensive evaluation were to obtain direct evidence of the length and complexity of practicum activities and planning asked of students, as well as other aspects of practicum collaboration. Although some variability is to be expected, our goal was to determine the degree to which students had similar time and preparation requirements, with comparable supervisor expectations. To do this, we asked students to make hard copies of lesson plans and

other relevant materials and to keep a log of time spent in practicum preparation, including supervisor planning meetings, for an entire semester. A file system was set up in a secure, but accessible location so students could easily add documents to their file. At the end of the semester, Dr. Nelson did a comprehensive review of the documents in each file and compiled a written report of findings. She also met with each student individually to obtain their feedback and recommendations. From this evaluation, we held several supervisor meetings to discuss the findings and student feedback and several changes were implemented, including increased guidance for faculty in practicum requirements and expectations. We also implemented a new procedure in the Sound Beginnings staff meeting that included more ongoing discussions regarding practicum activities and to minimize the potential for miscommunications.

Although these findings highlighted areas of the program that required attention or adjustment, student satisfaction in the LSL program has been overwhelmingly positive. The end-of-year, anonymous student evaluations are shown in section 5 of this application.

***Describe the curriculum design of the program in terms of the scope of the program and academic level (graduate, undergraduate, or both).***

The curriculum is graduate-level and was developed to be completed over a 2-year period (six semesters):

- Summer semester year 1 – short orientation seminar
- Fall and Spring semesters year 1 – coursework and practicum
- Summer semester year 2 – coursework only
- Fall and Spring semesters year 2 – coursework and practicum / student teaching

***Describe how candidates are given the course-specific CED-CEC standards, either on each syllabus or a program document. In Appendix A, include a matrix of the CED-CEC standards addressed in program courses, and a syllabus for each course required for initial certification in education of D/HH students.***

At the Summer, year 1 orientation seminar, students are introduced to the CED/CEC standards to provide context for the course curriculum and design, and to ensure students are aware of the CED organization and the national standards guidance provided to graduate training programs. At the beginning of each class each semester, the instructor completes a thorough syllabus review. In this review, the instructor describes the course objectives, requirements, and connections to the CED/CEC national standards. See Appendix A for the LSL program syllabi.

## Tables for Standard 1.2

### Plan of Study

Document the program's plan of study, required and elective courses (titles, numbers, credits) and offerings by semesters or quarters. Star those courses that include field experiences and include number of practicum hours. Include the General Education program for undergraduate programs in the course sequence.

Required Courses (title, number, credits)	Fall X = offered	Spring X = offered	Summer X = offered
<sup>1</sup> ComD 3010: American Sign Language I (4)	X	X	X
<b>Summer Semester Year 1</b>			
ComD 6850: LSL Interdisciplinary Seminar (1)			X
<b>Fall Semester Year 1</b>			
ComD 6340: Auditory Learning and Spoken Language (3)	X		
ComD 6360: Preschool Curriculum: Language and Cognition	X		
ComD 6850: LSL Interdisciplinary Seminar (1)	X		
ComD 6900a: Special Topics: LSL Practicum Workshop (1)	X		
*ComD 6700: LSL Practicum (3)	X		
<b>Spring Semester Year 1</b>			
ComD 6770: Audiology and Teachers of Children who are DHH (3)		X	
ComD 6900b: Special Topics: Interdisciplinary Implementation of IDEA (2)		X	
ComD 6580: Family-Centered Practices for Children who are DHH (3)		X	
ComD 6900a: Special Topics: LSL Practicum Workshop (1)		X	
*ComD 6700: LSL Practicum (3)		X	
<b>Summer Semester Year 2</b>			
ComD 6730: Multiple Disabilities and Syndromes (2)			X
ComD 7520: Introduction to Cochlear Implants (2)			X
ComD 6900c: Special Topics: Assessment Workshop (1)			X

Fall Semester Year 2			
ComD 6320: Language and Literacy in Children who are DHH (3)	X		
ComD 6900a: Special Topics: LSL Practicum Workshop (1)	X		
*ComD 6700: LSL Practicum (3)	X		
ComD 6900: Educational Project (3)	X		
Spring Semester Year 2			
ComD 6350: LSL Early Elementary and Itinerant Support (3)			X
*ComD 6900d: LSL Student Teaching (9) <i>Track 1</i> -or- *ComD 6700: LSL Practicum (3) <i>Track 2</i>			X

<sup>1</sup>Course may be waived if equivalent was completed in undergraduate program.

\*Denotes a field experience

### Course Alignment with CED-CEC Initial Preparation Standards

Show course alignments to 2018 CED-CEC initial teacher preparation standards, and other national or regional accreditation. Standards should be included on each course syllabus taken by candidates in the program, including those from other units.

Course Title and Number	CED-CEC Standard Number							Aligned with UETS Standards, Instructional Concepts
	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	
ComD 6320: Language and Literacy in Children who are DHH	DHH.1.K2 DHH.1.S1 DHH.1.S3	DHH.2.S3 DHH.2.S4	DHH.3.K1 DHH.3.S1 DHH.3.S2	DHH.4.K2	DHH.5.S7 DHH.5.S8 DHH.5.S10	DHH.6.S3 DHH.6.S4	DHH.7.K1 DHH.7.S5	1a,1b, 2a, 2b, 2c, 3b, 4a-e, 5c, 5d, 5f, 6a-e, 7a-h, 9a-e
ComD 6340: Auditory Learning and Spoken Language	DHH.1.K1 DHH.1.K2 DHH.1.K3 DHH.1.S3	DHH.2.K2 DHH.2.K3		DHH.4.K2 DHH.4.S6	DHH.5.K1 DHH.5.S4 DHH.5.S5	DHH.6.K3		3b, 3f, 4a-e, 5c, 5d, 5f, 6a-e, 7a-h, 8a-d,
ComD 6350: LSL Early Elementary and Itinerant Support	DHH.1.K1 DHH.1.K2 DHH.1.S6	DHH.2.S3 DHH.2.S4	DHH.3.K1 DHH.3.S1 DHH.3.S2	DHH.4.K3 DHH.4.S5	DHH.5.K2 DHH.5.S1 DHH.5.S2 DHH.5.S4 DHH.5.S7 DHH.5.S8 DHH.5.S9 DHH.5.S10 DHH.5.S11	DHH.6.K2 DHH.6.S3	DHH.7.K3 DHH.7.S1	1a,1b, 2a-e, 3a-f, 4a-e, 5a-f, 6a-e, 7a-h, 8a-d, 9a-e
ComD 6360: Preschool Curriculum: Language and Cognition	DHH.1.K1 DHH.1.K2 DHH.1.K4 DHH.1.K5 DHH.1.S1 DHH.1.S2 DHH.1.S3 DHH.1.S6	DHH.2.K1 DHH.2.S3 DHH.2.S4	DHH.3.K1 DHH.3.S1	DHH.4.K1 DHH.4.K3 DHH.4.S1 DHH.4.S4 DHH.4.S5 DHH.4.S6	DHH.5.K2 DHH.5.S1 DHH.5.S2 DHH.5.S4 DHH.5.S6 DHH.5.S7 DHH.5.S8 DHH.5.S9 DHH.5.S10	DHH.6.K2 DHH.6.S3 DHH.6.S5	DHH.7.K3 DHH.7.S1	1a,1b, 2a-e, 3a-f, 4a-e, 5a-f, 6a-e, 7a-h, 8a-d, 9a-e

ComD 6580: Family-Centered Practices for Children who are DHH	DHH.1.K1 DHH.1.K2 DHH.1.K3 DHH.1.K5 DHH.1.S1 DHH.1.S2 DHH.1.S3 DHH.1.S6	DHH.2.K1 DHH.2.K2 DHH.2.K3 DHH.2.S1 DHH.2.S2 DHH.2.S3 DHH.2.S4		DHH.4.K1 DHH.4.S4 DHH.4.S6	DHH.5.K1 DHH.5.S6 DHH.5.S7 DHH.5.S11	DHH.6.K1 DHH.6.K3 DHH.6.S1 DHH.6.S2 DHH.6.S3 DHH.6.S4	DHH.7.K1 DHH.7.K2 DHH.7.S1 DHH.7.S2 DHH.7.S3 DHH.7.S4 DHH.7.S5	1b, 2b-c, 3b, 4a, 4d-e, 5a-d, 6b-c, 7a, 8b-d, 9a, 1- a-b
ComD 6700: LSL Practicum	DHH.1.K1 DHH.1.K2 DHH.1.K3 DHH.1.K4 DHH.1.K5 DHH.1.S1 DHH.1.S2 DHH.1.S3 DHH.1.S4 DHH.1.S5 DHH.1.S6 DHH.1.S7	DHH.2.K1 DHH.2.K2 DHH.2.K3 DHH.2.S1 DHH.2.S2 DHH.2.S3 DHH.2.S4	DHH.3.K1 DHH.3.S1 DHH.3.S2	DHH.4.K1 DHH.4.K2 DHH.4.K3 DHH.4.S1 DHH.4.S2 DHH.4.S3 DHH.4.S4 DHH.4.S5 DHH.4.S6 DHH.4.S7	DHH.5.K1 DHH.5.K2 DHH.5.S1 DHH.5.S2 DHH.5.S3 DHH.5.S4 DHH.5.S5 DHH.5.S6 DHH.5.S7 DHH.5.S8 DHH.5.S9 DHH.5.S10 DHH.5.S11	DHH.6.K1 DHH.6.K2 DHH.6.K3 DHH.6.S1 DHH.6.S2 DHH.6.S3 DHH.6.S4	DHH.7.K1 DHH.7.K2 DHH.7.K3 DHH.7.S1 DHH.7.S2 DHH.7.S3 DHH.7.S4 DHH.7.S5	1a-b, 2a-c, 3a-b, 4a-e,5a-d, 6a-c, 7 a-d, 8a-d, 9a- b, 10a-b
ComD 6730: Multiple Disabilities and Syndromes	DHH.1.K1 DHH.1.K4 DHH.1.K5 DHH.1.S1 DHH.1.S2 DHH.1.S4 DHH.1.S5 DHH.1.S6	DHH.2.K1 DHH.2.K3 DHH.2.S1 DHH.2.S2 DHH.2.S3 DHH.2.S4	DHH.3.S2	DHH.4.S5	DHH.5.K2 DHH.5.S1 DHH.5.S2 DHH.5.S6 DHH.5.S10	DHH.6.K1	DHH.7.K1	1a-b, 2a-c, 5a-d, 6a, 7a
ComD 6770: Audiology and Teachers of Children who are DHH	DHH.1.K1 DHH.1.K2 DHH.1.K3 DHH.1.S2			DHH.4.S3	DHH.5.S3 DHH.5.S4 DHH.5.S5 DHH.5.S6	DHH.6.S3	DHH.7.K1 DHH.7.K2 DHH.7.S1 DHH.7.S2 DHH.7.S5	1b, 5a-d, 6a, 9a- b, 10a-b
ComD 6850: LSL Interdisciplinary Seminar		DHH.2.K1			DHH.5.K2	DHH.6.S2 DHH.6.S4	DHH.7.K1 DHH.7.K2 DHH.7.K3 DHH.7.S1 DHH.7.S2 DHH.7.S3 DHH.7.S4 DHH.7.S5	1b, 5a, 7c, 8a, 9a-b, 10a-b
ComD 6900a: LSL Practicum Workshop	DHH.1.K2 DHH.1.K4 DHH.1.S2 DHH.1.S3 DHH.1.S4 DHH.1.S5 DHH.1.S6 DHH.1.S7	DHH.2.K2 DHH.2.K3 DHH.2.S1 DHH.2.S2 DHH.2.S3 DHH.2.S4	DHH.3.K1 DHH.3.S1 DHH.3.S2		DHH.5.K1 DHH.5.K2 DHH.5.S1 DHH.5.S2 DHH.5.S4 DHH.5.S5 DHH.5.S6 DHH.5.S7 DHH.5.S8 DHH.5.S9 DHH.5.S10 DHH.5.S11	DHH.6.K2 DHH.6.S3 DHH.6.S4	DHH.7.S1 DHH.7.S2 DHH.7.S4 DHH.7.S5	1a-b, 2a-c, 3a-b, 4a-e,5a-d, 6a-c, 7 a-d, 8a-d, 9a- b, 10a-b
ComD 6900b: Interdisciplinary Implementation of IDEA	DHH.1.K4 DHH.1.K5 DHH.1.S2 DHH.1.S3 DHH.1.S4 DHH.1.S5 DHH.1.S6 DHH.1.S7		DHH.3.S2	DHH.4.S2	DHH.5.S2 DHH.5.S6	DHH.6.K1 DHH.6.K3 DHH.6.S1 DHH.6.S2 DHH.6.S4	DHH.7.K1 DHH.7.S1 DHH.7.S3 DHH.7.S5	1a-b, 2a-c, 3a-b, 4a-e,5a-d, 6a-c, 7 a-d, 8a-d, 9a- b, 10a-b



ComD 6900c: Assessment Workshop				DHH.4.K1 DHH.4.K2 DHH.4.K3 DHH.4.S1 DHH.4.S2 DHH.4.S3 DHH.4.S4 DHH.4.S5 DHH.4.S6 DHH.4.S7				5a-d, 6b, 10a
ComD 6900d: LSL Student Teaching	DHH.1.K1 DHH.1.K2 DHH.1.K3 DHH.1.K4 DHH.1.K5 DHH.1.S1 DHH.1.S2 DHH.1.S3 DHH.1.S4 DHH.1.S5 DHH.1.S6 DHH.1.S7	DHH.2.K1 DHH.2.K2 DHH.2.K3 DHH.2.S1 DHH.2.S2 DHH.2.S3 DHH.2.S4	DHH.3.K1 DHH.3.S1 DHH.3.S2	DHH.4.K1 DHH.4.K2 DHH.4.K3 DHH.4.S1 DHH.4.S2 DHH.4.S3 DHH.4.S4 DHH.4.S5 DHH.4.S6 DHH.4.S7	DHH.5.K1 DHH.5.K2 DHH.5.S1 DHH.5.S2 DHH.5.S3 DHH.5.S4 DHH.5.S5 DHH.5.S6 DHH.5.S7 DHH.5.S8 DHH.5.S9 DHH.5.S10 DHH.5.S11	DHH.6.K1 DHH.6.K2 DHH.6.K3 DHH.6.S1 DHH.6.S2 DHH.6.S3 DHH.6.S4	DHH.7.K1 DHH.7.K2 DHH.7.K3 DHH.7.S1 DHH.7.S2 DHH.7.S3 DHH.7.S4 DHH.7.S5	1a-b, 2a-c, 3a-b, 4a-e, 5a-d, 6a-c, 7 a-d, 8a-d, 9a- b, 10a-b
ComD 7520: Introduction to Cochlear Implants	DHH.1.K1	DHH.2.K1 DHH.2.S2					DHH.7.K1 DHH.7.S1 DHH.7.S2 DHH.7.S5	1a, 2b, 3a, 5a, 9a

*Describe how Standard 1.2.2 is met using one of the performance-based assessments (indicate the assessment on the matrix below).*

### Program Assessment Matrix

	CED-CEC Standard #	Type or Name of Assessment	Activity or Course during which assessment occurs	When Administered
1	Standards 1, 2, 3, 5	Student Confidence Ratings and Practicum Feedback	ComD 6700 Practicum. This is a student report of their confidence in aspects of service delivery, including feedback regarding their views of the strengths and weaknesses of the practicum placement and an opportunity for students to offer suggestions.	Completed by students at the beginning and end of each semester in which the student has a practicum placement
2	Standards 1 - 7	Practicum Competency Evaluations	ComD 6700 Practicum. This is a practicum competency evaluation of students to document student proficiency in service delivery	Completed by supervisors at midterm and at the end of each semester
3	Standards 2, 3 and 5	Lesson Plan Comprehensive	ComD 6360 Preschool Curriculum class, comprehensive Lesson Plan development and evaluation	Fall semester, Year 1; requires full semester to complete
4	Standard 4	Assessment Competencies	Fall assessment period, students must demonstrate competencies in administering and interpreting standardized and non-standardized assessments.	Fall semester, Year 2

5	Standards 1 - 7	Praxis Performance Assessment for Teachers	Student Teaching – standardized national exam associated with student teaching	Students upload 4 tasks throughout semester, scored by ETS
6	Standards 1 - 7	Student Teaching Performance Matrix	Student Teaching – student competency performance matrix, aligned with program competencies and UETS licensure requirements	End of student teaching semester
7	Standards 1 - 7	Employer Survey	April, every other year	An employer survey is sent in April every other year.

### Standard 1.3 Narrative

***Standard 1.3.1 Practicum Length and Sequence.*** *The curriculum incorporates a planned sequence of practicum experiences appropriate to the general curriculum. Practicum includes adequate amounts of observation, participation, and practice for A MINIMUM OF 150 HOURS OF DIRECTED OBSERVATION AND PARTICIPATION AND A MINIMUM OF 250 CLOCK HOURS OF STUDENT TEACHING. Indicate the total hours spent in direct observation and participation (150 hrs minimum) and in student teaching (250 hrs minimum).*

Practicum experiences in Sound Beginnings and the USU Pediatric Audiology clinic are directly linked to the coursework for optimal theory-to-practice connections. Students have a practicum assignment each semester of their graduate program, referred to as “rotations”. Although each rotation has a minimum number of contact hours, fulfillment of practicum requirements is based on demonstration of competencies. See competency requirements in Appendices. Rotations include classroom services, individual therapy and parent-child therapy, early intervention, audiology clinic, and a flex rotation, as further described.

**Classroom Services:** Students are assigned a full semester *Introduction to Classroom Services* placement and a full semester of *Classroom I* placement during year one or fall semester of year two. In Sound Beginnings, students have a cooperating teacher (the instructor of record for the classroom) and an LSL faculty supervisor. The cooperating teacher provides 100% oversight of the classroom and is either physically in the classroom with the student in a co-teaching model or is in an adjacent observation room. Distance students who are not employees in their practicum site follow a routine

similar to campus-based students, as individually appropriate for each location. However, most students who complete the program from a distance are already an employee in the setting that will serve as their practicum site. In this case, a colleague mentor is identified to serve as the cooperating teacher to provide the student with consistent, daily access to mentoring. In the classroom placements for pre-service students, they observe the teacher for the first two weeks and learn of the teacher's classroom priorities. The student will then start to provide guided direct services and gradually increase their service delivery time over the semester and according to competencies demonstrated. Students assist in the development of lesson plans, and similarly, take on more and more responsibilities in lesson plan development over the semester.

Self-reflection is an important component to student growth and learning. Students submit a self-reflection every other week and have a faculty observation on alternate weeks. The faculty supervisor utilizes the students' self-reflection as part of the guidance provided before and after each scheduled observation. Over the 15-week semester, students will have turned in seven self-reflections and have had seven faculty observations. All students, distance or campus-based, join a collaboration meeting, held twice per month, along with their SLP student colleagues to discuss implementation of goals across classroom, individual therapy, and parent-child therapy services. During year two, students in program of study Tracks 1 or 3 will complete a Student Teaching semester, including completion of all requirements for the Praxis Performance Assessment for Teachers (PPAT). Students in program of study Track 2 will complete a Classroom II practicum assignment.

- Intro to Classroom Services: 2 hours per day, 2 days per week
- Classroom I: 4 hours per day, 2 days per week
- Student Teaching (Track 1): 4 hours per day, 4 days per week **-OR-**  
Classroom II (Track 2): 4 hours per day, 2 days per week

***Total direct service classroom clock hours are 280-392 (depending on program of study track). This does not include planning, prep, or supervisor meetings. Additional practicum assignments may be required as needed to demonstrate competencies***

**Individual Therapy and Parent-Child Therapy.** Deaf Education students complete two semesters of Individual Therapy and/or Parent-Child Therapy (or equivalent). The purpose of this rotation is for students to gain competencies in providing individual or parent-child therapy services and to recognize the importance of connecting each child's individual goals into classroom services. Parent involvement is integral to the LSL philosophy and students must demonstrate competencies in developing a partnership with parents, respecting parents as their child's most important teacher, and facilitating effective parent coaching in service delivery. Students plan with their cooperating teacher or supervisor and join a collaboration meeting, held twice per month, along with their SLP student colleagues to discuss implementation of goals across classroom, individual therapy, and parent-child therapy services.

- Individual or Parent-Child Therapy I: 30 min session, 2 days per week
- Individual or Parent-Child Therapy: 30 min session, 2 days per week

*Total direct service individual therapy clock hours are approximately 28. This does not include planning, prep, or supervisor meetings*

**Early Intervention / Parent Coaching.** Family-centered early intervention services are central to maximizing the benefits of early identification of hearing loss, and providers should ensure that parents are well-supported in facilitating their child's growth and development. Engaging with families during the 0-3 early intervention years is an essential component of becoming an excellent service provider and students can gain valuable insights into family perspectives and priorities. The early intervention requirements consist of full semester in-person home visits, tele-intervention services, and/or parent-toddler groups, with a primary emphasis on parent coaching. The early intervention rotation requirements typically are completed over two semesters, as shown below (or equivalent).

- In-home visits: 1 hour/week, 1 day per week
- Tele-intervention: 1 hour/week, 1 day per week
- Parent-toddler group: 1.5 hours/week, 1 day per week

*Total direct service early intervention clock hours are approximately 49. This does not include planning, prep, or supervisor meetings.*

**Audiology and Cochlear Implant Clinic.** As an interdisciplinary training program, deaf education students have the unique opportunity of completing an audiology rotation in the USU Pediatric Audiology clinic, or for distance students, in an approved pediatric audiology clinic accessible to them. The purpose of this rotation is to have hands-on engagement to better understand clinical audiology services, including screening assessments, diagnostic assessments, and hearing technology evaluations and fittings. The audiology and cochlear implant clinic rotation requirements consist of:

- Observations
  - Hearing assessment, child younger than age 3 years
  - Hearing assessment, child older than age 3 years
  - Hearing Aid Fitting
  - Cochlear Implant Fitting
- Test Assistant
  - Test assistant, child younger than age 3 years
  - Test assistant, child older than age 3 years
- Video Analysis
  - Video analysis of assessments and fittings

*Total observations and direct service audiology rotation requirements are approximately 18 hours. This does not include planning, prep, or supervisor meetings.*

### **Practicum Facilities**

**Standard 1.3.2 Practicum Facilities:** *A wide range of practicum facilities is available. Candidates should be familiar with the full array of resources and the continuum of alternative placements available to D/HH students and carry out practicum activities in these settings and facilities as appropriate to the objectives of the program and their own professional goals.*

Sound Beginnings, housed in a 10,000-square-foot state-of-the-art facility on the USU campus, is the most frequently used practicum site for students in the LSL Deaf Education program. Sound Beginnings provides early intervention services for children age 0-3 years and their families through in-person home visits, tele-intervention, and parent-toddler groups. At age 3, children transition to full-day, center-based preschool services utilizing a listening, language, literacy-focused, play-based model. They receive individual therapy services 2-4x/week, with some children receiving additional intensive instruction according to need. For the Kindergarten year, children can attend Sound Beginnings, their neighborhood program, or ½ day of both, depending on child needs and parent preferences. Kindergarten services at Sound Beginnings are designed to provide a transition year for children to help prepare them for entry into the K-12 general education setting. While class sizes in Sound Beginnings preschool are 5-6 students, the Kindergarten class sizes are 10-12 and includes typically-hearing peers. The purpose is for children to simulate a typical kindergarten experience, both academically and socially, while maintaining a smaller class size and more individualized instruction than would be received in the local school district classrooms that often contain 20-25 children. Deaf Education graduate students have practicum assignments across these early intervention, classroom, and therapy placements with experienced, master-level deaf education and SLP professionals. All faculty in Sound Beginnings must hold LSLS certification issued by AG Bell or be in the process of obtaining the LSLS certification. The Sound Beginnings classrooms and SLP therapy services are located adjacent to the COMDDE Pediatric Audiology Clinic with pediatric audiologists who provide services to children in Sound Beginnings as well as to the community. As previously described, deaf education students have rotations in all these settings for depth and breadth of service delivery experiences.

The LSL Deaf Education program also has a strong collaboration with the Utah Schools for the Deaf and Blind (USDB) and this serves as a second practicum site for students. Many students who live in locations across Utah have completed their practicum rotations at USDB following the same pattern as those on campus. Similar to Sound Beginnings, teachers and therapists at USDB are highly qualified and experienced professionals who either hold or are in the process of obtaining LSL certification.

The model of the LSL Deaf Education program, as previously described, facilitates collaborations with partner programs from across the country. Previous and current collaborations include Clarke Schools for Hearing and Speech, St. Joseph Institute for the Deaf, CCHAT Center in Sacramento, Desert Voices, and others. Under this model, we don't place the students in these locations, but rather they are already employees or have a direct affiliation with the program.

***Standard 1.3.3 Practicum Supervision: Qualified personnel from the teacher preparation center and practicum settings and facilities conduct a well-coordinated, planned program of supervision for all phases of practicum. Supervision is adequate and appropriate in terms of its nature, frequency, and amount and its relevance to program objectives.***

In addition to practicum placements in Sound Beginnings, we have a strong collaborative relationship with the growing number of partner schools throughout the country. Before placing students in any off-campus program or accepting students from a partnership site, we meet with the director of that program to ensure the placement will provide students with experiences consistent with the LSL philosophy and the LSL program priorities. Upon program approval, the USU supervisor will meet with the partnership school program director and identify available mentors to serve as the cooperating teacher for the student. The practicum requirements are identified prior to program entry to ensure the full scope of the two-year hands-on components can be met (e.g., early intervention, classroom, therapy, and audiology placements), including the minimum number of practicum hours and any relevant written assignments or self-reflections. The Cooperating Teachers are given a copy

of the Student Handbook and all relevant practicum evaluation documents. Furthermore, they are provided with a link to an [online training module](#) developed specifically for Cooperating Teachers. This 30-minute training module was designed to facilitate consistency across our sites and partner schools and to help ensure that each student will receive a highly qualified mentor with whom to learn and grow.

The USU faculty supervisors meet often throughout the semester with all Cooperating Teachers to discuss details and review the student's progress. Whether campus-based or distance students, the USU supervisor observes students every other week, providing a written and ongoing record of each student's strengths and challenges. As students submit their self-reflection on alternating weeks, this also provides supervisors an ongoing opportunity to monitor how students are doing and if specific guidance or supports are needed. Care is taken to facilitate good communication with each student's Cooperating Teacher to best support student learning. The LSL program is competency-based and the expectations are described in detail on the observation form completed every other week and in the Student Competency Evaluation Rating completed at midterm and at the end of the semester.

Our practicum sites and partner schools serve a wide variety of children and families representing many different racial, cultural and socio-economic backgrounds. In Logan Utah, there is a relatively large Hispanic community and Sound Beginnings has facilitated several outreach programs to provide information about the campus-based services and our tele-intervention clinic. For several years, the LSL program has hosted monthly Parent Connection meetings in Spanish to support the needs of Hispanic parents and to provide essential information. As previously mentioned, we developed a parent-directed website called *Hear to Learn* to provide parents and professionals with videos, webinars, and intervention supports – and this website is available in both [English](#) and [Spanish](#).



## Practicum/Field Experience Form

List field experiences by course name and number, from earliest to latest order through Student teaching/internship.	Hours and weeks of field experience for each course.	Ratio of cooperating teachers to candidates in this field experience.	Ratio of faculty supervisor to candidates in this field experience.	Faculty supervisor observation and collaboration schedule
Intro to Classroom Services COMD 6700 First Year Fall Semester	2 hours per day, 2 days per week (56 hours)	1:1	2:9	Self-reflection every other week; formal observation on alternate weeks; collaboration meeting 2x/mo with SLP students
Individual Therapy I COMD 6700 First Year Fall Semester	30 min session, 2 days per week (14 hours)	1:1	3:9	Scheduled monthly observation of student in Individual Therapy
Classroom I COMD 6700 First Year Spring Semester	4 hours per day, 2 days per week (112 hours)	1:1	2:9	Self-reflection every other week; formal observation on alternate weeks; collaboration meeting 2x/mo with SLP students
Individual Therapy II COMD 6700 First Year Spring Semester	30 min session, 2 days per week (14 hours)	1:1	3:9	Scheduled monthly observation of student in Individual Therapy
In-Home Visits COMD 6700 Second Year Fall or Spring Semester	1 hour/week, 1 day per week (14 hours)	1:1	2:9	Students submit a recorded video of a session and self-reflection 1x/month
Tele-Intervention COMD 6700 Second Year Fall or Spring Semester	1 hour/week, 1 day per week (14 hours)	1:1	2:9	Students submit a recorded video of a session and self-reflection 1x/month
Parent-Toddler Group COMD 6700 Second Year Fall or Spring Semester	1.5 hours/week, 1 day per week (21 hours)	1:1	2:9	Students submit a recorded video of a session and self-reflection 1x/month
Audiology and Cochlear Implant Clinic COMD 6700 Second Year Fall and Spring Semester	18 hours over 2 semesters	1:1	n/a	Audiology colleagues provide all supervision for this rotation
Student Teaching COMD 6900d <b>-OR-</b> Classroom II Practicum COMD 6700 Second Year Fall or Spring Semester	4 hours per day, 4 days per week (224 hours) <b>-OR-</b> 4 hours per day, 2 days per week (112 hours)	1:1	2:9	Self-reflection every other week; formal observation on alternate weeks; collaboration meeting 2x/mo with SLP students
Program of Study Track 1 or 3 Direct Service Hours = 487 <i>or until competencies met</i>			Blue = classroom	
Program of Study Track 2 Direct Service Hours = 375 <i>or until competencies met</i>			Green = individual therapy	
			Peach = early intervention	
			Purple = audiology	

### Practicum Centers and Personnel

(for observations, participation, student teaching, internships, recreational activities)

Please complete a separate sheet for each practicum facility used, up to 5 of the most frequently used sites

Facility Name: <b>Sound Beginnings at Utah State University</b>	
Characteristics: day class, day school, residential, itinerant, resource room, clinic, hospital, other (specify)	Day School
Language and communication approach	LSL
Number of candidates placed this year	9 (in various rotations)
Types of experiences: observations, tutoring, aiding, non- academic, student teaching, other (specify)	Observations, direct services
Number of cooperating teachers with state licensure to teach students who are deaf or hard of hearing	7
Number of cooperating teachers with CED certification	0
Number of cooperating teachers with a master's degree or higher	7

Facility Name: <b>Utah Schools for the Deaf and Blind</b>	
Characteristics: day class, day school, residential, itinerant, resource room, clinic, hospital, other (specify)	Day School
Language and communication approach	LSL and Bilingual-Bicultural
Number of candidates placed this year	4
Types of experiences: observations, tutoring, aiding, non- academic, student teaching, other (specify)	Observations, direct services
Number of cooperating teachers with state licensure to teach students who are deaf or hard of hearing	4
Number of cooperating teachers with CED certification	0
Number of cooperating teachers with a master's degree or higher	4

## Cooperating Teacher Report Form

Year	Cooperating Teacher's Name	Highest Academic Degree	Areas of Certification	Years of Experience with D/HH	CED Certified
2020-21	Nicole Jacobson	M.S.	CCC-SLP, LSLC Cert AVEEd.	13	no
2020-21	Cass Fogelstrom	M.Ed.	Deaf Educator, LSLC Cert AVEEd.	14	no
2020-21	Lauren Smith	M.Ed.	Deaf Education, LSLC cert in process	6	no
2020-21	Claire Annis	M.Ed.	Deaf Educator, LSLC cert in process	3	no
2020-21	Sharon Fairbourn	M.S.	CCC-SLP, LSLC Cert AVT	5	no
2020-21	Jeanette Smoot	M.S.	CCC-SLP, LSLC Cert AVEEd	10	no
2020-21	Annie Huish	M.Ed.	Deaf Educator, LSLC cert in process	6	no
2020-21	Michelle Brown	M.Ed.	Deaf Educator, LSLC cert in process	6	no
2020-21	Courtney Miller	M.Ed.	Deaf Educator, LSLC cert in process	4	no
2020-21	LeaAnn Ross	M.Ed.	Deaf Educator, LSLC Cert AVEEd.	20	no

### Standard 2: Program Faculty

*Standard 2.1 Competence and Utilization of Faculty: An institution engaged in preparing teachers has a minimum of two qualified CED-certified full-time faculty members (or their equivalent) in teacher education, each with post-master's degree preparation or demonstrated scholarly and professional competence, and each with appropriate expertise in components of the curricula (e.g., language, communication, pedagogy), one of whom is officially designated as Program Coordinator or Director, and who assumes accountability for program administration, direction and evaluation.*

Faculty in the LSL program are:

- Lauri Nelson, Ph.D., Professor and Deaf Education Division Chair. Dr. Nelson is the director of the LSL graduate training program, including evaluation and management. As Deaf Education Division Chair, she also has oversight for the Bilingual-Bicultural program. She is a member of the Management Team for Sound Beginnings and plays a substantial role in oversight of Sound Beginnings services. Dr. Nelson has a dual background as both a licensed pediatric audiologist and a deaf educator. 1.0 FTE

- Sarah Law, M.Ed., Clinical Assistant Professor. With extensive experience as a LSL preschool and kindergarten teacher, Ms. Law teaches methods classes in the LSL program and provides practicum supervision. In the upcoming academic year and going forward, she will also provide student teaching supervision. She runs the LSL practicum workshop and facilitates many of the direct services activities for LSL graduate students. Ms. Law has completed all requirements for LSLS cert AVEd and will sit for exam fall 2020. 1.0 FTE
- Elizabeth Parker, M.Ed., Clinical Instructor. With 30+ years as a deaf educator, Ms. Parker provides extensive practicum supervision, mentoring, and support. She facilitates most of the distance student collaborations and ensures optimal communication among programs. In the upcoming academic year and going forward, she will also provide student teaching supervision. 0.8 – 1.0 FTE
- Nicole Jacobson, M.S., CCC-SLP, LSLS Cert.AVEd. Ms. Jacobson is the Sound Beginnings Director and a speech-language pathologist. She is extensively involved in the graduate training program and provides student supervision.
- Cache Pitt, AuD., Pediatric Audiologist, Clinical Associate Professor, and Audiology Clinic Director. Dr. Pitt teaches the cochlear implant course and provides oversight for audiology clinical services. 1.0 FTE
- Kali Markle, AuD., Pediatric Audiologist and Clinical Associate Professor. Dr. Markle provides most of the audiology practicum supervision for deaf education students.

*Standard 2.3 Conditions for Faculty Service: The institution provides conditions essential to the effective performance by the teacher education faculty.*

## Standard 2 Narrative

**Evaluation of Instructor Effectiveness.** At the end of each semester, students complete a supervisor evaluation form to provide feedback regarding their experiences with their supervisor. They also complete a rotation evaluation form to describe their perceptions of what they learned, the practicum components that were most valuable, and suggestions for ways to improve students' practicum experiences. Supervisor evaluation of student performance, and their competency ratings, offer feedback pertaining to each individual student, but also informs potential areas of program need. For example, if several students showed insufficient growth in a particular competency area, the program should address ways to provide additional supports and instructions.

Faculty meet with the Department Head annually in March to discuss faculty performance over the previous calendar year. This provides an opportunity to discuss faculty accomplishments, goals for the upcoming year, and to address any concerns. The Department Head assigns a performance rating of 'exceeded expectations', 'met expectations', or 'did not meet expectations'. This provides faculty with concrete feedback and documentation of instructor effectiveness. Further, faculty who are in a tenure and promotion track or a clinical promotion track also meet with their promotion committees on an annual basis. These evaluation processes facilitate continued self-evaluation, peer-evaluation, and administrative evaluation of performance.

**Program Faculty.** The LSL Deaf Education faculty comprise a skilled, talented, and dedicated group of professionals. All faculty are full time with 1.0 FTE, with the exception of one faculty member who periodically holds a .8 FTE depending on preferences and circumstances for each given year. That faculty member currently is 1.0 FTE. One faculty member is hard of hearing and uses hearing aids and faculty with disabilities are provided with appropriate accommodations. With each open position, efforts are made to recruit faculty from diverse, and traditionally underrepresented groups. The LSL graduate program and Sound Beginnings faculty consist of:

- LSL Program Director and Deaf Education Division Chair
- Graduate Program Clinical Assistant Professor
- Clinical Instructor and Practicum Supervisor
- Sound Beginnings Director, SLP, and Practicum Supervisor
- (4) Deaf Educators
- (2) SLPs
- (2) Pediatric Audiologists
- Graduate Advisor
- (2) Business and Grants Managers
- (3) Receptionists and Teachers Aides

**Faculty Support and Professional Development.** The COMDDE department recognizes and values the importance of faculty continually learning and staying current in research and best-practice recommendations. To promote opportunities for professional development, each faculty member is allocated professional development funds for each academic year. Although the amount can vary year to year, it is always sufficient for at least one national conference attendance, along with funding to participate in webinars or other similar options for earning continuing education units. Faculty are also supported in earning their LSLS certification from AG Bell. Mentoring can be provided in-house by certified faculty or can be supported by external mentors as individually determined.

To further promote effective faculty supervision, since 2018 the department has held monthly Supervisor Training meetings, attended by deaf education, SLP, and audiology faculty. The director of these meetings is a faculty member in the Department of Psychology who has specialization in adult learning and supervision best-practices. These meetings will continue in the upcoming 2021-2022 academic year.

### Professional Personnel Data

Name: Lauri Nelson, Ph.D.		Title: Professor / Deaf Education Division Chair
Academic Rank & Status: Full Time - Professor		Date of Initial Appointment: Fall 2008
Credentials: <ul style="list-style-type: none"> <li>● Licensed Audiologist</li> <li>● Professional Educator</li> <li>● Special Education: K-12</li> <li>● Endorsement in Hearing Impairment</li> </ul> CED: No		Granting Bodies: <ul style="list-style-type: none"> <li>● Utah Division of Occupational and Professional Licensing – Audiology.</li> <li>● Utah State Board of Education</li> </ul>
Degrees and Major Fields:  Ph.D. Special Education, Sensory Impairment  M.S. Clinical Audiology  B.S. Communicative Disorders		Granting Bodies:  University of Utah - 2007  University of Utah - 1986  Utah State University - 1984
Term	Faculty Workload	
	<i><b>Faculty Role Statement: 50% Research, 40% Teaching, 10% Service</b></i> <i>Administrative responsibilities as LSL program director and Deaf Education Division Chair.</i>	
Fall	<ul style="list-style-type: none"> <li>● COMD 5610: Introduction to Education of the Deaf and Hard of Hearing. (co-teach with Dr. Radford)</li> <li>● COMD 6320: Language and Literacy in Children who are D/HH</li> </ul>	
Spring	<ul style="list-style-type: none"> <li>● COMD 6770: Audiology and Teachers of the Children who are D/HH</li> <li>● COMD 6580: Family-Centered Practices for Children who are D/HH</li> <li>● COMD 6900: Interdisciplinary Implementation of IDEA</li> </ul>	
Summer	<ul style="list-style-type: none"> <li>● COMD 6850: LSL Interdisciplinary Seminar</li> <li>● COMD 6730: Multiple Disabilities and Syndromes</li> </ul>	

Name: Sarah Law, M.Ed.		Title: Clinical Assistant Professor
Academic Rank & Status: Full Time - Professor		Date of Initial Appointment: Fall 2019

<b>Credentials:</b> <ul style="list-style-type: none"> <li>● Professional Educator</li> <li>● Special Education: K-12</li> <li>● Preschool Special Education: B-5</li> <li>● Endorsement in Hearing Impairment: B-12</li> </ul>		<b>Granting Bodies:</b> <ul style="list-style-type: none"> <li>● Utah State Board of Education</li> </ul>
CED: No		
<b>Degrees and Major Fields:</b>  M.Ed. Special Education/ Deaf and Hard of Hearing  B.S. Special Education		<b>Granting Bodies:</b>  University of San Diego - 2012  University of Utah - 2008
<b>Term</b>	<b>Faculty Workload</b>	
	<i>Faculty Role Statement: 90% Teaching, 10% Service</i>	
Fall	<ul style="list-style-type: none"> <li>● COMD 6340: Auditory Learning and Spoken Language</li> <li>● COMD 6360: LSL Preschool Curriculum</li> <li>● COMD 6850: LSL Interdisciplinary Seminar</li> <li>● COMD 6700: LSL Interdisciplinary Practicum</li> <li>● COMD 6900: LSL Practicum Workshop</li> </ul>	
Spring	<ul style="list-style-type: none"> <li>● COMD 6350: Early Elementary and Itinerant Support for Children who are Deaf or Hard of hearing using Listening and Spoken Language</li> <li>● COMD 6700: LSL Interdisciplinary Practicum</li> <li>● COMD 6900: LSL Practicum Workshop</li> </ul>	

Name: Elizabeth Parker, M.Ed.	Title: Clinical Instructor
Academic Rank & Status: Full Time - Instructor	Date of Initial Appointment: Spring 2012
<b>Credentials:</b> <ul style="list-style-type: none"> <li>● Professional Educator</li> <li>● Special Education: K-12</li> <li>● Endorsement in Hearing Impairment</li> </ul>	<b>Granting Bodies:</b> <ul style="list-style-type: none"> <li>● Utah State Board of Education</li> </ul>
CED: No	
<b>Degrees and Major Fields:</b>  M.Ed. Special Education	<b>Granting Bodies:</b>  University of Utah - 1981



B.S. Special Education		University of Utah - 1980
Term	Faculty Workload	
Fall	COMD 6700 LSL Practicum	
Spring	COMD 6700 LSL Practicum	
Summer	n/a	

Name: Cache Pitt		Title: Clinical Associate Professor / Audiology Clinic Director
Academic Rank & Status: Full Time – Clinical Associate Professor		Date of Initial Appointment: Fall 2008
Credentials: <ul style="list-style-type: none"> <li>● Licensed Audiologist</li> </ul> CED: No		Granting Bodies: <ul style="list-style-type: none"> <li>● Utah Division of Occupational and Professional Licensing – Audiology.</li> </ul>
Degrees and Major Fields:  AuD Audiology  M.S. Audiology  B.S. Speech and Hearing Science		Granting Bodies:  Salus University - 2007  University of Wyoming - 1999  University of Wyoming - 1997
Term	Faculty Workload	
	<i>Faculty Role Statement: 95% Teaching, 5% Service</i>	
Fall	<ul style="list-style-type: none"> <li>● COMD 7400: Advanced Clinical Practicum</li> <li>● COMD 7300: Intermediate Clinical Practicum</li> </ul>	
Spring	<ul style="list-style-type: none"> <li>● COMD 7400: Advanced Clinical Practicum</li> <li>● COMD 7300: Intermediate Clinical Practicum</li> </ul>	
Summer	<ul style="list-style-type: none"> <li>● COMD 7400: Advanced Clinical Practicum</li> <li>● COMD 7300: Intermediate Clinical Practicum</li> <li>● COMD 7520: Introduction to Cochlear Implants</li> </ul>	

Name: Nicole Jacobson, M.S.		Title: Sound Beginnings Director
Academic Rank & Status: Full Time – Clinical Assistant Professor		Date of Initial Appointment: Fall 2010
Credentials:  Speech-Language Pathologist  CED: No		Granting Bodies:  Utah Department of Licensing – SLP
Degrees and Major Fields:  M.Ed. Speech-Language Pathology  B.S. Special Education		Granting Bodies:  Utah State University – 2010  Brigham Young University - 1994
Term	Faculty Workload  <i>Faculty Role Statement: Teaching 95%, Service 5%</i>	
Fall Spring Summer	Sound Beginnings Director	

Name: Cass Fogelstrom, M.Ed., LSLS Cert. AVEEd.		Title: Deaf Educator / Early Interventionist
Academic Rank & Status: Full Time - Deaf Educator / Sound Beginnings Faculty		Date of Initial Appointment: Fall 2019
Degrees and Major Fields:  M.Ed. LSL Deaf Education  B.A. Special Education / DHH  CED: No		Granting Bodies:  University of San Diego – 2012  University of Utah - 2010
Role: Deaf Educator, Early Intervention / Tele-Intervention provider, graduate student Cooperating Teacher.		

Name: Kali Markle, AuD	Title: Pediatric Audiologist
Academic Rank & Status: Full Time – Clinical Assistant Professor	Date of Initial Appointment: Spring 2018
Degrees and Major Fields:  AuD. Audiology  B.A. Speech Language Pathology  CED: No	Granting Bodies:  Indiana University - 2016  San Diego State University - 2013
Role: Clinical practicum supervision in audiology clinic	

Name: Jeanette Smoot, M.S., CCC-SLP, LSLS Cert AVT.	Title: Speech-Language Pathologist
Academic Rank & Status: Full Time – SLP / Sound Beginnings Faculty	Date of Initial Appointment: Fall 2011
Degrees and Major Fields:  M.S. Speech-Language Pathology with LSL Emphasis  CED: No	Granting Bodies:  Utah State University 2011
Role: Deaf Educator, graduate student Cooperating Teacher.	

Name: Lauren Smith, M.Ed.	Title: Deaf Educator
Academic Rank & Status: Full Time - Deaf Educator / Sound Beginnings Faculty	Date of Initial Appointment: Fall 2018
Degrees and Major Fields:  CED: No	Granting Bodies:
Role: Deaf Educator, graduate student Cooperating Teacher.	

Name: Annie Huish, M.Ed.	Title: Deaf Educator
Academic Rank & Status: Full Time - Deaf Educator / Sound Beginnings Faculty	Date of Initial Appointment: Fall 2014
Degrees and Major Fields:  M.Ed. LSL Deaf Education  CED: No	Granting Bodies:  Utah State University 2014
Role: Deaf Educator, graduate student Cooperating Teacher.	

Name: Claire Annie, M.Ed.	Title: Deaf Educator
Academic Rank & Status: Full Time - Deaf Educator / Sound Beginnings Faculty	Date of Initial Appointment: Fall 2018
Degrees and Major Fields:  M.Ed. LSL Deaf Education  CED: No	Granting Bodies:  Utah State University 2017
Role: Deaf Educator, graduate student Cooperating Teacher.	

Name: Sharon Fairbourn, M.S., CCC-SLP, LSLS Cert AVT.	Title: Speech-Language Pathologist
Academic Rank & Status: Full Time – SLP / Sound Beginnings Faculty	Date of Initial Appointment: Fall 2020
Degrees and Major Fields:  M.S. Speech-Language Pathology  CED: No	Granting Bodies:  Utah State University 2016
Role: Deaf Educator, graduate student Cooperating Teacher.	

Course Offerings and Faculty Responsibilities for the Past Two Years

Courses	Course Dispositions by Faculty (initials) and class size					
	Summer 2019 /size	Fall 2019 /size	Spring 2020 /size	Summer 2020 /size	Fall 2020 /size	Spring 2021 /size
ComD 6320	----	LN / 14	----	----	LN / 14	----
ComD 6340	----	SL / 19	----	----	SL / 20	----
ComD 6350	----	----	SL / 15	----	----	SL / 8
ComD 6360	----	SL / 6	----	----	SL / 10	----
ComD 6580	----	LN / 13	----	----	LN / 13	----
<sup>1</sup> ComD 6700		EP /20 SL	EP /20 SL		EP /18 SL	EP /18 SL
ComD 6730		----	----	LN / 18	----	----
ComD 6770	----	----	LN / 23	----	----	LN / 22
ComD 6850	LN / 11	LN / 13	LN / 16	----	SL / 16	LN / 16
ComD 7520	CP / 22	----	----	CP / 22	----	----

<sup>1</sup> This course is the practicum registration, shared between two faculty supervisors, with multiple cooperating teachers:

Key: initials, faculty member's name, title, and full-time-equivalent commitment to the preparation program for teachers of students who are D/HH.

Initials	Full Name and Title	% FTE in Program
LN	Lauri Nelson, Professor	1.0
SL	Sarah Law, Clinical Assistant Professor	1.0
EP	Elizabeth Parker, Clinical Instructor	0.8
CP	Cache Pitt, Clinical Associate Professor	1.0

### Standard 3: Candidates Narrative

*Standard 3.1 Admission to Programs: The institution applies specific criteria for admission to the program for the preparation of teachers of students who are D/HH. These criteria require the use of both objective and subjective data.*

**Admissions Process.** Students with a Bachelor's degree in Communicative Disorders or a related field such as special education are eligible to apply for admissions to the LSL Deaf Education graduate training program. Department recruitment activities include outreach efforts to undergraduate programs in communication disorders, special education, or other similar disciplines. Applicants with hearing loss or other disabilities, as well as applicants from diverse ethnic and cultural backgrounds are encouraged to apply. As a female dominated field, we also encourage male applicants to apply. At USU, we believe this diversity enriches our graduate training program and enriches the deaf education field. Several current or former students in the program have had hearing loss, including two with cochlear implants, two male students, and several from diverse backgrounds.

Applicants must submit 1) transcripts showing a minimum cumulative GPA of 3.0 in undergraduate coursework, 2) three letters of recommendation, 3) a letter of intent, and 4) Graduate Record Examination (GRE) scores which must be at or above the 40<sup>th</sup> percentile. After the application file is complete, a zoom interview with each student is arranged with the LSL faculty. The purpose of the interview is for applicants to learn more about the program, ask questions, and facilitate their ability to identify if the program will meet their graduate training objectives. Likewise, as faculty, this interview provides us an opportunity to ask questions of the applicant, confirm they can meet all practicum requirements, and facilitates our ability to identify which applicants we believe would be the best fit and most qualified applicants for the program. In some cases, after all interviews have been completed, we will request to have some applicants return for a second zoom interview if we wish to ask follow-up questions. Since 2012, the LSL program has had funding support under a Personnel

Preparation Training grant (84.325K) provided by the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). The number of applicants offered admissions is equal to the number of funded spots available under the OSERS budget for any given year. Students who are not offered admissions can appeal to the School of Graduate Studies.

*Standard 3.2 Retaining Candidates in Programs: The institution applies specific criteria for retaining candidates who possess academic competencies and dispositions appropriate to the requirements of teaching.*

**Student Retention.** Since our first student was admitted in 2009, we have had just one student withdraw prior to completion, and that was for personal reasons unrelated to the graduate program. We have had no students counseled out of the program due to performance. The culture of the LSL program is highly engaging where faculty have near-daily contact with students. We believe students feel the support from all LSL and Sound Beginnings faculty and our genuine interest in their success. This level of connection increases communication and provides faculty an opportunity to offer supports or appropriate accommodations to students before a situation could go awry. For example, we have had students who have experienced difficult personal circumstances and who benefitted from faculty supports or referrals to student services available through the university. In one case, a student had a medical diagnosis that required attention and another student had a high-risk pregnancy. In both situations, their programs of study were revised over a three-year period rather than the typical 2-year period. This was a positive solution for both students to take care of their personal matters, while having an opportunity to continue in the program rather than the alternative of withdrawal. Although student retention has not been a problem in the LSL Deaf Education program, the COMDDE department has [policies](#) in place that are followed should situations occur, including minimum performance expectations, remediation plans, and processes related to program dismissal. Students can file an appeal for other [academic suspensions or grievances](#).

*Standard 3.3 Candidate Participation in Program Evaluation and Development: The program preparing teachers for students who are D/HH has a systematic procedure for securing feedback on the program and the faculty members from candidates and graduates.*

**Student Participation in Program Evaluation.** There is a strong procedure in place for students to be active participants in program monitoring and evaluation. Students complete practicum feedback questionnaires after every semester of their program as well as a supervisor evaluation. At the beginning of each academic year, each Division (Deaf Education, SLP, and Audiology) identifies a student “representative”. This student representative is invited to all COMDDE faculty meetings and holds a monthly student meeting with the Department Head. Students also participate in other aspects of program or department activities and development. For example, it is written in Department policy that in April of each year, the student representative must have an opportunity to review the Student Handbook (and any updates for the upcoming academic year) for their Division and provide feedback. In addition to routine, ongoing student feedback and engagement, we also do in-depth student feedback activities, as described on pages 27-29 of this document.

Another avenue of student feedback is through our LSL Graduate Program / Sound Beginnings Advisory Committee. This committee meets annually and consists of parents of children who are DHH, professionals in deaf education, SLP, and audiology, community representatives from the Utah Schools for the Deaf and Blind and Part C programs, and student alumni. In these meetings, participants have an opportunity to provide feedback concerning the program from their various perspectives and to offer suggestions or express their desires for future activities.

*Standard 3.4 Program Graduation Requirements: Graduation from a program for the preparation of teachers of students who are D/HH implies more than the satisfactory completion of a series of academic credit hours and includes multiple and valid knowledge, dispositions, and performance-based measures.*



**Program Graduation Requirements.** In addition to the comprehensive coursework and practicum requirements, students must also fulfill all requirements for either a research thesis or educational project. Fulfillment of this requirement involves a series of steps, beginning with a meeting with the Deaf Education Division Chair to discuss his or her project ideas. From there, a plan is implemented according to the pathway of either a research-based project or an educational project. For the research path, a thesis committee is established. The students must hold a committee approval meeting and then, upon completion, a defense meeting. The research project requires an extensive search of the literature and then with supported independence, carry out the approved study or written product. From these projects, we have had 6 publications in peer-reviewed journals and 28 oral or poster presentations at national conferences in the past five years. Students who elect to do an educational project must submit a written proposal and then meet with the Division Chair to discuss the project outcomes. Projects must be focused on educational services that benefit children who are DHH, their families, and/or the community. The majority of educational projects result in materials for the Hear to Learn website. For examples, please see our [Featured Products](#) section or the [academic category options](#) for home-based learning. Educational projects not featured on Hear to Learn have included community outreach activities, hosting parent-to-parent group meetings, developing classroom literacy packets, or home-based materials supports.

### Admission Procedures and Criteria

	Junior	Senior	Master's & Program Year	Post Master's & Program Year
Grade point average (specify)			3.0 GPA	
Previous credentials			B.S. / B.A. in related field	
Professional portfolio			Considered, not required	

Graduate school admission			Yes, must be admitted by the graduate school	
Experience			Considered, not required	
Letters of recommendation			3 letters of recommendation	
Standardized tests (specify)			GRE or MAT	
Other: Face to face interview (in-person or via zoom)			All applicants interview with the LSL admissions faculty	
Other: Admissions Essay			Admissions essay / Letter of Intent	

<sup>1</sup> Preferred related undergraduate fields: deaf education, communication disorders/sciences, special education, or transcript review from other disciplines with individually-specific details and life experience considerations.

### Candidate Information

Provide 3 years of data on candidates enrolled in, and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report separately by level/track (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate).

Program Level: <b>Master of Education</b>		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
2021	9	Will graduate 2023
2020	9	Will graduate 2022
2019	5	5
2018	6	6
2017	5	5

### Report on Graduates

	Previous Year 2020:	Second Previous Year 2019:
Number of Graduates	6	5
Number of the above CED certified	0	0
Employed in a Birth-to-Three (0-3) Early Intervention Program for D/HH infants and toddlers	2	1

Employed in a pre-school for D/HH children	3	1
Employed in a regular education elementary school, self-contained classes for D/HH students	0	
Employed in a regular education secondary school, self-contained classes for D/HH students	0	
Employed in a regular education setting as an itinerant teacher of the deaf or resource teacher (no assigned classroom)	0	
Employed in a school for D/HH students, elementary level	0	1
Employed in a school for D/HH students, secondary level	0	
Other teaching setting with D/HH students (please specify) (e.g. multiple disabilities center, clinic, mental health setting)	1 (special education preschool)	1 (special education preschool)
Employed to teach hearing students	0	0
Employed but not teaching	0	0
Unemployed, but pursuing further education	0	0
Unemployed	0	1 (medical concerns)

## Standard 4: Resources and Facilities

### Standard 4 Narrative

The USU Merrill-Cazier library is the primary source of information and resources for students and faculty. The Merrill-Cazier library mission and vision statements:

*The USU Libraries connect people with information. Serving the University community, the Libraries are dedicated to the pursuit of knowledge. We support inquiry, discovery, and engagement by providing access to quality resources, and by facilitating the use of information in teaching, learning, and research. The USU Libraries are the intellectual center of Utah State University. As an integral partner in the academic enterprise, we apply our expertise in collecting, organizing, managing, preserving, and providing access to human knowledge. As both physical and virtual destinations, we create collaborative, engaging environments for learning and scholarship. By embracing innovation and adapting to changing user needs, the USU Libraries are committed to continuous service improvement.*

Library collections include almost 2 million print books and journals, 7,600,000 e-books (including over 7 million in the HathiTrust Digital Library), and over 70,000 electronic journals. In addition, the Libraries provide access to over [400 databases](#), ranging from general and multidisciplinary titles such as Academic Search Ultimate, Nexus Uni, and Scopus, to more specialized tools such as MEDLINE, Early English Books Online, Education Source, PsycINFO, SciFinder Scholar (Chemical Abstracts), and Social Sciences Abstracts. Students, faculty, and staff can access the vast majority of the Libraries' databases and electronic resources off-campus, no matter where they live, study, or work. The main library for the Logan campus, the Merrill-Cazier Library, also serves as a regional depository for the Federal Depository Library Program (FDLP) and maintains a collection of

approximately 1.4 million government documents. Many other specialized formats and collections are housed in the Merrill-Cazier Library. The [USU Special Collections and Archives](#) contains regionally-focused rare book, photograph, and manuscript collections, the university archive of USU, and the Fife Folklore Archives, one of the largest repositories of American folklore in the United States. Thousands of these historical items have been digitized as a part of the library's Digital History Collections.

The Library Media Collection houses audio and visual material available to be checked out by anyone with USU affiliation. [Digital Commons](#), Utah State University's institutional repository, contains over 68,000 scholarly and creative works produced by USU students, faculty and staff. Since launching in 2008, items have been downloaded over 11 million times from Digital Commons.

Opened in September 2005, Merrill-Cazier Library in Logan is a facility of 305,000 square feet and houses materials in the arts, humanities, social sciences, agriculture, life and physical sciences, medicine, and engineering. In addition to its large, browsable collection, the facility features a significant amount of space dedicated to study and collaboration, with an overall seating capacity of 3,843, including 39 group study rooms. Several technological innovations make the library a highly functional building. An automated storage and retrieval system has capacity for over 1.5 million volumes, allowing for many years of collection growth. In keeping with the University's land-grant mission, this system was named the BARN (Borrowers Automated Retrieval Network). Lesser-used books and all bound periodicals are stored and retrieved on demand from the BARN. Library users can use the online library catalog or discovery layer from their offices, homes, or any computer with internet access to request materials from the BARN, which are retrieved and made available at a library service desk within minutes. The Merrill-Cazier Library also includes the Information Commons, which features over 120 workstations, two 3D printers, a virtual reality (VR) Lab, and a one button recording studio. Librarians and computer support staff work in tandem to provide technological training and research assistance to users in the Information Commons.

## Standard 5: Candidate Evaluation and Program Evaluation and Improvement

### Standard 5 Narrative

*Standard 5.1 Evaluating Candidates and Graduates: The institution conducts a well-defined plan for evaluating the candidates and teachers it prepares, including analyzing and reporting employer satisfaction and feedback surveys and other measures.*

The program regularly utilizes ongoing evaluation tools to ensure program continuity and effectiveness in meeting program and student learning objectives. The Candidate Outcomes Data for Standard 1.2 table reflects the evaluation and outcomes summary, followed by details for each Measure.

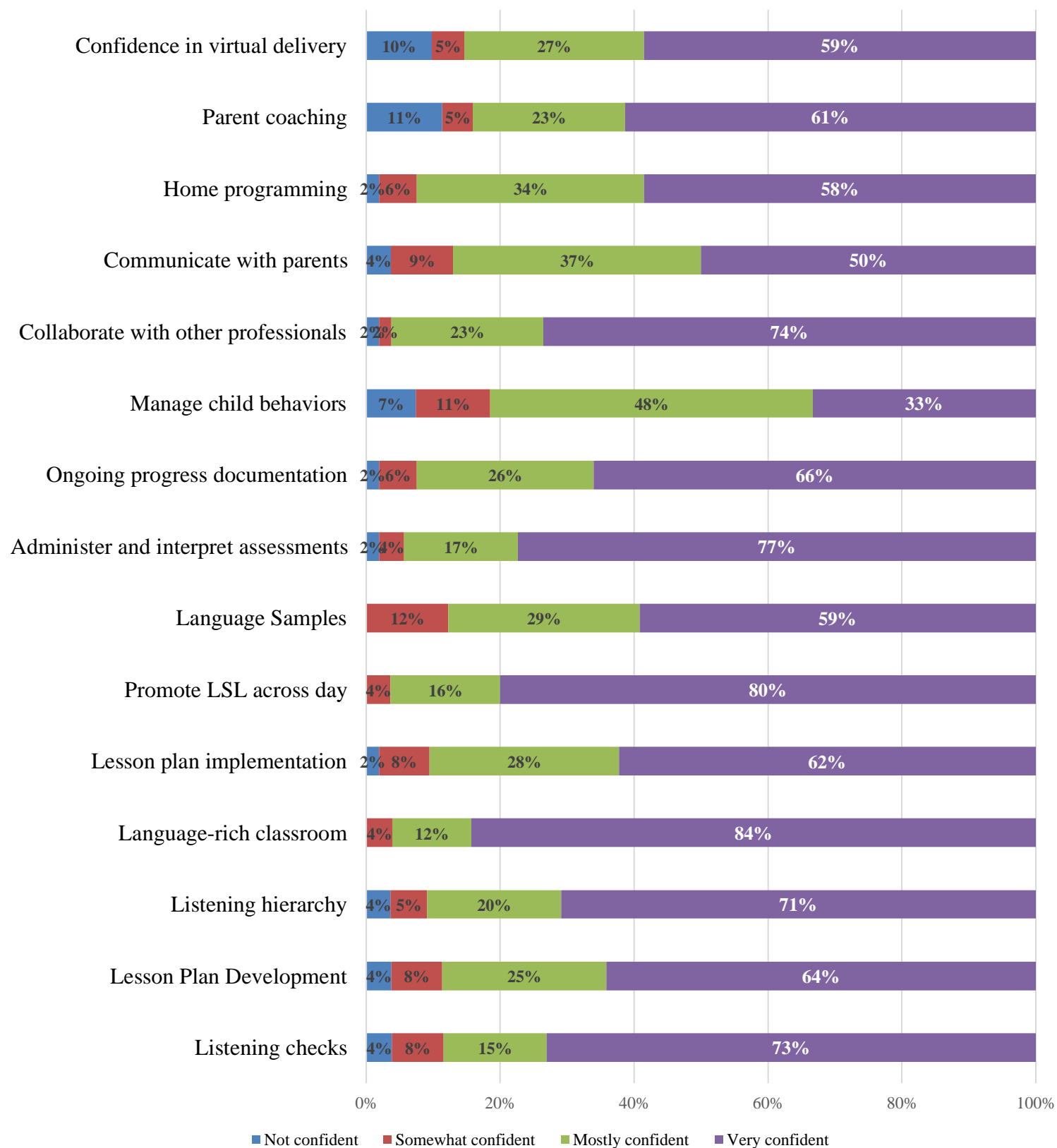
### Candidate Outcomes Data for Standard 1.2

Assmt	CED-CEC Standard #	Type or Name of Assessment	5 Years of Data Outcomes: Graduate				
			1	2	3	4	5
			Met/Unmet	Met/Unmet	Met/Unmet	Met/Unmet	Met/Unmet
1	1, 2, 3 and 5	Student Confidence Ratings and Practicum Feedback	met	met	met	met	met
2	1 - 7	Practicum Competency Evaluations	met	met	met	met	met
3	2, 3 and 5	Lesson Plan Unit - Comprehensive	met	met	met	met	met
4	4	Assessment Competencies	met	met	met	met	met
5	1 - 7	Student Teaching Portfolio	met	met	met	met	met
6	1 - 7	<sup>1</sup> Praxis Performance Assessment for Teachers (PPAT)	new	new	new	new	new
7		Student Teaching Performance Matrix	new	new	new	new	new

<sup>1</sup> The PPAT and the Student Teaching Performance Matrix are new requirements beginning with the 2021-2022 academic year and the new Deaf Education teaching license. This will replace the current Student Teaching Portfolio (assessment #5, above) as the previous requirement for license.

**Outcomes Measure #1: Student Confidence Ratings and Practicum Feedback.** This survey is an anonymous student report of their confidence in aspects of service delivery, including an opportunity for them to provide feedback regarding their views of the strengths and weaknesses of the practicum placement and suggestions for program improvement or ideas for enhancing student experiences. The survey is sent to students at the end of each semester. Table 1 shows a cumulative report of ongoing student survey data over the past five years. Not every student completes the survey and, in some cases, not all questions are answered. For this reason, the total *n* ranges from 40-56 responses. A representative verbatim compilation of student responses to the open-ended questions are shown below.

Data and student comments are taken very seriously and have been the impetus for many programmatic changes over the years. In fact, the student confidence data was the primary reason for implementing the 1-credit hour LSL Practicum Workshop. Although students gained the coursework information in these topic areas, and they had mentoring in their hands-on placements, we felt they would benefit from a forum where there could be more ongoing, targeted discussions specifically devoted to talking about practicum-related supports. This has been an exceptionally positive addition and we have received substantial anecdotal feedback that students have enjoyed the workshop and found it to be beneficial. The anonymous student ratings for this new course confirmed the anecdotal impressions, as this was a highly-rated class with multiple student comments about its impact to their training. In the coming semesters, we believe the data will show increased student confidence across all aspects of service delivery. We also address the open-ended comments in our annual retreat and program evaluation processes. Some of the students reported frustrations with using Box for assignment uploads. In response to this, we moved everything from Box into Canvas and this has been a positive change. Response to a comment concerning lack of communication, multiple staff meetings and trainings have been held regarding effective supervision practices (see also faculty trainings described on page 46 of this document. Please click [here](#) for an electronic link to the survey.

Table 1. Student Confidence Ratings and Practicum Feedback *n=40-56*



<b><i>What do you hope to learn in your practicum placement(s) in the upcoming semester?</i></b>		
I hope to better all of my skills so I feel very confident in assessing, planning and carrying out treatment plans. I hope to continue to build relationships with other professionals and parents so I can work as a collaborative team.	How to be more confident in using most LSL strategies, as well as using tele-intervention.	I hope to learn how to intrinsically motivate students and to learn strategies to help them self monitor their behaviors and feeling in a healthy way
I want to learn how to write good LSL IEP goals or IFSP	To make a lesson plan on my own more confidently. I am much more confident about following the child's lead and making an activity in the moment.	I hope to learn more about developing auditory goals for younger and newer listeners. I also hope to learn more about developing appropriate treatment plans for treating newer listeners.

<b><i>Describe the most positive or valuable aspects of the practicum placement that you most recently completed.</i></b>		
Learning about parent coaching in the home was outstanding! It went along with the Family Practices class and having my home visits practicum and that class together was the most incredible learning experience.	I liked getting to see language groups and gain a better understanding of how LSL strategies can be implemented.	I received a lot of support and encouragement from the supervisors. I also learned how to implement the LSL strategies into lesson plans and therapy plans.
Flexibility in tele intervention, how to take what my plan was and change it to fit the individual client	Working closely with the SLP and gaining knowledge of the eCaslls	I appreciate that I know more about technology and LSL services. I think I've had more experience with parent coaching and teleintervention than most students, which is to my benefit.
I learned how to target language goals in a naturalistic way. I also learned a lot about teletherapy and how to provide parent coaching.	My early intervention home visits and tele-intervention practicums both gave me a real understanding of how to coach parents in the home. I will be adding a parent coaching aspect to my classroom teaching because it is such an important tool. Tele-intervention forced me to learn how to coach parents in a "hands off" manner that has given opportunities for my students and their families to grow and use LSL strategies in a more confident way than if I had done it first.	I was able to participate in very different rotations than just classrooms, such as home visits, TI, and parent toddler classes. I guess focusing more on parent coaching than student coaching was the biggest thing in that placement that I learned.

<b><i>Describe aspects of practicum that were difficult and/or that you wish would have been different for you.</i></b>		
I wish I had more specific tasks in the classroom. Sometimes I didn't have a great understanding of what I should be doing to help the teacher or Deaf Ed student.	I had a difficult time with being flexible with my therapy plans and lesson plans during the lessons. I also had a difficult time with knowing how to coach parents.	Teletherapy was difficult at times but I think it's because I am still learning how to keep the client engaged in a virtual session.
I wish I would have had more feedback from my supervisor.	It takes time to adjust going from the lowest age to the highest age and vice versa.	I know how to do telehealth but every session felt like I was being directed rather than allowed to direct the session. I wish I could have had more control in sessions - this would have boosted my confidence.
There have been times when I have emailed supervisors but I have never heard from them. I think it is important that we as students acknowledge that we got an email from our supervisors or professors, and I think that an acknowledgment that our email was received should be given from the professors or supervisors. I think this will facilitate better communication and better collaboration.	Each semester, it was difficult to understand what each supervisor was clearly wanting unless they specified it, and they didn't usually say it very clearly at the beginning.	Sometimes it was confusing on what our assignments were because they were on box and sometimes hard to find. I think it would be helpful if assignments popped up somewhere before they were due like they do on canvas so we know exactly when they are due and how to find instructions.

**Outcomes Measure #2: Practicum Competency Evaluations.** Students must demonstrate service delivery competencies based on the Practicum Evaluation forms that are completed at mid-term and at end-of-semester. Students must receive minimum of rating 3 (Achieved) to pass competencies for each assigned rotation. The ratings rubric is:

**4 - Proficient** - Performance exceeds expectations and demonstrates proficiency for the described skill. The student actively facilitates program excellence and positive change appropriate for a pre-service teacher.

**3 – Achieved** – Competency and performance expectations have been achieved; the student consistently demonstrates competence either independently or with supports appropriate for a pre-service teacher.

**2 - Early Emerging** – Performance is on track toward meeting expectations. However, more practice is needed, and the student should meet with the practicum supervisor to develop an action plan to increase skill level. The student may be required to extend the practicum assignment into the next semester.

**1 - Unsatisfactory** – Performance does not meet the expectations of a beginning teacher. The student is required to complete a Remediation Plan with the practicum supervisor, and it may be necessary to extend the practicum assignment into the next semester.

The mid-term evaluation is for discussion purposes and for student to gain concrete feedback regarding their performance. The ratings from the end-of-semester evaluation determine whether a given practicum rotation requirement has been fulfilled. If a student does not demonstrate competencies, their placement will be extended for a specified number of weeks until all areas of competency are demonstrated. This has happened 3 times over the past 5 years, and in each case, specified areas of competency concerns were resolved within a few weeks. In all other cases, competencies have been demonstrated within the semester. See *Appendix B.1* for Practicum Competency Evaluation Forms.

**Outcomes Measure #3: Lesson Plan – Comprehensive Unit Assignment.** In COMD 6360 Preschool Curriculum: Language and Cognition for Children who are Deaf or Hard of Hearing, students complete a comprehensive Lesson Plan Project. Over the course of the semester, the student develops a comprehensive lesson plan based on Developmentally Appropriate Practices Framework that incorporates curriculum development and implementation of Utah Early Childhood Core standards, individualized learning and differentiated instruction, higher-order cognitive thinking, adaptations for children who are D/HH who use LSL, and parent guidance and participation. A weighted rubric is used to evaluate student's competency levels.

In this semester-long assignment, each weekly unit addresses a particular component of the lesson plan, writing detailed descriptions within each segment to demonstrate their logic and thought processes. This gives the instructor multiple opportunities to provide specific guidance to clarify all aspects of lesson plan development, the connections to core standards and to each child's individual IEP goals. Differentiated instruction can be challenging, and meaningful discussion of concepts connected with practical application is important – and this is achieved through this assignment. By the end of the semester, students have developed a 30+ page lesson plan that contains depth of thought throughout. The final assignment is to then put that into a concise lesson plan that would, in reality, be the lesson plan developed in their real-life settings, both as a current student and a future professional.

All students have satisfactorily completed this assignment. See *Appendix B.2* for the evaluation rubric.

**Outcomes Measure #4: Assessment Competencies Evaluation:** Students are required to demonstrate competencies in administering and interpreting standardized and non-standardized assessment during the 2<sup>nd</sup> year of the program. This is accomplished during the routine assessments completed on children served in the practicum settings, whether in Sound Beginnings or the distance site locations. The form (shown below) must be submitted prior to graduation. All graduates of the program have met this competency.

**Assessment Competencies  
LSL Deaf Education Students**

Student Name \_\_\_\_\_

**Student Assessment Competencies:**

Assessment	Assessment Administration Competency Rating	Scores checked by supervisor (Indicate with ✓)	Interpretation and summary statement written as directed (Indicate with ✓)	Supervisor Signature
PPVT	1 2 3			
EOW	1 2 3			
PLS / Battelle	1 2 3			
CELF (P or 5)	1 2 3			
CASLS (ongoing)	1 2 3			
CBA (ex KEEP/PEEP)	1 2 3			



<b>2<sup>nd</sup> Year Student Assessment Competencies Rating Rubric</b>	
1	Competencies still emerging; additional practice <b>required</b> during the fall assessment period <ul style="list-style-type: none"> <li><input type="checkbox"/> Required substantial support in test administration procedures</li> <li><input type="checkbox"/> Did not independently and/or accurately score assessment fields</li> <li><input type="checkbox"/> Required extensive guidance in analysis and interpretation</li> </ul>
2	Minimum level of competencies demonstrated; additional practice <b>required</b> during the academic year <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrated accuracy in test administration, but had aspects of uncertainty or hesitancy</li> <li><input type="checkbox"/> Accurately scored assessment, but required some degree of supervisor support</li> <li><input type="checkbox"/> Sufficiently analyzed and interpreted assessment findings, but required some degree of supervisor support</li> </ul>
3	Competencies for pre-service teacher demonstrated; additional practice as available <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrated accuracy in test administration</li> <li><input type="checkbox"/> Accurately scored assessment and properly completed all fields of the assessment protocol</li> <li><input type="checkbox"/> Analyzed and interpreted assessment findings, with appropriate support as expected of a pre-service provider</li> </ul>

**2<sup>nd</sup> Year Students must earn a '3' rating on all assessments to pass Assessment Competency Requirements.**

**Please upload signed and completed assessment competency evaluation forms to Canvas. Let Sarah Law know if you have any questions.**

**Outcomes Measure #5: Praxis Performance Assessment for Teachers (PPAT):** This is a new program requirement effective with the upcoming 2021-2022 academic year according to the approval for issuing the new Deaf Education teaching license with the LSL Endorsement. This is a standardized national exam to be completed during the Student Teaching semester. Over the previous 5 years, students have completed a comprehensive portfolio, submitted to the Department of SPER because that is who made the formal recommendation for licensure to the state. A national Praxis exam is not required in Utah for the 0-5 Early Childhood Special Education teaching license, therefore, we do not have retrospective data for a national exam. Going forward, data will be maintained for students who take the PPAT to fulfill requirements for the new Deaf Education Teaching License with LSL Endorsement. Because this is a new licensure offering beginning with the 2021-2022 cohort, we do not have PPAT data to report.

**Outcomes Measure #6: Student Teaching Performance Matrix:** This Competency Performance matrix is aligned with LSL program competencies and UETS licensure requirements. This evaluation will be completed on students at the conclusion of their student teaching semester. See *Appendix B.3* for the evaluation rubric.

**Outcomes Measure #7: Employer Feedback Survey.** Responses to an employer feedback survey were received in April 2021. We received responses from 9 participants, representing a minimum of 19 graduates. Because the LSL field is comparatively small, and to promote survey anonymity, in response to the question “Please indicate how many of your current or former employees are graduates of the LSL program at USU”, they had response choices of ‘1-2’, ‘3-5’, ‘more than 5’, or ‘prefer not to answer’. Five respondents indicated 1-2, three respondents indicated 3-5, and one respondent indicated more than 5. None of the respondents selected prefer not to answer. It was based on these responses that the minimum number of graduates represented in the survey were calculated to be at least 19 and likely is higher. Please click [here](#) for an electronic link to the survey.

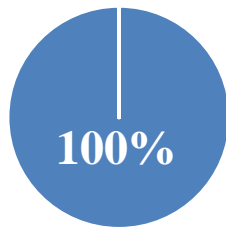
Table 1. Classroom Services

Please describe the preparedness of your teachers who received their training in the LSL program at USU to serve children who are DHH. Please respond based on expectations of a beginning teacher.	Not at all prepared	Not sufficiently prepared	Sufficiently prepared	Well prepared
Setting up their classroom to be a fun and engaging place for children	0%	0%	29%	71%
Appropriately implementing the curriculum	0%	0%	57%	43%
Using effective LSL strategies to promote auditory perception development	0%	0%	14%	86%
Using effective practices to facilitate language and academic development	0%	0%	29%	71%
Effectively promoting peer interactions and social-emotional development	0%	0%	57%	43%
Managing classroom behaviors	0%	0%	57%	43%
Providing differentiated instruction	0%	0%	43%	57%
Facilitating partnerships with parents	0%	0%	43%	57%
Promoting effective collaboration with colleagues	0%	0%	43%	57%
Uses appropriate assessments and data tracking	0%	0%	57%	43%

Table 2. Early Intervention Services

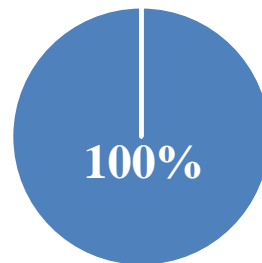
Please describe the preparedness of your teachers or early interventionists who received their training in the LSL program at USU to serve children who are DHH. Please respond based on expectations of a beginning provider.	Not at all prepared	Not sufficiently prepared	Sufficiently prepared	Well prepared
Developing a positive relationship with parents/caregivers	0%	0%	37%	63%
Utilizing effective parent coaching strategies	0%	0%	50%	50%
Partnering with parents to identify child goals consistent with family priorities	0%	0%	63%	37%
Helping families identify strategies to implement goals within daily routines	0%	0%	50%	50%
Using effective practices to facilitate language and listening development	0%	0%	25%	75%
Demonstrating an understanding of typical development	0%	0%	50%	50%
Promoting effective collaboration with colleagues	0%	0%	25%	75%
Uses appropriate data tracking	0%	0%	50%	50%

**How likely would you be to hire another graduate from the USU LSL Deaf Education program?**



- Extremely likely
- Somewhat likely
- Somewhat unlikely
- Extremely unlikely

**How likely would you be to refer our program to other colleagues?**



- Extremely likely
- Somewhat likely
- Somewhat unlikely
- Extremely unlikely

## Employer responses to open-ended questions

Please describe your perceptions of the USU-LSL graduate program strengths.	Please describe your perceptions of the USU-LSL graduate program weaknesses.
Listening and spoken language focus, parent collaborations	Over all very strong program. Continued focus on implementing LSL strategies into all lessons throughout the day.
Great partners at the administration and faculty level. Collaboration with respect to practicums is easy and fun.	In general, across many programs, most new grads are unaware/naive about the time/emotional requirements of this profession.
The variety of placements the students are able to experience.	Reminding them that their jobs may not reflect their student teacher placement. Be flexible to support families no matter what methodology they choose.
Students are knowledgeable, confident, and motivated. They are also flexible and professional. Graduates have also been excited about research and well versed in research. We have been happy with each of the graduates that have come to us from USU-LSL.	Exposure to children with multiple needs and how to support those families. Supporting families who also would like to utilize other communication opportunities, such as ASL. We have been fortunate to have open minded graduates who are willing to learn and explore/support family choices. Bringing research down to a layman's level. Graduates can be so excited about research and strategies and want to provide everything all at once. Being able to gauge parent levels of understanding and readiness is important. If they are mired in grief or life circumstances, research and strategies can be overwhelming.
Very strong! If they come from USU I know that I can trust them in the classroom.	We are being pushed to participate more with ASL students. We need teachers to have a more open mind for collaboration with ASL colleagues.
The USU-LSL graduates KNOW LSL strategies. They know strategies for improving spoken language and enhancing listening skills.	Not sure about a weakness specifically. Just possibly preparing their mindset that the real world can be more challenging than they think it will be. Not everything is going to go as planned. It is hard to see this until you are there, but maybe conversations or emphasis could help their transitions.
Understanding of LSL practices, importance of family-centered practice, awareness of professional trends (i.e. telepractice)	I can't name a weakness, but some guidance for new professionals on the importance of securing the credential in the state that they move to would be appreciated. One graduate seemed to think her degree was her teaching certificate. It's not professional content, but I have found young professionals from across the country seem to rely on someone else telling them that securing their credentials after their degree is necessary. Not sure if some sort of post-graduation check list would be helpful to individuals who are new to these aspects of professional practices.



**Long-Range Planning.** In our annual faculty retreats, we discuss the events of the previous year, and we use that information to identify program improvements. We also discuss our long-range plans and opportunities for growth and improvement. One of our goals in 2019 was to increase our program visibility and expand our collaborations with distance programs. We made tremendous progress toward this goal and we are pleased with the growth of the distance program. As we continue to look forward, we hope to expand our reach in identifying creative solutions for the shortages of highly qualified LSL professionals that exist across the United States. We are in discussions with Utah state licensing personnel regarding potential collaborations for supporting additional state-level training.

In graduate training, we are will continue to grow our collection of video segments that provide opportunities for expanded learning using a variety of instructional methods. Our tele-intervention program has seen tremendous growth over the past two years and we continue to expand those service delivery offerings. For example, in addition to individual family-coaching sessions, we also offer a virtual parent toddler group and a virtual parent education group. These endeavors will continue. We are committed to offering a high quality, evidence-based LSL deaf education program – as we witness, on a daily basis, the difference these services made in the lives of children who are DHH and their families.

**Appendix A: Course matrix of CEC-CED standards and a syllabus for each required course**

**Appendix B: Assessments for Standard 1.2 with rubrics**

**Appendix C: Faculty curriculum vitas (full- and part-time)**

## APPENDIX A

*Program Matrix with CED/CEC Standards*

<b>Initial Preparation Standard 1: Learner Development and Individual Learning Differences</b>		ComD 6320	ComD 6340	ComD 6350	ComD 6360	ComD 6580	ComD 6700	ComD 6730	ComD 6770	ComD 6850	ComD 6900a	ComD 6900b	ComD 6900c	ComD 6900d	ComD 7520
<i>Knowledge</i>															
DHH.1.K1	Effects of the interrelationship among age of identification, type and etiology, level of hearing, auditory development, and provision of services on the development of individuals who are D/HH		X	X	X	X	X	X	X					X	X
DHH.1.K2	Auditory development of individuals who are D/HH	X	X	X	X	X	X		X		X			X	
DHH.1.K3	Visual and spoken languages and communication modes		X			X	X		X					X	
DHH.1.K4	The impact of exceptionalities on the development of language and learning for individuals who are D/HH, including the ways in which exceptionalities may interact with varying hearing levels resulting in more complex needs				X		X	X			X	X		X	
DHH.1.K5	The importance of advocating for equal access to language and communication in the individual's preferred mode across all educational settings				X	X	X	X				X		X	
<i>Skills</i>															
DHH.1.S1	Incorporate current theories of spoken and signed language development of individuals who are D/HH and components of communication competence into programming and planning for students	X			X		X	X						X	
DHH.1.S2	Develop individualized programming and instruction in light of various aspects of hearing status				X		X	X	X		X	X		X	
DHH.1.S3	Incorporate auditory development of individuals who are D/HH into programming and planning for students	X	X		X	X	X				X	X		X	
DHH.1.S4	Implement evidence-based practices in early intervention services specifically related to overall development of children who are D/HH and family outcomes					X	X	X			X	X		X	
DHH.1.S5	Identify and support communication modes that provide equal access, based on the needs and preferences of individuals and their families					X	X	X			X	X		X	
DHH.1.S6	Deliver individualized programming and planning informed by the presence of identified exceptionalities			X	X		X	X			X	X		X	
DHH.1.S7	Identify and support all LRE options to facilitate IEP team decisions taking communication into account						X				X	X		X	
<b>Initial Preparation Standard 2: Learning Environments</b>															
		ComD 6320	ComD 6340	ComD 6350	ComD 6360	ComD 6580	ComD 6700	ComD 6730	ComD 6770	ComD 6850	ComD 6900a	ComD 6900b	ComD 6900c	ComD 6900d	ComD 7520
<i>Knowledge</i>															
DHH.2.K1	Influence of educational placement, family communication, language, cultural identity, socioeconomic status, home and community environment, and child maltreatment on development and learning				X	X	X	X		X				X	X
DHH.2.K2	The value of peers and role models who are D/HH on family perceptions, decision making, and student outcomes		X			X	X				X			X	
DHH.2.K3	Factors impacting visual and/or auditory learning		X			X	X	X			X			X	

<i>Skills</i>															
DHH.2.S1	Promote ongoing opportunities for interactions between individuals who are D/HH and their families with peers and role models who are D/HH						X	X	X			X	X		
DHH.2.S2	Assist with routines related to assistive technology used by individuals who are D/HH to enhance access to the environment						X	X	X			X	X		
DHH.2.S3	Design or modify a language-rich learning environment that maximizes opportunities for visual and/or auditory learning and meets developmental and learning needs	X		X	X	X	X	X			X		X		
DHH.2.S4	Structure the learning environments to encourage developmentally-appropriate self-advocacy and self-determination skills	X		X	X	X	X	X			X		X		
<b>Initial Preparation Standard 3: Curricular Content Knowledge</b>															
		ComD 6320	ComD 6340	ComD 6350	ComD 6360	ComD 6580	ComD 6700	ComD 6730	ComD 6770	ComD 6850	ComD 6900a	ComD 6900b	ComD 6900c	ComD 6900d	ComD 7520
<i>Knowledge</i>															
DHH.3.K1	The interrelationship between services and curricular sequencing and progressions	X		X	X		X				X			X	
<i>Skills</i>															
DHH.3.S1	Integrate evidence based language and literacy instruction across all academic areas	X		X	X		X				X			X	
DHH.3.S2	Differentiate and adapt curricula in response to diverse populations across multiple educational settings	X		X			X	X			X	X		X	
<b>Initial Preparation Standard 4: Assessment</b>															
		ComD 6320	ComD 6340	ComD 6350	ComD 6360	ComD 6580	ComD 6700	ComD 6730	ComD 6770	ComD 6850	ComD 6900a	ComD 6900b	ComD 6900c	ComD 6900d	ComD 7520
<i>Knowledge</i>															
DHH.4.K1	The range of assessment types, from informal to standardized				X	X	X						X	X	
DHH.4.K2	Appropriate formative, summative, and diagnostic assessment of expanded core curriculum, auditory skills, visual language skills, self-advocacy, self-determination, functional listening, self-care skills, and student safety.	X	X				X						X	X	
DHH.4.K3	The relationship between assessment data, reporting, and programming and planning			X	X		X						X	X	
<i>Skills</i>															
DHH.4.S1	Utilize appropriate terminology and interpret results across assessments				X		X						X	X	
DHH.4.S2	Ensure equal access to communication and minimized biased assessment with regard to laws, policies, and ethical principles						X					X	X	X	
DHH.4.S3	Use and interpret technically sound assessments for individuals with D/HH						X		X				X	X	
DHH.4.S4	Administer appropriate formative, summative, and diagnostic assessments				X	X	X						X	X	
DHH.4.S5	Identify or develop appropriate specialized assessments that allow for alternative forms of expression, and select appropriate accommodations and modifications			X	X		X	X					X	X	
DHH.4.S6	Collect and analyze a range of spoken, signed, written, or other language and communication samples		X		X	X	X						X	X	
DHH.4.S7	Utilize assessment data to develop reports and to inform programming and planning						X						X	X	

<b>Initial Preparation Standard 5: Instructional Planning and Strategies</b>															
		ComD 6320	ComD 6340	ComD 6350	ComD 6360	ComD 6580	ComD 6700	ComD 6730	ComD 6770	ComD 6850	ComD 6900a	ComD 6900b	ComD 6900c	ComD 6900d	ComD 7520
<i>Knowledge</i>															
DHH.5.K1	Language/modes of communication used by individuals who are D/HH		X			X	X				X			X	
DHH.5.K2	Strategies that promote curricular programming that is responsive to diverse populations across multiple educational settings			X	X		X	X		X	X			X	
<i>Skills</i>															
DHH.5.S1	Tailor evidence-based instructional strategies and specialized technologies across a variety of service delivery models and instructional settings			X	X		X	X			X			X	
DHH.5.S2	Coordinate and collaborate to ensure appropriate instruction and planning			X	X		X	X			X	X		X	
DHH.5.S3	Implement strategies for conserving vision and hearing						X		X					X	
DHH.5.S4	Implement strategies for supporting audition		X	X	X		X		X		X			X	
DHH.5.S5	Implement evidence-based strategies for developing language in individuals' preferred communication mode(s)		X				X		X		X			X	
DHH.5.S6	Promote optimal access to communication to facilitate inclusive experiences				X	X	X	X	X		X	X		X	
DHH.5.S7	Develop proficiency in the languages/modes of communication used by individuals who are D/HH	X		X	X	X	X				X			X	
DHH.5.S8	Promote literacy and content area reading and writing through the individual's preferred communication mode(s)	X		X	X		X				X			X	
DHH.5.S9	Apply first and second language teaching strategies			X	X		X				X			X	
DHH.5.S10	Ensure use of visual tools, organizers, and current assistive technology that enhances communication access that support programming and planning across a variety of service delivery models and instructional settings	X		X	X		X	X			X			X	
DHH.5.S11	Plan and implement transitions across service continua			X		X	X				X			X	
<b>Initial Preparation Standard 6: Professional Learning and Ethical Practice</b>															
		ComD 6320	ComD 6340	ComD 6350	ComD 6360	ComD 6580	ComD 6700	ComD 6730	ComD 6770	ComD 6850	ComD 6900a	ComD 6900b	ComD 6900c	ComD 6900d	ComD 7520
<i>Knowledge</i>															
DHH.6.K1	Laws, policies, and ethical principles guiding equal access to communication in individuals' preferred communication mode(s)					X	X	X				X		X	
DHH.6.K2	The awareness of the educator's language competence in supporting individual outcomes			X	X		X				X			X	
DHH.6.K3	Sociocultural, historical, and political considerations unique to Deaf culture and the field of education of individuals who are D/HH		X			X	X					X		X	
<i>Skills</i>															
DHH.6.S1	Advocate, using impartial ethical practices, based on the needs of the individual or family					X	X					X		X	
DHH.6.S2	Apply ethical decision making related to optimal access to communication in individuals' preferred communication mode(s) for all programming and planning					X	X			X		X		X	

DHH.6.S3	Increase educator’s competence in the individual’s preferred communication mode(s)	x		x	x	x	x		x		x			x	
DHH.6.S4	Use historical foundations and research evidence to inform educational programming and planning	x				x	x			x	x	x		x	
DHH.6.S5	Advocate for and implement programming and planning to provide equal communication access to individuals across all educational settings			x	x		x						x		x

**Initial Preparation Standard 7: Collaboration**

		ComD 6320	ComD 6340	ComD 6350	ComD 6360	ComD 6580	ComD 6700	ComD 6730	ComD 6770	ComD 6850	ComD 6900a	ComD 6900b	ComD 6900c	ComD 6900d	ComD 7520
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*Knowledge*

DHH.7.K1	Services, organizations, and networks that are relevant to individuals who are D/HH	x				x	x	x	x	x		x		x	
DHH.7.K2	Policies, procedures, and resources for universal newborn hearing screening and early intervention					x	x		x	x				x	
DHH.7.K3	Roles and responsibilities of support staff in programming and planning			x	x		x			x				x	

*Skills*

DHH.7.S1	Demonstrate collaborative behaviors within the boundaries of the professionals' scope of practice			x	x	x	x		x	x	x	x		x	x
DHH.7.S2	Interpret relevant data and statistics related to hearing levels and their potential impact on outcomes					x	x		x	x	x			x	x
DHH.7.S3	Participate in professional networks relevant to the education of individuals who are D/HH					x	x			x		x		x	
DHH.7.S4	Provide families with information in an impartial manner to make informed choices regarding communication modes, philosophies, and educational options					x	x			x	x			x	
DHH.7.S5	Prepare and assist team members to work with D/HH team members across a variety of service delivery models and instructional environments	x				x	x		x	x	x	x		x	x

**Utah State University**  
**Department of Communicative Disorders and Deaf Education**

*Deaf Education Licensure Application*  
*Curriculum Map for Listening and Spoken Language Graduate Training Program*

The following table represents coursework and content in the Listening and Spoken Language (LSL) Graduate Training program as aligned with R277-304-8 Deaf Education Preparation Programs:

(a) be operated by or partnered with a Utah institution of higher education or the Utah State Board of Education	Program operated by the Department of Communicative Disorders and Deaf Education at Utah State University
(b) be aligned with the National Association of State Directors of Special Education, Inc., <i>Optimizing Outcomes for Students who are Deaf or Hard of Hearing, Educational Service Guidelines, Third Edition</i>	Program skills and competency requirements of the USU LSL Deaf Education graduate training program are aligned with the NASDSE priorities
(c) be focused on one or more of the following areas: (ii) teaching students who are deaf or hard of hearing with listening and spoken language strategies	The program is focused on teaching students who are deaf or hard of hearing using Listening and Spoken Language strategies
(d) require the passage of a deaf education content knowledge assessment approved by the Superintendent	Passage of the Deaf Education Praxis Exam will be required
(e) require competency in:	
(i) the areas detailed in Subsections R277-304-3(4) through (7).	
(ii) legal and ethical issues surrounding special education, including: (A) the IDEA; (B) the Special Education Rules Manual incorporated by reference in Section R277-750-2; and (C) all other applicable statutes and Board rules;	<p><b>ComD 6850 Seminar in Deaf Education</b>  This full-semester course provides comprehensive information and discussion related to special education laws and policies, including other civil rights and privacy laws. Emphasis is also placed on evidence-based practices and current research.</p> <p><b>ComD 6700 Practicum</b>  Application of special education services, including development and implementation of the IEP and associated concepts are emphasized in practicum direct services.</p> <p><b>ComD 6730 Multiple Disabilities and Syndromes</b> This course examines the medical, genetic, physical, cognitive, and social characteristics of various syndromes and</p>

	<p>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 are explored, in addition to the implications of medical screenings, early identification of syndromes and/or disabilities, and early intervention programs and strategies.</p>
<p>(iii) addressing specific linguistic and cultural needs of deaf and hard of hearing students throughout the curriculum; (iv) skills for incorporating language into all aspects of the curriculum; (v) pedagogical skills unique to teaching reading, writing, mathematics, and other content areas to deaf and hard of hearing students.</p>	<p><b>ComD 6360 LSL Preschool Curriculum: Language and Cognition</b>  This class prepares students to provide effective preschool services to children who are deaf or hard of hearing who use listening and spoken language. Students will understand and utilize national and state common core standards to develop data-driven and goal-oriented lesson plans for optimal service delivery. Students evaluate a variety of preschool curriculum programs to identify effective curricula components and the potential accommodations that may be appropriate for preschool children who use technology to access sound. The class focuses on theories, current research, and practical strategies for facilitating cognition, language, and literacy development in preparation for mainstream educational placements.</p> <p><b>ComD 6350 Early Elementary and Itinerant Support for Children who are Deaf or Hard of Hearing using Listening and Spoken Language</b>  This course provides theoretical knowledge and practical strategies to support special educators and Speech-Language Pathologists in providing Listening and Spoken Language (LSL) services to children who are Deaf or Hard of Hearing (DHH) in the general education setting. Emphasis is placed on developing lesson plans and appropriate goals to optimize language, literacy, math, and general academic achievement.</p> <p><b>ComD 6320 Language and Emergent Literacy in Children who are Deaf or Hard of Hearing</b>  This class focuses on the developmental processes of literacy acquisition and the relationship between language and emergent literacy. Attention is paid to the recommendations of the National Reading Panel, the Reading First initiative, and other best practice recommendations for developing phonemic awareness, fluency, vocabulary, and comprehension skills. Students discuss strategies for implementing a diagnostic teaching approach utilizing evidence-based practices, including the importance of incorporating auditory perception goals within language and literacy instruction.</p> <p><b>COMD 6340 Strategies for Listening and Spoken Language Development</b></p>



	<p>In this class, students discuss assessment of speech, language, and auditory perception skills of children who are DHH, including processes for identifying strengths, areas of need, and the development of appropriate intervention plans. Specific techniques, strategies, and teaching behaviors to develop speech, language, and auditory perception in young children who are DHH are explored and demonstrated.</p>
<p>(vi) basic fluency in the use of American Sign Language;</p>	<p>A prerequisite of ASL I (or equivalent) is required for students entering the LSL program, or completion of ComD 3010 ASL I summer semester prior to 2<sup>nd</sup> year of graduate program.</p>
<p>(vii) knowledge of the audiological and physiological components of audition;</p>	<p><b>ComD 6770 Audiology for Teachers of Children who are DHH</b>          Course focuses on audiology services related to teachers of children who are DHH, including an understanding of the anatomy and physiology of the ear, type and degree of hearing loss, and how to read and interpret an audiogram. Students discuss the classroom acoustical environment, the components of hearing technology, and troubleshooting hearing devices. In addition, this course explores strategies for maximizing the benefits of hearing technology as appropriate in classrooms of all communication modalities.</p> <p><b>ComD 7520 Introduction to Cochlear Implants</b>          This course discusses the components of cochlear implants (CI) and CI technology, including concepts CI mapping and troubleshooting. The role of, and strategies for, developing auditory perception in cochlear implant recipients is discussed. Students understand the candidacy criteria for receiving a cochlear implant, the expectations of cochlear implant users, and familiarity with the three manufacturer's in the United States. Th</p>
<p>(viii) skills for teaching speech to deaf and hard of hearing students;</p>	<p><b>COMD 6340 Strategies for Listening and Spoken Language Development</b>          In this class, students discuss assessment of speech, language, and auditory perception skills of children who are DHH, including processes for identifying strengths, areas of need, and the development of appropriate intervention plans. Specific techniques, strategies, and teaching behaviors to develop speech, language, and auditory perception in young children who are DHH are explored and demonstrated.</p> <p><b>ComD 6360 LSL Preschool Curriculum: Language and Cognition</b>          This class prepares students to provide effective preschool services to children who are deaf or hard of hearing who use listening and spoken language. Students will understand and utilize national and state common core standards to develop data-driven and goal-oriented lesson plans for</p>

	<p>optimal service delivery. Students evaluate a variety of preschool curriculum programs to identify effective curricula components and the potential accommodations that may be appropriate for preschool children who use technology to access sound. The class focuses on theories, current research, and practical strategies for facilitating cognition, language, and literacy development in preparation for mainstream educational placements.</p> <p><b>ComD 6350 Early Elementary and Itinerant Support for Children who are Deaf or Hard of Hearing using Listening and Spoken Language</b>          This course provides theoretical knowledge and practical strategies to support special educators and Speech-Language Pathologists in providing Listening and Spoken Language (LSL) services to children who are Deaf or Hard of Hearing (DHH) in the general education setting. Emphasis is placed on developing lesson plans and appropriate goals to optimize language, literacy, math, and general academic achievement.</p> <p><b>ComD 6320 Language and Emergent Literacy in Children who are Deaf or Hard of Hearing</b>          This class focuses on the developmental processes of literacy acquisition and the relationship between language and emergent literacy. Attention is paid to the recommendations of the National Reading Panel, the Reading First initiative, and other best practice recommendations for developing phonemic awareness, fluency, vocabulary, and comprehension skills. Students discuss strategies for implementing a diagnostic teaching approach utilizing evidence-based practices, including the importance of incorporating auditory perception goals within language and literacy instruction.</p>
<p>(ix) the socio-cultural and psychological implications of hearing loss; and (x) assessing and addressing the educational needs and educational progress of deaf and hard of hearing students.</p>	<p><b>ComD 6350 Early Elementary and Itinerant Support for Children who are Deaf or Hard of Hearing using Listening and Spoken Language</b>          This course provides theoretical knowledge and practical strategies to support special educators and Speech-Language Pathologists in providing Listening and Spoken Language (LSL) services to children who are Deaf or Hard of Hearing (DHH) in the general education setting. Emphasis is placed on developing lesson plans and appropriate goals to optimize language, literacy, math, and general academic achievement.</p> <p><b>ComD 6320 Language and Emergent Literacy in Children who are Deaf or Hard of Hearing</b>          This class focuses on the developmental processes of literacy acquisition and the relationship between language and emergent literacy. Attention is paid to the</p>

	<p>recommendations of the National Reading Panel, the Reading First initiative, and other best practice recommendations for developing phonemic awareness, fluency, vocabulary, and comprehension skills. Students discuss strategies for implementing a diagnostic teaching approach utilizing evidence-based practices, including the importance of incorporating auditory perception goals within language and literacy instruction.</p>
<p>(2) For a program applicant accepted after January 1, 2020, a deaf or hard of hearing education preparation program shall require multiple opportunities for a program applicant to successfully demonstrate application of knowledge and skills gained through the program in a school-based setting in each of the following: (a) all requirements outlined in Subsections R277-304-3(4) through (7);</p>	<p><b>ComD 6700 Deaf Education Practicum</b> The USU LSL Graduate Training program has a strong hands-on component in which students have a practicum placement <b>every semester</b> of their program. In these practicum rotations, students gain hands-on experiences in the classroom, individual and/or small group services, home-based early intervention, center-based toddler group, and tele-intervention. They also complete an audiology clinic rotation to better understand audiology services and how to be an effective test assistant.</p>
<p>(b) for a program focused on Subsection R277-304-7(1)(c)(i): (i) assessing early childhood language development and assessment in American Sign Language and spoken English; and (ii) working with families with students who are deaf or hard of hearing while respecting a variety of communication modalities; (iii) integrating language, speech, and listening everyday activities; (iv) sharing knowledge with families with students who are deaf or hard of hearing about the complexities of deaf culture, including norms and behaviors of the deaf community;</p>	<p><b>COMD 6340 Strategies for Listening and Spoken Language Development</b> In this class, students discuss assessment of speech, language, and auditory perception skills of children who are DHH, including processes for identifying strengths, areas of need, and the development of appropriate intervention plans. Specific techniques, strategies, and teaching behaviors to develop speech, language, and auditory perception in young children who are DHH are explored and demonstrated.</p> <p><b>ComD 6580 Family-Centered Practices for Children who are DHH</b> In this course, students explore issues, theories, research and practices related to family-centered services in early intervention, including early childhood language development. The importance of partnering with families, establishing effective communication and interdisciplinary collaboration, and ensuring that families are supported as decision-makers is emphasized. Students explore cultural differences, the importance of developing a culturally competent service delivery model, and how that will influence partnerships in early intervention. Students apply their understanding of the federal, state, and local laws that govern the delivery of services to students with disabilities, including those who are deaf or hard of hearing.</p> <p><b>ComD 6730 Multiple Disabilities and Syndromes</b> This course examines 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</p>

	<p>educational needs and learning styles of children with hearing loss who have additional disabilities are explored, in addition to the implications of medical screenings, early identification of syndromes and/or disabilities, and early intervention programs and strategies.</p>
<p>(v) developing auditory perception in children and educating parents about developmental milestones for listening skills; and</p>	<p><b>COMD 6340 Strategies for Listening and Spoken Language Development</b>          In this class, students discuss assessment of speech, language, and auditory perception skills of children who are DHH, including processes for identifying strengths, areas of need, and the development of appropriate intervention plans. Specific techniques, strategies, and teaching behaviors to develop speech, language, and auditory perception in young children who are DHH are explored and demonstrated.</p> <p><b>ComD 6320 Language and Emergent Literacy in Children who are Deaf or Hard of Hearing</b>          This class focuses on the developmental processes of literacy acquisition and the relationship between language and emergent literacy. Attention is paid to the recommendations of the National Reading Panel, the Reading First initiative, and other best practice recommendations for developing phonemic awareness, fluency, vocabulary, and comprehension skills. Students discuss strategies for implementing a diagnostic teaching approach utilizing evidence-based practices, including the importance of incorporating auditory perception goals within language and literacy instruction.</p> <p><b>ComD 6580 Family-Centered Practices for Children who are DHH</b>          In this course, students explore issues, theories, research and practices related to family-centered services in early intervention, including early childhood language development. A substantial component of the class is developing skills in parent coaching. The importance of partnering with families, establishing effective communication and interdisciplinary collaboration, and ensuring that families are supported as decision-makers is emphasized. Students explore cultural differences, the importance of developing a culturally competent service delivery model, and how that will influence partnerships in early intervention. Students apply their understanding of the federal, state, and local laws that govern the delivery of services to students with disabilities, including those who are deaf or hard of hearing.</p>

<p>(c) for a program focused on Subsection R277-304-7(1)(c)(ii):</p> <p>(i) developing auditory perception in children and strategies for developing listening and spoken language in deaf and hard of hearing students; (ii) demonstrating understanding and expertise regarding early childhood spoken language development</p>	<p><b>COMD 6340 Strategies for Listening and Spoken Language Development</b>            In this class, students discuss assessment of speech, language, and auditory perception skills of children who are DHH, including processes for identifying strengths, areas of need, and the development of appropriate intervention plans. Specific techniques, strategies, and teaching behaviors to develop speech, language, and auditory perception in young children who are DHH are explored and demonstrated.</p> <p><b>ComD 6580 Family-Centered Practices for Children who are DHH</b>            In this course, students explore issues, theories, research and practices related to family-centered services in early intervention, including early childhood language development. A substantial component of the class is developing skills in parent coaching. The importance of partnering with families, establishing effective communication and interdisciplinary collaboration, and ensuring that families are supported as decision-makers is emphasized. Students explore cultural differences, the importance of developing a culturally competent service delivery model, and how that will influence partnerships in early intervention. Students apply their understanding of the federal, state, and local laws that govern the delivery of services to students with disabilities, including those who are deaf or hard of hearing.</p> <p><b>ComD 6360 LSL Preschool Curriculum: Language and Cognition</b>            This class prepares students to provide effective preschool services to children who are deaf or hard of hearing who use listening and spoken language. Students will understand and utilize national and state common core standards to develop data-driven and goal-oriented lesson plans for optimal service delivery. Students evaluate a variety of preschool curriculum programs to identify effective curricula components and the potential accommodations that may be appropriate for preschool children who use technology to access sound. The class focuses on theories, current research, and practical strategies for facilitating cognition, language, and literacy development in preparation for mainstream educational placements.</p>
<p>(iii) involving family members with students who are deaf or hard of hearing in learning and therapeutic activities;</p>	<p><b>ComD 6580 Family-Centered Practices for Children who are DHH</b>            In this course, students explore issues, theories, research and practices related to family-centered services in early intervention, including early childhood language development. A substantial component of the class is developing skills in parent coaching. The importance of partnering with families, establishing effective</p>

	<p>communication and interdisciplinary collaboration, and ensuring that families are supported as decision-makers is emphasized. Students explore cultural differences, the importance of developing a culturally competent service delivery model, and how that will influence partnerships in early intervention. Students apply their understanding of the federal, state, and local laws that govern the delivery of services to students with disabilities, including those who are deaf or hard of hearing.</p>
<p>(iv)integrating speech, listening, and spoken language in preschool and early elementary content areas;</p>	<p><b>COMD 6340 Strategies for Listening and Spoken Language Development</b>          In this class, students discuss assessment of speech, language, and auditory perception skills of children who are DHH, including processes for identifying strengths, areas of need, and the development of appropriate intervention plans. Specific techniques, strategies, and teaching behaviors to develop speech, language, and auditory perception in young children who are DHH are explored and demonstrated.</p> <p><b>ComD 6360 LSL Preschool Curriculum: Language and Cognition</b>          This class prepares students to provide effective preschool services to children who are deaf or hard of hearing who use listening and spoken language. Students will understand and utilize national and state common core standards to develop data-driven and goal-oriented lesson plans for optimal service delivery. Students evaluate a variety of preschool curriculum programs to identify effective curricula components and the potential accommodations that may be appropriate for preschool children who use technology to access sound. The class focuses on theories, current research, and practical strategies for facilitating cognition, language, and literacy development in preparation for mainstream educational placements.</p> <p><b>ComD 6350 Early Elementary and Itinerant Support for Children who are Deaf or Hard of Hearing using Listening and Spoken Language</b>          This course provides theoretical knowledge and practical strategies to support special educators and Speech-Language Pathologists in providing Listening and Spoken Language (LSL) services to children who are Deaf or Hard of Hearing (DHH) in the general education setting. Emphasis is placed on developing lesson plans and appropriate goals to optimize language, literacy, math, and general academic achievement.</p>
<p>(v)integrating current listening technology, including troubleshooting such technology; and</p>	<p><b>ComD 6770 Audiology for Teachers of Children who are DHH</b></p>

	<p>Course focuses on audiology services related to teachers of children who are DHH, including an understanding of the anatomy and physiology of the ear, type and degree of hearing loss, and how to read and interpret an audiogram. Students discuss the classroom acoustical environment, the components of hearing technology, and troubleshooting hearing devices. In addition, this course explores strategies for maximizing the benefits of hearing technology as appropriate in classrooms of all communication modalities.</p> <p><b>ComD 7520 Introduction to Cochlear Implants</b>          This course discusses the components of cochlear implants (CI) and CI technology, including concepts CI mapping and troubleshooting. The role of, and strategies for, developing auditory perception in cochlear implant recipients is discussed. Students understand the candidacy criteria for receiving a cochlear implant, the expectations of cochlear implant users, and familiarity with the three manufacturer's in the United States.</p>
<p>(d)for a program focused on Subsection R277-304-7(1)(c)(iii):          (i)integrating American Sign Language into instruction of core academic content for all school-age students; (ii)enhancing bilingual literacy of students who are deaf or hard of hearing in both American Sign Language and English; (iii)integrating respect and understanding of deaf culture into instruction; (iv)demonstrating understanding and expertise regarding American Sign Language language development; and (v)proficiency in American Sign Language as demonstrated by passing an assessment approved by the Superintendent.</p>	<p>n/a for this application for approval for the LSL Endorsement</p>

## SYLLABUS

### Language Learning and Literacy Acquisition in Children with Hearing Loss COMD 6320

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

**Office Hours:** By appointment  
**Phone:** 435-797-8051  
**Dept. Web:** www.comd.usu.edu  
**Credit:** 3 semester hours

#### EXPANDED COURSE DESCRIPTION

This class focuses on the developmental processes of literacy acquisition and the relationship between language and emergent literacy in children who are deaf or hard of hearing (DHH) using listening and spoken language (LSL). Attention is paid to the recommendations of the National Reading Panel, the Reading First initiative, and other best practice recommendations for developing phonemic awareness, fluency, vocabulary, and comprehension skills. Professionals who provide services to children who are DHH should follow a diagnostic teaching approach, utilizing evidence-based practices. They should know when to implement a developmental model of service delivery and when to implement a remedial model of service delivery to ensure proficient acquisition of language and literacy skills.

#### Course Objectives:

1. To develop an understanding of typical language developmental patterns and its relationship to literacy proficiency.
2. To explore current neuroscience research in literacy development and recommended implementation in the classroom.
3. To develop an understanding of literacy theories and application to children who are DHH using LSL.
4. To develop an in-depth knowledge of the literacy research specific to children in the general education population as well as to children who are DHH.
5. To guide students in understanding the importance of using relevant experiences in the child's natural environment for language and literacy acquisition to be meaningful and in context.
6. To explore strategies for incorporating music in the early childhood curriculum and to recognize the positive impact an effective use of music can make in a young child's literacy development.
7. To understand the connection between spoken language and written language, and strategies to facilitate early written language skills in young children with hearing loss.
8. To understand the importance of each child's active participation in stories and children's literature; to infer, to think, and to wonder; and the impact to learning when children's literature is incorporated across the curriculum.
9. To understand how to teach children metacognitive comprehension strategies to monitor their own reading experiences.
10. To understand the importance of hearing aids, cochlear implants, and assistive listening devices for optimal auditory input relative to spoken language and literacy development.

Please see [Council on Education of the Deaf / Council on Exceptional Children \(CED/CEC\) National Standards](#) and the [Utah Effective Teaching Standards \(UETS\)](#).

Coursework is aligned with CED/CEC National Standards and the UETS, as shown.

CED-CEC Standard Number							Aligned with UETS Standards, Instructional Concepts
Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	
DHH.1.K2 DHH.1.S1 DHH.1.S3	DHH.2.S3 DHH.2.S4	DHH.3.K1 DHH.3.S1 DHH.3.S2	DHH.4.K2	DHH.5.S7 DHH.5.S8 DHH.5.S10	DHH.6.S3 DHH.6.S4	DHH.7.K1 DHH.7.S5	1a,1b, 2a, 2b, 2c, 3b, 4a-e, 5c, 5d, 5f, 6a-e, 7a- h, 9a-e



ASHA Knowledge and Skills Acquisition (KASA) Competencies

Content in this class supports KASA standards IV-C and IV-D related to speech, language, and hearing processes, disorders differences, prevention, assessment, and intervention.

*The course also addresses the following AG Bell LSL Domains of Knowledge*

<b>Listening and Spoken Language Core Competencies/Domains of Knowledge</b>	
Domain 4	Child Development
Domain 8	Education
Domain 9	Emergent Literacy

**Text Books** *(this book will also be used in other classes during your graduate program)*

Promoting Language and Literacy in Children who are DHH  
 Moeller, Ertmer, & Stoel-Gammon  
 ISBN-13: 978-1598577334

**COURSE TOPICS**

All course content, readings, class assignments, and exams are accessed through Canvas. It is the responsibility of each student to refer to instructions posted on Canvas to fully participate in this class and to ensure timely submission of course requirements. A general outline of each unit is described below. Students should refer to Canvas for details associated with each unit. I reserve the right to adjust assignments, due dates, point values, and other components associated with this class as deemed appropriate throughout the semester.

Units:	Topics:
Unit 1	Syllabus review Introduction to National Reading Panel and other evidence-based resources
Unit 2	Schema / Learning Theories Reading strategies for infants and toddlers
Unit 3	Neuroscience and Theory of Mind The role of audition to language and emergent literacy
Unit 4	Phonemic Awareness and Auditory Perception in Children who are DHH Phonological Development
Unit 5	Phonemic Awareness and Vocabulary Development
Unit 6	Vocabulary Development – (cont) Incidental Learning for Children who are DHH
Unit 7	Connecting Reading to Writing
Unit 8	Midterm Project – Children’s Literature

Unit 9	Reading Comprehension / Experience Books Breaking the 4 <sup>th</sup> Grade Reading Achievement Ceiling for Children who are DHH
Unit 10	Reading Fluency and Comprehension
Unit 11	Music in the Curriculum
Unit 12	Effectively Using Children's Literature to Promote Literacy Objectives
Unit 13	Literacy Across the Curriculum
Unit 14	Course Wrap-Up and Final Exam

### COURSE REQUIREMENTS AND GRADING

Course content is divided into units. Each unit opens on Wednesday of each week and closes on Tuesday of the following week. Course requirements are described below:

- 1) **Guided Discussions:** Each student will contribute to guided discussions related to the unit/topic of the week. The guided discussions 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. You must enter an original posting no later than Sunday evening for each unit; and at least 2 response postings no later than Tuesday evening ending each unit.** Discussion grading rubric:

Original posting by Sunday and response to classmate by Tuesday, with entries that were thorough and thoughtful, reflecting a comprehensive knowledge of the discussion item and a concerted effort to facilitate a meaningful interaction and dialogue with classmates.	9-10 points
Original posting and/or response to classmate did not meet the deadlines, but contained entries that were thorough and thoughtful, reflecting a comprehensive knowledge of the discussion item and a concerted effort to facilitate a meaningful interaction and dialogue with classmates.	7-8 points
Original posting by Sunday and response to classmate by Tuesday, but with entries that were not of graduate student quality. Responses were inadequate and did not reflect a comprehensive knowledge of the discussion item. There was minimal effort to facilitate meaningful interaction and dialogue with classmates.	5-6 points
Original posting and/or response to classmate did not meet the deadlines and were not of graduate student quality. Responses were inadequate and did not reflect a comprehensive knowledge of the discussion item. There was minimal effort to facilitate a meaningful interaction and dialogue with classmates.	3-4 points
Either no entry or very poor quality/effort.	0-2 points

- 2) **Unit Quizzes or Activities:** Most units will contain a quiz or unit activity, as described in Canvas. Where specified, activities and quizzes are due by midnight on the Tuesday ending each week. Most quizzes are timed, therefore, **once you start the quiz, you must complete it within the timeframe specified in Canvas** - so please keep this in mind before opening the quiz. Details for unit activities or projects will be provided in Canvas.
- 3) **Midterm Project and Final Exam:** Details provided in Canvas.

*All 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 typically 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. Depending on circumstances, I may require a doctor's note to confirm medical explanations. Otherwise it is unfair to your fellow students who are working very hard to meet assignment deadlines.*

**Grading:** The following university approved grading scale (percentage) will be used:

95-100 = A	77-79 = C+
90-94 = A-	73-76 = C
87-89 = B+	70-72 = C-
83-86 = B	60-69 = D
80-82 = B-	< 60 = F

## **Nonattendance Policy**

### **Students May Be Dropped For Nonattendance**

If a student does not attend a class during the first week of the term or by the second class meeting, whichever comes first, the instructor may submit a request to have the student dropped from the course. (***This does not remove responsibility from the student to drop courses which he or she does not plan to attend.***) This option is typically used for classes that are full and the instructor is trying to make a seat available for another student, but may be considered for other courses. Requests must be made during the first 20 percent of the course and will be considered on an individual student basis. Students who are dropped from courses will be notified by the Registrar's Office through their preferred e-mail account (see [2018-2019 General Catalog \(Links to an external site.\)](#)).

### **Assumption of Risk**

All classes, programs, and extracurricular activities within the University involve some risk, and certain ones involve travel. The University provides opportunities to participate in these programs on a voluntary basis. Therefore, students should not participate in them if they do not care to assume the risks. Students can ask the respective program leaders/sponsors about the possible risks a program may generate, and if students are not willing to assume the risks, they should not select that program. By voluntarily participating in classes, programs, and extracurricular activities, a student does so at his or her own risk. General information about University Risk Management policies, insurance coverage, vehicle use policies, and risk management forms can be found at: <http://www.usu.edu/riskmg/> ([Links to an external site.](#))

### **Library Services**

All USU students attending classes in Logan, at our Regional Campuses, or online can access all databases, e-journals, and e-books regardless of location. Additionally, the library will mail printed books to students, at no charge to them. Students can also borrow books from any Utah academic library. Take advantage of all library services and learn more at [libguides.usu.edu/rc](http://libguides.usu.edu/rc). ([Links to an external site.](#))

### **Online Course Fee**

A fee of \$15 per credit is applied to all online courses to sustain current digital technologies and support services required for engaging and effective online learning.

### **Classroom Civility**

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read [Student Code Article V Section V-3 \(Links to an external site.\)](#) for more information.

### **University Policies & Procedures**

#### **COVID-19 Classroom Protocols**

In order to continue to provide a high standard of instruction at USU, and to limit the spread of COVID-19 during the pandemic, students are asked to follow certain classroom protocols. These protocols are in place not only for your safety but also the safety of the rest of the campus community. You will be asked to clean your desk area at the start of each class, sit in designated seats, wear face coverings, and follow dismissal instructions. There may be individual medical circumstances that prevent some students from using face coverings. These circumstances will be rare, but if they do exist, we ask that everyone be respectful. It is imperative that we each do our part so that on-campus instruction can continue.

### **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 \(Links to an external site.\)](#) further defines academic freedom and professional responsibilities.

### **Academic Integrity – "The Honor System"**

Each student has the right and duty to pursue his or her academic experience free of dishonesty. 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.

### **Academic Dishonesty**

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
  - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
  - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
  - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** 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 using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: [ARTICLE VI. University Regulations Regarding Academic Integrity \(Links to an external site.\)](#)

### **Sexual Harassment/Title IX**

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and [USU Policy 339 \(Links to an external site.\)](#) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's [Office of Equity \(Links to an external site.\)](#) for available options and resources or clarification. The university has established a complaint procedure to handle all types of discrimination complaints, including sexual harassment ([USU Policy 305 \(Links to an external site.\)](#)), and has designated the Office of Equity Director/Title IX Coordinator as the official responsible for receiving and investigating complaints of sexual harassment.

### **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.

### **Students with Disabilities**

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the [Disability Resource Center \(DRC\) \(Links to an external site.\)](#) as early in the semester as possible (University Inn # 101, (435) 797-2444, [drc@usu.edu](mailto:drc@usu.edu)). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Students who are at a higher risk for complications from COVID-19 or who contract COVID-19 may also be eligible for accommodations.

### **Diversity Statement**

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: <https://studentaffairs.usu.edu> (Links to an external site.), (435) 797-1712, [studentservices@usu.edu](mailto:studentservices@usu.edu), TSC 220
- Student Legal Services: <https://ususa.usu.edu/student-association/student-advocacy/legal-services> (Links to an external site.), (435) 797-2912, TSC 326,
- Access and Diversity: <http://accesscenter.usu.edu> (Links to an external site.), (435) 797-1728, [access@usu.edu](mailto:access@usu.edu); TSC 315
- Multicultural Programs: <http://accesscenter.usu.edu/multiculture> (Links to an external site.), (435) 797-1728, TSC 315
- LGBTQA Programs: <http://accesscenter.usu.edu/lgbtqa> (Links to an external site.), (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: <https://www.usu.edu/provost/diversity> (Links to an external site.), (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State

University: <https://studentconduct.usu.edu/studentcode> (Links to an external site.)

### **Grievance Process**

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII](#) (Links to an external site.).

**Full details for USU Academic Policies and Procedures can be found at:**

- [Student Conduct](#) (Links to an external site.)
- [Student Code](#) (Links to an external site.)
- [Academic Integrity](#) (Links to an external site.)
- [USU Academic Policies and Procedures](#) (Links to an external site.)
- [Academic Freedom and Professional Responsibility Policy](#) (Links to an external site.)

### **Emergency Procedures**

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

### **Mental Health**

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at [Counseling and Psychological Services \(CAPS\)](#) (Links to an external site.). Students are also encouraged to download the "[SafeUT App](#)" (Links to an external site.) to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.

# SYLLABUS

## Auditory Learning and Spoken Language COMD 6340

**Professor:** Sarah Law M.Ed.  
**Office:** ECERC 150  
**E-Mail:** sarah.law@usu.edu  
**Day/Time:** asynchronous online

**Office Hours:** By appointment  
**Phone:** 435-797-4464  
**Dept. Web:** www.comd.usu.edu  
**Credit:** 3 credit hours

### Course Description

Because of universal newborn hearing screening, early fitting of hearing technology (e.g., digital hearing aids, cochlear implants, FM systems), and enrollment in comprehensive early intervention programs, most children who are deaf or hard of hearing (DHH) have the ability to develop age-appropriate listening and spoken language (LSL). To maximize each child's LSL potential, it is important for the professionals working with this population to understand how to assess speech, language, and auditory perception skills of children with hearing loss, identify strengths and weaknesses, and develop appropriate intervention plans. Thus, specific techniques, strategies, and teaching behaviors to develop LSL skills in young children who are DHH will be demonstrated and explored.

### CEC/CED Professional Standards

**Auditory Learning and Spoken Language addresses the initial specialty professional standards for candidates seeking a Masters of Education/Deaf and Hard of Hearing.**

Please see [Council on Education of the Deaf / Council on Exceptional Children \(CED/CEC\) National Standards](#) and the [Utah Effective Teaching Standards \(UETS\)](#).

CED-CEC Standard Number (6340)							Aligned with UETS Standards, Instructional Concepts
Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	
DHH.1.K1	DHH.2.K2		DHH.4.K2	DHH.5.K1	DHH.6.K3		3b, 3f, 4a-e, 5c, 5d, 5f, 6a-e, 7a-h, 8a-d,
DHH.1.K2	DHH.2.K3		DHH.4.S6	DHH.5.S4			
DHH.1.K3				DHH.5.S5			
DHH.1.S3							

### Course Objectives-Aligned with CEC/CED Professional Standards

#### Course Objectives

Students will develop an understanding of historical perspectives of communication approaches and current communication approaches and principles for deaf or hard of hearing individuals.

Student will develop an understanding of individuals, families and their relationships to help form family-professional alliances

Students will identify and describe the hierarchy of listening development and explore a variety of tools for evaluating the functional auditory level of a child with hearing loss

Students will demonstrate knowledge of typical develop in language and strategies to promote language acquisition through learning to listen in children who are deaf or hearing of hearing

### Listening and Spoken Language Specialist (LSLS) Domains of Focus

Domain 2	Auditory Functioning
Domain 3	Spoken Language Communication
Domain 5	Parent Guidance, Education, and Support
Domain 6	Strategies for Listening and Spoken Language Development
Domain 7	History, Philosophy, and Professional Issues

#### COURSE SCHEDULE:

<b>Module Dates</b>	<b>Description</b>
8/31-9/8	<b>History of Deaf Education and Auditory Verbal Practices</b>
9/9-9/22	<b>Parent Guidance, Education and Support</b>
9/23-10/6	<b>Auditory Functioning</b>
10/7-10/20	<b>Speech Communication</b>
10/21-11/2	<b>Language Communication</b>
11/4-11/16	<b>Strategies for Listening and Spoken Language Development</b>
11/18-12/4	<b>Education</b>
12/7	<b>Review for Final</b>
12/13-12/18	<b>Final Due 12/18</b>

#### Course Technology Requirements

All course content will reside in Canvas.

- <http://online.usu.edu>
  - Your **username** is your **A#**, and your **password** is your global password (the same one you use for Banner or Aggiemail).
- For [Canvas](#), [Passwords](#), or any other computer-related technical support contact the [IT Service Desk](#).

- 435 797-4357 (797-HELP)
- 877 878-8325
- <http://it.usu.edu>
- [servicedesk@usu.edu](mailto:servicedesk@usu.edu)

**Textbooks**

REQUIRED-

Cole, Elizabeth and Flexer, Carol A.(2019). *Children With Hearing Loss: Developing Listening and Talking, Birth to Six, Fourth Edition*. Plural Publishing Incorporated [9781635501544]

OPTIONAL-

White, Ellie and Voss, Jenna (2015). *Small Talk: Bringing Listening and Spoken Language To Your Young Child With Hearing Loss*. Central Institute for the Deaf [9781931480000]

Required weekly chapters will be listed on the corresponding modules.

**Additional Readings**

Throughout the course, I will provide various handouts, readings, and other material. You are responsible for accessing, reading, and learning this material. Readings are located on the unit pages accessed through Modules.

**Presentations**

For many topics there will be recorded lectures and their accompanying PowerPoint presentations. You are responsible for the information presented in these videos for quizzes and assignments.

**Unit Quizzes and Assignments**

Students will complete unit quizzes & other assignments on the information/content that is presented. Quizzes should be completed by the posted due date. No late assignments will be accepted without permission from the instructor. Unit quizzes and assignments will be detailed within the unit modules.

**Discussions**

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 by midnight on Sunday each week and then two responses to postings from your classmates by midnight on Tuesday of each week. Although these are the deadlines, please help contribute to engaging and informative discussions by posting as early in the week as possible. The discussion grading rubric is as follows:

Original posting by Sunday and response to classmate by Tuesday, with entries that were thorough and thoughtful, reflecting a comprehensive knowledge of the discussion item and a concerted effort to facilitate a meaningful interaction and dialogue with classmates.	9-10 points
Original posting and/or response to classmate did not meet the deadlines, but contained entries that were thorough and thoughtful, reflecting a comprehensive knowledge of the discussion item and a concerted effort to facilitate a meaningful interaction and dialogue with classmates.	7-8 points



Original posting by Sunday and response to classmate by Tuesday, but with entries that were not of graduate student quality. Responses were inadequate, and did not reflect a comprehensive knowledge of the discussion item. There was minimal effort to facilitate meaningful interaction and dialogue with classmates.	5-6 points
Original posting and/or response to classmate did not meet the deadlines, and also were not of graduate student quality. Responses were inadequate, and did not reflect a comprehensive knowledge of the discussion item. There was minimal effort to facilitate a meaningful interaction and dialogue with classmates.	3-4 points
Either no entry or very poor quality/effort.	0-2 points

### Semester Project

Students will complete a semester project. Details will be provided in Canvas in the coming weeks.

### Final Exam

A final exam will be administered covering the content of the entire course. The final exam will be a “take home” exam that will assigned during the last week of the course.

### COURSE GRADING:

Your grade is based on performance of course components and possible points.

<b>A</b>	100% - 94%
<b>A-</b>	93% - 90%
<b>B+</b>	89% – 87%
<b>B</b>	86% – 83%
<b>B-</b>	82% - 80%
<b>C+</b>	79% - 77%
<b>C</b>	76% - 73%
<b>C-</b>	72% - 70%
<b>D</b>	69% - 61%
<b>F</b>	< 60 %

### COURSE POLICIES:

#### 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:

- Incapacitating illness which prevents a student from attending classes for a minimum period of two weeks,
- A death in the immediate family,
- Financial responsibilities requiring a student to alter a work schedule to secure employment,
- Change in work schedule as required by an employer,
- Other emergencies deemed appropriate by the instructor. (<http://www.usu.edu/policies/pdf/Incomplete-Grade.pdf>)

### Communication

All communication will be disseminated from Canvas or during class time. I will use Announcements in Canvas to communicate high priority and timely information. You must set your notification preferences in Canvas to receive Announcements and Conversation Messages to ASAP by and email, cell phone for text messages, or other social networking services of your choice.

- [How to set up notification preferences in Canvas](#)
- [How to use the Inbox for Conversations in Canvas](#)

### **Student Communications**

Please use my university email address for all communications (sarah.law@usu.edu). Please limit Canvas email to assignment submissions.

### **Course Etiquette**

Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, or demeaning. The instructor has primary responsibility for and control over classroom behavior and maintenance of academic integrity.

### **Instructor Responsibilities**

- Treat all students with courtesy and respect.
- Be open to constructive input from students in the course.
- Ensure that opportunities to participate are shared equally by all students in the class.

### **Syllabus Changes**

This syllabus is subject to change. I will notify the class regarding all changes. In the event of any discrepancy between this syllabus and content found in Canvas, the information in **CANVAS WILL TAKE PRECEDENCE**.

### **Submitting Electronic Files**

**All electronic files must be submitted in word(.doc, .docx) unless otherwise stated. Please name your file in the using the following convention: *Assignmentname\_Yourname.doc*.**

Files in formats other than doc, docx and/or without the proper naming convention (or at least a reasonable attempt) will be returned to the student and additional handling charges (lost points) may apply.

### **Course Fees**

There are no course fees associated with this course.

### **Late Work**

*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.*

### **UNIVERSITY POLICIES & PROCEDURES**

## 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.

## 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.

## Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating**: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
  - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
  - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
  - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification**: altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism**: 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 using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

## 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 (435) 797-1266.

### **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.

### **Students with Disabilities**

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC). Please contact the DRC prior to or as early in the semester as possible. Alternate formats for course content are available with advanced notice.

Contacting the Disability Resource Center (DRC):

- On Campus: Room 101 of the University Inn
- Phone: 435-797-2444
- Website: <http://www.usu.edu/drc/>

Disability related resources for current students:

- [DRC Student Handbook](#)
- [Deaf and Hard of Hearing Student Handbook](#)
- [Disability Related Scholarships](#)
- [Campus Resources](#)
- [Documentation Guidelines](#)
- [Online Resources for Students with Disabilities](#)

### **Diversity Statement**

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Student Services: <http://www.usu.edu/student-services/>, 435.797.1712, [studentservices@usu.edu](mailto:studentservices@usu.edu), TSC 220
- Student Advocates: <http://www.usu.edu/ususa/legal/>, 435.797.2912, TSC 340,
- Access and Diversity: <http://www.usu.edu/accesscenter/>, 435.797.1728, <mailto:access@usu.edu>; TSC 315
- Multicultural Programs: <http://www.usu.edu/accesscenter/multiculture/>, 435-797-1728, TSC 315
- LGBTQA Programs: <http://www.usu.edu/accesscenter/lgbtqa/>, 435-797-GAYS, TSC 314
- Provost's Office Diversity Resources: <http://www.usu.edu/provost/faculty/diversity/>, (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State University: <http://www.usu.edu/student-services/studentcode/>

## Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII. Grievances](#).

**Full details for USU Academic Policies and Procedures can be found at:**

- [Student Conduct](#)
- [Student Code](#)
- [Academic Integrity](#)
- [USU Selected Academic Policies and Procedures](#)
- [USU Academic Policies and Procedures](#)
- [Academic Freedom and Professional Responsibility Policy](#)

## Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

# SYLLABUS

## Early Elementary and Itinerant Support for Children who are Deaf or Hard of Hearing Using Listening and Spoken Language COMD 6350

**Instructor:** Sarah Law, M.Ed.

**Office Hours:** By appointment **E-Mail:** sarah.law@usu.edu **Phone:** 435-797-4063

**Day/Time:** Online Asynchronous

**Credit:** 3 credit hours

### Course Description

This course will provide theoretical knowledge and practical strategies to support special educators and Speech-Language Pathologists (SLP) in providing Listening and Spoken Language (LSL) services to children who are Deaf, Hard of Hearing (DHH) in the general education setting. Emphasis will be placed on developing lesson plans and appropriate goals to optimize language, literacy, math, and general academic achievement.

**This course addresses the initial specialty professional standards for candidates seeking a Masters of Education/Deaf and Hard of Hearing.**

CED-CEC Standard Number							Aligned with UETS Standards, Instructional Concepts
<i>Standard 1</i>	<i>Standard 2</i>	<i>Standard 3</i>	<i>Standard 4</i>	<i>Standard 5</i>	<i>Standard 6</i>	<i>Standard 7</i>	
DHH.1.K1	DHH.2.S3	DHH.3.K1	DHH.4.K3	DHH.5.K2	DHH.6.K2	DHH.7.K3	1a,1b, 2a-e, 3a-f, 4a-e, 5a-f, 6a-e, 7a-h, 8a-d, 9a-e
DHH.1.K2	DHH.2.S4	DHH.3.S1	DHH.4.S5	DHH.5.S1	DHH.6.S3	DHH.7.S1	
DHH.1.S6		DHH.3.S2		DHH.5.S2			
				DHH.5.S4			
				DHH.5.S7			
				DHH.5.S8			
				DHH.5.S9			
				DHH.5.S10			
				DHH.5.S11			

### Course Objectives-Aligned with CEC/CED Professional Standards

#### Course Objectives

Students will gain knowledge of various teaching approaches and instruction models in educational settings for children who are deaf or hard of hearing

Students will gain knowledge on building collaborative relationships with other members of the school community in educational settings

Students will gain knowledge of formal and informal assessments used to evaluate, assess and monitor progress of children with hearing loss in educational settings

Students will develop learning activities that address each child's language, audition, cognition, literacy, and social-emotional needs with hearing loss in educational settings.

### Listening and Spoken Language Specialist (LSLS) Domains of focus for this class:

Domain 2	Auditory Functioning
Domain 3	Spoken Language Communication
Domain 6	Strategies for Listening and Spoken Language Development
Domain 7	History, Philosophy and Professional Issues
Domain 8	Education

### Course Requirements

#### Required Text:

*The Itinerant Teacher's Handbook, 2<sup>nd</sup> Edition*, By Carolyn Bullard, PhD & John Luckner, EdD

*Building Skills for Success in the Fast-Paced Classroom: Optimizing Achievement for Students with Hearing Loss*, By Karen Anderson, Ph.D. & Kathleen A. Arnold, MA

**Additional Readings:** as assigned in Units.

### COURSE REQUIREMENTS AND GRADING

Course content is divided into 7 units, each lasting 2 weeks. Each unit **opens at midnight on Tuesdays** and **closes two weeks later at 11:59 pm on Monday's**. Please plan your week accordingly. The exact due dates will be detailed in Canvas. Course requirements are described below:

- 1) **Syllabus assignment** (10 points): Students must read through the syllabus and submit a response to the instructor to indicate the syllabus has been read, as well as address questions.
- 2) **Weekly Guided Discussions** (15 points each) Each student will contribute to weekly guided discussions related to the unit/topic of the week. The guided discussions 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 their classmates. You must enter an original posting no later than the first Saturday evening for each unit and at least 2 response postings no later than the following Wednesday evening (unless otherwise noted) in each unit.**
- 3) **Reading Responses (20 points each):** In each unit, students will write and/or discuss 2 reflective responses to questions posed by the instructor about the readings assigned. The goal is for you to respond reflectively to the questions, and to integrate the readings into your professional and personal growth. Students may write responses or join instructors' zoom room during weekly office hours on Thursday to discuss their responses with me and potentially other classmates. **Due the 2<sup>nd</sup> Thursday evening** of each unit(unless otherwise noted).
- 4) **Course Final Project (100 points):** Details will be provided in Canvas.

*All 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.*

## Course Schedule/Outline

All course content, readings, class assignments, and exams are accessed through Canvas. It is the responsibility of each student to refer to instructions posted on Canvas to fully participate in this class and to ensure timely submission of course requirements. A general outline of each unit is described below. Students should refer to Canvas for details associated with each unit. I reserve the right to adjust assignments, due dates, point values, and other components associated with this class as deemed appropriate throughout the semester.

<u>Unit 1:</u> Trends in Educational Settings for Children with Hearing Loss	January 19 <sup>th</sup> - February 1 <sup>st</sup>
<u>Unit 2:</u> Working Within Elementary Schools and Successful Collaboration	February 2 <sup>nd</sup> – February 15 <sup>th</sup>
<u>Unit 3:</u> Evaluation and Assessment	February 16 <sup>th</sup> – March 1 <sup>st</sup>
<u>Unit 4:</u> Incorporating Auditory Learning	March 2 <sup>nd</sup> – March 15 <sup>th</sup>
<u>Unit 5:</u> Social and Conversational Competence	March 16 <sup>th</sup> – March 29 <sup>th</sup>
<u>Unit 6:</u> Accessing Core Curriculum	March 30 <sup>th</sup> – April 12 <sup>th</sup>
<u>Unit 7:</u> Promoting Self-Concept and Self-Advocacy	April 13 <sup>th</sup> – April 27 <sup>th</sup>
<u>Final</u>	April 29 <sup>th</sup> – May 6 <sup>th</sup>

## Grade Scheme

The following grading standards will be used in this class:

Grade	Range
A	100 % to 93.0%
A-	< 93.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 83.0%
B-	< 83.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 73.0%
C-	< 73.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 60.0%
F	< 59.0 % to 0.0%

## Nonattendance Policy

### Students May Be Dropped For Nonattendance

If a student does not attend a class during the first week of the term or by the second class meeting, whichever comes first, the instructor may submit a request to have the student dropped from the course. (***This does not remove responsibility from the student to drop courses which he or she does not plan to attend.***) This option is typically used for classes that are full and the instructor is trying to make a seat available for another student, but may be considered for other courses. Requests must be made during the first 20 percent of the course and will be considered on an individual student basis. Students who are dropped from courses will be notified by the Registrar's Office through their preferred e-mail account (see [2018-2019 General Catalog](#)).



## Assumption of Risk

All classes, programs, and extracurricular activities within the University involve some risk, and certain ones involve travel. The University provides opportunities to participate in these programs on a voluntary basis. Therefore, students should not participate in them if they do not care to assume the risks. Students can ask the respective program leaders/sponsors about the possible risks a program may generate, and if students are not willing to assume the risks, they should not select that program. By voluntarily participating in classes, programs, and extracurricular activities, a student does so at his or her own risk. General information about University Risk Management policies, insurance coverage, vehicle use policies, and risk management forms can be found at: <http://www.usu.edu/riskmgt/>

## Library Services

All USU students attending classes in Logan, at our Regional Campuses, or online can access all databases, e-journals, and e-books regardless of location. Additionally, the library will mail printed books to students, at no charge to them. Students can also borrow books from any Utah academic library. Take advantage of all library services and learn more at [libguides.usu.edu/rc](http://libguides.usu.edu/rc).

## Classroom Civility

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read [Student Code Article V Section V-3](#) for more information.

## University Policies & Procedures

### COVID-19 Classroom Protocols

In order to continue to provide a high standard of instruction at USU, and to limit the spread of COVID-19 during the pandemic, students are asked to follow certain classroom protocols. These protocols are in place not only for your safety but also the safety of the rest of the campus community. You will be asked to clean your desk area at the start of each class, sit in designated seats, wear face coverings, and follow dismissal instructions. There may be individual medical circumstances that prevent some students from using face coverings. These circumstances will be rare, but if they do exist, we ask that everyone be respectful. It is imperative that we each do our part so that on-campus instruction can continue.

### 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.

### Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. 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.

### Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
  - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
  - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
  - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** 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 using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: [ARTICLE VI. University Regulations Regarding Academic Integrity](#)

### Sexual Harassment/Title IX

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and [USU Policy 339](#) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's [Office of Equity](#) for available options and resources or clarification. The university has established a complaint procedure to handle all types of discrimination complaints, including sexual harassment ([USU Policy 305](#)), and has designated the Office of Equity Director/Title IX Coordinator as the official responsible for receiving and investigating complaints of sexual harassment.

### 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.

### **Students with Disabilities**

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the [Disability Resource Center \(DRC\)](#) as early in the semester as possible (University Inn # 101, (435) 797-2444, [drc@usu.edu](mailto:drc@usu.edu)). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Students who are at a higher risk for complications from COVID-19 or who contract COVID-19 may also be eligible for accommodations.

### **Diversity Statement**

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: <https://studentaffairs.usu.edu>, (435) 797-1712, [studentservices@usu.edu](mailto:studentservices@usu.edu), TSC 220
- Student Legal Services: <https://ususa.usu.edu/student-association/student-advocacy/legal-services>, (435) 797-2912, TSC 326,
- Access and Diversity: <http://accesscenter.usu.edu>, (435) 797-1728, [access@usu.edu](mailto:access@usu.edu); TSC 315
- Multicultural Programs: <http://accesscenter.usu.edu/multiculture>, (435) 797-1728, TSC 315
- LGBTQA Programs: <http://accesscenter.usu.edu/lgbtqa>, (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: <https://www.usu.edu/provost/diversity>, (435) 797-8176

You can learn about your student rights by visiting:  
The Code of Policies and Procedures for Students at Utah State  
University: <https://studentconduct.usu.edu/studentcode>

### **Grievance Process**

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII](#).

**Full details for USU Academic Policies and Procedures can be found at:**

- [Student Conduct](#)
- [Student Code](#)
- [Academic Integrity](#)
- [USU Selected Academic Policies and Procedures](#)
- [USU Academic Policies and Procedures](#)
- [Academic Freedom and Professional Responsibility Policy](#)

### **Emergency Procedures**

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs

# SYLLABUS

## LSL Preschool Curriculum: Language and Cognition COMD 6360

**Professor:** Sarah Law M.Ed.  
**Office:** ECERC 150  
**E-Mail:** sarah.law@usu.edu  
**Day/Time:** asynchronous online

**Office Hours:** By appointment  
**Phone:** 435-797-4464  
**Dept. Web:** www.comd.usu.edu  
**Credit:** 3 credit hours

### Course Description

This class prepares students to provide effective preschool services to children who are deaf or hard of hearing who use listening and spoken language. Students will understand and utilize national and state common core standards to develop data-driven and goal-oriented lesson plans for optimal service delivery. Students will evaluate a variety of preschool curriculum programs to identify effective curricula components and the potential accommodations that may be appropriate for preschool children who use technology to access sound. The class focuses on theories, current research, and practical strategies for facilitating cognition, language, and literacy development in preparation for mainstream educational placements.

**This course addresses the initial specialty professional standards for candidates seeking a Masters of Education/Deaf and Hard of Hearing.**

CED-CEC Standard Number							Aligned with UETS Standards, Instructional Concepts
<i>Standard 1</i>	<i>Standard 2</i>	<i>Standard 3</i>	<i>Standard 4</i>	<i>Standard 5</i>	<i>Standard 6</i>	<i>Standard 7</i>	
DHH.1.K1	DHH.2.K1	DHH.3.K1	DHH.4.K1	DHH.5.K2	DHH.6.K2	DHH.7.K3	1a,1b, 2a-e, 3a-f, 4a-e, 5a-f, 6a-e, 7a-h, 8a-d, 9a-e
DHH.1.K2	DHH.2.S3	DHH.3.S1	DHH.4.K3	DHH.5.S1	DHH.6.S3	DHH.7.S1	
DHH.1.K4	DHH.2.S4		DHH.4.S1	DHH.5.S2	DHH.6.S5		
DHH.1.K5			DHH.4.S4	DHH.5.S4			
DHH.1.S1			DHH.4.S5	DHH.5.S6			
DHH.1.S2			DHH.4.S6	DHH.5.S7			
DHH.1.S3				DHH.5.S8			
DHH.1.S6				DHH.5.S9			
				DHH.5.S10			

### Course Objectives – Aligned with CEC/CED Professional Standards

#### Course Objectives

Students will gain knowledge of early childhood development curriculum and learning styles as well as the development patterns in audition, language, cognition, and academic achievement.

Students will gain knowledge of creating lesson plans that meet required state standards, address individual audition, language, cognitive, and social-emotional needs of children who are deaf or hard of hearing preschool-aged children. Students learn the importance of effective collaboration with families and professional colleagues.

Students will gain knowledge of how to apply appropriate behavior techniques for hard of hearing preschool-aged children.

**Listening and Spoken Language Specialist (LSLS) Domains of focus for this class:**

Domain 2	Auditory Functioning
Domain 3	Spoken Language Communication
Domain 4	Child Development
Domain 5	Parent Guidance, Education, and Support
Domain 6	Strategies for Listening and Spoken Language Development
Domain 8	Education
Domain 9	Emergent Literacy

### **COURSE SCHEDULE:**

Course material is divided into modules, with each unit spanning weeks. The first week of each unit will be devoted to readings, observations, and/or specified activity. The second week (and third week, where applicable) of each unit will be primarily devoted to class interaction and discussion, along with a unit quiz or activity. New units always open on WEDNESDAYS, unless otherwise specified. I prefer the 'Wednesday to Wednesday' format rather than 'Monday to Monday' because I've found that it better facilitates class discussions without forcing everyone to read all final postings over the weekend.

NOTE: To optimize your comprehension and implementation of course material, there will be TWO instances during the semester in which we will arrange for asynchronous, real-time discussion. Dates for these discussions will be announced on Canvas.

All course content, readings, class assignments, and exams are accessed through Canvas. It is the responsibility of each student to refer to instructions posted on Canvas to fully participate in this class and to ensure timely submission of course requirements. A general outline of each unit is described below. Students should refer to Canvas for details associated with each unit.

**NOTE:** *Assignments and due dates posted at the beginning of the semester are considered tentative. Actual assignments and due dates within each unit will be added or adjusted as the semester progresses according to the individual needs of each class.*

#### **Required Course Text**

HAPPILY EVER AFTER : USING STORYBOOKS IN PRESCHOOL SETTINGS

9781884362750

BY BANNISTER, KATE FETHERSTON, PRESTON, KATY REED, AND PRIMOZICH, JULIE TRUMBO  
PUBLISHED BY BUTTE PUBLICATIONS, INCORPORATED: 2006

#### **Optional Course Text**

LISTENING TO CHILDREN : SEEING POSSIBILITIES

9780985294632

PUBLISHED BY BOYS TOWN NATIONAL RESEARCH HOSPITAL: 2014

#### **Additional Readings**

Throughout the course, I will provide various handouts, readings, and other materials. You are responsible for accessing, reading, and learning this material. Readings are located on the unit pages accessed through Modules.

**\*Required chapters/readings will be listed within the corresponding modules.**

### **COURSE REQUIREMENTS:**

- 1) Unit Activities/Discussions/Quizzes: Unit activities, discussions, and quizzes will be described in detail specific to each unit.
- 2) Lesson Plan Development Activities: A comprehensive project involving lesson plan development, including a demonstrated understanding of core standards and data-driven individualized instruction, is a major focus of this class.
- 3) Language Sample: A comprehensive language sample on a child with hearing loss is required. This assignment will be detailed during the Informal Assessments unit.
- 4) Final Exam. A comprehensive final exam is required, as described in Canvas. It will be published on Wednesday, 4/24 and will be due on Wednesday, May 1 by 5 p.m.

**Grading:** The following university approved grading scale (percentage) will be used:

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

**General Course Outline.** *I reserve the right to adjust course content as deemed appropriate. Please refer to Canvas for announcements and course updates.*

#### **COURSE SCHEDULE:**

<b>Module Dates</b>	<b>Module Duration</b>	<b>Unit Description</b>
8/31-9/8	Approximately 1 week	Introduction to the Course Working with Families
9/9-9/22	Approximately 2 weeks	Child Development Theories Cognitive Development
9/23-10/6	Approximately 2 weeks	Theme-Based Curriculum Dramatic Play Centers Fine and Gross Motor Skills in the Classroom
10/7-10/20	Approximately 2 weeks	Social/Emotional Skills Behavior Management
10/21-11/3	Approximately 2 weeks	Developing Language and Auditory Skills in the Classroom
11/4-11/16	Approximately 2 weeks	Importance of Informal Assessments
11/17-12/3	Approximately 2 weeks	Writing Classroom Lesson with Individualized Instruction

12/7-12/16

Centerpiece Artifact/Final  
(due date 12/14)**University + Course Policies*****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 (links to an external site) further defines academic freedom and professional responsibilities.

***Attend Class***

Although attendance is not mandatory, students are expected to attend all class sessions as listed on the course syllabus. Although your attendance is not mandatory for this class, failure to attend class regularly is likely to impair your success on the class participation/discussion as well as your future as a professional.

***Build Rapport***

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let Sarah Law know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective clinician and educator. Make sure that you are proactive in informing Sarah Law when difficulties arise during the semester so that she can help you find a solution.

***Understand When You May Drop This Course***

It is the student's responsibility to understand when they need to consider disenrolling from a course. Refer to USU's Academic Calendar for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course.

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.

***Inform Sarah Law of Any Accommodations Needed***

If anyone has special needs or disabilities, please contact the Disability Resource Center (DRC). Students with ADA-documented physical, sensory, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the DRC. Please contact the DRC prior to or as early in the semester as possible. Alternate formats for course content (e.g., braille, large print, digital, or audio) are available with advanced notice.

**Disability Resource Center (DRC)** is located in Room 101 of the University Inn; their phone number is 435-797-2444

Disability-related resources for current students:

- DRC Student Handbook (Links to an external site.) <sup>[[L]]</sup><sub>[[SEP]]</sub>
- Deaf and Hard of Hearing Student Handbook (Links to an external site.) <sup>[[L]]</sup><sub>[[SEP]]</sub>
- Disability-Related Scholarships (Links to an external site.) <sup>[[L]]</sup><sub>[[SEP]]</sub>
- Campus Resources (Links to an external site.) <sup>[[L]]</sup><sub>[[SEP]]</sub>
- Documentation Guidelines (Links to an external site.) <sup>[[L]]</sup><sub>[[SEP]]</sub>
- Online Resources for Students with Disabilities (Links to an external site.) <sup>[[L]]</sup><sub>[[SEP]]</sub>

## Grievance Process

If you have a complaint or concern regarding this course, please speak with Sarah Law first. If your complaint cannot be handled by Sarah Law, please speak with the Division Chair of Deaf Education, Dr. Lauri Nelson.

If problems appear irresolvable following these procedures, please file a grievance through the channels and procedures described in the Student Code: Article VII. Grievances (Links to an external site.).

### Full details for USU Academic Policies and Procedures can be found at:

- Student Conduct (Links to an external site.)
- Student Code (Links to an external site.)
- Academic Integrity
- USU Selected Academic Policies and Procedures (Links to an external site.)
- USU Academic Policies and Procedures (Links to an external site.)
- Academic Freedom and Professional Responsibility Policy (Links to an external site.)

### *Commit 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. Don't cheat—it's dumb, unethical, and illegal! It is important for the student to know that engaging in academic fraud, dishonesty, and cheating on academic work is unacceptable in any form. Engaging in such behaviors can result in expulsion from the University. The University's Student Code states academic dishonesty includes, but is not limited to: copying someone else's work, copying-and-pasting from the internet without properly citing your source, submitting the same paper in more than one course without prior approval from the instructor, failing to work independently on assignments when an instructor has designated that the task be done "individually", or using instant-messaging during an exam. Know that Sarah Law does NOT approve of the use of test banks and old tests. If you access and/or use old assignments from previous enrollees of COMD 6850, such behavior will be considered academic dishonesty and treated as such. Sometimes plagiarism is unintentional, but it is still considered academic fraud—regardless of your intentions. If you are unclear how to properly cite someone else's work, please see Sarah Law. She will gladly show you how to properly cite other people's ideas using formatting prescribed by the American Psychological Association (APA; <http://apastyle.apa.org/>)!

### 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 a higher level of conduct expected and required of all Utah State University students. The Honor Pledge (links to an external site.): 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.

**Important Note:** Please know that Sarah Law does not tolerate academic dishonesty and she upholds USU's policies. As a faculty member, it is her responsibility to inform the Office of Student Conduct of anyone suspected of academic dishonesty. Thus if Sarah Law suspects academic dishonesty, she will report that student without question.

### Syllabus Changes

This syllabus is subject to change. I will notify the class regarding all changes. In the event of any discrepancy between this syllabus and content found in Canvas, the information in **CANVAS WILL TAKE PRECEDENCE**.



## SYLLABUS

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### Family-Centered Practices for Children who are DHH COMD 6580

**Professor:** Lauri Nelson, Ph.D.  
**Office Hours:** By appointment  
**Office:** ECERC 150  
**Day/Time:** Online Asynchronous

**E-Mail:** lauri.nelson@usu.edu  
**Phone:** 435-797-8051  
**Dept. Web:** www.comd.usu.edu  
**Credit:** 2 credit hours

#### USU GENERAL CATALOG COURSE DESCRIPTION

Explores issues, theories, models, research, and practices related to family and professional relationships in early intervention for children with hearing loss. Emphasizes early intervention needs of children with hearing loss who are acquiring spoken language.

#### EXPANDED COURSE DESCRIPTION

purpose of this course is to explore issues, theories, research and practices related to family-centered services in early intervention. The importance of partnering with families, establishing effective communication and interdisciplinary collaboration, and ensuring that families are supported as decision-makers will be emphasized. Services under a parent partnership based on trust and respect for parent priorities, utilizing a family-centered coaching model is a prominent theme throughout the semester. Students will explore cultural differences, the importance of developing a culturally competent service delivery model, and how that will influence partnerships in early intervention. Students will apply their understanding of the federal, state, and local laws that govern the delivery of services to students with disabilities, including those who are deaf or hard of hearing.

Topics will include:

- Family-centered service delivery
- Typical and atypical infant development
- Family-centered, culturally competent service delivery
- Family choice in communication
- Parent coaching
- Social-emotional development of young children

This course is designed to model activities related to life-long learning and aims to promote critical thinking, self-knowledge, collaborative learning and problem solving. A primary objective is for students to elicit, acknowledge, respect, and learn from the unique experiences, background, and perspectives of each participant.

#### UNDERLYING VALUES

- **Family-centered practice** involves concentrating equally on the child and the child's family. It implies that families have important resources and play a central role in planning and carrying out early childhood services and in giving information and support to each other.
- **Parent/professional partnership** implies parents, agencies, and professionals work jointly to solve problems and promote change. It moves from simply cooperating and sharing information to actively seeking new solutions, taking on new roles, and sharing resources.
- **Culture** refers to whatever one has to know or believe in order to operate in a special group. It includes world views, beliefs, rules, practices, and actions for surviving in, or adapting to, a particular environment. Culture is more than ethnicity. Work places, schools, neighborhoods, geographical regions, or religious communities may all be examples of culture. People may be a part of many cultures or sub-cultures.
- **Cultural competence** includes an ability to adapt activities, services, and programs to respond to the cultural and ethnic diversity of a particular community. It transcends just being aware of the cultures represented in one's community. Students should learn about the parameters of those cultures and realize that cultural diversity will affect families' participation in programs.

IDEA OBJECTIVES

1. To develop specific skills, competencies and points of view needed by professionals in the field most closely related to this course
2. Learning fundamental principles, generalizations, or theories
3. To learn how to find and use resources for answering questions or solving problems

Please see [Council on Education of the Deaf / Council on Exceptional Children \(CED/CEC\) National Standards and the Utah Effective Teaching Standards \(UETS\)](#).

Coursework is aligned with CED/CEC National Standards and the UETS, as shown.

CED-CEC Standard Number (6320)							Aligned with UETS Standards, Instructional Concepts
Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	
DHH.1.K1	DHH.2.K1		DHH.4.K1	DHH.5.K1	DHH.6.K1	DHH.7.K1	1b, 2b-c, 3b, 4a, 4d-e, 5a-d, 6b-c, 7a, 8b-d, 9a, 1-a-b
DHH.1.K2	DHH.2.K2		DHH.4.S4	DHH.5.S6	DHH.6.K3	DHH.7.K2	
DHH.1.K3	DHH.2.K3		DHH.4.S6	DHH.5.S7	DHH.6.S1	DHH.7.S1	
DHH.1.K5	DHH.2.S1			DHH.5.S11	DHH.6.S2	DHH.7.S2	
DHH.1.S1	DHH.2.S2				DHH.6.S3	DHH.7.S3	
DHH.1.S2	DHH.2.S3				DHH.6.S4	DHH.7.S4	
DHH.1.S3	DHH.2.S4					DHH.7.S5	
DHH.1.S6							

ASHA Knowledge and Skills Acquisition (KASA) Competencies

Content in this class supports KASA standards IV-C and IV-D related to speech, language, and hearing processes, disorders differences, prevention, assessment, and intervention.

AG Bell Listening and Spoken Language Core Competencies/Domains of Knowledge	
Domain 4	Child Development
Domain 5	Parent Guidance, Education, and Support

REQUIRED TEXTBOOKS

The Early Childhood Coaching Handbook  
 Dathan D. Rush & M’Lisa L. Shelden  
 ISBN-13: 978-1598570670

CID Early Listening at Home Curriculum  
 Central Institute for the Deaf  
<https://professionals.cid.edu/product/cid-early-listening-at-home-curriculum/>

COURSE REQUIREMENTS AND GRADING:

- 4) **Guided Discussions:** Each student will contribute to 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. You must enter an original posting no later than Sunday evening for each unit; and at least 2 response postings no later than Tuesday evening ending each unit. See the discussions grading rubric in Canvas.**

Original posting by Sunday and response to classmate by Tuesday, with entries that were thorough and thoughtful, reflecting a comprehensive knowledge of the discussion item and a concerted effort to facilitate a meaningful interaction and dialogue with classmates.	9-10 points
Original posting and/or response to classmate did not meet the deadlines, but contained entries that were thorough and thoughtful, reflecting a comprehensive knowledge of the discussion item and a concerted effort to facilitate a meaningful interaction and dialogue with classmates.	7-8 points
Original posting by Sunday and response to classmate by Tuesday, but with entries that were not of graduate student quality. Responses were inadequate and did not reflect a comprehensive knowledge of the discussion item. There was minimal effort to facilitate meaningful interaction and dialogue with classmates.	5-6 points
Original posting and/or response to classmate did not meet the deadlines, and also were not of graduate student quality. Responses were inadequate and did not reflect a comprehensive knowledge of the discussion item. There was minimal effort to facilitate a meaningful interaction and dialogue with classmates.	3-4 points
Either no entry or very poor quality/effort.	0-2 points

- 5) **Written Assignments/Quizzes:** Students will complete unit quizzes & other assignments on the information/content that is presented. Unit quizzes and assignments will be detailed within the unit modules
- 6) **Final Exam/Project:** Students will complete a final exam/culminating project. Details will be provided in Canva

*All 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 unless specific approval provided by Dr. Nelson. 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 (percentage) will be used:

95-100 = A	77-79 = C+
90-94 = A-	73-76 = C
87-89 = B+	70-72 = C-
83-86 = B	60-69 = D
80-82 = B-	< 60 = F

**WEEKLY UNITS**

UNITS	TOPIC / DISCUSSION
<b>Unit 1</b>	Course Introduction and Syllabus Review Family-Centered Services Course Resources and Materials
<b>Unit 2</b>	Typical Development
<b>Unit 3</b>	Cultural Considerations in Service Delivery
<b>Unit 4</b>	Respecting Families and Choices in Communication Deaf Culture and Deaf Culture Resources
<b>Unit 5</b> (spans 2 weeks)	Early Intervention Services – IFSP Components The Home Learning Environment Implementation within Daily Routines

<b>Unit 6</b>	Speech Babble – guest lecturer <i>Kathryn Wilson, M.A., CCC-SLP, LSLS Cert AVT</i>
<b>Unit 7</b>	Social Emotional Development Strategies and Implementation across Daily Routines
<b>Unit 8</b>	Parent Coaching Concepts and Strategies Reflective Questions Video Analysis
<b>Unit 9</b>	Data Collection and Documentation Goal Development within Parent/Family Priorities
<b>Unit 10</b>	Parent and Family Support / Child Abuse Awareness and Prevention Protecting Children and Supporting Families
<b>Unit 11</b>	Tele-Intervention
<b>Unit 12</b> (spans 2 weeks)	Home Visits Practice and Role Play Video Analysis Course Wrap-up
<b>FINAL PROJECT – due date to be announced</b>	

### Nonattendance Policy

#### Students May Be Dropped For Nonattendance

If a student does not attend a class during the first week of the term or by the second class meeting, whichever comes first, the instructor may submit a request to have the student dropped from the course. (*This does not remove responsibility from the student to drop courses which he or she does not plan to attend.*) This option is typically used for classes that are full and the instructor is trying to make a seat available for another student, but may be considered for other courses. Requests must be made during the first 20 percent of the course and will be considered on an individual student basis. Students who are dropped from courses will be notified by the Registrar's Office through their preferred e-mail account (see [2018-2019 General Catalog \(Links to an external site.\)](#)).

#### Assumption of Risk

All classes, programs, and extracurricular activities within the University involve some risk, and certain ones involve travel. The University provides opportunities to participate in these programs on a voluntary basis. Therefore, students should not participate in them if they do not care to assume the risks. Students can ask the respective program leaders/sponsors about the possible risks a program may generate, and if students are not willing to assume the risks, they should not select that program. By voluntarily participating in classes, programs, and extracurricular activities, a student does so at his or her own risk. General information about University Risk Management policies, insurance coverage, vehicle use policies, and risk management forms can be found at: <http://www.usu.edu/riskmgmt/> ([Links to an external site.](#))

#### Library Services

All USU students attending classes in Logan, at our Regional Campuses, or online can access all databases, e-journals, and e-books regardless of location. Additionally, the library will mail printed books to students, at no charge to them. Students can also borrow books from any Utah academic library. Take advantage of all library services and learn more at [libguides.usu.edu/rc](http://libguides.usu.edu/rc). ([Links to an external site.](#))

#### Online Course Fee

A fee of \$15 per credit is applied to all online courses to sustain current digital technologies and support services required for engaging and effective online learning.

#### Classroom Civility

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read [Student Code Article V Section V-3 \(Links to an external site.\)](#) for more information.

#### University Policies & Procedures

##### COVID-19 Classroom Protocols

In order to continue to provide a high standard of instruction at USU, and to limit the spread of COVID-19 during the pandemic, students are asked to follow certain classroom protocols. These protocols are in place not only for your safety but also the safety of the rest of the campus community. You will be asked to clean your desk area at the start of each class, sit in designated seats, wear face coverings, and follow dismissal instructions. There may be individual medical circumstances that prevent some students from using face coverings. These circumstances will be rare, but if they do exist, we ask that everyone be respectful. It is imperative that we each do our part so that on-campus instruction can continue.

### **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 \(Links to an external site.\)](#) further defines academic freedom and professional responsibilities.

### **Academic Integrity – "The Honor System"**

Each student has the right and duty to pursue his or her academic experience free of dishonesty. 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.

### **Academic Dishonesty**

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
  - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
  - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
  - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** 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 using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: [ARTICLE VI. University Regulations Regarding Academic Integrity \(Links to an external site.\)](#)

### **Sexual Harassment/Title IX**

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and [USU Policy 339 \(Links to an external site.\)](#) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's [Office of Equity \(Links to an external site.\)](#) for available options and resources or clarification. The university has established a complaint procedure to handle all types of discrimination complaints, including sexual harassment ([USU Policy 305 \(Links to an external site.\)](#)), and has designated the Office of Equity Director/Title IX Coordinator as the official responsible for receiving and investigating complaints of sexual harassment.

### **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.

### Students with Disabilities

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the [Disability Resource Center \(DRC\) \(Links to an external site.\)](#) as early in the semester as possible (University Inn # 101, (435) 797-2444, [drc@usu.edu](mailto:drc@usu.edu)). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Students who are at a higher risk for complications from COVID-19 or who contract COVID-19 may also be eligible for accommodations.

### Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: <https://studentaffairs.usu.edu> (Links to an external site.), (435) 797-1712, [studentservices@usu.edu](mailto:studentservices@usu.edu), TSC 220
- Student Legal Services: <https://ususa.usu.edu/student-association/student-advocacy/legal-services> (Links to an external site.), (435) 797-2912, TSC 326,
- Access and Diversity: <http://accesscenter.usu.edu> (Links to an external site.), (435) 797-1728, [access@usu.edu](mailto:access@usu.edu); TSC 315
- Multicultural Programs: <http://accesscenter.usu.edu/multiculture> (Links to an external site.), (435) 797-1728, TSC 315
- LGBTQA Programs: <http://accesscenter.usu.edu/lgbtqa> (Links to an external site.), (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: <https://www.usu.edu/provost/diversity> (Links to an external site.), (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State University: <https://studentconduct.usu.edu/studentcode> (Links to an external site.)

### Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII \(Links to an external site.\)](#).

**Full details for USU Academic Policies and Procedures can be found at:**

- [Student Conduct \(Links to an external site.\)](#)
- [Student Code \(Links to an external site.\)](#)
- [Academic Integrity \(Links to an external site.\)](#)
- [USU Academic Policies and Procedures \(Links to an external site.\)](#)
- [Academic Freedom and Professional Responsibility Policy \(Links to an external site.\)](#)

### Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

### Mental Health

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at [Counseling and Psychological Services \(CAPS\) \(Links to an external site.\)](#).

Students are also encouraged to download the "SafeUT App" ([Links to an external site.](#)) to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.

## SYLLABUS

### **LSL Interdisciplinary Practicum**

#### **COMD 6700**

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**Dept. Web:** [www.comd.usu.edu](http://www.comd.usu.edu)

#### Course Description

Please see [Council on Education of the Deaf / Council on Exceptional Children \(CED/CEC\) National Standards and the Utah Effective Teaching Standards \(UETS\)](#). Coursework is aligned with CED/CEC National Standards and the UETS, as shown.

**LSL Interdisciplinary Practicum addresses the initial specialty professional standards for candidates seeking a Masters of Education/Deaf and Hard of Hearing.**

CED-CEC Standard Number (6700)							Aligned with UETS Standards, Instructional Concepts
Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	
DHH.1.K1	DHH.2.K1	DHH.3.K1	DHH.4.K1	DHH.5.K1	DHH.6.K1	DHH.7.K1	1a-b, 2a-c, 3a-b, 4a-e, 5a-d, 6a-c, 7 a-d, 8a-d, 9a-b, 10a-b
DHH.1.K2	DHH.2.K2	DHH.3.S1	DHH.4.K2	DHH.5.K2	DHH.6.K2	DHH.7.K2	
DHH.1.K3	DHH.2.K3	DHH.3.S2	DHH.4.K3	DHH.5.S1	DHH.6.K3	DHH.7.K3	
DHH.1.K4	DHH.2.S1		DHH.4.S1	DHH.5.S2	DHH.6.S1	DHH.7.S1	
DHH.1.K5	DHH.2.S2		DHH.4.S2	DHH.5.S3	DHH.6.S2	DHH.7.S2	
DHH.1.S1	DHH.2.S3		DHH.4.S3	DHH.5.S4	DHH.6.S3	DHH.7.S3	
DHH.1.S2	DHH.2.S4		DHH.4.S4	DHH.5.S5	DHH.6.S4	DHH.7.S4	
DHH.1.S3			DHH.4.S5	DHH.5.S6		DHH.7.S5	
DHH.1.S4			DHH.4.S6	DHH.5.S7			
DHH.1.S5			DHH.4.S7	DHH.5.S8			
DHH.1.S6				DHH.5.S9			
DHH.1.S7				DHH.5.S10			
				DHH.5.S11			

#### Course Objectives-Aligned with CEC/CED Professional Standards

##### Course Objectives

Demonstrate skills and competencies in providing evidence-based services in the fields of deaf education, speech-language pathology, and audiology for the development of LSL in children who are DHH across a variety of service delivery types (including home visits, tele-intervention, toddler group, classroom, small-group, individual therapy, and clinical interventions according to discipline-specific requirements). Obtain interdisciplinary knowledge and experiences for effective collaboration with professional colleagues and families.

#### Listening and Spoken Language Specialist (LSLS) Domains of Focus

Domain 1	Hearing and Hearing Technology
Domain 2	Auditory Functioning
Domain 3	Spoken Language Communication
Domain 4	Child Development
Domain 5	Parent Guidance, Education, and Support
Domain 6	Strategies for Listening and Spoken Language Development
Domain 7	History, Philosophy, and Professional Issues
Domain 8	Education
Domain 9	Emergent Literacy

### Practicum Overview

Practicum placements in the Listening and Spoken Language (LSL) graduate training program are designed to provide deaf education, speech-language pathology, and audiology graduate students with experiences in early intervention, classroom, and audiology services for children who are deaf or hard of hearing (DHH) and who are developing listening and spoken language skills. This includes the following placement opportunities (assigned according to discipline-specific requirements):

- Family-centered home-based visits
- Tele-intervention services
- Parent-child toddler group
- Preschool and/or kindergarten classroom-based services
- Individual or small group pull-out/push-in therapy
- Intensive Instruction
- Pediatric audiology and cochlear implant clinic

### Practicum Supervision

A rich component of the hands-on practical experiences available to students is the ability to learn from several different professionals. Students should expect to receive – and should seek – feedback and insights from the vast resources and professional expertise available to them. At the same time, it is important to maintain a supervisory organization. Students' primary supervisors for each placement will be identified at the beginning of the semester. The supervisor will guide the requirements for each placement, as outlined in Canvas.

### Collaboration and Planning Meetings

The type and number of planning meetings can vary each semester depending on the placement and the unique needs of children or families. In general, students can anticipate:

- Weekly large-group collaboration/planning meeting
- Weekly individual meeting with cooperating teacher to discuss child, family, or classroom details
- Weekly or every other week meeting with the practicum supervisor

### Deaf Education Workshop

A weekly Workshop will be held to support Deaf Education students in lesson plan development and in concept expansion. The goal is to support students in extending concepts across a variety of settings, including present or future classroom and child needs. This is **required** attendance for deaf education students. SLP and AuD students are invited to attend but are not required, as SLP and AuD students have other required clinic meetings associated with their Department clinics

### Practicum Assignments and Responsibilities

The first priority in practicum is to ensure that each child and family receives excellent services. This means that program needs and practicum assignments may require adjustment from one semester to the next based on the individual needs of the children and at the discretion of LSL faculty. However, in general, students can anticipate the following requirements and activities associated with the LSL hands-on experiences:



- **Direct Services.** For most students, each new practicum placement will begin with guided observation, with the student assuming more teaching or intervention responsibilities as the semester progresses and as the student demonstrates competencies. In some cases, students are also employees in the setting that is serving as their practicum site and may already have experience in providing direct services. As such, practicum details will be determined by the supervisor according to the details of each circumstance.
- **Lesson Plans (*Classroom, Language Groups, Individual Therapy Services*).** Students will develop lesson plans for the classroom, small language groups, or individual therapy services as guided by the cooperating teacher and practicum supervisor. More support will be provided at the beginning of the semester, with students assuming greater independence as the semester progresses.
- **Family Session Planning Guides (*Early Intervention or Tele-Intervention Services*).** Students will develop family session planning guides for early intervention or tele-intervention services to gain skills in identifying session targets appropriate for each child and family, along with the ability to adjust and adapt session activities to support dynamic family interactions. More support will be provided at the beginning of the semester, with students assuming greater independence as the semester progresses.
- **Lesson Plan Expansion Activities.** Students will have an opportunity to further discuss lesson plan components and generalization concepts regarding lesson plan development and implementation. The Lesson Plan Expansion activities will primarily occur during Workshop.
- **Assessments.** Most assessments may occur at the beginning of the fall semester but may occur at any point in the school year. Students are required to develop and demonstrate competencies in administering, scoring, and interpreting assessments associated with the Sound Beginnings assessment battery or an approved assessment battery associated with an off-campus practicum site. This includes language samples as assigned.
- **Parent-Teacher Conference Preparation.** Students will assist in all activities to prepare for parent-teacher conferences, according to discipline-specific assignments.
- **Practicum Assignments.** Practicum placements have an associated assignment, self-reflection requirement, and/or implementation of the Intervention Experiences. Details will be provided according to placement.

### Evaluation – Deaf Education Students

Deaf Education students registered for ComD 6700 will be graded based on:

- Performance in assigned placement(s) and the LSL Practicum Competencies, including
  - Development of lesson plans or family session planning guides
  - Demonstration of skills and competencies in direct service delivery
  - Demonstration of assessment competencies
  - Language samples, progress reports, and other associated evaluations specific to the placement
  - Professionalism and collaboration
  - Other relevant factors associated with each placement as individually determined by supervisor(s)
- Workshop attendance, preparedness, and participation
- Completion of practicum assignments and self-reflections

Deaf Education students who receive a grade of C+ or lower at the time of the midterm and/or final grading will meet with LSL faculty to develop a “Practicum Support Plan for Deaf Education Graduate Students”. Upon successful completion of the remedial process, the Support Plan will be completed and signed by the student and the supervisor. If unsuccessful, the student may be withheld from further registration, pending a careful review of his/her progress in the academic and education areas by appointed members of the Deaf Education Graduate Committee. Following the Committee members’ review, a decision about the proper course of action for the student will be made.

Criteria used for academic letter grades are:

94-100 = A	80-82 = B-	67-69 = D+
90-93 = A-	77-79 = C+	63-66 = D
87-89 = B+	73-76 = C	<62 = F
83-86 = B	70-72 = C-	

### Evaluation – Speech-Language Pathology and Audiology Students

Speech-Language Pathology and Audiology students who are registered under a separate practicum course number will be evaluated in their LSL placements based on practicum competencies similar to those described above for deaf education students. An LSL grade recommendation will be provided to SLP and AuD students' discipline-specific practicum faculty member who provides practicum oversight within their respective divisions.

## **Practicum Placement Assignment Descriptions**

### **Classroom Practicum Placement**

The primary practicum placement for Deaf Education students is in the LSL classroom. Students gain experience in providing individual or small-group classroom instruction with a specific focus on integrating each child's individual goals with the classroom goals. Sound Beginnings follows the curriculum protocol as outlined in the Utah State Office of Education Preschool or Kindergarten Guidelines, with specific emphasis on the development of listening and spoken language skills. Distance students who are completing the practicum requirements in off-campus locations will follow the curriculum of their school or program (additional or supplemental activities to ensure the development of required competencies is at the discretion of the supervisor). Students provide instruction under the direction of the cooperating teacher and the practicum supervisor. Student assignments in the classroom will vary depending upon the practicum requirement for a given semester, the type of experience desired for the student, and the specific needs of the classroom. Students should review the practicum competencies associated with classroom rotation performance expectations. In addition to weekly planning and collaboration meetings, students should schedule a midterm and final feedback evaluation with their supervisor.

### **Family-centered home-based visits for children ages 0-36 months**

Students participate in early intervention experiences via home-based and/or tele-intervention to provide services to parents of infants and toddlers with hearing loss. Services follow a strong parent coaching model to facilitate the implementation of auditory perception, speech and language development, and other cognitive and social/emotional milestones in preparation for successful preschool entry. Services are individualized to meet the family needs and include a variety of additional supports, such as audiological management, understanding typical child development, and assisting families with appropriate referrals to other needed resources. Students will coordinate placement details with the early intervention provider and the practicum supervisor.

### **Parent-child toddler group for children ages 18-36 months or Early Intervention Equivalent**

Students will provide a combination of both direct services and clinical assistance to the early interventionist in toddler group or other settings that provide expanded early intervention experiences. Students will participate in lesson plan development, materials preparation, and any other intervention supports as needed. These expanded early intervention experiences may include in-person, virtual, video analysis, or a combination.

### **Individual or small group pull-out therapy**

Students provide individual or small-group pull-out therapy utilizing LSL techniques and strategies. Therapy sessions are designed to provide intensive, individualized speech, language, and listening skills development for children who are developing spoken language. A strong emphasis is placed on integrating each child's individual goals with the classroom goals. Therefore, a significant component of this practicum assignment is for students to learn effective communication and collaboration between the classroom teacher and the speech-language pathologist. Students will coordinate the day/time of the service delivery schedule and practicum requirements with their supervisor. Particular emphasis will be placed on aural habilitation services for audiology students.

### **Audiology Rotation**

Deaf Education and SLP students in the LSL emphasis have the unique opportunity to obtain audiological clinical experiences. Students must demonstrate competence in each audiology learning objective as described in their practicum program description, with oversight provided by LSL Audiology faculty.

## **General Practicum Requirements and Expectations**

The following information provides a general overview of the requirements and expectations associated with each semester. Additional details will be provided to students at the beginning of each semester. These requirements are subject to change based on the individual needs of the children in the service sites of practicum placements.

**CAMPUS-BASED STUDENTS:** Students will follow the schedules, curriculum, and assessment requirements specific to the Sound Beginnings school.

**DISTANCE STUDENTS:** Students will follow the schedules, curriculum, and assessment requirements specific to their school or program.

*Please refer to the Student Practicum Calendar for start and end dates for each semester.*

- *\*Note that students are required to be in practicum during the USU spring break, consistent with attendance that follows the school district calendar.*
- *First-year students continue with practicum until the last day of school, following the school district calendar. Second-year students are finished with practicum upon USU graduation unless otherwise arranged.*

Although implemented as appropriate within each location, students must demonstrate the same competencies and breadth of service delivery experiences. Additional requirements or activities may be assigned as appropriate to ensure demonstration of competencies.

### **Fall Semester**

- Assignments and activities generally associated with the Fall semester include:
- Attendance at any practicum site Back to School and/or Parent Orientation programs
  - Participation in administering assessments, including standardized assessments and curriculum-based assessments
  - Participation in gathering and interpreting data from informal and formal assessments
  - Participation in the development of IFSP's, IEP's and/or Service Plans
  - Updating assessments, CASLLS, IEP, or Service Plan updates as individually assigned
- Completion of midterm and end-of-term evaluations with Supervisor
- Participation in practicum site programs, plays, sing-alongs, classroom parties.

### **Spring Semester**

- Assignments and activities generally associated with the Spring semester include:
  - Updating classroom or individual therapy language samples
  - Assessment updates
  - Assessment, CASLLS, or IFSP/IEP/Service Plan updates as individually assigned
  - Progress Reports: Core Curriculum, IEP, and/or Service plan
  - Assessments and Evaluation Reports for children exiting out of practicum site school
- Completion of midterm and end-of-term evaluations with Cooperating Teacher
- Participation at any End of Year Programs your practicum site hold.

## **Practicum Policies and Expectations**

1. Students are expected to provide services for each assignment based on the School calendar, not based on the university semester calendar. An "incomplete" grade may be given at the end of the university semester and then changed to the earned grade at the completion of the school district semester.
2. Recognizing the importance of consistent services for young children, students should make every effort to attend all scheduled practicum assignments. If a student is sick and must cancel their classroom or clinical assignment, he/she must contact the clinical supervisor and classroom teacher as quickly as possible to let them

- know. Students may be required to make up missed sessions, so please connect with your supervisor immediately upon return.
3. If a student has an unusual circumstance and wishes to request an excused absence from the practicum assignment, this request must be submitted at least two weeks (14 days) in advance of the scheduled absence. These requests will be evaluated by faculty on a case-by-case basis. Students must complete the minimum rotation requirements. Therefore, excessive absences may result in an incomplete for that semester and the student will be required to continue the current (or an appropriate alternate) placement into the next semester. **During the Covid-19 pandemic or other similar situations, students must adhere to all university policies of wearing masks, social distancing, good hand-washing, and staying home when sick. Please see <https://www.usu.edu/covid-19/>. Appropriate accommodations will be made for students who are ill or quarantined.**
  4. Consistent feedback and communication with LSL faculty is critical to providing excellent services to the children and their families, as well as ensuring an optimal learning experience for students. Therefore, students should attend a scheduled weekly collaboration meeting for performance feedback and to discuss progress, goals, and strategies.
  5. Students should administer standardized assessments ONLY under the direction and supervision of their clinical supervisor.
  6. Students should be aware of and adhere to the policies and procedures of each individual classroom teacher and/or practicum supervisor. If students have a question or concern, they should first discuss their questions with the classroom teacher or their practicum supervisor. Good communication can usually resolve most concerns or issues. If an issue cannot be resolved with the teacher or practicum supervisor, students can request an appointment with Dr. Nelson. If an issue still cannot be resolved, students can request a meeting with Dr. Karen Munoz, Department Head.
  7. Adhering to strict practices of confidentiality regarding children and families is essential and is required. It is acceptable to discuss therapy strategies and classroom or child updates during instructional discussions in Seminar, however, discussions outside of this controlled classroom environment is not permitted. A breach of confidentiality violates federal law, university policy, and will result in disciplinary action.
  8. Within each practicum placement, students are acting as representatives of Utah State University. As such, students are expected to exhibit the utmost professional behavior at all times. This includes respectful behavior toward children, parents, other students, and all faculty and staff; appropriate dress at all practicum assignments; professional dress at conferences or other similar events; adherence to recommended infection control procedures, and overall observance of professional Codes of Ethics within each discipline. Clinical supervisors will abide by University Regulations (See Academic Honesty section from the USU Honor System) regarding student violations of university standards and discipline for academic dishonesty violations.

### University Policies

**For updated information regarding University policies, procedures, and resources, please see:**  
<https://catalog.usu.edu/content.php?catoid=12&navoid=3583>

# 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](http://www.coe.edu/COMD)  
**Credit:** 2

**USU General Catalog Course Description**

Students obtain a basic understanding of the problems and characteristics of children who have hearing loss and one or more disabling conditions. Teaching strategies are discussed.

**Expanded 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**

By the end of this course, students will be able to

1. Recognize syndromes associated with hearing loss, including etiology
2. Discuss the language and educational impact of having hearing loss in addition to other disabilities.
3. Identify teaching strategies to differentiate instruction and improve child outcomes when serving children with multiple disabilities.

Please see [Council on Education of the Deaf / Council on Exceptional Children \(CED/CEC\) National Standards and the Utah Effective Teaching Standards \(UETS\)](#).

Coursework is aligned with CED/CEC National Standards and the UETS, as shown.

CED-CEC Standard Number (6320)							Aligned with UETS Standards, Instructional Concepts
Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	
DHH.1.K1	DHH.2.K1		DHH.4.K1	DHH.5.K1	DHH.6.K1	DHH.7.K1	1b, 2b-c, 3b, 4a, 4d-e, 5a-d, 6b-c, 7a, 8b-d, 9a, 1-a-b
DHH.1.K2	DHH.2.K2		DHH.4.S4	DHH.5.S6	DHH.6.K3	DHH.7.K2	
DHH.1.K3	DHH.2.K3		DHH.4.S6	DHH.5.S7	DHH.6.S1	DHH.7.S1	
DHH.1.K5	DHH.2.S1			DHH.5.S11	DHH.6.S2	DHH.7.S2	
DHH.1.S1	DHH.2.S2				DHH.6.S3	DHH.7.S3	
DHH.1.S2	DHH.2.S3				DHH.6.S4	DHH.7.S4	
DHH.1.S3	DHH.2.S4					DHH.7.S5	
DHH.1.S6							

**ASHA Knowledge and Skills Acquisition (KASA) Competencies**

Content in this class supports KASA standards IV-C and IV-D related to speech, language, and hearing processes, disorders differences, prevention, assessment, and intervention.

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

#### Course Requirements and Evaluation:

- 7) 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. Discussion Grading Rubric:

Original posting by Sunday and response to classmate by Tuesday, with entries that were thorough and thoughtful, reflecting a comprehensive knowledge of the discussion item and a concerted effort to facilitate a meaningful interaction and dialogue with classmates.	9-10 points
Original posting and/or response to classmate did not meet the deadlines, but contained entries that were thorough and thoughtful, reflecting a comprehensive knowledge of the discussion item and a concerted effort to facilitate a meaningful interaction and dialogue with classmates.	7-8 points
Original posting by Sunday and response to classmate by Tuesday, but with entries that were not of graduate student quality. Responses were inadequate and did not reflect a comprehensive knowledge of the discussion item. There was minimal effort to facilitate meaningful interaction and dialogue with classmates.	5-6 points
Original posting and/or response to classmate did not meet the deadlines, and also were not of graduate student quality. Responses were inadequate and did not reflect a comprehensive knowledge of the discussion item. There was minimal effort to facilitate a meaningful interaction and dialogue with classmates.	3-4 points
Either no entry or very poor quality/effort.	0-2 points

- 8) 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.
- 9) 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.
- 10) 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  
 90-93 = A-  
 87-89 = B+  
 83-86 = B  
 80-82 = B-  
 77-79 = C+  
 73-76 = C  
 70-72 = C-  
 60-69 = D  
 < 60 = F

## Course Content

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

Unit Dates:	Topic:
May 10 to May 23	Introduction to Course Introduction to Genetics of Hearing Loss Typical Embryonic Development Prematurity in Infants Infections and the Fetus Environmental Toxins
May 24 to May 30	Fetal Alcohol Syndrome Traumatic Brain Injury Integrated Service Delivery, Differentiated Instruction, Goals Development
May 31 to June 6	Children who are Deaf/Blind Usher Syndrome Integrated Service Delivery, Differentiated Instruction, Goals Development
June 7 to June 13	Developmental & Intellectual Disability; Learning Disabilities, ADHD Down Syndrome Integrated Service Delivery, Differentiated Instruction, Goals Development
June 14 June 20	Autism Spectrum Disorders Unique role of the audiologist Interdisciplinary collaboration Integrated Service Delivery, Differentiated Instruction, Goals Development
	<b>Final Exam due by midnight June 27</b>

## Nonattendance Policy

### Students May Be Dropped For Nonattendance

If a student does not attend a class during the first week of the term or by the second class meeting, whichever comes first, the instructor may submit a request to have the student dropped from the course. (***This does not remove responsibility from the student to drop courses which he or she does not plan to attend.***) This option is typically used for classes that are full and the instructor is trying to make a seat available for another student, but may be considered for other courses. Requests must be made during the first 20 percent of the course and will be considered on an individual student basis. Students who are dropped from courses will be notified by the Registrar's Office through their preferred e-mail account (see [2018-2019 General Catalog \(Links to an external site.\)](#)).

### Assumption of Risk

All classes, programs, and extracurricular activities within the University involve some risk, and certain ones involve travel. The University provides opportunities to participate in these programs on a voluntary basis. Therefore, students should not participate in them if they do not care to assume the risks. Students can ask the respective program leaders/sponsors about the possible risks a program may generate, and if students are not willing to assume the risks, they should not select that program. By voluntarily participating in classes, programs, and extracurricular activities, a student does so at his or her own risk. General information about University Risk Management policies, insurance coverage, vehicle use policies, and risk management forms can be found at: <http://www.usu.edu/riskmgmt/> (Links to an external site.)

## Library Services

All USU students attending classes in Logan, at our Regional Campuses, or online can access all databases, e-journals, and e-books regardless of location. Additionally, the library will mail printed books to students, at no charge to them. Students can also borrow books from any Utah academic library. Take advantage of all library services and learn more at [libguides.usu.edu/rc](http://libguides.usu.edu/rc). ([Links to an external site.](#))

## Online Course Fee

A fee of \$15 per credit is applied to all online courses to sustain current digital technologies and support services required for engaging and effective online learning.

## Classroom Civility

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read [Student Code Article V Section V-3 \(Links to an external site.\)](#) for more information.

## University Policies & Procedures

### COVID-19 Classroom Protocols

In order to continue to provide a high standard of instruction at USU, and to limit the spread of COVID-19 during the pandemic, students are asked to follow certain classroom protocols. These protocols are in place not only for your safety but also the safety of the rest of the campus community. You will be asked to clean your desk area at the start of each class, sit in designated seats, wear face coverings, and follow dismissal instructions. There may be individual medical circumstances that prevent some students from using face coverings. These circumstances will be rare, but if they do exist, we ask that everyone be respectful. It is imperative that we each do our part so that on-campus instruction can continue.

### 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 \(Links to an external site.\)](#) further defines academic freedom and professional responsibilities.

### Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. 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.

### Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
  - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
  - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
  - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** 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 using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.



For additional information go to: [ARTICLE VI. University Regulations Regarding Academic Integrity \(Links to an external site.\)](#)

### **Sexual Harassment/Title IX**

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and [USU Policy 339 \(Links to an external site.\)](#) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's [Office of Equity \(Links to an external site.\)](#) for available options and resources or clarification. The university has established a complaint procedure to handle all types of discrimination complaints, including sexual harassment ([USU Policy 305 \(Links to an external site.\)](#)), and has designated the Office of Equity Director/Title IX Coordinator as the official responsible for receiving and investigating complaints of sexual harassment.

### **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.

### **Students with Disabilities**

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the [Disability Resource Center \(DRC\) \(Links to an external site.\)](#) as early in the semester as possible (University Inn # 101, (435) 797-2444, [drc@usu.edu](mailto:drc@usu.edu)). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Students who are at a higher risk for complications from COVID-19 or who contract COVID-19 may also be eligible for accommodations.

### **Diversity Statement**

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: [https://studentaffairs.usu.edu \(Links to an external site.\)](https://studentaffairs.usu.edu), (435) 797-1712, [studentservices@usu.edu](mailto:studentservices@usu.edu), TSC 220
- Student Legal Services: [https://ususa.usu.edu/student-association/student-advocacy/legal-services \(Links to an external site.\)](https://ususa.usu.edu/student-association/student-advocacy/legal-services), (435) 797-2912, TSC 326,
- Access and Diversity: [http://accesscenter.usu.edu \(Links to an external site.\)](http://accesscenter.usu.edu), (435) 797-1728, [access@usu.edu](mailto:access@usu.edu); TSC 315
- Multicultural Programs: [http://accesscenter.usu.edu/multiculture \(Links to an external site.\)](http://accesscenter.usu.edu/multiculture), (435) 797-1728, TSC 315
- LGBTQA Programs: [http://accesscenter.usu.edu/lgbtqa \(Links to an external site.\)](http://accesscenter.usu.edu/lgbtqa), (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: [https://www.usu.edu/provost/diversity \(Links to an external site.\)](https://www.usu.edu/provost/diversity), (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State

University: [https://studentconduct.usu.edu/studentcode \(Links to an external site.\)](https://studentconduct.usu.edu/studentcode)

### **Grievance Process**

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII \(Links to an external site.\)](#).

### **Full details for USU Academic Policies and Procedures can be found at:**

- [Student Conduct \(Links to an external site.\)](#)
- [Student Code \(Links to an external site.\)](#)
- [Academic Integrity \(Links to an external site.\)](#)
- [USU Academic Policies and Procedures \(Links to an external site.\)](#)
- [Academic Freedom and Professional Responsibility Policy \(Links to an external site.\)](#)

### **Emergency Procedures**

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

**Mental Health**

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at [Counseling and Psychological Services \(CAPS\) \(Links to an external site.\)](#). Students are also encouraged to download the [“SafeUT App” \(Links to an external site.\)](#) to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.

## COMD 6770

### Audiology and Teachers of the Deaf or Hard of Hearing

**Professor:** Lauri Nelson, PhD

**Office Hours:** Tuesdays 4:00-5:00 or by appointment

**Office:** ECERC 150

**E-Mail:** lauri.nelson@usu.edu

**Day/Time:** asynchronous online

**Phone:** 435-797-8051

**Dept. Web:** [www.coe.edu/COMD](http://www.coe.edu/COMD)

**Credit:** 3

#### Course Description

The purpose of this course is to gain foundations in audiology services as they relate to teachers of children who are deaf or hard of hearing (DHH), including an understanding of the anatomy and physiology of the ear, type and degree of hearing loss, and how to read and interpret an audiogram. Students discuss the classroom acoustical environment, the components of hearing technology, and troubleshooting hearing devices. In addition, this course explores strategies for maximizing the benefits of hearing technology as appropriate in classrooms of all communication modalities.

Course content is delivered asynchronous online. However, to assist with content comprehension and to provide you opportunities to ask questions, I will have weekly open office hours on zoom **every Tuesday 4:00-5:00**, beginning Jan 26. This means I will have my Zoom meeting room open every week during that time for you to ask questions or discuss anything in which you would like clarification. If you have questions, but you are not available to join on Tuesdays during open office hours, please don't hesitate to email me and we will arrange another time to meet – that is no problem and strongly encouraged. The office hours are just to give you a predictable time when you can jump on. The Zoom link is:

<https://usu.zoom.us/j/2970432603?pwd=YnRrWG9rWDN3Y0xaeS9qam1TcUdlldz09>

**Note:** When you wish to contact me, please DO NOT use the email function through Canvas. I do not use that system. Please send all email correspondence to my university email address at [lauri.nelson@usu.edu](mailto:lauri.nelson@usu.edu).

#### Course Objectives:

Introduce SLP and deaf education students to audiometric principles that will assist and fortify practices in educating children who are deaf or hard of hearing. Students should be able to:

- Describe type and degree of hearing loss
- Explain the basic hearing tests and their purposes, including describing the audiogram to parents
- Correlate hearing disorders with anatomy and physiology and diagnostic audiology tests
- Identify the components and functions of conventional hearing aids, bone-anchored hearing aids, and cochlear implants, including troubleshooting
- Describe the signal-to-noise ratio and understand how to assess and improve the acoustic environment
- Understand assistive listening technology, the differences between system options, and how to make appropriate selections or recommendations
- Identify strategies of classroom implementation and the importance of professional collaborations

Please see [Council on Education of the Deaf / Council on Exceptional Children \(CED/CEC\) National Standards and the Utah Effective Teaching Standards \(UETS\)](#).

Coursework is aligned with CED/CEC National Standards and the UETS, as shown.

CED-CEC Standard Number (6320)							Aligned with UETS Standards, Instructional Concepts
Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	
DHH.1.K1 DHH.1.K2 DHH.1.K3 DHH.1.S2			DHH.4.S3	DHH.5.S3 DHH.5.S4 DHH.5.S5 DHH.5.S6	DHH.6.S3	DHH.7.K1 DHH.7.K2 DHH.7.S2 DHH.7.S5	1b, 5a-d, 6a, 9a-b, 10a-b

Course Requirements and Evaluation: Details will be provided in Canvas.

- Threaded discussions
- Unit assignments and quizzes
- Final evaluation

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

## Course Content

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

Unit Dates:	Unit #	Topic:
Unit 1 1/19 – 1/26	Unit 1	Course introduction Early Hearing Detection and Intervention (EHDI)
<b>Basic Audiology</b>		
1/27 – 2/2	Unit 2	Anatomy and Physiology of the Ear
2/3 – 2/9	Unit 3	Hearing Loss and the Audiogram
2/10 – 2/16	Unit 4	Hearing Assessment (behavioral testing and concepts of immittance) Being a Test Assistant
2/17 – 2/23	Unit 5	Otoacoustic Emissions and Electrophysiology Assessments
2/24 – 3/2	Unit 6	Describing the audiogram to parents
<b>Hearing Technology</b>		
3/3 – 3/9	Unit 7	Hearing Aids and Troubleshooting
3/10 – 3/16	Unit 8	Cochlear Implants and Troubleshooting
3/17 – 3/23	Unit 9	Auditory Neuropathy
3/24 – 3/30	Unit 10	Classroom Acoustics and the Listening Environment
<b>Classroom Implementation and Collaboration</b>		
3/31 – 4/13	Unit 11 **Two weeks	Classroom Implementation
4/14 – 4/20	Unit 12	Professional Collaboration and Parent Support
4/21 – 4/27	Unit 13	Case Studies and Course Wrap-up

FINAL EXAM – Details to be announced

Listening and Spoken Language Specialist (LSLS) Domains of focus for this class:

Domain 1	Hearing & Hearing Technology
Domain 2	Auditory Functioning
Domain 3	Spoken Language Communication
Domain 5	Parent Guidance, Education, and Support
Domain 6	Strategies for Listening and Spoken Language Development
Domain 8	History and Professional Issues

### Required Text

Fundamentals of Audiology for the Speech-Language Pathologist

Deborah R. Welling & Carol A. Ukstins

ISBN-13: 978-1284105988

ISBN-10: 1284105989

### Additional Readings

Throughout the course, I will provide various handouts, readings, and other material. You are responsible for accessing, reading, and learning this material. Readings are located on the unit pages accessed through Modules.

### Presentations

For many topics there will be recorded lectures and their accompanying powerpoint presentations. You are responsible for the information presented in these videos for quizzes and assignments.

### Unit Quizzes and Assignments

Students will complete unit quizzes & other assignments on the information/content that is presented. Quizzes should be completed by the posted due date. No late assignments will be accepted without permission from the instructor. Unit quizzes and assignments will be detailed within the unit modules.

### Discussions

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 by midnight on Sunday each week and then two responses to postings from your classmates by midnight on Tuesday of each week. Although these are the deadlines, please help contribute to engaging and informative discussions by posting as early in the week as possible. The discussion grading rubric is as follows:

Original posting by Sunday and response to classmate by Tuesday, with entries that were thorough and thoughtful, reflecting a comprehensive knowledge of the discussion item and a concerted effort to facilitate a meaningful interaction and dialogue with classmates.	9-10 points
Original posting and/or response to classmate did not meet the deadlines, but contained entries that were thorough and thoughtful, reflecting a comprehensive knowledge of the discussion item and a concerted effort to facilitate a meaningful interaction and dialogue with classmates.	7-8 points
Original posting by Sunday and response to classmate by Tuesday, but with entries that were not of graduate student quality. Responses were inadequate, and did not reflect a comprehensive knowledge of the discussion item. There was minimal effort to facilitate meaningful interaction and dialogue with classmates.	5-6 points
Original posting and/or response to classmate did not meet the deadlines, and also were not of graduate student quality. Responses were inadequate, and did not reflect a comprehensive knowledge of the discussion item. There was minimal effort to facilitate a meaningful interaction and dialogue with classmates.	3-4 points
Either no entry or very poor quality/effort.	0-2 points

### Course Technology Requirements

All course content will reside in Canvas.

- <http://online.usu.edu>
  - Your username is your A#, and your password is your global password (the same one you use for Banner or Aggiemail).
- For [Canvas](#), [Passwords](#), or any other computer-related technical support contact the [IT Service Desk](#).
  - 435 797-4357 (797-HELP)
  - 877 878-8325
  - <http://it.usu.edu>
  - [servicedesk@usu.edu](mailto:servicedesk@usu.edu)

## LSL Interdisciplinary Seminar COMD 6850 - Fall Semester

**Professor:** Sarah Law  
**Office:** ECERC 154  
**E-Mail:** sarah.law@usu.edu  
**Day/Time:** F 12:00-12:50

**Office Hours:** By appointment  
**Phone:** 435-797-4464  
**Dept. Web:** www.comd.usu.edu  
**Credit:** 1 credit hour

### COURSE DESCRIPTION

The purpose of this course is to introduce graduate students in deaf education, speech-language pathology, and audiology to effective research and evidence-based practices in their services to children who are deaf or hard of hearing (DHH) and their families. Interdisciplinary collaboration, including culturally competent parent-professional partnerships, will be emphasized as students from all three disciplines learn effective strategies for implementing LSL services in a cohesive and productive manner.

**This course addresses the initial specialty professional standards for candidates seeking a Masters of Education/Deaf and Hard of Hearing.**

CED-CEC Standard Number							Aligned with UETS Standards, Instructional Concepts
Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	
	DHH.2.K1			DHH.5.K2	DHH.6.S2 DHH.6.S4	DHH.7.K1 DHH.7.K2 DHH.7.K3 DHH.7.S1 DHH.7.S2 DHH.7.S3 DHH.7.S4 DHH.7.S5	1a,1b, 2a-e, 3a-f, 4a-e, 5a-f, 6a-e, 7a-h, 8a-d, 9a-e

### Course Objectives – Aligned with CEC/CED Professional Standards

#### Course Objectives

Students will acquire skills necessary to work in interdisciplinary team and collaborate to better understand integrated service delivery.

Students will develop skills to explore research in the field to identify evidence-based best practices.

Students will develop specific LSL skills, and points of view needed by professionals who serve children who are DHH and their families.

### Listening and Spoken Language Specialist (LSLS) Domains of focus for this class:

Domain 2	Auditory Functioning
Domain 3	Spoken Language Communication
Domain 5	Parent Guidance, Education, and Support
Domain 6	Strategies for Listening and Spoken Language Development
Domain 7	History, Philosophy, and Professional Issues

### FALL 2019 TOPIC OUTLINE (Schedule is subject to change)

Week	Date	Discussion Topics
1	8-30	Interpreting and making recommendations from assessment data

2	9-6	LSL as a spoken language philosophy and communication modality; respect in communication options
3	9-13	SLP, deaf education, and audiology scope of practice
4	9-20	Why family-centered? Philosophies and practices of family engagement in 0-5 services.
5	9-27	Early Hearing Detection and Intervention (EHDI) services and the National Center for Hearing Assessment and Management (NCHAM)
6	10-4	Cultural competence in service delivery
7	10-11	Interdisciplinary collaboration and the value of an interdisciplinary team
8	10-18	<b>NO CLASS – Fall Break</b>
9	10-25	The audiology clinic – what SLP's and deaf educators should know
10	11-1	Making diagnostic audiology services LSL-focused
11	11-8	**Practicum Share
12	11-15	**Practicum Share
13	11-22	LSLS Certification – AGBell
14	11-29	<b>NO CLASS – Thanksgiving Break</b>
15	12-6	Course wrap-up (Last day of class)

\*Sometimes new articles or relevant readings are identified during the semester. I reserve the right to add or change assigned readings as needed. I will provide you with sufficient prior notice should this occur.

#### **COURSE REQUIREMENTS AND EVALUATION:**

1. Attendance and Participation (60 points): To meet the objectives of this class, attendance and active participation in seminar is required. Each student will come prepared to contribute to course discussions and activities. Students who come late, unprepared, or who fail to engage in the group discussions may not receive the full five points allocated for each seminar session.
2. Thought Papers (40 points). Each student will be required to critically and thoughtfully comment on 4 different readings during the semester and submit a written evaluation (readings are listed in Canvas). Each thought paper should be approximately one page in length in which the student evaluates and synthesizes what was read. In the thought paper the student can pose questions, describe how the information will/will not impact direct services, describe what they liked/disliked about a study, or propose a new study. The Thought Paper grading rubric is posted in Canvas.
3. Practicum Share (25 points). Students will sign up to present at one Practicum Share session. Students should take 5-7 minutes to share a practicum idea, including suggestions for implementation across all three disciplines. This is not a formal presentation, but should include copies of handouts or activity description.

*Missed attendance and participation points cannot be made up unless there is a university-approved reason for missing Seminar (e.g., student is presenting at a conference). Practicum Share activities must occur on the date signed up unless*



arrangements to switch with another student are made at least one week prior to scheduled time. All Thought Papers are due on the dates indicated. Late submissions will be accepted for two days (48 hours) after the due date for half credit. Papers will not be accepted if submitted 48 hrs after the due date unless specific approval provided by Dr. Nelson. PLEASE DO NOT ASK FOR EXCEPTIONS TO THESE RULES. 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      90-93% = A-      87-89% = B+      83-86% = B      80-82% = B-  
 77-79% = C+      73-76% = C      70-72% = C-      60-69% = D      < 60 = F

## 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.

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

Learner outcomes reflect those outlined in the Knowledge and Skills Acquisition (KASA) Summary Form for Certification in Speech-Language Pathology by the American Speech-Language-Hearing Association (ASHA).

1. **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.
2. **Standard III-G:** The student will demonstrate knowledge of contemporary professional issues and transdisciplinary collaboration.
3. **Standard IV-E:** The student will be competent in the treatment of individuals with auditory, balance, and related communication disorders
  - E1: *Interact effectively with patients, families, and other appropriate individuals, and professionals*
  - E4: *Counsel patients, families, and other appropriate individuals*
  - E5: *Develop culturally sensitive and age-appropriate management strategies*
  - E6: *Collaborate with other service providers in case coordination*

**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.

Listening and Spoken Language Core Competencies/Domains of Knowledge	
Domain 7	Ethical Requirements and Issues

	Professional development requirements and opportunities
	Evidence-based practice and research findings

For questions concerning computer settings or problems accessing material, please contact the USU Help Desk at (435) 797-4358.

### **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. [USU Policy 403](#) further defines academic freedom and professional responsibilities.

### **Academic Integrity - "The Honor System"**

The University expects that students and faculty alike maintain the highest standards of academic honesty. The Code of Policies and Procedures for Students at Utah State University ([Student Conduct](#)) addresses academic integrity and honesty and notes the following:

**Academic Integrity:** Students have a responsibility to promote academic integrity at the University by not participating in or facilitating others' participation in any act of academic dishonesty and by reporting all violations or suspected violations of the Academic Integrity Standard to their instructors.

**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". Violations of the Academic Integrity Standard (academic violations) include, but are not limited to cheating, falsification, and plagiarism

### **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 use 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.

### **Course Fees**

Instructors that utilize course fees should identify the amount and explain the purpose of the course fee on the syllabus. Course fees are listed in the catalog.

### **Grievance Process**

Students who feel they have been unfairly treated [in matters other than discipline, 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: [Article VII Grievances](#)

### **Sexual Harassment**

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and [USU Policy 339](#) address sexual harassment in the workplace and academic setting. The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact [USU's Affirmative Action/Equal Opportunity \(AA/EO\) Office](#) for available options and resources or clarification. The university has established a complaint procedure to handle all types of discrimination complaints, including sexual harassment ([USU Policy 305](#)), and has designated the AA/EO Director/Title IX Coordinator as the official responsible for receiving and investigating complaints of sexual harassment.

### **Students with Disabilities**

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) as early

in the semester as possible (University Inn # 101, 435-797-2444, [drc@usu.edu](mailto:drc@usu.edu)). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

### **Withdrawal Policy, "I" Grade Policy and Dropping Courses**

If a student does not attend a class during the first week of the term or by the second class meeting, whichever comes first, the instructor may submit a request to have the student dropped from the course. (This does not remove responsibility from the student to drop courses which they do not plan to attend.) Students who are dropped from courses will be notified by the Registrar's Office through their preferred e-mail account.

Students may drop courses without notation on the permanent record through the first 20 percent of the class. If a student drops a course following the first 20 percent of the class, a W will be permanently affixed to the student's record (check [General Catalog](#) for exact dates). Students with extenuating circumstances should refer to the policy regarding Complete Withdrawal from the University and the Incomplete (I) Grade policy in the General Catalog.

### **No-Test Days Policy**

For classes that meet for a full semester, a five-day period designated as "no-test" days precedes final examinations. During this time, no major examinations, including final examinations will be given in order that students may concentrate on classwork, the completion of special assignments, writing projects, and other preparation for duly scheduled final examinations. Approved exceptions include final papers, weekly chapter quizzes, quizzes, projects, and examinations associated with a lab that does not meet during final examinations. This policy does not apply to classes that meet only during the second 7-week session of the semester or to classes offered during the summer term. Complete information related to [Final Examination Policies](#) can be reviewed in the General Catalog.

### **Assumption of Risk**

All classes, programs, and extracurricular activities within the University involve some risk, and some involve travel. The University provides opportunities to participate in these programs on a voluntary basis. Therefore, students should not participate in them if they do not care to assume the risks. Students can ask the respective program leaders/sponsors about the possible risks a program may generate, and if students are not willing to assume the risks, they should not select that program. By voluntarily participating in classes, programs, and extracurricular activities, students do so at their own risk. General information about University Risk Management policies, insurance coverage, vehicle use policies, and risk management forms can be found at <http://www.usu.edu/riskmgmt/>.

### **Mental Health**

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at [Counseling and Psychological Services \(CAPS\)](#). Students are also encouraged to download the "[SafeUT App](#)" to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.

## SYLLABUS

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### LSL Practicum Workshop

#### COMD 6900

**Professor:** Sarah Law M.Ed.

**Office:** ECERC 150

**E-Mail:** sarah.law@usu.edu

**Day/Time:** asynchronous online

**Office Hours:** By appointment

**Phone:** 435-797-4464

**Dept. Web:** www.comd.usu.edu

**Credit:** 1 credit hours

#### Course Objectives-Aligned with CEC/CED Professional Standards

**LSL Practicum Workshop addresses the initial specialty professional standards for candidates seeking a Masters of Education/Deaf and Hard of Hearing.**

CED-CEC Standard Number (6340)							Aligned with UETS Standards, Instructional Concepts
Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	
DHH.1.K2	DHH.2.K2	DHH.3.K1		DHH.5.K1	DHH.6.K2	DHH.7.S1	1a-b, 2a-c, 3a-b,
DHH.1.K4	DHH.2.K3	DHH.3.S1		DHH.5.K2	DHH.6.S3	DHH.7.S2	4a-e, 5a-d, 6a-c,
DHH.1.S2	DHH.2.S1	DHH.3.S2		DHH.5.S1	DHH.6.S4	DHH.7.S4	7 a-d, 8a-d, 9a-b,
DHH.1.S3	DHH.2.S2			DHH.5.S2		DHH.7.S5	10a-b
DHH.1.S4	DHH.2.S3			DHH.5.S4			
DHH.1.S5	DHH.2.S4			DHH.5.S5			
DHH.1.S6				DHH.5.S6			
DHH.1.S7				DHH.5.S7			
				DHH.5.S8			
				DHH.5.S9			
				DHH.5.S10			
				DHH.5.S11			

#### Course Objectives

Students will collaborate with professionals and families in order to best create lesson plans that are relevant to the child and family

Students will create individualized lesson plans that focus on engagement and age and stage appropriate

Students will create lesson plans that maximize audition and spoken language development

#### Course Description

This course is designed to support Deaf Education graduate students in how to go about planning lessons with the progress of a child with hearing loss in mind.

The course includes:

- Guidance on what various research bodies have said about what constitutes great teaching and learning and how that relates to lesson planning
- Detailed instruction and advice on how to plan for assessment and differentiation effectively
- Detailed instruction on how to imbed audition, language, speech, core standards, literacy, and cognition when lesson planning
- Concise support on how to set and deliver effective lesson objectives and outcomes

Week 1	Course Introduction
Week 2	Professionalism
Week 3	Child/Family-Centered Teaching
Week 4	LSL strategies and techniques
Week 5	Writing objectives: Audition
Week 6	Writing objectives: Receptive and Expressive Language
Week 7	Asking good questions during lesson implementation
Week 9	Writing objectives: aligning core standards
Week 10	Writing objectives: Cognition
Week 11	Classroom management and safety
Week 12	Writing objectives: Literacy
Week 13	Working collaboratively when lesson planning
Week 14	Collaboration and building trust
Week 15	Putting it all together

### **Evaluation**

Deaf Education students registered for COMD 6900 will be graded based on:

- Attendance
- Development of lesson plans or family session planning guides
- Demonstration of assessment competencies
- Professionalism and collaboration

Deaf Education students who receive a grade of C+ or lower at the time of the midterm and/or final grading will meet with LSL faculty to develop a “Practicum Support Plan for Deaf Education Graduate Students”. Upon successful completion of the remedial process, the Support Plan will be completed and signed by the student and the supervisor. If unsuccessful, the student may be withheld from further registration, pending a careful review of his/her progress in the academic and education areas by appointed members of the Deaf Education Graduate Committee. Following the Committee members’ review, a decision about the proper course of action for the student will be made.

Criteria used for academic letter grades are:

94-100 = A      80-82 = B-      67-69 = D+

90-93 = A-	77-79 = C+	63-66 = D
87-89 = B+	73-76 = C	<62 = F
83-86 = B	70-72 = C-	

## University Policies

### University + Course Policies

#### *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 ([links to an external site](#)) further defines academic freedom and professional responsibilities.

#### *Attend Class*

Although attendance is not mandatory, students are expected to attend all class sessions as listed on the course syllabus. Although your attendance is not mandatory for this class, failure to attend class regularly is likely to impair your success on the class participation/discussion as well as your future as a professional.

#### *Build Rapport*

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let Sarah Law know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective clinician and educator. Make sure that you are proactive in informing Sarah Law when difficulties arise during the semester so that she can help you find a solution.

#### *Understand When You May Drop This Course*

It is the student's responsibility to understand when they need to consider disenrolling from a course. Refer to USU's Academic Calendar for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course.

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.

#### *Inform Sarah Law of Any Accommodations Needed*

If anyone has special needs or disabilities, please contact the Disability Resource Center (DRC). Students with ADA-documented physical, sensory, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the DRC. Please contact the DRC prior to or as early in the semester as possible. Alternate formats for course content (e.g., braille, large print, digital, or audio) are available with advanced notice.

**Disability Resource Center (DRC)** is located in Room 101 of the University Inn; their phone number is 435-797-2444

Disability-related resources for current students:

- DRC Student Handbook (Links to an external site.)
- Deaf and Hard of Hearing Student Handbook (Links to an external site.)
- Disability-Related Scholarships (Links to an external site.)
- Campus Resources (Links to an external site.)
- Documentation Guidelines (Links to an external site.)
- Online Resources for Students with Disabilities (Links to an external site.)

### **Grievance Process**

If you have a complaint or concern regarding this course, please speak with Sarah Law first. If your complaint cannot be handled by Sarah Law, please speak with the Division Chair of Deaf Education, Dr. Lauri Nelson.

If problems appear irresolvable following these procedures, please file a grievance through the channels and procedures described in the Student Code: Article VII. Grievances (Links to an external site.).

**Full details for USU Academic Policies and Procedures can be found at:**

- Student Conduct (Links to an external site.)
- Student Code (Links to an external site.)
- Academic Integrity
- USU Selected Academic Policies and Procedures (Links to an external site.)
- USU Academic Policies and Procedures (Links to an external site.)
- Academic Freedom and Professional Responsibility Policy (Links to an external site.)

### ***Commit 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. Don't cheat—it's dumb, unethical, and illegal! It is important for the student to know that engaging in academic fraud, dishonesty, and cheating on academic work is unacceptable in any form. Engaging in such behaviors can result in expulsion from the University. The University's Student Code states academic dishonesty includes, but is not limited

to: copying someone else's work, copying-and-pasting from the internet without properly citing your source, submitting the same paper in more than one course without prior approval from the instructor, failing to work independently on assignments when an instructor has designated that the task be done "individually", or using instant-messaging during an exam. Know that Sarah Law does NOT approve of the use of test banks and old tests. If you access and/or use old assignments from previous enrollees of COMD 6850, such behavior will be considered academic dishonesty and treated as such. Sometimes plagiarism is unintentional, but it is still considered academic fraud—regardless of your intentions. If you are unclear how to properly cite someone else's work, please see Sarah Law. She will gladly show you how to properly cite other people's ideas using formatting prescribed by the American Psychological Association (APA; <http://apastyle.apa.org/>)!

### **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 a higher level of conduct expected and required of all Utah State University students. The Honor Pledge (links to an external site.): 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.

**Important Note:** Please know that Sarah Law does not tolerate academic dishonesty and she upholds USU's policies. As a faculty member, it is her responsibility to inform the Office of Student Conduct of anyone suspected of academic dishonesty. Thus if Sarah Law suspects academic dishonesty, she will report that student without question.

### **Syllabus Changes**

This syllabus is subject to change. I will notify the class regarding all changes. In the event of any discrepancy between this syllabus and content found in Canvas, the information in **CANVAS WILL TAKE PRECEDENCE.**



## **COMD 7520 Introduction to Cochlear Implants**

**PROFESSOR:** Cache Pitt, AuD .  
**OFFICE/ BLDG.** RM 149, ECERC  
**E-MAIL:** cache.pitt@usu.edu

**OFFICE HOURS:** Friday 1-3 PM  
**PHONE:** 797-9311  
**DEPT. WEB:** <http://comd.usu.edu/>

### **PREREQUISITES**

None

Learning Objectives:

1. Know how to implement person-centered care for individuals who are candidates for cochlear implantation based on the ICF model.

### **Meeting Time/Location:**

- Online for all students for the first 5 weeks
- Audiology Students will attend live sessions all 7 weeks for one extracredit hour. ECERC
- 2 semester hours for students in the first 5 weeks and 3 semester hours for audiology students taking all 7 weeks

**See the end of this document for the tentative course schedule, reading, and assignments.**

### **COURSE DESCRIPTION**

In this course you will be presented with information that will allow you to know; what isa cochlear implant, to understand the candidacy criteria for receiving a cochlear implant, to understand the current expectations of cochlear implant users, and to become familiar with the three manufacturer's in the United States. Audiology students who will take the final 2 weeks of the course on site will also learn basic programming parameters.

### **REQUIRED TEXTBOOK/READINGS**

Chute, P. & Nevins, M. (2002) The Parents' Guide to Cochlear Implants. ISBN 1-56368-129-3

Wolfe, J. & Schafer, E. (2015) Programming Cochlear Implants, 2<sup>nd</sup> Edition. Plural Publishing. ISBN 978-1-59756-552-3

### **COURSE OBJECTIVES AND/ OR ASHA KNOWLEDGE AND SKILLS ACQUISITION (KASA)**

<b>Course Outcomes</b> The student will:	<b>Related Assessment</b>	<b>KASA Professional Standards (ASHA)(see KASA form for specific knowledge and skills competencies)</b>
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State candidacy criteria for cochlear implantation for children and adults	Mid Term and Final exam and assignments	A16 C2 C3 E14 E15
State outcome expectations for children and adults with cochlear implants, including factors affecting outcomes	Mid Term exams and assignments	E15 E28
Describe how a cochlear implant works, including the surgical process, and how to troubleshoot the external equipment.	Mid Term Exam	E16
Describe the educational and the intervention aspects of cochlear implantation.	Final exam and assignments	A8 A10 A17 A18 A21 D9 E1 F3 F4 F8
Describe the communication choices of children with cochlear implants and their impact on educational placements.	Assignments	E15 F3 F4 F8
Audiology Student Portion: Hands-on Equipment Use In-depth Programming techniques Assessing Individuals for candidacy and progress monitoring	Final Exam and assignments	A5 A7 E12 E15 E16 E28 F9

### **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.

Course Title and Number	CED-CEC Standard Number							Aligned with UETS Standards, Instructional Concepts
	<i>Standard</i> 1	<i>Standard</i> 2	<i>Standard</i> 3	<i>Standard</i> 4	<i>Standard</i> 5	<i>Standard</i> 6	<i>Standard</i> 7	
ComD 7520: Introduction to Cochlear Implants	DHH.1.K1	DHH.2.K1 DHH.2.S2					DHH.7.K1 DHH.7.S1 DHH.7.S2 DHH.7.S5	1a, 2b, 3a, 5a, 9a

## COURSE FEE

There is no course fee for this course.

## EVALUATION/GRADING/ASSIGNMENTS/REQUIREMENTS

- There will be three exams over the course of the semester. Two will be during the first 5 weeks for all students and a third exam for audiology students at the end of the semester. All exams will be administered via Canvas. Exams will be worth 75% of the final grade.
- There will be 8 assignments throughout the course, 5 of which will occur during the first 5 weeks for all students and 3 of which will occur during the final 2 weeks for the audiology students only. Assignments will be worth 25% of the final grade.

**Grading:** The following university approved grading scale will be used: 93-100 =

A  
90-92 = A-  
87-89 = B+  
83-86 = B  
80-82 = B-  
77-79 = C+  
73-76 = C  
70-72 = C-  
60-69 = D  
< 60 = F

**COURSE POLICIES (taken directly from Syllabus Resource page on USU website)**

[http://www.usu.edu/aa/faculty/syllabus\\_resources.cfm](http://www.usu.edu/aa/faculty/syllabus_resources.cfm)

## 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.

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## 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://www.usu.edu/student-services/pdf/StudentCode.pdf#Article7> (Article VII. Grievances, pages 25-30).

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## 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 use 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.

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## 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.

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## 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.

## Emergency Preparedness:

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

## TENTATIVE COURSE SCHEDULE/READING ASSIGNMENTS

*The course is divided into two groups; Audiology students and all other disciplines. Both groups will follow the syllabus for the first 5 units. The Audiology students will complete the remainder of the syllabus. During the first 5 units there will be two power point presentations that consist of a lecture of the unit's topics. The recorded lecture is available via Canvas. At your disposal, you may download and print the slides for personal note taking. Please keep up with the lectures each week in order to maintain an appropriate pace.*

Dates for individual topics and exams are ***tentative*** and may be altered based on class progress at the discretion of the professor.

## Unit 1

### Lectures

- Lecture 1 - History of Cochlear Implants
- Lecture 2 - Introduction to CI technology

## Readings

- Chute/Nevins – chapter 3, “Options in Implant Devices”
- Wolfe & Schafer – chapter 1, “Basic Components and Operation of a Cochlear Implant
- Cochlear implants: A remarkable past and a brilliant future
- History of MedEI – available electronically

## Assignment

- HOPE Session of choice

## Unit 2

### Lectures

- Lecture 3 CI Candidacy
- Lecture 4 Introduction to mapping

## Readings

- Wolfe & Schafer – chapter 2, “Basic Terminology of Cochlear Implant Programming”
- Chute/Nevins – chapter 2, “Candidacy Evaluation”
- Wilson – “The Modern Cochlear Implant” – available electronically in course

## Assignment

- “The Whole Child” – Candidacy Evaluations for Children

## Unit 3

### Lectures

- Lecture 5 – Troubleshooting the external processor
- Lecture 6 - Psychosocial aspects of cochlear implantation – adults and kids
- 

## Readings

- Wolfe & Schafer – Chapter 8, “Patient Complaints and Complications.”
- Chute/Nevins, Chapter 10, “Deaf Culture and the Cochlear Implant”
- Audiology Students Only
  - o Wolfe & Schafer – Chapter 10, “Programming Recipients Using Electric-Acoustic Stimulation”
  - o AB Sound Bytes – IDR – available electronically on course
  - o AB Sound Bytes – Electrode Clipping – available electronically on course

## Assignment

- Review of Candidate materials

## Exam 1

### Unit 4

#### Lectures

- Lecture 7 - Outcomes in the Adult population
- Lecture 8 –Habilitation in the Pediatric Population

#### Readings

- Wolfe & Schafer – Chapter 9, “Hearing Assistance Technology (HAT) and Cochlear Implants”
- Chute/Nevins Chapter 6 - “Learning about Listening through Home Activities”
- Chute/Nevins Chapter 7 - “The Cochlear Implant as a Tool for Language Development”
- Chute/Nevins Chapter 9 - “Cochlear Implants and the Whole Child: Implications for Performance”

#### Movie

- Hear and Now

#### Assignment

- HOPE Reaching Benchmarks of Performance

### Unit 5

#### Lectures

- The Cochlear Implant Surgical Process and Considerations
- The Cochlear Implant Team

#### Readings

- Chute/Nevins, chapter 4, “The Surgical Stage”
- Wolfe & Schafer – Chapter 7, “Clinical Considerations: Putting All of the Pieces Together”

#### Assignment

- - HOPE Session of choice

## Exam 2





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## **Audiology Students Only**

**Audiology students will follow the outline above, but will also include the additional topics each week to fulfill the additional course credit.**

### **Week 1**

**Lecture:** Completing a Clinic Prep Billing in the CI clinic

**Reading:** Wolfe & Schafer – Chapter 3 “Basic Principles of Programming”

### **Week 2**

**Lecture:** Device Programming

**Reading:**

- Wolfe & Schafer – Chapter 6, “Programming Cochlear Devices.”

**Assignment:** CI Device Programming Binder

### **Week 3**

**Lecture:** Device Programming

**Reading:** Wolfe & Schafer – Chapter 10 “Programming Recipients Using Electric-Acoustic Stimulation”

**Week 4**

**Lecture:** Device Programming

**Reading:** Wolfe & Schafer – Chapter 4 “Programming Advanced Bionics Implants”

**Assignment:** CI Device Programming Binder

**Week 5**

**Lecture:** Device Programming

**Reading:** Wolfe & Schafer – Chapter 6 “Programming Med-EI Cochlear Implants”

**Week 6**

**Lecture:** Speech Perception Tasks in the CI clinic CI Candidacy Evaluations & CI Candidacy

**Reading:** Wolfe & Schafer – Chapter 11 “Case Studies”

**Assignment:** Perform Candidacy Evaluations

**Week 7**

**Lecture:** CI Candidacy Evaluations & CI Candidacy

**Reading:** Chute and Nevins Chapter 5 “The Post-Implantation Stage”

**Exam 3**

# APPENDIX B

## Appendix B.1

### Utah State University LSL Center-Based Practicum Competency Evaluation Form

Student Name \_\_\_\_\_ Age of Children \_\_\_\_\_  
 Teacher Name \_\_\_\_\_ Practicum Dates/Length of Experience \_\_\_\_\_  
**Please check one:**     Midterm Evaluation     Final Evaluation     Student Self-Evaluation

**Y Intro to Classroom Services:** passing criteria minimum of '2' rating for all competency content areas

**Y Classroom I:** passing criteria minimum of '3' rating for all competency content areas

**Individual Therapy I:** passing criteria minimum of '2' rating for all competency content areas

**Individual Therapy II:** passing criteria minimum of '3' rating for all competency content areas

**4 - Proficient** - Performance exceeds expectations and demonstrates proficiency for the described skill. The student actively facilitates program excellence and positive change appropriate for a pre-service teacher.

**3 - Achieved** – Competency and performance expectations have been achieved; the student consistently demonstrates competence either independently or with supports appropriate for a pre-service teacher.

**2 - Early Emerging** – Performance is on track toward meeting expectations. However, more practice is needed, and the student should meet with the practicum supervisor to develop an action plan to increase skill level. The student may be required to extend the practicum assignment into the next semester.

**1 - Unsatisfactory** – Performance does not meet the expectations of a beginning teacher. The student is required to complete a Remediation Plan with the practicum supervisor, and it may be necessary to extend the practicum assignment into the next semester.

**N/A** - Not Applicable during this particular practicum.

**N/O** – Needs Opportunities to demonstrate.

**Check the box that best reflects the student's competency level within each domain for the Preschool Practicum Rotation**

Content	Skills
<b>ACADEMICS</b> <b>COGNITION</b> <b>LANGUAGE</b>	Demonstrates knowledge of state standards and the curriculum utilized by the cooperating teacher. Student applies this information to choose goals and objectives. <i>Rating: 1 2 3 4 N/A N/O</i>
	Demonstrates comprehensive knowledge of each child's individual IEP goals and incorporates these into the classroom or therapy activities. <i>Rating: 1 2 3 4 N/A N/O</i>
	Develops comprehensive and goal-oriented lesson plans based on assessment results and other information or data collected <i>Rating: 1 2 3 4 N/A N/O</i>
	Selects materials/activities that are well-organized, previously reviewed and appropriate to each child's present level of function and age. <i>Rating: 1 2 3 4 N/A N/O</i>

	<p>Uses creative, integrated, and meaningful learning experiences using a variety of methods and opportunities to reinforce concepts. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Uses developmentally appropriate instruction, linking new ideas to prior knowledge. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Integrates natural language learning opportunities throughout the school day. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Emphasizes student strengths while recognizing areas of instructional need <i>Rating: 1 2 3 4 N/A N/O</i></p>
<b>AUDITORY</b>	<p>Performs the Ling 6/7 Sounds Test effectively in all conditions (ie. bilateral, individual ear, distance, conditioned responses, detection, identification, comprehension). <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Document's technology performance for each child in the classroom and a mechanism for communicating with the child's audiologist. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Demonstrates understanding of auditory perception and the listening hierarchy of development. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Identifies opportunities to naturally embed auditory perception development. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Can describe the connection between audiology services, optimal performance from the auditory technology, and the child's educational outcomes. <i>Rating: 1 2 3 4 N/A N/O</i></p>
<b>TECHNOLOGY</b>	<p>Demonstrates competency in troubleshooting cochlear implants, hearing aids, and FM systems. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Understands how the external controls of cochlear implants change the program, volume and sensitivity of the processor. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Understands the external controls of hearing aids and how to ensure appropriate function. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Understands FM technology and how to troubleshoot relative to each child's individual device, as appropriate. <i>Rating: 1 2 3 4 N/A N/O</i></p>
<b>INSTRUCTIONAL STRATEGIES</b>	<p>Develops appropriate lesson plans with clear goals and objectives for instruction. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Incorporates individualized instruction for each child into the lesson plan outline. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Uses a variety of materials and media resources, conveying clear goals and purpose of instruction <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Nurtures critical thinking/problem solving. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Paces lesson well and has good transitions from one activity to another. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Follows an age-appropriate, logical scope and sequence of instruction. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Creates instruction that accommodates different learning styles, needs and abilities. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Creates both short and long-term plans to ensure continuity of concept development.</p>

	<p><i>Rating: 1 2 3 4 N/A N/O</i></p> <p style="text-align: right;">25</p>
<b>PARENT GUIDANCE/COACHING AND PARTICIPATION</b>	<p>Establishes productive relationships with parents/guardians in support of student learning and well-being. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Develops effective communication between center and home, with lesson plans that include appropriate supports for parent involvement. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Provides parents with handouts and other informational materials to support the parents in facilitating their child's growth and development. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Uses effective parent coaching strategies, such as reflective questions, supportive prompts, etc. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Is well prepared in each session to guide developmentally-appropriate activities, while also following the lead of the children and parents and make appropriate spontaneous adjustments. <i>Rating: 1 2 3 4 N/A N/O</i></p>
<b>LEARNING ENVIRONMENT</b>	<p>Helps children work productively and cooperatively with each other. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Establishes and maintains a positive learning environment. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Uses a variety of age-appropriate, motivational strategies to achieve learning. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Encourages growth of self-control and independence in children. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Organizes and manages time, environment, and activities to promote learning. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Provides clear and appropriate behavioral expectations. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Employs a variety of strategies to monitor behavior. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Establishes desirable relationships with all children. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Analyzes learning situations perceptively and makes decisions that enhance child development. <i>Rating: 1 2 3 4 N/A N/O</i></p>
<b>PROFESSIONALISM AND COLLABORATION</b>	<p>Arrives on time and is prepared with lesson plans and all materials. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Is teachable and accepts feedback from cooperating teacher and faculty supervisors. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Submits high quality work on time and proactively seeks clarification or additional supports as needed. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Reflects on experiences and revises practices accordingly. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Is current in knowledge of professional literature and implements research-based best practices. <i>Rating: 1 2 3 4 N/A N/O</i></p>

	<p>Works cooperatively and collaboratively with cooperating teacher, practicum supervisors. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Effectively collaborates with other professionals (e.g., Educators, Audiologists, SLP, OT, PT) to ensure that services are integrated and cohesive to best serve the child. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Demonstrates knowledge of local, state, and national resources that might be beneficial for families. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Maintains appropriate overall professionalism (conduct, behavior, appearance, etc) with parents, teachers, colleagues. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Ensures confidentiality of all children and families served. <i>Rating: 1 2 3 4 N/A N/O</i></p>
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**COOPERATING TEACHER COMMENTS**

*STUDENT STRENGTHS:*

*AREAS OF FOCUS:*

*STUDENT SELF-REFLECTION:*

\_\_\_\_\_The student has successfully demonstrated competencies for practicum rotation

\_\_\_\_\_The student will be assigned an additional practicum placement to gain experience and to continue the development of necessary competencies

\_\_\_\_\_

**STUDENT**

\_\_\_\_\_

**DATE**

\_\_\_\_\_

**COOPERATING TEACHER**

\_\_\_\_\_

**DATE**

\_\_\_\_\_

**UNIVERSITY PRACTICUM SUPERVISOR**

\_\_\_\_\_

**DATE**

**Utah State University**  
**LSL Early Intervention Practicum Competency Evaluation Form**

Student Name \_\_\_\_\_ Age of Children \_\_\_\_\_  
 Teacher Name \_\_\_\_\_ Semester \_\_\_\_\_  
**Please check one:**     **Midterm Evaluation**     **Final Evaluation**     **Student Self-Evaluation**

*To fulfill the early intervention rotation requirements, graduate students must demonstrate the competencies listed below, earning a minimum rating of 3 for all skills listed.*

**4 - Proficient** - Performance exceeds expectations and demonstrates proficiency for the described skill. The student actively facilitates program excellence and positive change appropriate for a pre-service teacher.

**3 - Achieved** – Competency and performance expectations have been achieved; the student consistently demonstrates competence either independently or with supports appropriate for a pre-service teacher.

**2 - Early Emerging** – Performance is on track toward meeting expectations. However, more practice is needed, and the student should meet with the practicum supervisor to develop an action plan to increase skill level. The student may be required to extend the practicum assignment into the next semester.

**1 - Unsatisfactory** – Performance does not meet the expectations of a beginning teacher. The student is required to complete a Remediation Plan with the practicum supervisor, and it may be necessary to extend the practicum assignment into the next semester.

**N/A** - Not Applicable during this particular practicum.

**N/O** – Needs Opportunities to demonstrate.

*Choose the rating number that best reflects the student's competency levels for the Early Intervention Practicum Rotation*

Content	Skills
<b>PARENT COACHING</b>	Develops comfortable and effective rapport with parents/families. <i>Rating: 1 2 3 4 N/A N/O</i>
	Facilitates family-to-family connections <i>Rating: 1 2 3 4 N/A N/O</i>
	Uses effective parent coaching strategies, such as reflective questions, supportive prompts, etc. <i>Rating: 1 2 3 4 N/A N/O</i>
	Is well prepared in each session to guide developmentally appropriate activities while also following the child's and parents' lead and making appropriate spontaneous adjustments. <i>Rating: 1 2 3 4 N/A N/O</i>
	Facilitates discussions and provides suggestions for families to implement goals within daily routines according to family priorities. <i>Rating: 1 2 3 4 N/A N/O</i>
	Offers handouts and other informational materials to support the parents in facilitating their child's growth and development. <i>Rating: 1 2 3 4 N/A N/O</i>
	Shows creativity in preparation to maximize child and family engagement.

	<p><i>Rating: 1 2 3 4 N/A N/O</i> 2{</p> <p>Integrates natural language learning opportunities throughout each session. <i>Rating: 1 2 3 4 N/A N/O</i></p>
<b>AUDITORY</b>	<p>Demonstrates understanding of auditory perception and a listening hierarchy of development. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Develops auditory targets based on this listening hierarchy of development. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Identifies opportunities to naturally model and embed listening skill development throughout each session. <i>Rating: 1 2 3 4 N/A N/O</i></p>
<b>TECHNOLOGY</b>	<p>Effectively coaches parents to understand and troubleshoot their child's technology, including age-appropriate listening checks and/or LING training. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Comfortably responds to parent questions related to hearing technology. <i>Rating: 1 2 3 4 N/A N/O</i></p>
<b>INSTRUCTIONAL STRATEGIES</b>	<p>Demonstrates comprehensive knowledge of each child's IFSP goals and incorporates these individual goals as an integrated component of the session. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Demonstrates knowledge of birth-3 developmental milestones. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Utilizes appropriate data collection strategies to document progress and to support planning. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Sessions are paced well with good transitions from one activity to another. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Demonstrates effective understanding and use of LSL strategies. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Follows an age-appropriate, logical scope and sequence of instruction. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Uses developmentally appropriate instruction and links new ideas to prior knowledge <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Plans sessions that accommodate different learning styles, needs, and abilities. <i>Rating: 1 2 3 4 N/A N/O</i></p>
<b>LEARNING ENVIRONMENT</b>	<p>Establishes and maintains a positive learning environment. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Organizes and manages time, environment, and activities to promote learning. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>In partnership with parents, helps to foster age-appropriate child behaviors, and appropriately manages challenging behaviors. <i>Rating: 1 2 3 4 N/A N/O</i></p>
<b>PROFESSIONALISM AND COLLABORATION</b>	<p>Arrives on time and is prepared with lesson plans and all materials. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Is teachable and accepts feedback from cooperating teacher and faculty supervisors. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Reflects on session experiences and revises practices accordingly. <i>Rating: 1 2 3 4 N/A N/O</i></p>



Effectively collaborates with other professionals (e.g., Early Interventionist, Audiologist, SLP, OT, PT) to ensure that services are integrated and cohesive to best serve the child.

*Rating: 1 2 3 4 N/A N/O*

Demonstrates knowledge of local, state, and national resources that might be beneficial for families.

*Rating: 1 2 3 4 N/A N/O*

Ensures confidentiality of all children and families served.

*Rating: 1 2 3 4 N/A N/O*

Maintains an appropriate level of professionalism (conduct, behavior, appearance, etc) with parents, teachers, colleagues, and other professionals.

*Rating: 1 2 3 4 N/A N/O*

Is respectful in all interactions; responsive to emails and requests from cooperating teacher and/or supervisors.

*Rating: 1 2 3 4 N/A N/O*

### **COOPERATING TEACHER COMMENTS**

***STUDENT STRENGTHS:***

***AREAS OF FOCUS:***

***STUDENT SELF-REFLECTION:***

\_\_\_\_\_The student has successfully demonstrated competencies for practicum rotation

\_\_\_\_\_The student will be assigned an additional practicum placement to gain experience and to continue the development of necessary competencies

\_\_\_\_\_  
**STUDENT**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
**COOPERATING TEACHER**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
**UNIVERSITY PRACTICUM SUPERVISOR**

\_\_\_\_\_  
**DATE**

COMD 6360 Comprehensive Lesson Plan	Exemplary 4	Proficient 3	Emerging 2	Unsatisfactory 1
Task 1				
Context: Children Case Histories, School, Classroom and Curricular Contexts, Impact on Learners Development	Case histories of each child in the classroom, descriptions of school, classroom, and curricular contexts are detailed and indicate a good understanding of all factors impacting the learner's ability to develop listening and spoken language. Descriptions indicate how this knowledge will impact the candidate's teaching.	Case histories and descriptions of school, classroom, and curricular contexts are rich and indicate a good understanding of many factors impacting the learner's ability to develop listening and spoken language.	Case histories and descriptions of school, classroom, and curricular contexts vary in depth and richness, indicating a good understanding of some but not all of the contextual factors impacting the learner's ability to develop listening and spoken language.	Case histories and descriptions of school, classroom, and curricular contexts are missing or are at the surface level only, suggesting a limited understanding of contextual factors impacting the learner.
Task 2				
Lesson Plan: Instruction Goals and Objectives  Cognitive Questions (CQ)  Materials	Details high, worthwhile, and appropriate learning goals/objectives based on detailed knowledge of student needs. Detailed use of Listening and Spoken Language Strategies used to develop auditory perception and spoken language  CQ(s) is open-ended and encourages higher-order thinking. CQ(s) help students conceptualize the theme of the lesson and challenge students to think critically. . CQ(s) also prompts students	Details appropriate learning goals/objectives based on knowledge of student needs. Listening and Spoken Language Strategies are listed to use to develop auditory perception and spoken language  CQ(s) is open-ended and encourages higher-order thinking. CQ(s) help students conceptualize the theme of the lesson and challenge students to think critically	Goals/Objectives are vaguely articulated, of limited significance, and loosely related to the instruction or student needs. Few listening and spoken language strategies are listed.  CQ(s) is open-ended and encourages some higher-order thinking.	Goals/Objectives may not be goals/objectives at all, but rather activities. When stated, they are vague, trivial, inappropriate, and/or not connected to the instruction and/or student needs. Little to no understanding of listening and spoken language strategies, auditory perception, and spoken language development  CQ(s) is too simple will not help students think critically.

	<p>to develop a plan of action and construct their knowledge by connecting the topic to what they've learned previously.</p> <p>All materials necessary for children and teacher to complete lesson clearly listed.</p>	<p>Most materials necessary for children and teacher to complete lesson are listed.</p>	<p>Some materials necessary for children and teacher to complete lesson are listed, but list is incomplete.</p>	<p>31</p> <p>Material list is missing. Use of resources &amp; materials is limited or absent.</p>
Task 3				
Lesson Plan: Utah Core Academic Standards	<p>Cites thorough and descriptive objectives in terms of Utah Core Academic Standards and Objectives; objectives are clearly tied to all aspects of the lesson.</p>	<p>Cites somewhat descriptive objectives in terms of Utah Core Academic Standards and Objectives for most of the lesson; objectives adequately meet.</p>	<p>Few objectives in terms of Utah Core Academic Standards and Objectives; objectives somewhat meet the goals of the lesson.</p>	<p>Does not cite Utah Core Academic Standards and Objectives as a part of lesson planning; inadequate objectives to meet goals of the lesson plan.</p>
Task 4				
Lesson Plan: Incorporate Individual IEP Goals  Assessment	<p>Plans and designs instructional strategies that align with each child's IEP goals and benchmarks and considers classroom/school context and each child's background and preassessment data.</p> <p>The method for assessing individual learning and evaluating instruction is clearly delineated and authentic. It can be readily used for expert, peer, and/or self-evaluation.</p>	<p>Plans and designs instructional strategies that align with each child's IEP goals and benchmarks and considers classroom/school context and preassessment data.</p> <p>The method for assessing individual learning and evaluating instruction is present. It can be readily used for expert, peer, and/or self-evaluation.</p>	<p>Plans instructional strategies that align with each child's IEP goals and benchmarks but does not consider classroom/school context and/or preassessment data.</p> <p>The method for assessing individual learning and evaluating instruction is vaguely stated. Assessment is teacher dependent.</p>	<p>Plans instructional strategies that do not align with each child's IEP goals and benchmarks.</p> <p>Method for assessing individual learning and evaluating instruction is missing.</p>
Task 5				
Lesson Plan: Parent Guidance and Participation	<p>Details how families will receive information on individual learning objectives, information, and training on carry-over ideas for the home environment to support and monitor learning at home.</p>	<p>Details how families will receive information on how they can support and monitor learning at home. This information is grade-level specific and relevant to each child's educational process. The teacher provides</p>	<p>Limited details on how families will receive information on how they can support learning at home and create an environment conducive to learning. There are some resources and opportunities for</p>	<p>There is no information on how to support student learning at home.</p>

	<p>This information is specific to each child's learning needs. The teacher provides this information in a systematized and traditional way, including modeling and providing in-person support to families on implementing these activities at home.</p>	<p>some modeling and in-person guidance on these learning activities.</p>	<p>families to get information and ask questions about teaching and learning. This information is general and not specific to their individual child.</p>	<p>32</p>
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## Appendix B.3

Utah State University						
Preservice Teacher Evaluation Form						
Listening and Spoken Language Deaf Education Student Teaching						
This is a summative evaluation of the teacher candidate's performance at the conclusion of the student teaching experience. The evaluation is based on the Utah Effective Teaching Standards and the Utah Teaching Observation Tool (version 3.0). Additionally, students must demonstrate competencies for serving children who are deaf or hard of hearing, as shown in specialization ratings. A score of Preservice Proficient for any criteria indicates proficient performance for a teacher candidate. To pass student teaching, teacher candidates must score 2 or 3 on all items. Some items cannot be judged without conferring with the teacher candidate. Judgments based on conference are indicated with 'x'.						
Teacher Candidate:		Not effective	Developing	Approaching	Preservice Proficient	Judgement Based on Conference
Teaching Placement:						
Semester/Date:						
Student Teaching Supervisor / Evaluator:						
The Learner and Learning						
1a	Creates developmentally appropriate and challenging learning experiences based on each learner's strengths, interests, and needs.	0	1	2	3	
1b	Collaborates with families, colleagues, and other professionals to promote student growth and development.	0	1	2	3	
2a	Understands individual learner differences and holds high expectations of students.	0	1	2	3	
2b	Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs.	0	1	2	3	
2c	Allows students different ways to demonstrate learning sensitive to multiple experiences and diversity.	0	1	2	3	
2d	Creates a learning culture that encourages individual learners to persevere and advance.	0	1	2	3	
2e	Incorporates tools of language development into planning and instruction for English language learners and supports development of English proficiency.	0	1	2	3	
3a	Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures.	0	1	2	3	
3b	Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.	0	1	2	3	
3c	Uses a variety of classroom management strategies to effectively maintain a positive learning environment.	0	1	2	3	
3d	Equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.	0	1	2	3	

3e	Extends the learning environment using technology, media, and local and global resources.	0	1	2	3	3 <sup>4</sup>
3f	Encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts.	0	1	2	3	
<b>Instructional Practice</b>						
4a	Knows the content of the discipline and conveys accurate information and concepts.	0	1	2	3	
4b	Demonstrates an awareness of the Utah Core Standards and references them in short- and long-term planning.	0	1	2	3	
4c	Engages students in applying methods of inquiry and standards of evidence of the discipline	0	1	2	3	
4d	Uses multiple representations of concepts that capture key ideas.	0	1	2	3	
4e	Supports students in learning and using academic language accurately and meaningfully.	0	1	2	3	
5a	Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives and engage the learner in demonstrating knowledge and skills.	0	1	2	3	
5b	Engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work	0	1	2	3	
5c	Adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.	0	1	2	3	
5d	Uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.	0	1	2	3	
5e	Documents student progress and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.	0	1	2	3	
5f	Understands and practices appropriate and ethical assessment principles and procedures.	0	1	2	3	
6a	Plans instruction based on the Utah Core Standards.	0	1	2	3	
6b	Individually and collaboratively selects and creates learning experiences that are appropriate for reaching content standards relevant to learners and based on principles of effective instruction.	0	1	2	3	
6c	Differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning	0	1	2	3	
6d	Creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.	0	1	2	3	
6e	Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.	0	1	2	3	
7a	Understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.	0	1	2	3	

7b	Uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individuals and groups of learners.	0	1	2	3	3 <sup>5</sup>
7c	Analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.	0	1	2	3	
7d	Uses a variety of instructional strategies to support and expand each learner's communication skills.	0	1	2	3	
7e	Provides multiple opportunities for students to develop higher-order and meta-cognitive skills	0	1	2	3	
7f	Provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.	0	1	2	3	
7g	Supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness.	0	1	2	3	
7h	Uses a variety of questioning strategies to promote engagement and learning.	0	1	2	3	
<b>Professional Responsibility</b>						
8a	Independently and in collaboration with colleagues, uses a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice.	0	1	2	3	
8b	Actively seeks professional, community, and technological learning experiences within and outside the school as supports for reflection and problem solving.	0	1	2	3	
8c	Recognizes and reflects on personal and professional biases and accesses resources to deepen understanding of differences to build stronger relationships and create more relevant learning experiences.	0	1	2	3	
8d	Actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.	0	1	2	3	
8e	Develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.	0	1	2	3	
9a	Prepares for and participates actively as a team member in decision-making processes and building a shared culture that affects the school and larger educational community	0	1	2	3	
9b	Participates actively as part of the learning community, sharing responsibility for decision making and accountability for each student's learning, and giving and receiving feedback.	0	1	2	3	
9c	Advocates for the learners, the school, the community, and the profession.	0	1	2	3	
9d	Works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.	0	1	2	3	
9e	Engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skill of others, and to work collaboratively to advance professional practice.	0	1	2	3	

10a	Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.	No	Yes	36
10b	Avoids actions which may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role model responsibilities.	No	Yes	
10c	Takes responsibility to understand professional requirements, to maintain a current Utah Educator License, and to complete license upgrades, renewals, and additional requirements in a timely way.	No	Yes	
10d	Maintains accurate instructional and non-instructional records.	No	Yes	
10e	Maintains integrity and confidentiality in matters concerning student records and collegial consultation.	No	Yes	
10f	Develops appropriate student-teacher relationships as defined in rule, law, and policy.	No	Yes	
10g	Maintains professional demeanor and appearance as defined by the local education agency (LEA).	No	Yes	

### Specialization Competencies for Serving Children who are Deaf or Hard of Hearing

Demonstrates comprehensive knowledge of each child's individual IEP goals and incorporates these into the classroom goals and activities	0	1	2	3	
Effectively collaborates with other professionals (e.g., audiology, SLP, OT, PT) to ensure that services are integrated and cohesive to best serve the child.	0	1	2	3	
Demonstrates understanding of auditory perception and a listening hierarchy of development.	0	1	2	3	
Develops auditory targets based on a hierarchical model (e.g., CASLLS, TASL) and on normal stages of development in audition.	0	1	2	3	
Identifies opportunities to embed listening skill development throughout the school day, across all activities and environments.	0	1	2	3	
Performs the Ling 6/7 Sounds Test effectively in all conditions (ie. bilateral, individual ear, distance, conditioned responses, detection, identification, comprehension).	0	1	2	3	
Demonstrates competency in troubleshooting cochlear implants, hearing aids, and FM systems.	0	1	2	3	
Understands how the external controls change the program, volume and sensitivity of the processor.	0	1	2	3	
Understands the external controls of hearing aids and how to ensure appropriate function.	0	1	2	3	
Understands FM technology and how to troubleshoot relative to each child's individual device, as appropriate.	0	1	2	3	
Can describe the connection between audiology services, optimal performance from the auditory technology, and the child's educational outcomes.	0	1	2	3	



## CURRICULUM VITAE

*Lauri Harwood Nelson, PhD*

**TITLE** Professor and Deaf Education Division Chair

**ADDRESS** Utah State University  
 Dept of Communicative Disorders and Deaf Education  
 2620 Old Main Hill  
 Logan, UT 84322-2620  
 lauri.nelson@usu.edu / 435-797-8051

**EDUCATION**

<u>Degree</u>	<u>Year</u>	<u>Institution</u>	<u>Department/Specialization</u>
B.S.	1984	Utah State University	Communicative Disorders
M.S.	1986	University of Utah	Clinical Audiology
Teaching License	2000	University of Utah	Special Education/Deaf Education
Endorsement	2000	University of Utah	Deaf/Hard of Hearing Endorsement
Ph.D.	2007	University of Utah	Special Education

**CURRENT APPOINTMENT**

**Utah State University**  
**Department of Communicative Disorders and Deaf Education**  
**Logan Utah**

2020 - Present Professor  
 2016 - Present Deaf Education Division Chair  
 2011 - Present Director, LSL Deaf Education Graduate Training Program  
 2008 - Present Leadership Team, Sound Beginnings  
 2015 - 2020 Associate Professor  
 2008 - 2014 Assistant Professor  
 2008 - 2010 Director, Sound Beginnings

**PROFESSIONAL EXPERIENCE**

2006 - 2008 Clinical Research Scientist  
 Advanced Bionics Corporation  
 Valencia CA

2002 - 2006 Clinical Audiologist/Aural Habilitation Specialist  
 Cochlear Implant Program Coordinator  
 Primary Children's Medical Center  
 Salt Lake City UT

2002 - 2006 Adjunct Faculty – Sensory Impairment Consortium  
 University of Utah / Department of Special Education  
 Salt Lake City UT

1993 - 2007 Audiologist  
 Infant Hearing Screening, Program Development and Coordinator  
 Lakeview Hospital  
 Bountiful UT

- 2000 - 2001 Itinerant Teacher – Department of Deaf Education  
Davis County School District  
Farmington UT
- 1999 - 2000 Consultant for Students who are Deaf/Hard of Hearing  
Salt Lake City School District  
Salt Lake City UT
- 1999 - 2000 Itinerant Teacher – Deaf Education: Oral Program  
Utah Schools for Deaf and Blind  
Salt Lake City UT
- 1997 - 1999 Clinical Audiologist  
Infant Hearing Screening Program Coordinator  
St. Mark's Hospital  
Salt Lake City UT
- 1986 - 1998 Clinical Pediatric Audiologist for various physician and ENT groups

### **Professional Certification and Licensure**

Licensed Audiologist  
Utah Division of Occupational & Professional Licensing

Previously licensed educator - special education with DHH Endorsement. (No longer eligible since not active teacher in K-12 setting).

## **EXTERNAL FUNDING**

### **Competitive Awards**

- Nelson, L.** (2019). Listening and Spoken Language Tele-Intervention Services for Children who are DHH and their Families. *Oberkottner Foundation*. Role: **Principle Investigator**. Award amount: **\$300,000**.
- Nelson, L.** (2018). Personnel Preparation for Teachers of Preschool Children Who Are Deaf or Hard of Hearing. *Utah State Office of Education*. Role: **Principle Investigator**. Award amount: **\$62,100**.
- Nelson, L.** and Lucero, R. (2017). Personnel Preparation for Early Childhood Deaf Educators. *Office of Special Education Programs, US Department of Education*. Role: **Principle Investigator**. Award amount: **\$1,245,249**.
- Nelson, L.** (2017). Personnel Preparation for Teachers of Preschool Children Who Are Deaf or Hard of Hearing. *Utah State Office of Education*. Role: **Principle Investigator**. Award amount: **\$83,327**.
- Nelson, L.** & Munoz, K. (2016). Multi-State Tele-Intervention for Children who are DHH Learning Listening and Spoken Language. *Oberkottner Foundation*. Role: **Principle Investigator**. Award amount: **\$279,860**.
- Nelson, L.** (2016). Personnel Preparation for Teachers of Preschool Children Who Are Deaf or Hard of Hearing. *Utah State Office of Education*. Role: **Principle Investigator**. Award amount: **\$86,399**.
- Nelson, L.** (2014). Personnel Preparation for Teachers of Preschool Children Who Are Deaf or Hard of Hearing. *Utah State Office of Education*. Role: **Principle Investigator**. Award amount: **\$171,968**.

- Nelson, L.** (2013). Personnel Preparation for Teachers of Preschool Children Who Are Deaf or Hard of Hearing. *Utah State Office of Education*. Role: **Principle Investigator**. Award amount: **\$86,056**.
- Nelson, L.** (2012). Personnel Preparation for Early Childhood Deaf Educators. *Office of Special Education Programs, US Department of Education*. Role: **Principle Investigator**. Award amount: **\$1,247,502**.
- Nelson, L.,** & Callow-Heusser, C. (2012). Personnel Preparation for Teachers of Preschool Children Who Are DHH. *Utah State Office of Education*. Role: **Principle Investigator**. Award amount: **\$92,692**.
- Blaiser, K., White, K., Munoz, K., & **Nelson, L.** (2012). LSL Emphasis for Deaf Educators, Speech-Language Pathologists, and Audiologists. *Oberkottner Foundation*. Role: Co-Investigator. Award amount: **\$341,000**

### **Non-Competitive Awards**

- Nelson, L.,** & White K. (2012). Otoacoustic Emissions: An Evaluation of False Negative Response Rate. *National Center for Hearing Assessment and Management*. Role: Co-Principle Investigator. Award amount: **\$10,000**.
- White, K., **Nelson, L.,** and Munoz, K. (2011). Funding for educational and clinical staff at Sound Beginnings. *Utah State Schools for the Deaf and Blind*. Role: Co-Principle Investigator. Award amount: **\$2,184,714** (over four years 2011-2015).

### **Prior to Joining USU**

- Nelson, L.** (1999). Grant awarded for research and development in cochlear implants. *Cochlear Corporation, Inc.* Award amount: **\$12,000** plus expenses for conference.
- Nelson, L.** & Robins, K. (1999). Award granted by the University of Utah for Distance Education Development *Technology Assisted Curriculum Center*. Award amount: **\$2,500**.

## **RESEARCH**

### **Peer Reviewed Publications (\*USU Student Co-Authors)**

- Nelson, L.H.,** \*Gotcher, S.C., Smith, L. (2020). Getting started with home visits: Recommendations for serving families of children who are deaf or hard of hearing. *The Journal of Early Hearing Detection and Intervention*, 5(2), 26-39. <https://doi.org/https://doi.org/10.26077/6f42-118b>
- Nelson, L.H.,** Anderson, K., \*Whicker, J., Barrett, T., Munoz, K., & White, K. (2020). Classroom listening experiences of students who are DHH using LIFE-R. *Speech Language and Hearing Services in Schools*, 51(3), 720-733. [https://doi.org/10.1044/2020\\_LSHSS-19-00087](https://doi.org/10.1044/2020_LSHSS-19-00087)
- \*Whicker, J.J., Munoz, K., Pearson, N.J., Landon, T.J., **Nelson, L.H.,** White, K.R., & Twohig, M.P. (2020). Hearing care and management priority among parents of children with Down syndrome. *International Journal of Audiology*. Published online at <https://doi.org/10.1080/14992027.2020.1836407>
- Munoz, K., \*Larsen, M., **Nelson, L.,** Leopold, S., & Twohig, M. (2019). Pediatric amplification management: Parent experiences monitoring children's aided hearing. *Journal of Early Hearing Detection and Intervention*.
- Nelson, L.,** \*Stoddard, S., \*Fryer, S., & Munoz, K. (2019). Increasing engagement of children who are deaf or hard of hearing during parent-child storybook reading. *Communication Disorders Quarterly*. First published online at <https://doi.org/10.1177/1525740118819662>

- \*Whicker, J.J., Munoz, K., & **Nelson, L.H.** (2019). Parent challenges, perspectives and experiences caring for 4 ( children who are deaf or hard-of-hearing with other disabilities: A comprehensive review. *International Journal of Audiology*, 58(1), 5-11.
- Muñoz, K., \*Price, T., **Nelson, L.**, & Twohig, M. (2019). Counseling in Pediatric Audiology: Audiologists' Perceptions, Confidence, and Training. *Journal of the American Academy of Audiology*. *Journal of American Academy of Audiology*, 30(1), 66-77. Epub Dec 2017. Doi: 10.3766/jaaa.17087.
- Muñoz, K., **Nelson, L.**, & \*Herald, K. (2018). Pediatric hearing device management: Professional practices for monitoring aided audibility. *Journal of Early Hearing Detection and Intervention*, 3(1), 2-20.
- \*Coleman, C., Munoz, K., \*Ong, C., \*Butcher, G., **Nelson, L.**, & Twohig, M. (2018). Opportunities for audiologists to use patient-centered communication during hearing device monitoring encounters. *Seminars in Hearing*, 39, 32-43.
- \*Finai, J., Munoz, K., \*Ong, C., \*Butcher, G., **Nelson, L.**, & Twohig, M. (2018). Teaching counseling in audiology: How supervisors can support students to increase use of skills. *Seminars in Hearing*, 39, 44-51.
- \*Caballero, A., Muñoz, K., White, K.R., **Nelson, L. H.**, Domenech-Rodriguez, M., & Twohig, M. (2017). Pediatric hearing aid management: Challenges among Hispanic families. *Journal of American Academy of Audiology*, 28(8), 718-730.
- Munoz, K. F., \*Ong, C., Borrie, S., **Nelson, L. H.**, and Twohig, M. P. (2017). Audiologists' communication behavior during hearing device management appointments. *International Journal of Audiology*, 56(5), 328-336. Published online February 2017; doi: 10.1080/14992027.2017.1282632.
- Nelson, L. H.**, White, K. R., Baker, D. V., \*Hayden, A., & Bird, S. (2017). The effectiveness of commercial desiccants and uncooked rice in removing moisture from hearing aids. *International Journal of Audiology*, 56(4), 226-232. Published online November 2016; doi: 10.1080/14992027.2016.1253877.
- Nelson, L. H.**, \*Herde, L., Munoz, K., White, K. R., & Page, M. D. (2017). Parent perceptions of their child's communication and academic experiences with cochlear implants. *International Journal of Audiology*, 56(3), 164-173. Published online October 2016; doi: 10.1080/14992027.2016.1244866.
- Muñoz, K., \*Kibbe, K., Preston, E., \*Caballero, A., **Nelson, L.H.**, White, K., & Twohig, M. (2017). Paediatric hearing aid management: A demonstration project for using virtual visits to enhance parent support. *International Journal of Audiology*, 56(2), 77-84. Published online September 2016; doi:10.1080/14992027.2016.1226521.
- White, K. R., **Nelson, L. H.**, & Munoz, K. (2016). How many babies with hearing loss will be missed by repeated newborn hearing screening with otoacoustic emissions due to statistical artifact? *Journal of Early Hearing Detection and Intervention*, 1(2), 56-62.
- Munoz, K., **Nelson, L. H.**, & Barker, B. (2016). A review of internet resources related to spoken language intervention for Spanish-speaking parents of children who are deaf or hard of hearing. *Journal of Early Hearing Detection and Intervention*, 1(2), 72-77.
- Nelson, L. H.**, \*Wright, W., & Parker, E. W. (2016). Embedding music into language and literacy instruction for young children who are deaf or hard of hearing. *Young Exceptional Children*, 19(1), 27-38. Published online January 2015; doi:10.1177/1096250614566539
- Muñoz, K., \*Rusk, S., **Nelson, L.H.**, Preston, E., White, K., Barrett, T., & Twohig, M. (2016). Pediatric Hearing Aid Management: Parent Reported Needs for Learning Support. *Ear and Hearing*, 37(6), 703-709. doi:10.1097/AUD.0000000000000338
- Muñoz, K., **Nelson, L. H.**, Blaiser, K., \*Price, T., & Twohig, M. (2015). Improving support for parents of children with hearing loss: Provider training on use of targeted communication strategies. *J of American Academy of Audiology*, 26(2), 116-127. doi: 10.3766/jaaa.26.2.2.

- Nelson, L. H.** (2014). Deaf education services in southern regions of Vietnam: A survey of teacher perceptions and recommendations. *Deafness and Education International*, 17(2), 76-87.
- \*Storey, K., Muñoz, K., **Nelson, L.H.**, Larsen, J., & White, K. (2014). Ambient noise impact on accuracy of automated hearing assessment. *International Journal of Audiology*, 53(10), 730-736. Published online June 2014; doi: 14992027.2014.920110.
- Nelson, L. H.**, \*Powell, K., Bloom, S. E., & Lignugaris/Kraft, B. (2014). Development of basic concepts in early education programs for children who are deaf or hard of hearing in listening and spoken language classrooms. *Volta Review*, 114(1), 7-27.
- Nelson, L. H.**, Ngoc, T. T. K., Chung, N. T., & Callow-Heusser, C. (2014). The impact of specialized training for teachers of the deaf to facilitate listening and spoken language skills of children who are deaf or hard of hearing in underdeveloped countries. *International Journal of Educational Research and Development*, 3(4), 66-75.
- Nelson, L. H.**, \*Poole, B., & Munoz, K. (2013). Preschool teachers' perceptions and use of hearing assistance technology in educational settings. *Language, Speech, and Hearing Services in Schools*, 44(3), 239-251; doi: 10.1044/0161-1461(2013/12-0038).
- Nelson, L. H.**, White, K., & \*Grew, J. (2012). Evidence for website claims about the benefits of teaching sign language to infants and toddlers with normal hearing. *Infant Child Development*, 21(5), 474-502; doi: 10.1002/icd.1748.
- Munoz, K., **Nelson, L. H.**, \*Goldgewicht, N., & O'Dell, D. (2012). Early hearing detection and intervention: Diagnostic hearing assessment practices. *American Journal of Audiology*, 20(2), 123-131; doi: 10.1044/1059-0889(2011/10-0046).
- \*Larsen, R., Munoz, K., DesGeorges, J., **Nelson, L. H.**, & Kennedy, S. (2012). Early hearing detection and intervention: Parent experiences with the diagnostic hearing assessment. *American Journal of Audiology*, 21(1), 91-99.
- Nelson, L. H.**, Bradham, T. S., & Houston, K. T. (2011). The EHDI and early intervention connection. *Volta Review*, 111(2), 133-149.
- Nelson, L. H.**, Houston, K. T., Hoffman, J., & Bradham, T. S. (2011). Interdisciplinary collaboration in EHDI programs. *Volta Review*, 111(2), 267-279.
- Muñoz, K., **Nelson, L. H.**, Bradham, T. S., Hoffman, J., & Houston, K. T. (2011). Integrating the medical home into the EHDI process. *Volta Review*, 111(2), 151-164.
- Muñoz, K., Bradham, T. S., & **Nelson, L. H.** (2011). A Systematic analysis of audiological services in EHDI. *Volta Review*, 111(2), 121-132.
- Hoffman, J., Muñoz, K., Bradham, T. S., & **Nelson, L. H.** (2011). Loss to follow-up: Issues and recommendations. *Volta Review*, 111(2), 165-180.
- Nelson, L.H.**, & Johnston, S.S. (2003). Children with cochlear implants in the inclusive early childhood classroom. *Young Exceptional Children*, 7(1), 2-10.

### **Book Chapters**

- Nelson, L. H.** & Munoz, K. (2019). Audiologic rehabilitation. In R. B Gillam and T. P Marquardt (Eds.) *Communication Sciences and Disorders: From Science to Clinical Practice – 4<sup>th</sup> Ed.* Jones and Bartlett.
- Nelson, L. H.** & Trautwein, B. (2017). Instructional planning: Evidence-based assessment & intervention. In S. Lenihan (Ed.), *Preparing to Teach, Committing to Learn: An Introduction to Educating Children who are*

**Nelson, L. H.** & Munoz, K. (2015). Audiologic rehabilitation. In R. B Gillam and T. P Marquardt (Eds.) *Communication Sciences and Disorders: From Science to Clinical Practice – 3<sup>rd</sup> Ed.* Jones and Bartlett.

**Nelson, L. H.**, Lenihan, S., & White, K. R. (2014). Preparation of teachers for children who are deaf or hard of hearing. In P. T. Sindelar, E. D. McCray, M. Brownell, and B. Lignugaris/Kraft (Eds.) *Handbook of Research on Special Education Teacher Preparation*. Routledge Education, 334-352.

### **Editor-Reviewed Publications (\*USU Student Co-Authors)**

Pitt, C., \*Sawin, T., **Nelson, L.**, Preston, E., & Muñoz, K. (2016). Cochlear implant selection process: Audiologist practices. *Perspectives of Hearing and Hearing Disorders in Children*, 1, 29-36. doi:10.1044/persp1.9.29

Pitt, C., \*Heitzinger, C., **Nelson, L.**, Preston, E., & Muñoz, K. (2016). Cochlear implant recipients: Device selection preferences and experiences. *Perspectives of Hearing and Hearing Disorders in Children*, 1, 4-20. doi:10.1044/persp1.SIG9.4

### **Other Scholarly Products**

Teacher Training Curriculum in Nakuru, Kenya (2013). Using wordless books as a tool for language and literacy instruction in the classroom. In collaboration with *RaFikis, SLC Rotary*.

Audiology and Hearing Health Training Curriculum for Physicians in South Vietnam (2012). In collaboration with *Global Foundation for Children with Hearing Loss*.

Vietnam Audiology Technician and Teacher Training Curriculum (2012). In collaboration with *Global Foundation for Children with Hearing Loss*.

Audiology Personnel Training Curriculum: South Vietnam (2011). In collaboration with *Global Foundation for Children with Hearing Loss*.

### **Peer Reviewed National Presentations (\*USU Student Co-Presenters)**

\*Missel, A., Milman, L., Amundson, D., **Nelson, L.**, Off, C., Rees, E., Murdock, A., & Sproul, R. (2021). Tele-connect aphasia group (TAG): Continuing language treatment after an intensive comprehensive aphasia program (ICAP). *American Speech and Hearing Association (ASHA)*. Virtual Conference.

\*Saeli, A., **Nelson, L.**, & Law, S. (2020). It isn't snack, it's language with food. *Early Hearing Detection and Intervention (EHDI) National Conference*. Kansas City, MO.

\*Gotcher, S., **Nelson, L.**, & Smith, L. (2020). Reflective Questions to Promote Parent Engagement in Early Intervention Services. *Early Hearing Detection and Intervention (EHDI) National Conference*. Kansas City, MO.

\*Beerbower, E. & **Nelson, L.** (2020). Talking about summer: A summer resource notebook for listening and spoken language preschool teachers. *Early Hearing Detection and Intervention (EHDI) National Conference*. Kansas City, MO.

\*Giles, B. & **Nelson, L.** (2020). Supporting pragmatics of a child who is deaf or hard of hearing: A guide for parents. *Early Hearing Detection and Intervention (EHDI) National Conference*. Kansas City, MO.

- \*Peak, M. & **Nelson, L.** (2020). The importance of parent involvement: Incorporating goals into everyday routines. *Early Hearing Detection and Intervention (EHDI) National Conference*. Kansas City, MO.
- \*Hunsaker, H., Cook-Ward, K., & **Nelson, L.** (2020). Using social media as a tool to spread awareness of deaf education services. *Early Hearing Detection and Intervention (EHDI) National Conference*. Kansas City, MO.
- \*Cogswell, J. & **Nelson, L.** (2020). A music resource to support auditory perception development in children who are deaf or hard of hearing. *Early Hearing Detection and Intervention (EHDI) National Conference*. Kansas City, MO.
- \*Lewis, A. & **Nelson, L.** (2019). Tell me a story, sing me a song: Musical theater for children who are deaf or hard of hearing. *Early Hearing Detection and Intervention (EHDI) National Conference*. Chicago, IL.
- \*Empey, K., **Nelson, L.**, & Munoz, K. (2019). Ling 6 sound test: Parent and professional views and practices. *Early Hearing Detection and Intervention (EHDI) National Conference*. Chicago, IL.
- \*Cook-Ward, K. & **Nelson, L.** (2018). Longitudinal outcomes of children who are DHH who attend an LSL preschool. *Early Hearing Detection and Intervention (EHDI) National Conference*. Denver, CO.
- \*Coleman, C., \*Finai, J., Munoz, K., & **Nelson, L.** (2018). Listening and spoken language: Graduate student training to maximize listening and spoken language outcomes in children who are deaf or hard of hearing. *Early Hearing Detection and Intervention (EHDI) National Conference*. Denver, CO.
- \*Simonson, W., \*Broadhead, K., **Nelson, L.**, & Munoz (2018). Creating Language Activities for Engaging Parents of Children Who are Deaf or Hard of Hearing in Daily Language Development. *Early Hearing Detection and Intervention (EHDI) National Conference*. Denver, CO.
- \*Orrock, D., \*Finai, J., \*Coleman, C., Munoz, K., & **Nelson, L.** (2018). An interprofessional education model for Utah State University graduate students. *Early Hearing Detection and Intervention (EHDI) National Conference*. Denver, CO.
- Nelson, L. H.**, & Parker, E. W. (2017). Promoting Literacy Development in Children who are DHH in Underserved Regions Using Readily Available Materials and During Everyday Activities. *Coalition for Global Hearing Health (CGHH) International Conference*. Miami, FL.
- \*Zaddack, A., & **Nelson, L. H.** (2017). Signs of Autism Spectrum Disorders in Children with Hearing Loss and Practical Suggestions for Audiologists. *Early Hearing Detection and Intervention (EHDI) National Conference*. Atlanta, GA.
- Nelson, L. H.**, Parker, E. W., \*Huish, A., & \*Price, M. (2016). Developing a specialized training program for working professionals to increase knowledge and skills to serve children who are DHH. *Early Hearing Detection and Intervention (EHDI) National Conference*. San Diego, CA.
- \*Mulder, M., & **Nelson, L. H.** (2016). Using LENA measurements to improve children's environment and language opportunities. *Early Hearing Detection and Intervention (EHDI) National Conference*. San Diego, CA.
- \*Miller, L., **Nelson, L. H.**, & Martin, N. (2016). Parents and pragmatics: A resource to support social emotional development in children who are deaf or hard of hearing. *Early Hearing Detection and Intervention (EHDI) National Conference*. San Diego, CA.
- \*Abraham, C., **Nelson, L. H.**, Martin, N., & Devey, A. (2016). Strategies for implementing family support programs for children developing listening and spoken language. *Early Hearing Detection and Intervention (EHDI) National Conference*. San Diego, CA.
- \*Nebeker, J., **Nelson, L. H.**, Parker, & E. W. (2016). Strategies for supporting para-professionals who work with young children who are DHH in LSL classrooms. *Early Hearing Detection and Intervention (EHDI) National Conference*. San Diego, CA.

- Nelson, L. H.**, \*Herde, L., Munoz, K., White, K., & Page, M. (2015). Communication, academic, and social experiences of cochlear implant users. *American Speech and Hearing Association (ASHA) National Conference*. Denver, CO. 4
- \*Carlton, A., \*Hess, L., & **Nelson, L. H.** (2015). The language of mathematics: Early childhood mathematics for children who are deaf or hard-of-hearing and the role of parental involvement. *Early Hearing Detection and Intervention (EHDI) National Conference*. Louisville, KY.
- \*Herde, L., **Nelson, L. H.**, Page, M., Munoz, K., & White, K. (2015). A survey of academic and social experiences of cochlear implant users. *Early Hearing Detection and Intervention (EHDI) National Conference*. Louisville, KY.
- \*Peters, S., **Nelson, L. H.**, & Munoz, K. (2015). LENA measurements of language facilitation strategies utilized by parents during storybook reading. *Early Hearing Detection and Intervention (EHDI) National Conference*. Louisville, KY.
- \*Hendrix, A., **Nelson, L. H.**, & Parker, E. W. (2015). Self-advocacy skills of children who are deaf or hard of hearing: Teacher perceptions in preschool and inclusive general education settings. *Early Hearing Detection and Intervention (EHDI) National Conference*. Louisville, KY.
- \*Smith, L., **Nelson, L. H.**, Martin, N., & Walker, C. (2015). The impact on vocabulary development in children who are DHH when music is integrated into the early childhood curriculum. *Early Hearing Detection and Intervention (EHDI) National Conference*. Louisville, KY.
- \*Fryer, S. & **Nelson, L. H.** (2015). Parent-child book reading: Using home literacy units to foster language development in children who are DHH. *Early Hearing Detection and Intervention (EHDI) National Conference*. Louisville, KY.
- \*Brown, M., Callow-Heusser, C., & **Nelson, L. H.**, & Parker, E. W. (2015). Evaluation of child preferences for adult narrator or child narrator on *Reading for All Learners* iPad app. *Council for Exceptional Children National Conference*. San Diego, CA.
- \*Smith, L., **Nelson, L. H.**, Martin, N., & Walker, C. (2015). Vocabulary development in children who are DHH when music is integrated into the early childhood curriculum. *Council for Exceptional Children National Conference*. San Diego, CA.
- \*Price, M., \*Huish, M., & **Nelson, L. H.** (2014). A survey of preschool and kindergarten teachers' perspectives of pragmatic skills of children who are DHH aligned with Common Core Standards. *Early Hearing Detection and Intervention (EHDI) National Conference*. Jacksonville, FL.
- \*Wright, W., **Nelson, L. H.**, & Parker, E. W. (2014). Strategies for incorporating music into the literacy curriculum for children who are deaf or hard of hearing. *Early Hearing Detection and Intervention (EHDI) National Conference*. Jacksonville, FL.
- \*Slater, L. & **Nelson, L. H.** (2014). Literacy strategies using picture books featuring children with hearing technology. *Early Hearing Detection and Intervention (EHDI) National Conference*. Jacksonville, FL.
- Nelson, L. H.**, & White, K. (2014). Incidence of false negative otoacoustic emissions. *Early Hearing Detection and Intervention (EHDI) National Conference*. Jacksonville, FL.
- Simonsmeier, V. & **Nelson, L.** (2014). Diagnosing Autism Spectrum Disorders in children with hearing loss: How the DSM-5 can benefit children and families. *Early Hearing Detection and Intervention (EHDI) National Conference*. Jacksonville, FL.
- Simonsmeier, V. & **Nelson, L.** (2014). Autism Spectrum Disorders in children with hearing loss. *American Speech and Hearing Association (ASHA) National Conference*. Orlando, FL.
- \*Huish, M., \*Price, M., & **Nelson, L. H.** (2014). Teacher perceptions of pragmatics development of children who are deaf or hard of hearing. *Council for Exceptional Children National Conference*. Philadelphia, PA.



- \*Wright, W., **Nelson, L. H.**, & Parker, E. W. (2014). Incorporating music into the literacy curriculum for children who are deaf or hard of hearing. *Council for Exceptional Children National Conference*. Philadelphia, PA.
- \*Beckert, T., **Nelson, L. H.**, & Parker, E. (2014). Generalizing familiar language: Daily routine literacy kits for home-based therapy. *Council for Exceptional Children National Conference*. Philadelphia, PA.
- \*Storey, K., Munoz, K., **Nelson, L.**, & White, K. (2014). Accuracy of the KUDUwave in noisy environments. *Conferece of Coalition for Global Hearing Health*. Oxford, UK.
- \*Hayden, A., **Nelson, L. H.**, & White, K. (2013). A comparison of humidity probe measurements of traditional and nontraditional moisture removal from hearing aids. *American Speech and Hearing Association (ASHA) National Conference*. Chicago, IL.
- \*Storey, K., Munoz, K., & **Nelson, L. H.** (2013). Accuracy of automated hearing assessment in the presence of background noise. *American Speech and Hearing Assoc (ASHA) National Conference*. Chicago, IL.
- \*Weiss, J., **Nelson, L. H.**, & Parker, E. (2013). Supporting paraprofessionals in LSL classrooms. *Early Hearing Detection and Intervention (EHDI) National Conference*. Phoenix, AZ.
- Nelson, L.** & \*Hayden, A. (2012). Humidity probe measurements of hearing aid moisture removal strategies. *American Speech and Hearing Association (ASHA) National Conference*. Atlanta, GA.
- \*Poole, B., **Nelson, L.**, & Muñoz, K. (2011). Current practices of FM use in preschool children with hearing loss. *Early Hearing Detection and Intervention (EHDI) National Conference*. Atlanta, GA.
- Nelson, L. H.** & Pitt, C. (2011). Cochlear implant benefit in a child with apparent absence of an auditory nerve. *13th Symposium on Cochlear Implants in Children*. Chicago, IL.
- \*Larsen, R., Munoz, K., DesGeorges, J. & **Nelson, L.** (2011). Challenges in obtaining an infant diagnostic hearing evaluation: The parent perspective. *Early Hearing Detection and Intervention (EHDI) National Conference*. Atlanta, GA.
- Nelson, L. H.**, \*Poole, B., & Muñoz, K. (2010). Current practices in FM use for preschoolers with hearing loss. *American Speech and Hearing Association (ASHA) National Conference*. Philadelphia, PA.
- Muñoz, K., & **Nelson, L. H.** (2010). Successes and challenges to providing timely infant diagnostic hearing assessments. *Early Hearing Detection and Intervention (EHDI) National Conference*. Chicago, IL.
- Muñoz, K., DesGeorges, J., Forsman, I., Kennedy, S., & **Nelson, L. H.** (2010). Parent experiences with the infant hearing testing process. *Early Hearing Detection and Intervention (EHDI) National Conference*. Chicago, IL.
- Bradham, T., Hutsell-Guignard, G., Muñoz, K., Hoffman, J., Houston, K. T., & **Nelson, L. H.** (2010). Calling the SWOT team: We are ready for you! *Early Hearing Detection and Intervention (EHDI) National Conference*. Chicago, IL.
- Nelson, L. H.**, Houston, K. T., & Muñoz, K. (2009). Transdisciplinary services for children with cochlear implants: A model of graduate student training and professional implementation for excellence in service delivery. *12th Symposium on Cochlear Implants*. Seattle, WA.
- Nelson, L. H.** & Houston, K. T. (2008). Transdisciplinary graduate training to meet the needs of young children with hearing loss. *Assoc of College Educators of the Deaf and Hard of Hearing*. New Orleans, LA.
- Nelson, L.** & Johnston, S. (2003). Strategies for enhancing communication skills in children with cochlear implants in natural environments. *Division for Early Childhood 19th Annual International Conference*. Washington, D.C.
- Nelson, L.** & Johnston, S. (2002). Cochlear implants in the classroom. *Division for Early Childhood 18th Annual International Conference*. San Diego, CA.

### **Invited International Presentations or Workshops**

- Nelson, L.** (2016). Early Intervention and Preschool Services, Assessment, and Data Collection to Monitor Child Outcomes. *Saipan, Northern Mariana Islands.*
- Nelson, L.** (2015). Deaf Education Professional Development at Ngala School for the Deaf. *RaFikis Educational and Vocational Training Program, Ngala School for the Deaf.* Nakuru, Kenya.
- Nelson, L.** (2013). Developing a Literacy Framework in Deaf Education Classrooms. *RaFikis Educational and Vocational Training Program, Ngala School for the Deaf.* Nakuru, Kenya.
- Nelson, L.** (2012). *Paediatric 1 Children's Hospital Physician Training Program*, Global Foundation for Children with Hearing Loss, Ho Chi Minh City, Vietnam. Presentation series:
- Pediatric Audiological Diagnostic Test Battery.
  - Diseases of the Ear and Audiological Management
  - Auditory Brainstem Response Testing and Objective Measures
  - Pediatric Amplification: Hearing Aids and Cochlear Implants
  - Aural Habilitation Protocols Following Placement of Hearing Technology.
- Nelson, L.** (2012). *Thuan An Center Audiology and Teacher Training Program.* Global Foundation for Children with Hearing Loss, Ho Chi Minh City, Vietnam. Presentation series:
- Audiology Diagnostic Protocols and JCIH Recommendations.
  - Audiology in the Educational Setting
  - Implementation of Auditory Learning within the Classroom and the Integration of Audiology
- Nelson, L.** (2011). *Thuan An Center Audiology Training Program.* Global Foundation for Children with Hearing Loss, Ho Chi Minh City, Vietnam. Presentation series:
- Audiology: Carpe Diem.
  - Introduction to Cochlear Implants
  - Hearing Aids: Components, Management, Troubleshooting
  - Diagnostic Audiology: Auditory Brainstem Response Testing.
  - Diagnostic Audiology: Evoked Potentials and Otoacoustic Emissions
  - Behavioral Audiometric Testing and Conditioned Play Audiometry
  - Audiology for Parents
  - Auditory Development and Perception
  - Newborn and Early Childhood Hearing Screening
  - Anatomy and Physiology of the Hearing Mechanism

### **Invited Local Presentations or Workshops**

- Nelson, L.** (2021). Promoting language and literacy through daily routines and activities. *Engaging Families in Education: Virtual Parent-Teacher Conference for Families with Children who are Deaf, DeafBlind, and Hard of Hearing.* Sanderson Center, Utah.
- Munoz, K., Twohig, M., Blaiser, K., & **Nelson, L.** (2013). Parent training and support: Providing a foundation for effective daily management for children with hearing loss. *Utah State University.* Logan, UT.
- Nelson, L.** (2011). Cochlear Implants: Practices and Recommendations. *Davis County School District Teacher Training Workshop Series.* Farmington, UT.
- Nelson, L.** (2011). Audiology, Speech Acoustics, and Collaboration Opportunities Among Professionals. *Davis County School District Teacher Training Workshop Series.* Farmington, UT.
- Nelson, L.** (2011). Cochlear Implants: Assessment and Management. *Davis County School District Teacher Training Workshop Series.* Farmington, UT.

- Nelson, L.** (2011). Evidence-Based Practices for Literacy Development in Children who are Deaf or Hard of Hearing. *Davis County School District Teacher Training Workshop Series*. Farmington, UT.
- Nelson, L.** (2010). Multiple Disabilities and Children with Hearing Loss. *Davis County School District Teacher Training Workshop Series*. Farmington, UT.
- Nelson, L.** & Houston, T. (2010). Educational & Habilitation Issues for Children with Hearing Loss. *Utah Regional Leadership Education in Neurodevelopmental Disabilities (URLEND) Video-Conference Workshop*. Logan, UT.
- Nelson, L.** & Houston, T. (2009). Educational & Habilitation Issues for Children with Hearing Loss. *Utah Regional Leadership Education in Neurodevelopmental Disabilities (URLEND) Video-Conference Workshop*. Logan, UT.
- Nelson, L.** (2005). Cochlear implants: Candidacy, programming, and troubleshooting. *Annual Utah Conference for Audiologists*. Utah State Department of Health.
- Nelson, L.** & Johnston, S. (2004). Parent implemented intervention for increasing correct production of target phonemes in children with hearing impairments. *Effective Practices Conference, University of Utah, Department of Special Education*. Salt Lake City, UT.
- Nelson, L.** (2004). Cochlear implants and aural habilitation. *Audiology and Speech Language Pathology Continuing Education*. Utah State Office of Education.
- Nelson, L.** (2003). Cochlear implants: Candidacy, mapping, and aural habilitation. *Audiology and Speech Language Pathology Continuing Education*. Davis County School District.
- Nelson, L.** (2001). Auditory processing disorders. *Speech/Language Pathology Continuing Education Presentation*. Davis County School District.
- Nelson, L.** (2001). Otoacoustic emissions – what are they and how do they work? *National Center for Hearing Assessment and Management (NCHAM), Quarterly Screeners Conference*. Ogden, Utah.
- Nelson, L.** (1993, 1997). Early Identification of Infant Hearing Loss. *Inservice and Technical Training*. Lakeview Hospital and St. Mark’s Hospital Nursing Staff.
- Nelson, L.** (1993, 1997). Medical Necessity of Early Identification of Infant Hearing Loss. *Inservice and Technical Training*. Lakeview Hospital and St. Mark’s Hospital Physician Staff.

## **EDUCATIONAL LEADERSHIP**

### **2016 – Present    Tele-Intervention Program Oversight**

The Tele-Intervention (TI) program provides services to families in which the service provider and the family are not in the same location but are connected using video conferencing technology. I have primary responsibility for the growth, expansion, and oversight of this program, including development of intervention materials, privacy-compliant program protocols, and service-delivery procedures. This program provides direct services to children who are DHH and their families and serves as a graduate training practicum opportunity for LSL deaf education, SLP, and audiology students.

### **2015 – Present    Division Chair, Deaf Education**

The Deaf Education Program at USU offers teacher training in either Bilingual-Bicultural (ASL/English) or Listening and Spoken Language (LSL) to earn a Master of Education degree. Responsibilities in this role include program oversight, facilitation of Division meetings, and collaboration with Department Head and other department personnel to perform necessary duties for the Division.

2010 - Present **Director, Listening and Spoken Language Deaf Education Graduate Training Program**

The Listening and Spoken Language Deaf Education program is an interdisciplinary approach to graduate student training with online coursework and a campus-based practicum site (Sound Beginnings) to promote increased collaboration and understanding of services provided within and across the disciplines of speech/language pathology, audiology and listening and spoken language deaf education programs.

Responsibilities in this role include all program management and oversight, student recruitment and admissions, coursework, practicum, and student mentoring.

2010 - Present **Director, Deaf or Hard of Hearing Endorsement Training Program**

The Listening and Spoken Language Deaf or Hard of Hearing Endorsement program is for currently licensed teachers or speech-language pathologists who are non-degree-seeking professionals, but who would like additional training in serving children who are DHH in the classroom setting. Responsibilities in this role include all program management and oversight, student recruitment and admissions, coursework, and student mentoring oversight.

2008 - Present **Leadership Team, Sound Beginnings**

Sound Beginnings is an early intervention and preschool program located on the USU campus, serving children from birth through age 6. Responsibilities in this role include collaboration with other members of the leadership team in serving children and families, and to facilitate evidence-based practicum experiences for students in the graduate training program.

## TEACHING

### Courses Developed and Taught at USU

- ComD 6320 Language and Literacy in Children who are DHH (3 credit hours)  
*Role: Developed full course (all content in asynchronous online format); course instructor*
- ComD 6340 Foundations of Listening and Spoken Language (3 credit hours)  
*Role: Major edits and redevelopment of existing online course; course instructor*
- ComD 6360 Preschool Curriculum: Language and Cognition (3 credit hours)  
*Role: Developed full course (all content in asynchronous online format); course instructor*
- ComD 6580 Family-Centered Practices for Children with Hearing Loss (3 credit hours)  
*Role: Developed full course (all content in asynchronous online format); course instructor*
- ComD 6730 Multiple Disabilities and Syndromes (3 credit hours)  
*Role: Developed full course (all content in asynchronous online format); course instructor*
- ComD 6770 Audiology and Teachers of Children who are DHH (3 credit hours)  
*Role: Developed full course (all content in asynchronous online format); course instructor*
- ComD 6850 LSL Seminar (1-2 credit hours)  
*Role: Major edits and redevelopment of existing course; course instructor*
- ComD 6900 Technologies in the Classroom (1 credit hour).  
*Role: Developed full course (all content in asynchronous online format); course instructor*
- ComD 6700 LSL Practicum: (1-3 credit hours)  
*Role: Developed all practicum assignments and requirements, practicum supervisor*
- ComD 5610 Introduction to Deaf Education (3 credit hours) (co-teach)  
*Role: Course instructor; edits to LSL units, course co-instructor*
- ComD 5070 Speech Science (3 credit hours) (co-teach)

- ComD 5330 Aural Rehabilitation  
Role: Major edits and redevelopment of existing course; course instructor

**Courses Taught at University of Utah**

- Speech Acoustics for Teachers of Children who are D/HH (Sp Ed 6960) (3 credit hours)  
Role: Developed full course; course instructor
- Human Exceptionalities (Sp Ed 3010 / 5010) (3 credit hours)  
Role: Course instructor
- Functional Communication (Sp Ed 5030 / 6030) (3 credit hours)  
Role: Course instructor

**Graduate Student Mentoring** (as of May 2021)

Served as Chair or Committee Member		
Discipline	Role	Number of Students
Deaf Education Students	Chair	35
Audiology Students	Chair	2
SLP Students	Chair	1
Deaf Education Students	Committee Member	7
Audiology Students	Committee Member	24
SLP Students	Committee Member	4
Total		73

**Student Project Details for Projects Served as CHAIR**

Deaf Education, Audiology, and SLP Student Projects and Outcomes: COMMITTEE CHAIR					
Student Name	Thesis or Project Title	Projects Resulted in:			
		Journal Article	Conference Presentation	Website Materials	Classroom Supports
38. Cogswell	A music resource to support auditory perception development in children who are deaf or hard of hearing		X	X	
37. Saeli	It isn't snack, it's language with food.	In preparation	X		
36. Ramos	A summer curriculum for parents of young children who are DHH			X	
35. Beerbower	Talking about summer: A summer resource notebook for listening and spoken language preschool teachers		X	X	X
34. Giles	Supporting pragmatics of a child who is deaf or hard of hearing: A guide for parents		X	X	
33. Peak	The importance of parent involvement: Incorporating goals into everyday routines		X	X	
32. Gotcher	A compilation of research experiences (Plan A)	Under review	X		

31. Hunsaker	Using social media as a tool to spread awareness of deaf education services		X		50
30. Hull	First 100 days survival kit for parents of children with hearing loss			X	
29. Lewis	Tell me a story, sing me a song: Musical theater for children who are DHH		X	X	
28. Empey	Parent and professional views and practices of the Ling 6 Sound Test (survey study)	In prep	X		
27. Cook	Academic and language outcomes of early listening and spoken language intervention services	In prep	X		
26. Ensign	Navigating the hearing loss diagnosis			X	
25. Warburton	Experience books to facilitate authentic learning in children who are DHH			X	X
24. Zaddack	Parent support for children with Autism who are DHH: Online training resources		X	X	
23. Abraham	Parent support programs to facilitate language during natural home routines for children 0-5 who are DHH		X		X
22. Mitchell	Improving paraprofessional training to support preschool teachers in special education and deaf education		X	X	
21. Barker	Tele-Intervention services for children who are DHH: Parent support materials			X	
20. Miller	Pragmatic and social/emotional skills of children who are DHH: Parent and teacher resource materials		X	X	
19. Mulder	LENA to inform services for children who are DHH: An exploratory study		X		
18. Herde	A survey of academic and social experiences of cochlear implant users	X	X		
17. Hess	Early childhood math development in children who are DHH: Enhancing parent opportunities to develop foundational math skills		X	X	
16. Carlton	The language of mathematics: Early childhood mathematics for children who are DHH and the role of parental involvement		X	X	
15. Peters	Increasing engagement of children who are DHH during parent-child storybook reading	X	X		
14. Hendrix	Self-advocacy skills of children who are DHH: Teacher perceptions in preschool and inclusive general education settings		X		
13. Smith	The impact on vocabulary development in children who are DHH when music is integrated into the early childhood curriculum		X		X
12. Fryer	Parent-child book reading: Using home literacy units to foster language development in children who are DHH		X	X	
11. Waldron	Embedding language in snack for children with disabilities				X
10. Wright	Instructional strategies using music in preschool classrooms of children who are DHH	X	X		
9. Huish	Pragmatic skills of children who are DHH: The mainstream kindergarten teacher's perspective		X		
8. Wilson	The pragmatic language development of children who are DHH in LSL preschool programs		X		
7. Beckert	Generalizing familiar language: Daily routine literacy kits for home-based services		X		X

6. Slater	Children's picture books depicting characters who use assistive hearing technology		X		5 <sup>1</sup> X
5. Noyce	Instructional strategies for implementing Utah's Early Childhood Core Standards				X
4. Poole	Preschool teachers' perceptions and use of hearing assistance technology in educational settings.	X	X		
3. Hayden	The effectiveness of commercial desiccants and uncooked rice in removing moisture from hearing aids	X	X		
2. Lambert	Evaluation music pitch perception in preschool age children				X
1. Powell	Development of basic concepts in early education programs for children who are DHH in LSL classrooms	X			

### Interdisciplinary Student Mentoring and Projects Served as COMMITTEE MEMBER

Deaf Education Students	Audiology Students			SLP Students
B. Stucki	M. Larsen	C. Ritter	C. Kasin	A. Missel
M. Scadden	J. Whicker	K. Chandler	M. Larsen	N. Jones
<u>S. Vincent</u>	A. Caballero	C. Kasin	T. Price	K. Allen
E. Cavazos	K. Herald	H. Jones	K. Storey	M. Edwards
L. Graham	A. Meibos	B. Larsen	S. Rusk	K. Willis
C. Miller	J. Finai	K. Barwick	N. Goldgewicht	
<u>M. Brown</u>	C. Coleman	L. Hankins	S. Cordingly	
	C. Heitzinger	K. Kibbe	T. Sawin	

#### Hear to Learn Website

In collaboration with support provided by the National Center for Hearing Assessment and Management and with my colleague, Dr. Karen Munoz, we developed a comprehensive website, called Hear to Learn (<http://heartolearn.org>) that provides parent-friendly videos, materials, and research information in both English and Spanish. I have primary responsibility for the "Materials" page of this website (<http://heartolearn.org/materials/index.html>) and have contributed to other content areas.

#### Multimedia Open-Access Course for Professional Development

Lead author in developing four Online Training Modules for general and special educators, entitled *Hearing Technology and Spoken Language Strategies for Serving Young Children with Hearing Loss in General Education*. These modules provided educational professionals with additional knowledge in serving children who are DHH in the general education classroom setting. Modules developed were:

- 1) **Hearing Technologies:** Understanding, using, and troubleshooting hearing technology (e.g., hearing aids, cochlear implants, assistive listening devices).
- 2) **Language and Literacy:** Implementing evidence-based strategies for promoting speech, language, and literacy development using an LSL approach.
- 3) **Listening and Learning:** Enhancing listening skills development and auditory learning strategies in the preschool classroom setting.
- 4) **Collaborating with LSL Professionals:** Increasing interdisciplinary collaboration among professionals who serve pre-school children who are DHH and who use LSL for communication and academic development.

Modules included recorded powerpoint lectures, several video attachments, including segments depicting experiences and recommendations of children and parents, video demonstrations of LSL teaching strategies, a teacher in-service training specific to having a child who is DHH in the general education classroom, a video demonstration of a hearing aid listening check, and others. The modules also included teacher handouts, articles, other written references, as well as an online quiz at the end of each module. The modules were approved as a continuing education option available to all educators through the Utah State Office of Education OnTrack Professional Learning Center. Participants who completed all four modules earned either (1) USOE Professional Development Credit or (14) Re-licensure points.

## **SERVICE**

2008 - Present	Chaired or co-chaired search committees for speech language pathologist, teachers, and tenure-track faculty positions in Communicative Disorders and Deaf Education and Sound Beginnings staff.
2016	LSL teacher and parent curriculum and assessment training program – Early Hearing Detection and Intervention Coordinator. Saipan, Mariana Islands, U.S. Territory.
2015-2016	Council for Exception Children, DHH Special Interest Infant/Toddler Group Committee Member
2015	Teacher training program / humanitarian service – Ngala School for the Deaf. Nakuru, Kenya. (Two-week parent and professional training workshop)
2013 - 2016	Children’s Hearing Aid Pilot Program (CHAPP) Advisory committee. Utah Department of Health. Pilot program HB 157 (2013); amended program HB 18 (2015).
2013	Teacher training program / humanitarian service – Ngala School for the Deaf. Nakuru, Kenya. (Two-week parent and professional training workshop)
2010-2013	AGBell Board Member, Utah Chapter
2011-2012	Teacher and physician training program / humanitarian service – Global Foundation for Children with Hearing Loss. Ho Chi Minh City, Vietnam. <ul style="list-style-type: none"> <li>• 2011 (Four-week parent and professional training program)</li> <li>• 2012 (Two-week parent and professional training program)</li> <li>• 2012 (Three-week parent and professional training program)</li> </ul>
2010-2012	Council for Teacher Education, representative for Department of Communicative Disorders and Deaf Education, for teacher education and licensing requirements.

### **Reviewer for Federal Research Grant Applications**

2019	Institute for Education Sciences. Ad hoc reviewer. Washington DC.
2018	Institute for Education Sciences. Ad hoc reviewer. Washington DC.
2017	Institute for Education Sciences. Full panel reviewer. Washington DC.
2016	Institute for Education Sciences. Full panel reviewer. Washington DC.

### **Reviewer for Professional Journals:**

- Language, Speech, and Hearing Research (ASHA)
- Language, Speech, and Hearing Services in Schools (ASHA)
- International Journal of Audiology
- ASHA Sig 9: Perspectives on Hearing and Hearing Disorders in Childhood
- Speech, Language and Hearing Journal
- American Journal of Audiology
- Early Childhood Research Quarterly
- Journal of Educational, Pediatric, and (Re)Habilitative Audiology

### **Awards and Recognition**

2016	Researcher of the Year, Department of Communicative Disorders and Deaf Education
2014	Teacher of the Year, Department of Communicative Disorders and Deaf Education



- 2010 Nominated by Department Head in Communicative Disorders and Deaf Education for the Utah State University Diversity Award.
- 1984 Voted by faculty as the “Outstanding Graduate” in the Department of Communicative Disorders at Utah State University.

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CURRICULUM VITAE  
**Sarah Law M.Ed.**

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**TITLE** Clinical Assistant Professor

**ADDRESS** Utah State University  
Department of Communicative Disorders and Deaf Education  
2620 Old Main Hill  
Logan UT, 84322  
[sarah.law@usu.edu](mailto:sarah.law@usu.edu) / 435-797-4464

**EDUCATION**

<u>Degree</u>	<u>Year</u>	<u>Institution</u>	<u>Department/Specialization</u>
B.S.	2008	University of Utah	Special Education/Deaf and Hard of Hearing/K-12
M.Ed.	2012	University of San Diego	Special Education/Deaf and Hard of Hearing/Listening and Spoken Language/Birth-21

**PROFESSIONAL APPOINTMENTS**

*2019-Current* Utah State University  
Logan, Utah  
**Clinical Assistant Professor**

*2018-2019* Utah Schools for the Deaf and Blind

- 2010-2018 Utah Schools for the Deaf and Blind  
Salt Lake City, UT  
**Listening and Spoken Language Preschool Deaf Educator**
- 2008-2010 Utah Schools for the Deaf and Blind  
Salt Lake City, UT  
**Listening and Spoken Language Elementary Deaf Educator**

### **TEACHING (95% evaluative weight)**

#### **Teaching Load**

- ComD 6340 Auditory Learning and Spoken Language (3 credit hours)  
*Role: Major edits and redevelopment of existing online course; course instructor*
- ComD 6350 LSL Early Elementary and Itinerant Support (3 credit hours)  
*Role: Major edits and redevelopment of existing online course; course instructor*
- ComD 6360 Preschool Curriculum: Language and Cognition (3 credit hours)  
*Role: Minor edits of existing course; course instructor*
- ComD 6850 LSL Interdisciplinary Seminar (3 credit hours)  
*Role: Minor edits of existing course; course instructor*

#### **Practicum Supervision and Support**

- ComD 6700 LSL Practicum  
*Role: Major edits and redevelopment of existing online course; course instructor, Major edits to all practicum assignments and requirements, practicum supervisor*  
Developed and designed asynchronous online course to streamline organization and student engagement.
  - Created new assignments and made modifications to existing assignments.
  - Supervised students in all practicum placements
  - Monitoring students' self-reflections
- Audiology and Speech-Language Pathology LSL Practicum  
*Role: Developed full course (all content in asynchronous online format; course instructor, Major edits to all practicum assignments and requirements, practicum supervisor*  
Developed and designed asynchronous online course to streamline organization and student engagement.
  - Created new assignments and made modifications to existing assignments.
  - Supervised students in all practicum placements
  - Monitoring students' self-reflections
- ComD 6900 LSL Practicum Workshop

Role: Developed full; course instructor

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The purpose of this course is to provide graduate students an opportunity to write in-depth lessons plans with my guidance as professional educator. Weekly dedicated small group discussions between myself and graduate students, gives learners a chance to discuss the unique needs of their current practicum placements and their lesson plan ideas and determine how to connect individual needs, standards and best-practices.

### **Graduate Student Mentoring**

Develop close, individualized professional relationships with each graduate student to assist in the nurturing of the student's personal, scholarly and professional development. In-depth mentorship that enables students to:

- acquire a body of knowledge and skills
- develop techniques for networking and collaborating
- gain perspective on how their discipline operates academically, socially, and politically unique to the field of deaf education, particularly listening and spoken language.

### **Student Mentoring Leading to Peer-Reviewed Presentations**

Saeli, A., Nelson, L., & Law, S. (2020). It isn't snack, it's language with food. *Early Hearing Detection and Intervention (EHDI) National Conference*. Kansas City, MO.

Young, T., Fogelstrom, C., Law, S., & Nelson, L.(2021). Making Connections with a Virtual Parent Discussion Group. *Early Hearing Detection and Intervention (EHDI) National Conference*. Virtual Conference

<b>Students Currently Mentoring (as of May 2021)</b>	
<i>Distance Students</i>	
Zilke	CCHAT: Sacramento, CA
Werley	CCHAT: Sacramento, CA
Hill	CCHAT: Sacramento, CA
Miller	Clarke Schools for Hearing and Speech: Philadelphia, PA
Johnson	Utah Schools for the Deaf and Blind: Salt Lake City, UT
Riding	Utah Schools for the Deaf and Blind: St. George, UT
<i>On-Campus Students</i>	
Kilpack	Sound Beginnings: Logan, UT
Job	Utah Schools for the Deaf and Blind: Salt Lake City, UT
Pearce	Utah Schools for the Deaf and Blind: South Weber, UT

**SERVICE (5% evaluative weight)**

### **Reviewer for Professional Graduate Textbook**

2021 *Listening and Spoken Language Therapy for Children with Hearing Loss: A Practical Auditory-Based Guide* and the authors are Sylvia Rotfleisch and Maura Martindale.

### **Department Service**

2021 Committee member of search committee for teachers, staff positions at Sound Beginnings.

### **State / National Service**

2016-Current AGBell Member, Utah Chapter

## **Elizabeth W. Parker**

### **PROFESSIONAL EXPERIENCE:**

**Clinical Instructor** 2012 – present  
**Utah State University**  
**Communicative Disorders/Deaf Education**  
**Listening & Spoken Language Program**

#### ***Responsibilities:***

- Supervision of student teachers in Masters Program
- Supervision of practicum for students seeking endorsement
- Mentoring for teachers seeking endorsement in deafness

**Aural Habilitation Specialist** 2010 -- 2012  
**Utah Schools for the Deaf & the Blind**

#### ***Responsibilities:***

- Instruction to young deaf students in spoken communication and listening skills in one on one setting
- Instruction in “oracy” to ASL/English students in small group settings
- Assessment of student skills in speech and listening skills
- Writing IEP goals in speech and listening; attending IEP meetings
- Communicating with parents and professionals on the team with updates on students’ progress
- Mentoring of teachers seeking LSL strategies

**Program Director** 2006 – 2010  
**Utah Schools for the Deaf & the Blind**

#### ***Responsibilities:***

- Supervision of 35 teachers of the deaf in Auditory/Oral, Total Communication, ASL/English schools and Outreach Services, preschool through high school
- Supervision of 40 support personnel, interpreters, teacher aides, secretaries and job coaches
- Preparing and managing budget for the Division
- Running IEP meetings for over 200 students and their families

**Supervisor of Student Teachers of the Deaf & Hard of Hearing 1990 – 2005**  
**Utah State University**

***Responsibilities:***

- Placement, supervision and evaluation of graduate students in the area of deaf education.
- Liaison between Utah State University's teacher preparation program and schools for the deaf throughout the western United States.

***Accomplishments:***

- Supervised and prepared over 100 student teachers
- Wrote and developed a student teacher handbook
- Conducted cooperating teacher workshops
- Supervised the housing program placing student teachers in the homes of families with deaf children

**Clinical Instructor**  
**Utah State University**

**1995 – 2005**

***Courses:***

- Teaching Speech to Deaf Children
- Strategies for Teaching Deaf Children
- Seminar for Student Teachers
- Adaptations of Curriculum for Children Who are Deaf or Hard of Hearing
- Teaching Multi-Disabled Deaf Students

**Speech Consultant**  
**Jean Massieu School of the Deaf**

**2000 – 2005**

***Responsibilities:***

- Assessments, consultation and private instruction for Deaf students in an ASL/English setting
- Instruction in phonemic awareness to hearing and deaf students
- Evaluating the individual spoken communication needs for individual students

***Accomplishments:***

- Wrote and implemented the Student Speech Record (an attachment to Spoken Communication) to evaluate students' progress in speech
- Implemented a positive approach to the teaching and learning of speech for deaf students

**International Team Leader  
YouthLINC  
RaFIKis**

**2001 – present**

***Responsibilities:***

- Planned and coordinated an annual service project to a school for the deaf in Nakuru, Kenya
- Organized committees in educational, cultural, medical and vocational training
- Directed teacher workshops for the Kenyan teachers of the deaf
- Coordinated the team leaders for two other international trips
- Served on the Executive Board

***Accomplishments:***

- Developed a Participant Handbook preparing students and staff for international travel and service
- Successfully and safely conducted nine trips to Kenya, positively affecting the lives of over 300 American students and 200 Kenyan deaf students and many others in the Nakuru community
- Built life-long relationships between American and Kenyan young people as well as the community leaders in Kenya and bridged friendships between deaf and hearing people internationally

**Classroom Teacher  
Auditory/Oral Program  
Utah Schools for the Deaf & the Blind**

**1980 – 1990**

***Responsibilities:***

- Taught an average of eight students per year, preschool through sixth grade, over ten years
- Served as Communication Specialist, responsible for school-wide testing
- University Cooperating Teacher for student instruction in speech pathology, audiology and for student teachers of the deaf

**Student Teacher Supervisor  
Multi-University Consortium**

**1990 – 1993**

Instructor and supervisor over student teaching for a consortium of universities in Utah for teacher preparation in the area of deafness

**Communication Specialist  
Utah School for the Deaf**

**1994 – 1999**

Part-time consultant preparing teachers and instructing students in the area of speech, liaison between co-enrollment program, Total Communication Department of the Utah School for the Deaf and Granite School District

**Private Tutor**

**1980 – 2004**

Individual student instruction in speech, listening and spoken language skills

### **EDUCATION:**

1980	B.S.	Special Education	University of Utah
1981	M.Ed.	Special Education	University of Utah
1981		Deaf Education Endorsement	

### **SUPPLEMENTAL EDUCATION:**

1981	Speech Development for Deaf Children	Utah School for the Deaf
1981	Listening and Speech Development	Utah State Board of Education
1982	Acoupedics	University of Northern Colorado
1982	Language Acquisition	Utah State Board of Education
1983	Precision Teaching	Utah State University
1992	American Sign Language	Salt Lake Community College
2001	American Sign Language	Salt Lake Community College

### **PUBLICATIONS AND PRESENTATIONS:**

Parker, E.; Koike, K.J.M.; ***“Musical Stimulation in Speech Training for Deaf Children”***, 1984

Parker, Elizabeth; ***“Musical Stimulation”*** presentation at AG Bell Association Convention, Chicago, 1985

Klein, D.H. & Parker, E.W.; **Spoken Communication for Students Who Are Deaf or Hard of Hearing; A Multidisciplinary Approach**, 2003

Klein, D.H. & Parker, E.W.; ***“Speech Tool Belt for Students with Hearing Loss,”*** ADVANCE, Journal for Speech-Language Pathologists, vol.42, no. 14, October 18, 2004

Parker, E.W.; ***“Out of the Clinic and Into the Classroom”*** presentations:

- Council of American Instructors of the Deaf (CAID), Vancouver, WA 2002
- Association of College Educators of the Deaf and Hard of Hearing (ACE-DHH), San Antonio, TX, 2003
- American Speech and Hearing Association (ASHA), Chicago, IL 2003

Parker, E.W.: ***“Deaf Education in Kenya”***:

- ACE-DHH, Banff, Canada, 2005
- Utah Deaf Education Summit, Park City, UT
- Rotary Club Meetings
- Kiwanis Club Meetings

Parker, E.W.; ***“Using Humor in Coping with Stress”***

- Deaf/Blind Conference for Interveners
- Fogelstrom, C. and Parker, E.: **Building 3-D Relationships in a 2-D World**
- Presented at virtual conference of EHDI (Early Hearing Detection & Intervention), 2021.

**PROFESSIONAL AFFILIATIONS:**

- “Join Together” National PT3 Grant, Team Leader, Faculty Technology Competence
- Alexander Graham Bell Association for the Deaf
- Council for Exceptional Children
- Division of Children with Communicative Disorders, President, 1982
- Council of American Instructors of the Deaf
- Utah Education Association
- National Education Association

**Curriculum Vitae**  
**Cache Pitt, AuD, CCC-A**

**Education**

B.S.	University of Wyoming – Laramie, Wyoming Graduation with honors	1997
M.S.	University of Wyoming – Laramie, Wyoming Graduation with honors	1999
AuD	Pennsylvania College of Optometry, school of Audiology	2007

**Professional Appointments**

Clinical Associate Professor/Clinical Education Coordinator Utah State University	2017 - present
Clinical Assistant Professor Utah State University	2008-2017
Pediatric/Cochlear Implant Audiologist Primary Children’s Medical Center	2005-2008
Cochlear Implant Consultant to Jean Weingarten Peninsula Oral School for the Deaf. Contracted position as employee of Let Them HEAR Foundation	2004-2005
Cochlear Implant/Pediatric Audiologist California Ear Institute at Stanford/ Let Them HEAR Foundation/Project HEAR	2001-2005



Clinical Fellowship Year Audiologist California Ear Institute at Stanford	1999
Clinical Fellowship Year Audiologist Hearing Zone	1999

### **Clinical Licensure**

Certificate of Clinical Competence in Audiology	2001 - current
Utah Audiology License (5875099-4101)	2005 - current

### **Publications**

\* Indicates a graduate student at Utah State University

**Pitt, C**, Muñoz, K, Schwartz, S, \*Kunz, J, The Long-Term Stability of the Electrical Stapedial Reflex Threshold. Otology and Neurotology. Vol 42, No 1, 2021, pages 188-196

\*Reynolds, B, Leopold, S, Munoz, K. **Pitt, C**, Family involvement in adult hearing evaluation appointments: Patient perspectives. American Journal of Audiology, Dec 2019 Vol 28: 857-865

Munoz, K, **Pitt, C**, CHARGE Syndrome. Pediatric Audiology Casebook. Textbook Chapter. Printed 2019

Munoz, K, \*McLeod, H, **Pitt, C**. Preston, E, Shelton, T, Twohig, M, Recognizing Emotional Challenges of Hearing Loss. The Hearing Journal Issue 28, pages 718-730, January 2017

**Pitt, C**, \*Sawin, T, Nelson, L, Preston, E, Muñoz, K Cochlear Implant Selection Process: Audiologist Practices. Perspectives of the ASHA Special Interest Groups. SIG 9, Vol 1 (Part 2), 2016

**Pitt, C**, \*Heitzinger, C, Nelson, L, Preston, E, Muñoz, K. Cochlear Implant Recipients: Device Selection Preferences and Experiences. Perspectives of the ASHA Special Interest Groups. SIG 9. Vol 1 (Part 1), 2016.

\*Meibos, M, Muñoz, K, White, K, Preston, E, **Pitt, C**, Twohig, M. Audiologist Practices: Parent Hearing Aid Education and Support. Journal of the American Academy of Audiology. Vol 27:324-332 (2016).

\*Mansfield, M, Munoz, K, Harward, R, Corbin-Lewis, K, Houston, T, **Pitt, C**. Written Resources for Parents of Children Recently Diagnosed with Hearing Loss. Volta Voices. Vol 18 Issue 5 Sept/Oct 2011

Warren III F, Wiggins R, **Pitt C**, Harnsberger H, Shelton C. Apparent Cochlear Nerve Aplasia: To Implant or Not to Implant. Otology & Neurotology September 2010. 31(7):1088-94

Primus, M., **Pitt, C**. Six Methods to Assist Parents in Understanding Their Child's Hearing Loss: An Evaluation. The Hearing Review, February 2000: Vol. 7 No 2: 16, 18, & 56.

## **Presentations**

\* Indicates a graduate student at Utah State University

### **Peer-Reviewed Presentations**

**Pitt, C.**, Munoz, K.F., \*Kunz, J.M. "The Long-Term Stability of the Electrical Stapedial Reflex Threshold; A Retrospective Chart Review". CI2019 American Cochlear Implant Alliance, Miami, Florida. July 2019

**Pitt, C.**, "Troubleshooting Difficult Cases: Impedance Fluctuations and Sudden Decline in CI Benefit of 3 Teens", CI2018 Emerging Issues In Cochlear Implantation, American Cochlear Implant Alliance, Washington DC. March 9, 2018

**Pitt, C.**, \*Kunz, J. M., Munoz, K. F., "The Electrical Stapedial Reflex Threshold Over Time", Poster Presentation. American Cochlear Implant Alliance, American Cochlear Implant Alliance, San Francisco, CA. July 26, 2017 - July 29, 2017

**Pitt, C.**, \*Sawin, T., Device Selection Practices of Cochlear Implant Audiologists in the United States. Poster Presentation. Audiology Live, Amsterdam, The Netherlands, November, 2015.

**Pitt, C.**, \*Heitzinger, C., Device Selection Practices of Cochlear Implant Recipients in the United States. Poster Presentation. Audiology Live, Amsterdam, The Netherlands, November, 2015.

**Pitt, C.**, The Effects of Cochlear Implant Surgery on Unaided Hearing; A Case Review. Poster Presentation. American Cochlear Implant Alliance CI 2014 Symposium, Nashville TN, December 2014

**Pitt, C.**, \*Reed, S., Influence of Speech Perception Testing as the Sole Indicator of Cochlear Implant problems: a Case Review", Poster Presentation. Cochlear Implant Alliance CI 2013 Symposium, Washington DC, October 25, 2013.

Munoz, K, Preston, E, **Pitt, C.** Integrating Evidence-Based Pediatric Audiology Services into Routine Care. Poster Presentation. American Speech and Hearing Association, November 15, 2013.

**Pitt, C.**, Nelson, L. Cochlear Implant Benefit in a Child with Apparent Absence of an Auditory Nerve. Poster Presentation. 13<sup>th</sup> Symposium on Cochlear Implants in Children. Chicago, IL July 2011

**Pitt, C.**, \*Hankins, L, Training of Cochlear Interventionists: has it Kept Up with Cochlear Implant Technology. Poster Presentation. 13<sup>th</sup> Symposium on Cochlear Implants in Children. Chicago, IL July 2011

**Pitt, C.** \*Hankins, L, Houston, T, Muñoz, K, Nelson, L. Cochlear Implants: Intervention for Early Interventionists. Poster Presentation. Early Hearing Detection in Infants (EHDI) Annual Meeting. February 2011

**Pitt, C.** Comparison of NRT Thresholds and T-Levels Using a Stimulus Pulse width of 37 microseconds. Poster presentation at the 10th International Conference on Cochlear Implants and Other Implantable Auditory Technologies, San Diego, CA April 2008.

Tonokawa, L.L., **Pitt, C.**, Highlander, R. Cochlear Implant Outcome Predictors for Adults with Congenital Hearing Loss, poster presentation at the 8<sup>th</sup> International Cochlear Implant Conference, Indianapolis, Indiana, May 2004.

Tonokawa, L.L., **Pitt, C.**, Highlander, R. Binaural Amplification, Cochlear Implant with Hearing Aid, Podium Presentation presented at the 9<sup>th</sup> Symposium, Cochlear Implants in Children, Washington D.C. April 2003.

Primus, M., **Pitt, C.** Methods of Counseling Parents of Hearing-Impaired Children, poster presentation, American Speech-Language and Hearing Association conference, San Francisco, CA, 1999.

### **Invited Presentations**

Pitt, C. “Programming Challenging Cases” Panelist. ACIA 2020 Orlando Florida, March 2020

Pitt, C., “Masking: A Tool for the Accurate Diagnosis of Hearing Loss” Pediatric Audiology for Children with Hearing Loss Workshop I, Ulaanbaatar, Mongolia, September 22, 2017.

Pitt, C., “Interdisciplinary Collaboration: A Critical Component of the Treatment of Children with Hearing Loss” Pediatric Audiology for Children with Hearing Loss Workshop I, Ulaanbaatar, Mongolia, September 21, 2017.

Pitt, C., “Programming Cochlear Implants”, Pediatric Audiology for Children with Hearing Loss Workshop I, Ulaanbaatar, Mongolia, September 20, 2017.

Pitt, C., “Cochlear Implant Candidacy in the Pediatric Population”, Pediatric Audiology for Children with Hearing Loss Workshop I, Ulaanbaatar, Mongolia, September 20, 2017.

Pitt, C., “The Case History as a Part of an Audiologist’s Test Battery”, Pediatric Audiology for Children with Hearing Loss Workshop I, Ulaanbaatar, Mongolia, September 18, 2017.

Pitt, C., “An Introduction to Visual Reinforcement Audiometry and Conditioned Play Audiometry; an Audiologist’s Tools for Testing Hearing in Children”, ENT Society of Mongolia 2017 Annual Meeting, Ulaanbaatar, Mongolia, September 17, 2017

Pitt C., “The Pediatric Auditory Brain and Language Development”, ENT Society of Mongolia 2017 Annual Meeting, Ulaanbaatar, Mongolia, September 17, 2017

Pitt, C., “Pediatric Audiology Case Reviews: Profound Hearing Loss & Usher’s Syndrome”, Pediatric Audiology for Children with Hearing Loss Workshop I, Ulaanbaatar, Mongolia, September 13, 2017.

Pitt, C., “Visual Reinforcement Audiometry and Conditioned Play Audiometry: Pediatric Audiology Testing Techniques”, Pediatric Audiology for Children with Hearing Loss Workshop I, Ulaanbaatar, Mongolia, September 12, 2017.

Pitt, C., “Equipment Calibration and Using Correction Factors”, Pediatric Audiology for Children with Hearing Loss Workshop I, Ulaanbaatar, Mongolia, September 12, 2017.

Pitt, C., “Language and the Auditory Brain”, Pediatric Audiology for Children with Hearing Loss Workshop I, Ulaanbaatar, Mongolia, September 11, 2017.

Pitt, C., “How People Choose their Device” – MedEl Audiology Advisory Board Meeting, Salt Lake City, UT, November 5, 2015

Pitt, C., “Cochlear Implant Candidacy and Technology Update for the Audiologist”, Utah Speech and Hearing Association, March 2015.

- Pitt, C., “Cochlear Implant Technology Update”, Sound Beginnings Parent Support Meeting, February 2015.
- Pitt, C., “Device Selection Practices of CI Clinics and CI Recipients”, American Cochlear Implant Alliance annual conference. Nashville Tennessee, December 2014.
- Pitt, C., “Challenging Cases and Solutions”, Advanced Audiology Training, San Francisco, CA, September 26, 2014.
- Pitt, C., “Cochlear Implant Candidacy Update – A Case Review”, Utah State University, December 7, 2013
- Gifford Rene, Ratigan Jennifer, Shapiro William, DeJong Melissa, **Pitt Cache**. Cochlear Implant Grand Rounds, AudiologyNOW! 2013, Anaheim CA, April 5 2013
- Pitt, C., “Cochlear Implant Candidacy Update”, Utah State University, January 31, 2013
- Pitt, C, Cochlear Implant Troubleshooting and Maintenance, Utah School for the Deaf Continuing Education, January 2012
- Pitt, C, When Hearing Aids are Not Enough, Hearing Health Fair, Cochlear Corporation, September, 2011
- Pitt, C., Introduction to Cochlear Implants. Rotary Club presentation, Logan, UT November 2010.
- Pitt, C, Introduction to Cochlear Implant Technology. Utah Speech and Hearing Association Annual Conference. March 2010
- Pitt, C. Cochlear Implants, the Past to the Present. Virtual Summit at Jackson 2009. Audiology Online. November 2009
- Pitt, C. I’m Lost! I need a Map. An introduction to cochlear implant mapping. Utah Alexander Graham Bell Association Conference. November 2009
- Pitt, C. Introduction to Cochlear Implants. Audiology Workshop. Listening and Spoken Language Grant. Idaho Falls, ID November 2009
- Pitt, C. Pediatric Cochlear Implantation. Infant Pediatric Audiology Training Grant. Logan, UT April 2009
- Pitt, C. Pediatric Cochlear Implant Candidacy. Audiology Training Grant, LSSL. Logan, UT. May 2009
- Pitt, C. Introduction to Cochlear Implants. Cochlear Corporation Cochlear Implant Awareness Campaign. Ogden, UT May 2009
- Pitt, C. Beyond the Booth, Audiology for the Real World. Utah Alexander Graham Bell Association Annual Conference. November 2008
- Pitt, C. Houston, K.T. Sound Beginnings, Meeting Communication Needs. Intermountain Speech and Hearing Association Convention, Salt Lake City, UT, October 2008.
- Pitt, C. Evaluation of the Pediatric Patient. Utah Speech and Hearing Association Convention, Salt Lake City UT, March 2008.

Pitt, C. Pediatric Audiology, Cochlear Implants in Children. Audiology Grand Rounds. Utah Speech and Hearing Association Convention, Layton UT, March 2007.

Pitt, C. Cochlear Implants in Children. Shangri-La Medical School. Healthcare in Children Conference, Shangri-La China, March 2006

Pitt, C. Cochlear Implants in Children. Kunming Medical School. Healthcare in Children Conference, Kunming China, March 2006.

Pitt, C. Pediatric Audiologic Evaluation. Let Them Hear Cochlear Implant Symposium, Stanford University, CA, June 2003.

## **Teaching**

### **Instructional Courses**

Introduction to Cochlear Implantation (COMD 7520). Utah State University. 2009 to present.

Advanced/Intermediate Clinical Practicum (COMD 7400 & 7300). Utah State University 2008-present.

Clinical Application of eSRT measures for fitting M levels for Advanced Bionics Recipients at Utah State University. A recorded course for Advanced Bionics Corporation for employee training. April, 2015

### **Instructional Courses – Guest Instructor**

Guest Instructor, Utah State University, COMD 2600/2400 Online, Introduction to Communication Disorders, Introduction to Audiology and Audiology as a Career Path. Recorded in Logan, UT October 2019

Guest Instructor, Utah State University, COMD 2600, Introduction to Communication Disorders, Introduction to Cochlear Implants, Logan, UT. 2015, 2016, 2017, 2018, 2019

Guest Instructor, Utah State University, Seminar in Communicative Disorders and Deaf Education, Listening and Spoken Language Seminar, COMD 6850 Cochlear Implant and FM System troubleshooting. March 2014, 2015, 2016.

Guest Instructor, University of Utah, CSD 7640 Cochlear Implants, Cochlear Implant Programming from the Audiologist's Perspective, April 2012

Guest Instructor, Utah State University, COMD 4770/6770 Audiology and Teachers of the Deaf and Hard of Hearing, Introduction to Pediatric Cochlear Implantation, Logan, UT, November 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015

Guest Instructor, University of Utah, Department of Otolaryngology, Pediatric Cochlear Implant Candidacy, Salt Lake City, UT, January 2007

Guest Instructor, Utah Schools for the Deaf and Blind, Cochlear Implant Candidacy and Rehabilitation in Children, Ogden UT, September 2006

Guest Instructor, University of Utah, Department of Otolaryngology, Pediatric Cochlear Implant Candidacy, Salt Lake City, UT, October 2005.

Guest Instructor, San Francisco State University, Department of Communication Disorders, Pediatric Cochlear Implant Candidacy and Cochlear Implant Technology Update, San Francisco, CA, April 2004.

Guest Instructor, San Jose State University Deaf Education, Cochlear Implant Technology and Aural Rehabilitation, East Palo Alto, CA February 2004.

Guest Instructor, Stanford University ENT Residents Program, Pediatric Audiology, Palo Alto, CA, October 2001.

## **Grants**

Intermountain Healthcare Community Partner Fund. \$5000.

## **Awards**

Richard Seewald Award. Hear the World foundation. Collaborative award shared with the participants in Global Foundation for Children with Hearing Loss Workshop in Mongolia. September 2017.

President's Award. Utah Alexander Graham Bell Association. For "Outstanding contributions supporting the mission of AG Bell-Utah". November 2009

## **Service**

Reviewer, Perspectives of the ASHA Special Interest Groups, "Expanding Cochlear Implant Criteria: Real World Applications and Outcomes " October 2017

Pediatric Audiology for Children with Hearing Loss Workshop I, Ulaanbaatar, Mongolia, September 8-24, 2017

Reviewer, Ear and Hearing, EANDH-D-17-00227, "Effect of probe-tone frequency on ipsilateral and contralateral electrical stapedius reflex measurement in children with cochlear implants", September 2017

Reviewer, Ear and Hearing, EANDH-D-16-00097, April 2016.

Leonardo After Hours "Bionic Human", panel of experts working with implantable devices in the human body. March 10, 2016.

MedEl Audiology Advisory Board 2010-present

MedEl Pediatric Advisory Board 2016 – present

National Public Radio Brigham Young University, Radio Interview "Cochlear Implants". April 20, 2012

Cochlear Corporation Consultation Meeting, March 2012

Cochlear Implant Candidacy Evaluation/Hearing Aid Fitting. Hua Xia School for the Deaf, Kunming China. 2004

Cochlear Implant Mapping Consultant. Hua Xia School for the Deaf, Kunming China. 2005.

Cochlear Implant Mapping Consultant/Audiologic Evaluation. Hua Xia School for the Deaf, Kunming China and Shangri-La Medical School, Shangri-La China.

## **CURRICULUM VITAE**

**Nicole Jacobson** (formerly Martin), **MS, CCC-SLP, LSLs Cert. AVEd**

Utah State University

Department of Communicative Disorders and Deaf Education

2620 Old Main Hill

Logan, UT 84321-2620

nicole.jacobson@usu.edu

435/797-9235

### **Education**

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|------|------|--|
| 1994 | B.S. | Brigham Young University<br>Special Education<br>Minor: Music  |
| 2008 | B.S. | Utah State University<br>Communicative Disorders   |
| 2010 | M.S. | Utah State University<br>Communicative Disorders: Speech-Language Pathology<br>Emphasis: Graduate Studies in Auditory Learning and Spoken Language |

### **Current Appointment**

- |              |   |   |
|--------------|---|---|
| 2019-present | Clinical Assistant Professor, Utah State University |   |
| 2015-present | Director  | Sound Beginnings at Utah State University   |
| 2010-present | Clinical Supervisor                                 | Department of Communicative Disorders and Deaf Education<br>Speech-Language Pathology: Listening and Spoken Language emphasis<br>Deaf Education: Listening and Spoken Language emphasis |

2010-present Speech-Language Pathologist, LSL approach  
Sound Beginnings at Utah State University

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2010-present Preschool Classroom Teacher, LSL approach  
Sound Beginnings at Utah State University

### **Consulting**

2020-present Mentorship to professionals in the Hearing Oral Program of Excellence for  
Listening and Spoken Language Certification from the AG Bell Academy of  
Listening and Spoken Language.

### **Professional Experience**

2007-2008 Assistant to Speech-Language Pathologist  
Preston Idaho School District  
Served child with cochlear implant

1996-1997 Special Education Teacher  
Mt Diablo California School District

1993-1994 Special Education Teacher Intern  
Provo School District

### **Professional Certification and Licensure**

Listening and Spoken Language Specialist, Certified Auditory-Verbal Educator  
Alexander Graham Bell Association for the Deaf and Hard of Hearing

Certificate of Clinical Competence in Speech-Language Pathology  
American Speech-Language Hearing Association

Professional Educator License for the State of Utah  
Special Education Mild/Moderate Disabilities, K-12  
Speech-Language Pathologist  
\*\*\*Expired 6/30/2017, in process of renewing

Licensed Speech-Language Pathologist  
Utah Division of Occupational & Professional Licensing

### **Peer-Reviewed Presentations (\*USU Student)**

**Jacobson, N.**, \*Mork, D., Fairbourn, S., Johnson, A. (2021, March.) Supporting Medical Homes and Community Partners to Connect Families of Children who are Deaf/Hard of Hearing to Services. *Poster session presented at the Early Hearing Detection and Intervention (EHDI) National Conference.*

\*Stucki, B., & **Jacobson, N.** (2020, March). Supporting Families: The Family Connections Program at Sound Beginnings. *Poster session presented at the Early Hearing Detection and Intervention (EHDI) National Conference.* Kansas City, MO.

Price, M., & **Martin, N.** (2017, February). Putting parents in the driver's seat: empowering parents with tools to facilitate their infant/toddler's spoken language development. *Early Hearing Detection and Intervention (EHDI) National Conference.* Atlanta, GA.



**Martin, N.,** & Nelson, L. (2016, March). Using language samples to effectively plan and evaluate intervention for children with hearing loss. *Early Hearing Detection and Intervention (EHDI) National Conference*. San Diego, CA.

\*Miller, L., Nelson, L., & **Martin, N.** (2016, March). Parents and pragmatics: a resource to support social emotional development for children who are deaf or hard of hearing. *Poster session presented at the Early Hearing Detection and Intervention (EHDI) National Conference*. San Diego, CA.

\*Abraham, C., Nelson, L., Devey, A., & **Martin, N.** (2016, March). Strategies for implementing family support programs for children developing listening and spoken language. *Poster session presented at the Early Hearing Detection and Intervention (EHDI) National Conference*. San Diego, CA.

**Martin, N.** (2015, November). Using language samples to effectively plan and evaluate intervention for children with hearing loss. *American Speech-Language Hearing Association (ASHA) annual convention*. Denver, CO.

Blaiser, K., & **Martin, N.** (2015, March). Utilizing language samples for clinical decision making. *Early Hearing Detection and Intervention (EHDI) National Conference*. Louisville, KY.

\*Smith, L., Nelson, L. H., **Martin, N.,** & Walker, C. (2015). Vocabulary development in children who are DHH when music is integrated into the early childhood curriculum. *Council for Exceptional Children National Conference*. San Diego, CA.

Nelson, L., \*Smith, L., & **Martin, N.** (2015, March). Music: a tool for expressive and receptive vocabulary for children who are deaf or hard of hearing. *Poster session presented at the Early Hearing Detection and Intervention (EHDI) National Conference*. Louisville, KY.

Wolter, J.A., \*Atwood, B., \*Berger, H., \***Martin, N.,** & \*Pike, K. (2010, November). Dynamic assessment of morphological awareness and third-grade literacy achievement. *Poster session presented at the annual convention of the American Speech-Language Hearing Association*. Philadelphia, PA.

### **Invited Presentations (\*USU Student)**

**Jacobson, N.** (2021 March). Reading to build your child's spoken language. *National Center for Hearing Assessment and Management (NCHAM) Webinar*. Logan, UT.

Nelson, L. & **Jacobson, N.** (2021 March). Promoting language and literacy through daily routines and activities. *Virtual Parent and Teacher Conference, Division of Services of the Deaf and Hard of Hearing*. Taylorsville, UT.

**Jacobson, N.** (2020 November). Response to Toxic Stress: Supporting resilience in young children and their caregivers to promote long-term health and learning outcomes. *National Center for Hearing Assessment and Management (NCHAM) Webinar*. Logan, UT.

**Jacobson, N.** (2020, October). Beyond Bloom, Maslow, and Vygotsky: What research shows about scaffolds needed today for child development. *Utah Schools for the Deaf and Blind Outreach Conference*.

**Jacobson, N.** & Smith, L. (2020, May). Listening and spoken language (LSL) intervention for school-aged children who are deaf/hard of hearing. *Logan School District Speech-Pathology Team Conference*. Logan, UT.

**Jacobson, N.** (2020, May). Listening and spoken language intervention for infants and young children who are deaf/hard of hearing. *Franklin County Medical Center*. Preston, ID.

**Jacobson, N.** (2019, September). The parents' role in the interdisciplinary team for their child's LSL development. *National Center for Hearing Assessment and Management (NCHAM) Webinar*. Logan, UT

- Martin, N.** (2019, June). Self-advocacy and self-determination: setting up our children for independent success. *Parent Seminar, Sound Beginnings Summer Camp at Utah State University*. Logan, UT.
- Martin, N.** (2019 February). Parents know best: empowering parents with tools to facilitate their infant/toddler's spoken language development. *National Center for Hearing Assessment and Management (NCHAM) Webinar*. Logan, UT.
- Martin, N.** (2018, September). Using language samples to effectively plan and evaluate intervention for children with hearing loss. *Guest Lecture, COMD 6360 Preschool Curriculum Graduate Course, Utah State University*. Logan UT.
- Martin, N. & \*Stucki, B.** (2018, April). Mainstream Success. *National Center for Hearing Assessment and Management (NCHAM) Webinar*. Logan, UT.
- Martin, N.** (2017, October). Listening and spoken language intervention for children who are deaf or hard of hearing. *Guest Lecture, COMD Introduction to Communicative Disorders, Utah State University*. Logan UT.
- Blaiser, K., & **Martin, N.** (2016, December). Utilizing language samples for clinical decision making. *National Center for Hearing Assessment and Management (NCHAM) Webinar*. Logan, UT.
- Martin, N.** (2016, October). Recognizing benefit & monitoring progress. *Parent Seminar, Sound Beginnings Family Education and Support Group*. Logan, UT.
- Martin, N.** (2016, January). Helping our children with hearing loss develop self-advocacy & independence. *Parent Seminar, Sound Beginnings Family Education and Support Group*. Logan, UT.
- Nelson, L., & **Martin, N.** (2015, June). Social-emotional development in children who are deaf or hard of hearing. *Parent Seminar, Sound Beginnings Summer Camp at Utah State University*. Logan, UT.
- Chin-See Tyler, N., Edwards, E., **Martin, N.**, Pitt, C., & Smoot, J. (2015). Interdisciplinary approach to facilitating development of listening and spoken language for children with hearing loss. *Utah Speech-Language Hearing Association*. Ogden, UT.
- Martin, N.** (2014) Making experience books to facilitate language development. *Family Support Seminar, Sound Beginnings Preschool at Utah State University*. Logan, UT.
- Martin, N.** (2014, June). Literacy: empowering your child for lifelong learning, part 2. *Parent Seminar, Sound Beginnings Summer Camp at Utah State University*. Logan, UT.
- Martin, N.** (2013, June). Literacy: empowering your child for lifelong learning. *Parent Seminar, Sound Beginnings Summer Camp at Utah State University*. Logan, UT.
- \*Martin, N.** (2010, February). Communication with Aphasic Patients. *Rehabilitation Interdisciplinary Team, Utah Valley Regional Medical Center*. Provo, UT.
- Houston, T., \*Allen, K., \*Atwood, B., \*Edwards, M., \*Jones, N., & **\*Martin, N.** (2008). Living, Learning & Listening: Language Development-Morning, Noon & Night? *Alexander Graham Bell Association, Utah Chapter Conference*. Provo, UT.

### **Teaching: Graduate Courses: Utah State University**

Spring 2019 Preschool Curriculum: Language and Cognition

### **Student Mentoring**

- 2021 LSL Launch, summative clinical education experience: Jennifer Dietrick, Madison Hepler, Maddie Parker, Megan Reed, Hannah Rueckert 71
- 2020 Undergraduate student capstone project mentor: Dana Mork
- 2019-2020 Graduate Student project committee head: Brittany Stucki  
Deaf education: Listening and Spoken Language emphasis
- 2011-2017 Thesis committees  
Deaf education: Listening and Spoken Language emphasis
- 2010-present Guest presenter/co-presenter  
Seminars: Graduate Studies in Auditory Learning and Spoken Language

### **Professionally-Related Projects/Service**

- 2021-5 Peer Review of Textbook: Rotfleisch, S., & Martindale, Maura. *Listening and Spoken Language Therapy for Children with Hearing Loss: A Practical Auditory-Based Guide*. Plural Publishing.
- 2021-4 Advisory Committee meeting for the Sound Beginnings Program.
- 2021-1 Peer Review of Book Proposal: Rotfleisch, S., & Martindale, Maura. *Listening and Spoken Language Therapy for Children with Hearing Loss: A Practical Auditory-Based Guide*. Plural Publishing.
- 2018-present Professional Mentor for professionals seeking Listening and Spoken Language Certification: Kaytie Cook, Claire Annis, Alex Lewis, Caitlin McCaslin
- 2009-present Camp Director, Coordinator of Children's Activities  
Sound Beginnings Summer Camp at Utah State University for families of children with hearing loss
- 2010-present Guest presenter/co-presenter  
Family Education and Support Group Seminars for parents of children with hearing loss

## **Cassandra Fogelstrom, M.Ed., LSLS Cert. AVEd**

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cassandra.parker@gmail.com

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### **EXPERIENCE**

#### **UTAH STATE UNIVERSITY**

Logan, UT

8/2019- Present

#### **Tele-Intervention Specialist/Auditory Verbal Educator**

- Currently provide Auditory Verbal services to families of children with hearing loss across the United States.
- Primary responsibilities include:
  - Meeting with families in their natural environment, using a virtual platform, to coach parents/caregivers on implementing strategies and techniques to promote the development of their infant/toddler's listening, spoken language, cognitive and social interactional skills.
  - Documenting progress using developmental checklists and other informal and formal diagnostic assessments to monitor each child's development in all areas
  - Communicating with families to identify family priorities and needs in addition to sharing information related to strategies, techniques and the child's progress
  - Participating in team meetings and collaborating with other professionals throughout the United States
  - Serving as cooperating teacher for graduate students in the listening and spoken language program
  - Facilitating weekly Virtual Parent Discussion Group with parents around the United States and Canada

#### **Listening and Spoken Language Specialist Auditory Verbal Educator Mentor**

8/2018- Present

- Currently provide mentoring in the area of auditory verbal therapy to professionals who are seeking certification as an auditory-verbal practitioner.
- Primary responsibilities include:
  - Guiding and coaching professionals to adhere to the Auditory-Verbal Education principles as designated by the Alexander Graham Bell Academy for Listening and Spoken Language
  - Observing professionals conduct structured therapy and educational sessions for families who have a child with hearing loss using listening and spoken language
  - Guiding professionals in gaining expertise in auditory techniques and strategies
  - Providing feedback and coaching to help professionals understand the practice of auditory verbal education
  - Preparing candidates for the written Listening and Spoken Language Specialist Auditory Verbal Educator/Therapist exam
  - Conducting bi-weekly virtual book club for all mentees

#### **Adjunct Instructor in the Department of COMDDE: Listening and Spoken Language Graduate Studies** 8/2014-8/2019

- Developed and taught *Early Elementary and Itinerant Support for Children who are Deaf or Hard of Hearing using Listening and Spoken Language* for endorsement students in the Communicative Disorders & Deaf Education Department.
- Primary responsibilities included:
  - Developing a 16-week asynchronous online course that provides theoretical knowledge and practical strategies to support special educators and Speech-Language Pathologists in providing listening and spoken language (LSL) services to children who are Deaf or Hard of

- Hearing in the general education setting
- o Developing lesson plans keeping in mind the target course content
- o Creating a course syllabus
- o Selecting course materials, adhering to the university guidelines
- o Creating and assigning student assignments/quizzes/exams
- o Grading students according to their performance.

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## **LISTEN AND TALK**

Seattle, WA

8/2017- 12/2019

### Birth to Three Specialist: Auditory Verbal Educator

- Provided specialized intervention services for families who have a child or children with hearing loss, from birth to 3 years of age, who have chosen the communication modality of listening and spoken language.
- Primary responsibilities included:
  - o Meeting with families in their natural environment to coach parents/caregivers on implementing strategies and techniques to promote the development of their infant/toddler's listening, spoken language, cognitive and social interactional skills.
  - o Services included a 50:50 model of in-home sessions and virtual / tele-intervention sessions
  - o Documenting progress using developmental checklists and other informal and formal diagnostic assessments to monitor each child's development in all areas
  - o Communicating with families to identify family priorities and needs in addition to sharing information related to strategies, techniques and the child's progress
  - o Completing annual reports and participating in Individualized Family Service Plans (IFSPs) and Transition meetings
  - o Participating in team meetings and collaborating with other professionals throughout the state of Washington
- Participated in Work Groups and Committees to further develop the organization and staff. Committees included:
  - o Tele-Therapy Committee:
    - Providing a cohesive tele-practice operating system within the Birth-3 Program
    - Working with counties in Washington State to create a tele-practice program
    - Building and creating a training and teaching program for outside organizations to utilize, train and coach staff to successfully deliver tele-practice services
  - o LSLS Mentoring Committee:
    - Developing a cohesive LSLS mentoring program within the organization
    - Providing LSLS mentoring to internal and external learning partners
    - Participating in webinars and training to help develop the LSLS mentoring program

## **ESCONDIDO UNION SCHOOL DISTRICT** Escondido, CA

7/2012- 8/2017

### Specialized Academic Instructor in Listening and Spoken Language: Grades 1-5

- Taught in a special day classroom consisting of 14 Deaf or Hard of Hearing (DHH) students, grades 1 through 5, who use cochlear implants or hearing aids to access listening and spoken language.
- Primary responsibilities included:
  - o Designing, modifying and adapting multi-grade curricula for all subject areas.
  - o Instructing students with various hearing ages, language and audition levels.
  - o Creating IEP goals to include language, audition, speech and academics aligned with the Common Core.
  - o Implementing IEP goals into all subject areas, lessons and routines.
  - o Providing ongoing formal and informal diagnostic assessments in order to monitor progress and adapt teaching methods.
  - o Daily collaboration with general education teachers, Speech-Language Pathologist, Educational Audiologist and parents.

**UTAH SCHOOLS FOR THE DEAF AND BLIND**

Orem, UT

7/2011 to 7/2012

1<sup>st</sup> Grade Teacher in Co-Enrolled Listening and Spoken Language Classroom

- Co-taught with the regular education teacher in a 1<sup>st</sup> grade classroom consisting of 7 DHH students and 21 students with typical hearing.
- Primary responsibilities included:
  - o Continually designing, assessing and implementing individual IEP goals while in the general education classroom as well as during individual therapy.
  - o Adapting and modifying all lessons depending on each individual child's language skills and needs.
  - o Providing ongoing formal and informal diagnostic assessments in order to monitor progress and develop skills in a developmentally appropriate manner.
  - o Regularly collaborate with general education teacher and parents to maximize the language, listening, cognitive and social benefits that a co-enrolled classroom can achieve.

Kindergarten Teacher in Self-Contained Listening and Spoken Language Classroom

7/2010 to

7/2011

- Taught 6 DHH students who used cochlear implants and/or hearing aids in a language rich self-contained classroom.
- Primary Responsibilities included:
  - o Implementing IEP goals into every lesson while also promoting listening skills, cognitive skills, spoken language and social interaction.
  - o Continually evaluating and assessing each child's skills in order to meet the needs of every student during different lessons and/or activities.
  - o Establishing an environment which accommodates the differing ways children learn while adapting and modifying the curriculum in order for it to be accessible to each student.
  - o Maintaining a cooperative working relationship with all parents, co-workers and other school personnel.

Student Teacher in 2<sup>nd</sup> Grade Co-Enrolled Listening and Spoken Language Classroom

8/2009 to

5/2010

- Gradually took over the roles and responsibilities of the classroom teacher.
- Primary responsibilities included:
  - o Assisting and observing the implementation of lessons, the adaptations for diverse learners and/or language levels, and the writing of language, auditory skills and speech goals for students' individualized education plans.
  - o Implementing each students individualized education plans into lessons for math, reading, social studies and science
  - o Designing lessons to include students with differing language abilities
  - o Collaborating with regular education teachers to aide them in teaching students who have a hearing loss;
  - o Writing IEP goals in the areas of language, auditory skills and speech and participated in the IEP meetings

Instructional Classroom Aide in a Kindergarten and 2<sup>nd</sup> Grade Partially-Mainstreamed Listening and Spoken Language Classroom

10/2006 to

7/2009

- Worked as an instructional classroom aide in a partially mainstreamed kindergarten listening and spoken language classroom.
  - Primary responsibilities included:
    - o Working with individual students or small groups to reinforce language or academic skills introduced by the teacher
    - o Operating, caring for, and helping teach students to care for their own hearing aids or cochlear implants
    - o Assisting with the supervision of students throughout the school day
-

## **EDUCATION AND CREDENTIALS**

**ALEXANDER GRAHAM BELL ACADEMY FOR LISTENING AND SPOKEN LANGUAGE** August 2015-  
Present

**STATE OF WASHINGTON EDUCATION CERTIFICATE** August 2017-  
Present

**STATE OF CALIFORNIA EDUCATION SPECIALIST INSTRUCTION CREDENTIAL (LEVEL II)** August  
2013- Present

### **DEAF AND HARD OF HEARING AUTHORIZATION**

This authorizes the holder to conduct Educational Assessments related to students' access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary or secondary disability of deaf or hard-of-hearing or deaf-blind and services to students with a hearing loss that manifests itself in conjunction with additional disabilities including unilateral or bilateral, whether fluctuating, conductive, sensorineural, and/or auditory neuropathy, to students from birth through age 22, and classes organized primarily for adults in services across the continuum of program options available.

### **ENGLISH LEARNER AUTHORIZATION**

The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that NONE credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.

### **UNIVERSITY OF SAN DIEGO/JOHN TRACY CLINIC**

MA in Special Education: Deaf and Hard of Hearing  
4.0

GPA:  
May

2012 Course of Study:

Audiology-Diagnostics, taught by Carol Flexer, PhD, CCC-A, LSLS Cert AVT

Multiple Perspectives, taught by Jane Freutel, MA, CED, LSLS Cert AVT

Early Intervention theory, taught by Jill Muhs, M.S.Ed

Auditory-Verbal Foundations, taught by Mary McGinnis, Cand PhD, CED, LSLS Cert AVT

Audiology- Amplification, taught by Carol Flexer, PhD, CCC-A, LSLS Cert AVT

Early Intervention Practicum, taught by Jill Muhs, M.S.Ed

Language in Early Childhood, taught by Richard and Laura Kretschmer

Auditory-Verbal Principles, taught by Shava Feinstein

Early Childhood Curricula, taught by Renee Polanco, M.S. Ed, LSLS Cert. AVEd

Providing Support to Families, taught by Ida Guillermo

Research Design & Methodology, taught by Jerome Ammer, PhD

Auditory Verbal Practicum, taught by Mary McGinnis, Cand PhD, CED, LSLS Cert AVT

Early Childhood Practicum, taught by Renee Polanco, M.S. Ed

Language in Elementary School, taught by Richard and Laura Kretschmer

Elementary Curricula, taught by Theana Kezios, M.Ed

Elementary Practicum, taught by Theana Kezios, M.Ed

UNIVERSITY OF UTAH

BA in Special Education: Deaf and Hard of Hearing

3.7 May 2010 Course of Study:

Orientation to Teaching Students who are Deaf and Hard of Hearing

Audiology and Listening Technology of Students Who are

Deaf or Hard of Hearing Speech Acoustics for Teachers of

Children who are Deaf and Hard of Hearing Linguistics of

American Sign Language

Grammar Workshop

Intermediate American Sign Language

Teaching Speech and Listening Using Auditory Verbal Strategies

Teaching Spoken Language to Deaf and Hard of Hearing

Children: Birth-School Age ASL/English Instructional

Strategies

Effective Practices: Programming & Instruction for Students who are Deaf

and Hard of Hearing Student Teaching: Students who are Deaf and Hard of

Hearing

GPA:

**REFERENCES AVAILABLE UPON REQUEST**



# Marianne I. Huish

DEAF EDUCATOR

Annie.huish.usu.edu / 801-520-1868

## EDUCATION

### **BS, Family Life Studies**

Utah State University - Logan, UT

May 2012

### **BS, Communicative Disorders and Deaf Education**

Utah State University - Logan, UT

May 2012

### **MS, Communicative Disorders and Deaf Education**

Utah State University - Logan, UT

May 2014

Emphasis: Listening and Spoken Language. Maintained a 3.86 GPA while completing various practicum rotations that involved working with children who are DHH and completing a teaching certificate. Masters project included research and questionnaire sent to mainstream kindergarten teachers to better understand the pragmatic skills of children who are DHH.

## DEAF EDUCATION EXPERIENCE

### **Teacher of the Deaf, Sound Beginnings - Logan, UT**

**2020 - Current**

- Teach children ages 4-6 in a classroom setting who are DHH and use LSL.
- Writing and completing goals and objectives to enhance LSL strategies in individual children.
- Graduate supervision and training.
- Collaboration with an interdisciplinary team, including parents, SLPs and Audiologists.
- Enhance learning experiences for children by utilizing technology (e.g. SMART board) in the classroom.
- Worked through the COVID-19 pandemic, where change was often and sudden. Related opportunities included adding more children to my classroom in the middle of the school year and teaching online through Zoom technology.
- Participation in the national EHDI conference, March 2021.

### **LSL Practicum Mentor, USU - Logan, UT**

**2014, 2015 - 2019**

- Guided current professionals (e.g. SLPs, Special Educators) in a mentor setting who were earning an endorsement through USU in DHH/Listening and Spoken Language.
- Guidance included, but was not limited to, monitoring child development, writing and carrying out goals and objectives, teaching using current and best practice skills, and monitoring/maintaining hearing technology devices.
- Participated in EHDI conferences, where best practice skills were enhanced.
- Utilized Zoom technology to mentor most of the students.

**Teacher of the Deaf, Sound Beginnings - Logan, UT****2015**

- Taught children ages 3-5 in a classroom setting who are DHH and use listening and spoken language (LSL).
- Wrote and completed goals and objectives to enhance LSL strategies in individual children.
- Collaborated with interdisciplinary teams, including parents, co-workers, and related service providers.

**ACHIEVEMENTS & ACTIVITIES**

Oral Presenter, Council for Exceptional Children Convention, 2014

Oral Presenter, Early Hearing Detection and Intervention

Convention, 2014 Recipient, Outstanding Deaf

Education Researcher, 2014

**CURRICULUM VITAE**  
**KALI L MARKLE, AuD, CCC-A**  
**MARCH 2021**

**PERSONAL INFORMATION:**

**Work**

2026 Old Main Hil  
Logan, UT 84322

Phone: 435-797-2503

Fax: 435-797-7519

Work Email: [Kali.Markle@usu.edu](mailto:Kali.Markle@usu.edu)

**Home**

149N 300W  
Providence, UT 84332

Citizenship: United States

**EDUCATION AND PROFESSIONAL APPOINTMENTS**

**EDUCATION:**

2016                      *AuD., Audiology, Indiana University, Bloomington*

2013                      *B.A., Speech Language Pathology, San Diego State University, San Diego*

**ACADEMIC APPOINTMENTS:**

2018-present      *Assistant Clinical Professor      Communicative Disorders and Deaf Education, Utah State University, Logan, USA*

2016-2018      *Assistant Professor of Clinical      Otolaryngology, Head & Neck Surgery, University of Southern Otolaryngology      California, Los Angeles, USA*

**CLINICAL APPOINTMENTS:**

2018-present      *Pediatric Audiologist      Utah State University Pediatric and Cochlear Implant Clinic*  
 2015-2018      *Pediatric Audiologist      Caruso Family Center for Childhood Communication*

**LICENSURE, CERTIFICATIONS**

**LICENSURE:**

2018-present                      *UT 10861775-4101, Utah, Active Dispensing Audiologist*

2016-2018                      *AU3163, California, Dispensing Audiologist*

**SPECIALTY CERTIFICATION:**

2021-present                      *Certificate Holder of Audiology Precepting (CH-AP), Active certified member*

2016-present                      *Certificate of Clinical Competence in Audiology (CCC-A), Active certified member*

**HONORS, AWARDS:**

2013                      *Dean's Award: Undergraduate Oral      San Diego State University Student Research Symposium: Presentation      5500 Campanile Dr, San Diego, CA 92182*

2012                      *Provost's Award: Undergraduate      San Diego State University Student Research Symposium: Poster Presentation      5500 Campanile Dr, San Diego, CA 92182*

## SERVICE

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### PROFESSIONAL SERVICE:

2018-Present	Audiology Oversight	Newborn Hearing Screening, Cache Valley & Brigham City Hospitals
2017-2018	Member, Conference Committee	California Academy of Audiology

### PROFESSIONAL SOCIETY MEMBERSHIPS:

2017-Present	American Cochlear Implant Alliance (ACIA)
2016-Present	American Academy of Audiology (AAA)
2016-Present	American Speech-Language and Hearing Association (ASHA)
2015-2018	California Academy of Audiology (CAA)
2013-2016	Academy of Audiology (SAA)

### COMMUNITY SERVICE:

2021	Audiologist	Integrated Assessment In-service	Presenter
2021	Audiologist	Up to 3 In-service	Presenter
2019	Audiologist	Up to 3 In-service	Presenter
2019	Audiologist	Hispanic Health Fair	Supervisor for screenings
2017	Audiologist	Hearing Loss Association of America-Santa Barbara Chapter	Presenter
2015	Graduate Student	World Special Olympics, Los Angeles	Audiologist Screener
2015	Graduate Student	USC Caruso Family Center, Los Angeles	Listening and equipment check
2015	Graduate Student	Redbird Mission Clinic, Kentucky	Audiologist
2014-2015	Graduate Student	Hearing Conservation, Bloomington	Audiologist
2014-2015	Graduate Student	Children's Health Expo, Bloomington	SLP screener
2014	Graduate Student	School District, Bloomington	Audiologist screener
2014	Graduate Student	Indiana Special Olympics, Terre Haute	

## RESEARCH AND SCHOLARSHIP

### MANUSCRIPT REVIEW:

2017-Present	Audiology & Neurotology
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### MAJOR AREAS OF RESEARCH INTEREST

#### *Research Areas*

1. Pediatric Audiology
2. Auditory Processing

## PUBLICATIONS:

### REFEREED JOURNAL ARTICLES:

Munoz, K. F. Edelman, S. Ong, C. W. Aungst, H. Markle, K. & Twohig, M. P. (2020). Parent perceptions of person-centered care: A randomized controlled trial of the Childhood Hearing Loss Question Prompt List for Parents. *Journal of Early Hearing Detection and Intervention*, 5(2), 40-46. DOI: <https://doi.org/10.26077/0c39-ac5c>

Goldsworthy, R., Markle, K. (2018) How age and hearing loss affect speech reception for the developing child  
Journal of Speech, Language, and Hearing Research [pending edits]

**ABSTRACTS AND PRESENTATIONS:**

- Markle, K., "Evidence Based Assessment for Children with Listening Difficulties", Idaho Educational Services for the Deaf and the Blind. Utah State University, Zoom. January 29, 2021.*
- Markle, K., "Evidenced Based Assessment for Children with Listening Difficulties", Idaho Educational Services for the Deaf and Blind, Utah State University, Zoom. December 18, 2020.*
- Markle, K., Mecham, J., Gillam, R., "Assessment and Intervention of Auditory Processing Disorders", USHA Conference, Utah Speech and Hearing Association, Salt Lake City, Utah. March 6, 2020.*
- Mecham, J., Gillam, R., Gillam, S. L., Markle, K., Nagaraj, N., Magimairaj, B., "Assessment and Intervention for Auditory Processing Disorders (APD)", USU Seminar, Communicative Disorders and Deaf Education Utah State University, Utah State University. December 6, 2019.*
- Markle, K "Beyond the Classroom" Industry Presentation in conjunction with Cochlear Americas, American Cochlear Implant Alliance Conference, 2018*
- Gutierrez-Clellan, G., Simon-Cerejido, G., Markle, K., "The Use of Verbs of Motion in the Expression of Trajectories in Space by Bilingual English-Spanish Children" American Speech-Language and Hearing Association Conference, 2013*

# *Jeanette Smoot*

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(435) 730-4969

280 E 500 N Upstairs, UT 84321

jeanettesmoot@gmail.com

## Education

### **Master of Science Communicative Disorders and Deaf Education, Utah State University, 2011**

- Completed the Graduate Studies Program in Auditory Learning and Spoken Language, requiring specialized course work and clinical practicum hours in addition to standard program criteria, with final GPA of 3.8
- Awarded The Joanne Lillywhite Christensen Scholarship for Academic Distinction in Speech-Language Pathology and The Lucile Kunz Yerger Scholarship for Outstanding Clinical Performance in Professional Preparation

### **Bachelor of Science in Communicative Disorders and Deaf Education, Utah State University, 2009**

- Graduated Magna Cum Laude
- Actively participated in multiple campus and community service organizations such as Best Buddies, Rotoract, National Student Speech-Language-Hearing Association (NSSLHA) and USU Student Alumni Association

## Employment

### **Sound Beginnings Preschool, 2011-Present**

- Providing speech and language services to preschool aged children with hearing loss
- Administering, scoring, interpreting assessments, formulating IEP goals, regularly conferencing with classroom teachers, audiologists, parents and additional service providers
- Coaching parents in therapy sessions and designing home programs to promote generalization of skills across environments
- Supervising and mentoring graduate students from Speech Language Pathology, Deaf Education and Audiology graduate programs as they complete individual therapy rotations
- Collaborating in organization and execution of annual Summer Camp for families of children with hearing loss, as well as smaller scale events to educate and empower these families

## National Certifications

**American Speech and Hearing Association**—Certificate of Clinical Competence 2012-Present

**AG Bell Academy**— Listening and Spoken Language Specialist, Auditory Verbal Educator, 2018-Present

## Lauren Smith Teacher of the Deaf

### Work Experience

Utah State University Sound Beginnings Teacher of the Deaf (ages birth-6 years old)

July 2018-Current

Arizona School for the Deaf and Blind-Early Childhood (ASDB) Teacher of the Deaf for children  
(ages birth to 3 years old)

August 2015-July 2018

### Teaching Experience

- Coached parents on strategies for targeting individual goals (children age 0-6 years old) in homes and via tele-intervention (5 years)
- Mentored over 25 student teachers in lesson planning, individual service plan creation, and implementation of intervention techniques in intensive one-on-one school aged setting, preschool, kindergarten, home visits, and tele-intervention.
- Empowered parents to teach their children and interact with audiologists and other professionals.
- Led practical training sessions for coworkers in listening and spoken language strategies.
- Trained 4 newly hired teachers.
- Created presentations for families regarding knowledge of aspects of hearing loss.
- Collaborated with audiologists for accurate booth testing for CI and hearing aid users.
- Educated 10 teams of early intervention professionals about hearing loss as we collaborated to create and implement IFSP's for a caseload of 30+ children.
- Organized events for the families supported by ASDB, 300+ attendees.
- Organized educational experiences for parents attending a family summer camp for children with hearing loss.
- Managed class organization and parent communications for classes held for children birth-five years old.
- Implemented Kindergarten curriculum and intervention on individual service plan goals.
- Implemented Preschool state standards and intervention on individual service plan goals.

### Presentation Experience

Smith, L. "Transitioning from Emergency to Ongoing Tele-intervention Services." Guest webinar for the National Center for Hearing Assessment and Management. October 2020

Smith, L. Smoot, J. "Speech Babble: An Intervention Technique for Children who are Deaf or Hard of Hearing." Guest lecture for Master candidate students in Deaf Education, Speech Pathology, and Audiology doctorate candidates. October 2019

Smith, L. "Helping Parents Interpret their Test Results to Friends, Family, or Professionals." Guest webinar for the National Center for Hearing Assessment and Management. October 2019.

Smith, L. "Music: A Teaching Strategy for Children Who are Deaf or Hard of Hearing." Guest lecture for the parents in the Parent Infant Program at Utah School for the Deaf. June 2019.

Smith, L. "Coping with Grief Related to the Diagnosis of Hearing Loss." Sound Beginnings parents and alumni. Guest webinar for the National Center for Hearing Assessment and Management. October 2019.

### Education

M.Ed. Communicative Disorders & Deaf Education  
Utah State University Logan, UT

May 2015  
GPA 3.87

B.S. Communicative Disorders and Deaf Education  
Utah State University, Logan, UT

June 2011  
Summa Cum Laude

## **JACKLYN CLAIRE ANNIS**

1004 W. Tuscany View Rd. B14 Midvale, UT 84047 | (714) 878-1572 | claire\_warburton@yahoo.com

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**Education**      Masters of Education, Communication Disorders and Deaf Education

*Hearing Impairment Endorsement*

*Area of Concentration: Listening and Spoken Language*

*Licensure in Early Childhood Education 0-5 Special Education*

Utah State University, 2017

GPA: 3.72

Bachelor of Science, Communication Disorders

Utah State University, 2015

**Licensure & Certifications**      Current Early Childhood 0-5 Special Education Teaching License  
Hearing Impairment Endorsement issued by the Utah State Office of Education

Service Learning Scholar – Utah State University – May 2015

Prospective Listening and Spoken Language Specialist Certified Auditory-Verbal Educator – January 2022

**Work Experience**      Teacher of the Deaf/Hard of Hearing – Sound Beginnings – June 2018 – Present

Special Education Inclusion Teacher – Lewiston Elementary – August 2017 – May 2018

children's needs met

- Implemented Individualized Education Plans for children ages 4-5 with a variety of developmental needs (speech, behavior, and cognitive)
- Developed and tracked individualized goals set for each child to meet specific needs.
- Led IEP eligibility meetings and created safe environments for parents to be supported and
- Trained classroom aides to follow through with implementation and tracking for individual students for short term goals
- Served 20+ children ages 3-5 with hearing loss
- Developed and monitored auditory, language, speech, social-emotional, and cognitive goals for individualized service plans
- Worked with a variety of hearing technology (Phonak, ReSound, Oticon, MED-EL, Cochlear America, and Roger FM systems).
- Implemented use of SMARTboard technology in the classroom
- Developed a variety of digital resources for distance learning
- Regularly coached parents to use LSL strategies and implement home carryover with daily routines
- Held 12+ weekly parent support groups with new topics discussed weekly
- Worked as a cooperating teacher/mentor for 15+ graduate student teachers in my classroom to facilitate lesson plans and data maintenance

**Presentations**

- Auditory Skill Development Through Movement (EHDI Conference Poster Presentation 2020)
- Integrating LSL Strategies for Daily Living (heartolearn.org)
- Facilitating Effective Hearing Device Use (heartolearn.org)



# SHARON V. FAIRBOURN

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893 West 2325 South, Perry, Utah 84302

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## CERTIFICATIONS

Completed Certificate of Clinical Competence through American Speech-  
Language Hearing Association *October 2017*

Listening and Spoken Language Auditory Verbal Therapy/Auditory Verbal  
Educator certification *July 2020*

## EDUCATION

Masters in Communication Disorders and Deaf Education *May 2016*  
Utah State University, Logan, Utah – 3.9 GPA

Bachelor of Science in Communication Disorders *May 2014*  
Utah State University, Logan, Utah – 4.0 GPA

Associate of Science *June 1996*  
Snow College, Ephraim, Utah – 3.9 GPA

## CLINICAL EXPERIENCE

**Sound Beginnings at Utah State University** – *Utah State University, Logan, UT* *July 2020 – Present*

Oversees the parent-toddler class and early intervention home visits. Coaches parents and empowers them with the strategies and resources they need to help their child succeed.

**Utah Schools for the Deaf and Blind** – *Utah* *Mar 2016 – July 2020*

Assessed and treated children with hearing loss and vision impairments presenting with speech sound and language delays/disorders. Provided treatment using Listening and Spoken Language and Aided Language Stimulation strategies to encourage communication verbally and non-verbally. Mentored and supervised an SLT in treating children and understanding assessments and diagnosis. Provided parent therapy and coaching to children 3 to 10.

**Wasatch Peak Physical Therapy/Davis Hospital** – *Layton, Utah* *Jan 2016 – Mar 2016*

Adult: Assessed language, speech, cognition, and swallowing; assisted with modified barium studies; Provided treatment for aphasia, apraxia, cognition, and dysphagia.

Pediatric: treated children with phonological and speech sound disorders

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**Speech-Language-Hearing Clinic** – *Utah State University, Logan, UT*

*Jan 2014 – Dec 2015*

Adult: Assessed language and motor speech disorders; Provided treatment for the following disorders: aphasia, apraxia, acquired stuttering, speech sound disorder.

Pediatric: Assessed and treated children with a variety of articulation, language, and pragmatic disorders of varying degrees of severity. Trained and implemented the PODD AAC system.

**Sound Beginnings Preschool** – *Utah State University, Logan, UT*

*Jul 2014 – Dec 2015*

Pediatric: Assessed and treated children with hearing loss presenting with articulation and language disorders of varying degrees of severity.

**Green Acres Elementary-SLP Placement** – *Ogden, UT*

*Sep 2015 – Dec 2015*

Pediatric: Assessed and treated children with severe to profound disabilities, speech sound disorder, language, and fluency disorders. Worked with a variety of communication modalities.

**Up to Three Early Intervention** – *Box Elder County, UT*

*Summer 2015*

Pediatric: assessed and treated children ages 0-3 with articulation and language disorders of varying degrees of severity, implemented augmentative communication, and worked on some feeding.

## **VOLUNTEER EXPERIENCE**

**School Board member** – *Promontory School of Expeditionary Learning - Perry, UT* *Jun 2016-Oct2019*

Oversees, writes, and edits school policies, including special education policies, ensures that the mission and charter of the school is carried out.

**SLP Volunteer** – *Promontory School of Expeditionary Learning*

*Jan 2013 – May 2014*

Planned and carried out therapy sessions for various speech and language disorders, obtained language samples and assisted with Kindergarten screenings.

**Founding Board Member** – *Promontory School of Expeditionary Learning*

*Jan 2010 – Jun 2014*

Assisted in writing the school's charter, including the special education section. Led the writing of the school's special education manual. Helped in the development of the RTI program. Led the initial admission and registration process, collected and entered student records into SIS. Assisted in the hiring of the initial staff including the director, teachers, special education professionals and office staff.

**Volunteer** – *Head Start, Brigham City, Utah*

*Nov 2013 – May 2014*

Worked with children who were at risk during small group time, rug time and playtime. 87

## **OTHER**

**Student Clinician of the year (2015-2016)**



DEPARTMENT OF COMMUNICATIVE  
DISORDERS AND DEAF EDUCATION

# Deaf Education

## *Listening and Spoken Language*

### Graduate Student Handbook

Utah State University

Department of  
Communicative  
Disorders and Deaf  
Education



Master of Education Program Standard Operating Procedures  
Program Description  
Practicum Requirements and Student Competencies

*Mission and Goals*

The mission of the Listening and Spoken Language (LSL) Deaf Education Graduate Training Program is for students to gain skills and competencies to deliver evidence-based LSL services, to effectively partner with parents, caregivers, and their professional colleagues, and to help children who are deaf or hard of hearing (DHH) to achieve their full potential.



Program goals are to:

- Foster an interdisciplinary graduate training experience across deaf education, audiology, and speech-language pathology;
- Provide coursework that incorporates family-centered, evidence-based practices and the latest research in preparing future professionals with the skills and strategies for supporting children who are DHH and their families in developing listening and spoken language;
- Offer comprehensive practicum and student teaching opportunities for students to gain hands-on service delivery experiences, ensuring the timely application of content knowledge;
- Facilitate participation in ongoing research examining listening, speech, language, and academic outcomes of children with hearing loss; and
- Encourage life-long learning and continuous renewal in serving children who are DHH and their families.

### Introduction



When children who are DHH are identified early and provided with appropriate, comprehensive family-centered early intervention services from properly-trained professionals, they can show age-appropriate speech, language, academic, and social-emotional development similar to their hearing peers. The LSL graduate training program at USU provides future professionals with the skills, strategies, and hands-on training experiences needed to support children who are DHH in spoken language development, with the goal of successful entry into a general education K-12 setting. This goal is accomplished through a progressive approach to graduate

student training that ensures that deaf education students, along with their speech-language pathology and audiology student colleagues, obtain foundation breadth in family-centered LSL early intervention services, research-based best practices in academic curriculum design and implementation, knowledge in supporting and troubleshooting hearing technology, competence in cultural and linguistic diversity, and effective practices in providing services to children with disabilities, including an understanding of state and federal laws.

### Distance Learning

The LSL Deaf Education program welcomes students who are not campus-based to earn the Master of Education degree and the Utah 0-21 Deaf Education teaching license with the LSL Endorsement through distance learning. For eligibility to participate in the distance program, students must have access to an approved early intervention or educational facility to fulfill practicum requirements. Students who currently hold a teaching license in their state, and who do not wish to complete the requirements for the Utah 0-21 Deaf Education license, are able to do so by substituting a practicum assignment with the student teaching semester.



## Programs of Study and Teaching Licensure Options

Students in the LSL Deaf Education graduate training programs earn a **Master of Education (M.Ed.) Degree in Communicative Disorders and Deaf Education.**

In addition to earning the M.Ed., students must either already hold a teaching license, or complete requirements to earn a teaching license as part of the program of study. Three Program of Study options are available:

**Track 1:** M.Ed. + Utah 0-21 Deaf Education Teaching License with LSL Endorsement

**Track 2:** M.Ed. only (*this option is available only for students who already hold a teaching license*)

**Track 3:** M.Ed. + Utah 0-21 Deaf Education Teaching License with LSL Endorsement + Utah 0-5 Early Childhood Special Education Teaching License with DHH Endorsement

Track 1											
Deaf Education Listening and Spoken Language Master of Education (M.Ed.)											
0-21 Deaf Education Teaching License with LSL Endorsement											
Program of Study 2021-2023											
Summer Semester - Year 1				Fall Semester - Year 1				Spring Semester - Year 1			
ComD 6850	LSL Interdisciplinary Seminar	1	ComD 6340	Auditory Learning and Spoken Language <i>Online asynchronous</i>	3	ComD 6770	Audiology and Teachers of DHH <i>Online asynchronous</i>	3			
Students who have not taken ASL I (or equivalent) prior to entering the program will need to register for ComD 3010: ASL I prior to start of second year fall semester.			ComD 6360	Preschool Curriculum: Language and Cognition <i>Online asynchronous</i>	3	ComD 6900	Interdisciplinary Implementation of IDEA <i>F 12:00-12:50 as scheduled, plus online</i>	2			
			ComD 6850	LSL Interdisciplinary Seminar <i>F 12:00-12:50 (video connect available for off-campus students)</i>	1	ComD 6580	Family-Centered Practices for Children who are DHH <i>arranged</i>	3			
			ComD 6900	LSL Practicum Workshop <i>arranged</i>	1	ComD 6900	LSL Practicum Workshop <i>arranged</i>	1			
			ComD 6700	LSL Practicum <i>arranged</i>	3	ComD 6700	LSL Practicum <i>arranged</i>	3			
Credit Hours		1	Credit Hours		11	Credit Hours		12			
Summer Semester - Year 2				Fall Semester - Year 2				Spring Semester - Year 2			
ComD 6730	Multiple Disabilities and Syndromes <i>Online asynchronous</i>	2	ComD 6320	Language and Literacy in Children who are DHH <i>Online asynchronous</i>	3	ComD 6350	LSL Early Elem and Itinerant Support <i>Online asynchronous</i>	3			
ComD 7520	Cochlear Implants <i>Online asynchronous</i>	2	<b>Complete Either Sequence A or Sequence B</b>				<b>Complete Either Sequence A or Sequence B</b>				
			<i>Sequence A</i>				<i>Sequence B</i>				
ComD 6900	Assessment Workshop <i>Online asynchronous</i>	1	ComD 6900	LSL Practicum Workshop <i>arranged</i>	1	ComD 6900	LSL Student Teaching (including PPAT) <i>arranged</i>	9			
			ComD 6700	LSL Practicum <i>arranged</i>	3						
			ComD 6900	Educational Project <i>arranged</i>	3						
Credit Hours		5	Credit Hours		10	Credit Hours		12			
								<b>Total Program Credit Hours</b>		<b>51</b>	

Upon program completion, students will earn a Master of Education (M.Ed.) in Communicative Disorders and Deaf Education and the 0-21 Deaf Education Teaching License with the LSL Endorsement issued by the Utah State Board of Education Licensing Division.

<b>Track 2</b>											
<b>Deaf Education Listening and Spoken Language Master of Education (M.Ed)</b>											
<b>Program of Study</b>											
<b>Summer Semester - Year 1</b>			<b>Fall Semester - Year 1</b>			<b>Spring Semester - Year 1</b>					
ComD 6850	LSL Interdisciplinary Seminar	1	ComD 6360	Preschool Curriculum: Language and Cognition <i>Online asynchronous</i>	3	ComD 6770	Audiology and Teachers of DHH <i>Online asynchronous</i>	3			
<i>Students who have not taken ASL I (or equivalent) prior to entering the program will need to register for ComD 3010: ASL I prior to start of second year fall semester.</i>			ComD 6340	Auditory Learning and Spoken Language <i>Online asynchronous</i>	3	ComD 6900	Interdisciplinary Implementation of IDEA <i>F 12:00-12:50 as scheduled, plus online</i>	2			
			ComD 6850	LSL Interdisciplinary Seminar <i>F 12:00-12:50 (video connect available for off-campus students)</i>	1	ComD 6580	Family-Centered Practices for Children who are DHH <i>arranged</i>	3			
			ComD 6700	LSL Practicum <i>arranged</i>	3	ComD 6700	LSL Practicum <i>arranged</i>	3			
			ComD 6900	LSL Practicum Workshop <i>arranged</i>	1	ComD 6900	LSL Practicum Workshop <i>arranged</i>	1			
Credit Hours		1	Credit Hours		11	Credit Hours		12			
<b>Summer Semester - Year 2</b>			<b>Fall Semester - Year 2</b>			<b>Spring Semester - Year 2</b>					
ComD 6730	Multiple Disabilities and Syndromes <i>Online asynchronous</i>	2	ComD 6320	Language and Literacy in Children who are DHH <i>Online asynchronous</i>	3	ComD 6350	LSL Early Elem and Itinerant Support <i>Online asynchronous</i>	3			
ComD 7520	Cochlear Implants <i>Online asynchronous</i>	2	ComD 6900	Educational Project <i>arranged</i>	1	ComD 6700	LSL Practicum <i>arranged</i>	3			
ComD 6900	Assessment Workshop <i>Online asynchronous</i>	1	ComD 6700	LSL Practicum <i>arranged</i>	3	ComD 6900	Educational Project <i>arranged</i>	2			
			ComD 6900	LSL Practicum Workshop <i>arranged</i>	1						
Credit Hours		5	Credit Hours		8	Credit Hours		8			
									<b>Total Program Credit Hours 45</b>		
<i>Upon program completion, students will earn a Master of Education (M.Ed.) in Communicative Disorders and Deaf Education.</i>											

<b>Track 3</b>											
<b>Deaf Education Listening and Spoken Language Master of Education (M.Ed) with Utah Early Childhood Special Education Teaching License and Utah Deaf Education Teaching License</b>											
<b>Program of Study</b>											
<b>Summer Semester 2021</b>			<b>Fall Semester 2021</b>			<b>Spring Semester 2022</b>					
ComD 6850	LSL Interdisciplinary Seminar	1	ComD 6360	LSL Preschool Curriculum: Language and Cognition <i>Online asynchronous</i>	3	ComD 6770	Audiology and Teachers of DHH <i>Online asynchronous</i>	3			
<i>Students who have not taken ASL I (or equivalent) prior to entering the program will need to register for ComD 3010: ASL I prior to start of second year fall semester.</i>			ComD 6340	Auditory Learning and Spoken Language for Children with Hearing Loss <i>Online asynchronous</i>	3	ComD 6900	Interdisciplinary Implementation of IDEA <i>F 12:00-12:50 as scheduled, plus online</i>	2			
			ComD 6850	LSL Interdisciplinary Seminar <i>(Fri 12:00-12:50)</i>	1	ComD 6580	Family-Centered Practices for Children who are DHH <i>arranged</i>	3			
			ComD 6700	LSL Practicum <i>arranged</i>	2	ComD 6700	LSL Practicum <i>arranged</i>	2			
			ComD 6900	LSL Practicum Workshop <i>arranged</i>	1	ComD 6900	LSL Practicum Workshop <i>arranged</i>	1			
			SpEd 5010	Applied Behavior Analysis I: Principles, Assessment, Analysis <i>(Tues 1:30-4:15)</i>	3	SpEd 5040	Foundation of Effective Assessment and Instruction <i>(Tues 4:30-6:00, w/ online)</i>	3			
									SpEd 5050	Applied Behavior Analysis II: Applications <i>(Thurs 1:30-4:15)</i>	3
						SpEd 5820	Young Children with Disabilities in Community Environments <i>(Mon 1:30-3:15)</i>	4			
Credit Hours			1	Credit Hours			13	Credit Hours			21
<b>Summer Semester 2022</b>			<b>Fall Semester 2022</b>			<b>Spring Semester 2023</b>					
ComD 6730	Multiple Disabilities and Syndromes <i>Online asynchronous</i>	2	ComD 6320	Language and Emergent Literacy in Children who are DHH <i>Online asynchronous</i>	3	ComD 6350	LSL Early Elem and Itinerant Support <i>Online asynchronous</i>	3			
ComD 7520	Cochlear Implants <i>Online asynchronous</i>	2	ComD 6700	LSL Practicum <i>arranged</i>	2	ComD 6700	LSL Practicum <i>arranged - half semester</i>	2			
ComD 6900	Assessment Workshop <i>Online asynchronous</i>	1	ComD 6900	Educational Project <i>arranged</i>	1	SpEd 5530	Technology for Teaching Exceptional Learners <i>(Tues 1:30-4:15, Second half of semester)</i>	3			
			SpEd 5880	Assessment for Early Childhood Special Education <i>(Fri 8:00-10:00 - alternating 5840)</i>	2	SpEd 6030	Special Education Student Teaching <i>arranged - half semester</i>	3			
			SpEd 5840	Practicum: Working with Young Children with Autism <i>(Fri 8:00-10:00 - alternating 5880)</i>	1						
Credit Hours			5	Credit Hours			9	Credit Hours			11
							<b>Total Program Credit Hours</b>		<b>60</b>		
<b>Upon completion of this program, students will earn:</b>											
<i>Upon program completion, students will earn a Master of Education (M.Ed.) in Communicative Disorders and Deaf Education, 0-5 Early Childhood Special Education Teaching License with the DHH Endorsement, and 0-21 Deaf Education Teaching License with LSL Endorsement. Licensure issued by the Utah State Board of Education.</i>											



## *Interdisciplinary Philosophy*

A unique aspect of the USU graduate training program is the opportunity that deaf education, audiology, and SLP students have of taking content-specific coursework and participating in supervised hands-on practicum experiences during **every semester of their program**...and learning together in the process! These experiences, which start with observation and progress to increasingly more independent provision of services, provide a critical foundation of developing competence and excellence in providing services to children and families.



A key component of the LSL program is for students to learn effective interdisciplinary collaboration among deaf education, audiology, speech-language pathology, special education, and general education colleagues. For example, deaf education teachers should understand the services provided by a speech-language pathologist and know how to integrate and complement the classroom goals with each child's individual goals. Deaf education teachers and speech-language pathologists also must be knowledgeable about current hearing technology (e.g., digital hearing aids, cochlear implants, FM systems), how to use and troubleshoot these devices, and how to effectively partner with audiologists. Pediatric audiologists should recognize the connection between speech and language acquisition and effectively programming hearing technology. Improvements in technology have

resulted in dramatically improved success in communication, language acquisition, and academic skill development for educational achievement in mainstream classroom settings. However, such success is dependent on having professionals who are well trained in the specialized auditory skills, hearing technology, and teaching strategies necessary for optimal child outcomes.

Practicum experiences are directly linked to the coursework goals and student competencies so that students are better able to connect theory to practice. This model of intensive hands-on experiences is possible primarily because of **Sound Beginnings**, a campus-based practicum site for students. Sound Beginnings provides early intervention, individual therapy, audiology, preschool and kindergarten services to children who are DHH and their families, housed in a 10,000-square-foot state-of-the-art facility. Students complete their practicum requirements in Sound Beginnings or in an approved program with an off-campus collaborator. Whether on campus or via distance learning, students come together as an integrated cohort – we all have much we can learn from one another!!



## ***Practicum Requirements and Expectations***

In the LSL Deaf Education program, we believe the most effective way for students to learn is by **DOING!** The program was designed for students to have a hands-on practicum placement **every semester** of their program. Whether completing the program on the USU campus in Sound Beginnings, or at one of our partner locations as a distance student, you can expect ongoing, consistent support from LSL faculty. In your practicum, you will have a Cooperating Teacher and a Faculty Supervisor:

**Cooperating Teachers.** Each semester, students will have different practicum placement assignments and will always have an experienced professional to provide 1:1 guidance and mentoring. These professionals are called **Cooperating Teachers** and may be teachers of the deaf, speech-language pathologists, or audiologists. They are carefully selected based on their experience in teaching children using evidence-based LSL strategies and who follow LSL principles. It is their responsibility to ensure the children under their care receive optimal services. Therefore, they will guide lesson plan development consistent with their service delivery priorities. Each cooperating teacher must provide final approval of students' lesson plans and will then provide invaluable guidance as students implement the lesson plan and provide direct services. Teachers in Sound Beginnings, as well as those at our partner schools, complete an [online training module](#) to bring unity and consistency to their mentoring and expectations.

**Faculty Supervisors.** Students will also have a Faculty Supervisor who will be involved in all aspects of practicum. Alongside the cooperating teacher, the faculty supervisor will provide mentoring in lesson plan development for the specific practicum assignment placement but will also help to reinforce concepts and theories for expanded learning and generalization. The faculty supervisor will discuss implementation of effective strategies and best practices both within each specific placement AND across a variety of hypothetical scenarios. This is important for concept generalization to help prepare students to serve children with many different language, educational, and instructional needs. Students will see collaboration among all USU professionals as cooperating teachers and faculty supervisors help to identify student learning needs and priorities. Faculty supervisors will obtain input from cooperating teachers to evaluate student performance and to identify any areas of need students may have in developing and demonstrating the required competencies associated with each practicum rotation. The faculty supervisor provides the general oversight for student practicum experiences and will issue final practicum grades.

### **Practicum Rotations**

Over the two-year program, students will complete practicum "rotations" in four main areas: **Classroom, Individual Therapy and/or Parent-Child Therapy, Early Intervention, and Audiology.** Although each rotation has a minimum number of contact hours, fulfillment of practicum requirements is based on demonstration of competencies. See practicum details below and the competency requirements in Appendix A.

**Total** direct service practicum clock hours over the 2-year graduate program are:

- *Track 1* = 487 hours
- *Track 2* = 375 hours
- *Track 3* = 487+ hours (depending on special education placement)

Additional practicum assignments may be required as needed to demonstrate competencies.



## Classroom Services

All students will be assigned a full semester *Introduction to Classroom Services* placement and a full semester of *Classroom I* placement during year one or fall semester of year two. Student should expect to meet approximately one hour per week with their cooperating teacher for lesson planning. Students will also join a collaboration meeting, held twice per month, along with their SLP student colleagues to discuss implementation of goals across classroom, individual therapy, and parent-child therapy services. Students will turn in self-reflection evaluations every other week, with faculty observations occurring on alternate weeks.



- Intro to Classroom Services: 2 hours per day, 2 days per week
- Classroom I: 4 hours per day, 2 days per week

During year two, students who are completing Track 1 will complete a Student Teaching semester, including completion of all requirements for the Praxis Performance Assessment for Teachers (PPAT). Students who are completing Track 2 will complete a Classroom II practicum assignment.

- Student Teaching (Track 1): 4 hours per day, 4 days per week **-OR-**
- Classroom II (Track 2): 4 hours per day, 2 days per week

***Total direct service classroom clock hours are 280-392 (depending on program of study track). This does not include planning, prep, or supervisor meetings.***

## Individual Therapy and Parent-Child Therapy



Deaf Education students complete two semesters of Individual Therapy and/or Parent-Child Therapy (or equivalent). Students should gain competencies in supporting the child's goals - whether in the classroom or when the child is receiving individual services. Parent involvement is integral to the LSL philosophy and students must demonstrate competencies in developing a partnership with parents, respecting parents as their child's most important teacher, and facilitating effective parent coaching in service delivery. Students should expect to meet weekly with their supervisor for lesson planning. Students will also join a collaboration meeting, held twice per month, along with their SLP student colleagues to discuss implementation of goals across classroom, individual therapy, and parent-child therapy services.

- Individual Therapy I: 30 min session, 2 days per week
- Individual Therapy II: 30 min session, 2 days per week

***Total direct service individual therapy clock hours are approximately 28. This does not include planning, prep, or supervisor meetings***

## Early Intervention / Parent Coaching

Family-centered early intervention services are central to maximizing the benefits of early identification of hearing loss, and providers should ensure that parents are well-supported in facilitating their child's growth and development. Engaging with families during the 0-3 early intervention years is an essential component of becoming an excellent service provider and students can gain valuable insights into family perspectives and priorities. The early intervention requirements consist of full semester in-person home visits, tele-intervention services, and/or parent-toddler groups, with a primary emphasis on parent coaching. The early intervention rotation requirements typically will be completed over two semesters, as shown below (or equivalent).



- In-home visits: 1 hour/week, 1 day per week
- Tele-intervention: 1 hour/week, 1 day per week
- Parent-toddler group: 1.5 hours/week, 1 day per week

***Total direct service early intervention clock hours are approximately 49. This does not include planning, prep, or supervisor meetings.***

## Audiology and Cochlear Implant Clinic

As an interdisciplinary training program, USU offers deaf education students the unique opportunity to better understand clinical audiology services, including screening assessments, diagnostic assessments, and hearing technology evaluations and fittings. The audiology and cochlear implant clinic rotation requirements consist of:

- Observations
  - Hearing assessment, child younger than age 3 years
  - Hearing assessment, child older than age 3 years
  - Hearing Aid Fitting
  - Cochlear Implant Fitting
- Test Assistant
  - Test assistant, child younger than age 3 years
  - Test assistant, child older than age 3 years
- Video Analysis
  - Video analysis of assessments and fittings



***Total observations and direct service audiology rotation requirements are approximately 18 hours. This does not include planning, prep, or supervisor meetings.***

### *Student Teaching*

Deaf Education students in Track 1 will complete a full semester of student teaching during Fall or Spring semester of year two. Please see the ***Student Teaching Guide, located in Appendix A of this Handbook, including the Student Teaching Comprehensive Evaluation form.***

Students who are in the Track 3 program of study will follow the Student Teaching requirements as described by the Department of Special Education.

### *Student Supports and Resources*

In its programs and activities, including in admissions and employment, Utah State University does not discriminate or tolerate discrimination, including harassment, based on race, color, religion, sex, national origin, age, genetic information, sexual orientation, gender identity or expression, disability, status as a protected veteran, or any other status protected by University policy, Title IX, or any other federal, state, or local law. The following individuals have been designated to handle inquiries regarding the application of Title IX and its implementing regulations and/or USU's non-discrimination policies:

Executive Director of the Office of Equity  
Alison Adams-Perlac, JD  
[alison.adams-perlac@usu.edu](mailto:alison.adams-perlac@usu.edu)  
Old Main Rm. 161  
435-797-1266

Title IX Coordinator  
Hilary Renshaw, JD  
[hilary.renshaw@usu.edu](mailto:hilary.renshaw@usu.edu)  
Old Main Rm. 161  
435-797-1266

For further information regarding non-discrimination, please visit <https://equity.usu.edu/>, or contact:

U.S. Department of Education  
Office of Assistant Secretary for Civil Rights  
800-421-3481  
[OCR@ed.gov](mailto:OCR@ed.gov)

U.S. Department of Education  
Denver Regional Office  
303-844-5695  
[OCR.Denver@ed.gov](mailto:OCR.Denver@ed.gov)

The faculty and staff in the LSL Interdisciplinary Graduate Training program are here to help students succeed. If a student begins to experience academic difficulty or would benefit from student services resources, they are encouraged to reach out to their supervisor or contact student services. Please see the following university resources:

- [Academic Success Center](#)
- [Office of Equity \(e.g., Discrimination, Sexual Misconduct\)](#)
- [Aggie Wellness: Counseling and Psychological Services](#)
- [Inclusion Center](#)
- [Disability Resource Center](#)
- [Latinx Cultural Center](#)
- [Public Safety](#)
- [Veterans Resource Office](#)
- [Student Employment](#)
- [IT Service Desk](#)

## Employee Sexual Misconduct Reporting Obligations

The department has a responsibility to create a learning and working environment that is free from sexual misconduct, for this reason some people in the department are reporting employees and required to report information about sexual misconduct to the USU Office of Equity (Title IX Coordinator). This means that if an employee receives information concerning incidents of sexual misconduct, they must report it at [equity.usu.edu/report](http://equity.usu.edu/report). The following people are reporting employees and you are welcome to talk with them, they want to help you.

- Department Head: Karen Muñoz
- Assistant Department Head: Teresa Ukrainetz
- Deaf Education Division Chair; Lauri Nelson
- Clinic Directors: Cache Pitt; Jamie Mecham; Nicole Jacobsen
- Bilingual-Bicultural Deaf Education Area Coordinator: Curt Radford
- Business Manager: Matt Lovell
- Faculty or Staff who supervise student employees

If you would like to talk to someone confidentially about an experience of sexual misconduct, visit [sexualrespect.usu.edu](http://sexualrespect.usu.edu) to learn about USU resources like [Counseling and Psychological Services \(CAPS\)](#) and the [Sexual Assault and Anti-Violence Information \(SAAVI\) office](#).

What happens when a report is submitted to the Office of Equity? You will be contacted by an individual in the Office of Equity, they will provide you with information about [USU and community support and reporting options](#), including information about [supportive measures](#) (e.g. academic accommodations, safety measures), and a case will be opened. You are not obligated to respond to the contact or accept their assistance if you are not ready for help. Your case can be re-opened in the future if you decide you want assistance at a later time. (webpage link: <https://www.usu.edu/equity/sexual-misconduct/Navigating-Title-IX-Process>).

## ***Program and Practicum Policies***

### **USU Faculty and Sound Beginnings Staff**

The department of COMDDE and the staff in Sound Beginnings comprise a multidisciplinary team of deaf educators, speech language pathologists and audiologists who are available to support and mentor students throughout their graduate training program. Students should contact any member of the USU or Sound Beginnings team with any questions, concerns, or requests for support. Students should address USU faculty using appropriate professional titles.

### **People-First Language**

Please be mindful of the terminology that is used when referring to individuals with disabilities. For example, rather than saying “autistic child”, we should say “a child with autism”. Likewise, we should avoid referring to the children we serve as being “hearing impaired”. Instead, please use the terms “deaf or hard of hearing” or “child with hearing loss”.

### **Communication**

Students are expected and required to maintain good communication with their cooperating teachers and practicum supervisors. Please make sure to check your email regularly and **please be responsive to faculty communications in a timely way**. This facilitates student learning, reduces misunderstandings, is essential to successful collaboration, and is part of developing important professionalism patterns.

### **Absences**

Students who are sick or unable to attend their scheduled practicum assignment should contact their cooperating teacher and faculty supervisor as quickly as possible. At the beginning of each semester, students should learn their cooperating teachers’ preferred methods of communication (e.g., text, email, phone) for communicating unexpected absences. Students who wish to have an excused absence from practicum must submit a request at least two weeks in advance of the scheduled absence. Students who are granted an excused absence will be required to make up any missed practicum or scheduled work assignments. Occasionally, unexpected or extenuating circumstances can occur and will be managed on a case-by-case basis.

### **Schedule**

Students will receive their practicum assignment prior to each semester and are expected to fulfill the time requirements as defined for each experience. This includes planning and preparation, direct contact, report writing, and all pertinent meetings. It is not permissible for students to bring their own child(ren) with them to their practicum placements or to associated meetings.

### **Background Checks**

Campus-based students are required to complete a background check prior to providing services in Sound Beginnings. For both campus-based and distance students, the background check is required for the Utah teaching license. See <https://cehs.usu.edu/teacher-education/background-check>. The background check should be completed during summer prior to fall semester of the first year.

### **HIPAA / FERPA Training**

Students are required to complete Health Insurance Portability and Accountability Act (HIPAA) training prior to providing direct services. A link to the online training will be provided, the certification course includes a review of the HIPAA policies and procedures. Compliance with HIPAA policies are required during delivery of services and management of confidential educational or medical files in all educational and clinical training settings. HIPAA or FERPA violations are taken seriously and will be formally documented and reflected in the student’s practicum or student teaching grade. More serious sanctions could occur, as per university policy. Students are reminded to **never** discuss the private educational or medical services of children in non-secured areas (e.g., hallways, waiting area,

materials room, report-writing room). When discussing educational or medical services in secure areas, students must do so in a professional manner, using appropriate confidentiality guidelines.

**Performance Expectations**

If students do not meet academic and/or practicum performance requirements, he or she may be required to develop a Remediation Plan. See [Graduate Program Policies](#). The purpose of a Remediation Plan is not punitive, rather it is an effort for students and faculty to identify areas of need or supports that may be valuable for the student. However, after exhausting appropriate supports or remedies, students who fail to meet program expectations may be counseled out of the Program.

**Student Concerns or Complaints**

In the university environment, challenging issues involving students and/or faculty can occur. The following provides guidance in how to approach issues you encounter, starting within the department.

***Student Responsibilities***

Students have a responsibility for their learning, including recognizing and addressing barriers that negatively influence their learning environment. When possible, first communicate directly with the person with whom you are experiencing the problem. If the issue is not resolved by that approach, or if it is a concern that you cannot take directly to that person, there are avenues to seek further help. Based on the nature of the concern, you may consider speaking with faculty in COMDDE who have leadership roles and can provide assistance:

Role	Name	Contact Information
Department Head	Karen Muñoz	797-3701   karen.munoz@usu.edu
Assistant Dept Head & Division Chair: SLP	Teresa Ukrainetz	797-1384   teresa.ukrainetz@usu.edu
Division Chair: Deaf Education	Lauri Nelson	797-8051   lauri.nelson@usu.edu
Division Chair: Audiology	Sarah Leopold	797-3701   sarah.leopold@usu.edu
Clinic Director: Audiology	Cache Pitt	797-9311   cache.pitt@usu.edu
Clinic Director: Sound Beginnings	Nicole Jacobson	797-4490   Nicole.jacobson@usu.edu
Clinic Director: Speech-Language Pathology	Jamie Mecham	797-5531   Jamie.mecham@usu.edu

***COMDDE Faculty & Staff Responsibilities***

Department faculty and staff have a responsibility to address and resolve problems they personally experience, with students or faculty, directly with the person involved. If in working together the issue cannot be resolved, support from department leadership, depending on the nature of the problem, may be sought. If a problem is brought to their attention that does not involve them, it is not their job to intervene.

Expectations: Based on nature of the problem, referral to appropriate individual in leadership, or to appropriate campus support services.

***COMDDE Leadership Team Responsibilities***

Faculty in leadership positions have a responsibility to assist in the process of resolving issues brought to their attention through constructive engagement in the process. Actions taken will be based on the nature of the problem and may include meeting individually or convening a meeting with those involved, consultation with other leadership faculty, or referral to appropriate campus support services. Expectations: (a) listen to understand, (b) actively seek relevant facts and perspectives germane to the issue, and (c) address the issue in a timely manner. Resolution will be appropriate to the issue based on exploration of the problem. If problems persist (e.g., lack of follow through on agreed upon action, behaviors that interfere with resolution of the issue) additional steps will be taken.



## **College and University Assistance & Grievance Procedures**

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Students can move their concerns beyond the department, to the Dean of the College of Health and Human Services or to the university level if they are not satisfied with the department response. Students may also go directly to those levels without going through the department. Students can learn about expectations, procedures, and timelines for submitting a grievance in the USU Code of Policies and Procedures for Students (<https://studentconduct.usu.edu/studentcode/index>). For matters of Student Conduct, see Article V (<https://studentconduct.usu.edu/studentcode/article5>), Academic Integrity, see Article VI (<https://studentconduct.usu.edu/studentcode/article6>), and for Discrimination and Harassment, see Article VII (<https://studentconduct.usu.edu/studentcode/article7>).

### ***Sound Beginnings Policies and Procedures***

#### **Educational Files**

Students can access the hard copy and electronic educational files of the children they serve, as needed to fulfill assignments and to identify instructional plans to meet the individual needs of each child in all service delivery settings. Under no circumstances are hard copies to leave the building; electronic access only from approved computers. Students must follow all FERPA, university, and Sound Beginnings policies related to confidentiality – and this includes keeping educational files safeguarded at all times.



#### **Photo and Video**

Students are not permitted to use their personal cell phones to take photos or videos of children in Sound Beginnings or during any virtual visits without the expressed, written consent of Nicole Jacobson, the Sound Beginnings Director. All pictures & videos of children (used in presentations/posters/powerpoints) must similarly be cleared by the Sound Beginnings Director.

#### **Cubicles**

Campus-based graduate students have cubicle space located on the 3rd floor. Feel free to make your cubicle your own, in a professional but inspiring manner. When we have tours, it is important that the cubicles look occupied and organized. Please remember that we share this space with other departments so we need to keep it quiet and well maintained.

#### **Dress Code**

Students are required to dress professionally at all times when delivering services to children enrolled in Sound Beginnings, while in the USU Speech-Language-Hearing Clinic, Pediatric Audiology clinic, or when representing USU at external practicum sites, field-based experiences, or other professional events. At any given time, students may be interacting with parents, colleagues, and other professionals or visitors. If it appears that students are dressed in the same clothing that one might wear to the beach, a night club, the gym, or when cleaning out the garage, it may be that the attire is not appropriate in the practicum or professional setting. Professional behavior is required at all times, including use of appropriate language and conducting one's self in a socially acceptable manner.

#### **Expenses for Therapy & Educational Supplies**

University policy does NOT allow for students to purchase materials and then submit the receipt for reimbursement. If materials are needed for practicum, students should first obtain approval from the practicum supervisor or cooperating teacher, and then provide a list of needed items according to Sound Beginnings protocol or the procedures in your off-

campus site. In Sound Beginnings, shopping items must be approved by the supervisor and submitted a minimum of one week ahead of time, so please plan accordingly.

### **Sound Beginnings Workroom Policies**

- If you need help finding supplies or materials, ask SB staff.
- Clean up after yourself; throw away paper scraps, wipe glue off countertops, put away materials, etc.
- Return supplies (pens, scissors, rulers) to the containers in the middle of the work table.
- After using computer, save any necessary work, close all boxes, exit out of all windows, SIGN OUT and close emails.
- Use printer log to document copy machine usage.
- Shopping list is hanging above the white board; any needed items must go on the shopping list.
- Graduate students MUST get approval from teachers/supervisors before putting any items on the shopping list.
- Graduate students should use their own cubicles on the 3rd floor whenever possible so as to not crowd the workroom.
- Check the baskets in front of the work desk for lost papers/copies. Unclaimed papers will be thrown away after about a week.
- Put personal items in cabinets, hang on hooks, etc. to keep workspaces and walkways free and clear.
- **Laminator:** students are not permitted to use the laminator. If you would like materials to be laminated, you must first obtain permission from your supervisor. Then, place the project in the bin in the work room labeled "Sound Beginnings – Need to be Laminated".
- Materials developed for use in the classroom must remain the property of Sound Beginnings. Students are welcome to make a second copy of materials by going to the copy center on campus or elsewhere but we will ask students to refrain from using USU equipment or materials for personal use. The communication board in the workroom is updated every morning with absentee, visitor information, or changes to the schedule. Please check this board each morning.

### **Observation Rooms**

- All observers/visitors coming to Sound Beginnings must be cleared by Nicole Martin, the Sound Beginnings Director and communicated to Wendy Thompson.
- Before entering the observation room in Sound Beginnings, please post the red sign on the door where it is easily visible by the teacher. This sign must remain in place during the entire observation period. When finished, please remove the sign and return it to the pocket after leaving the observation room.
- In the Sound Beginnings observation rooms, please return all headphones to the appropriate hook; pay attention to numbers.
- Please be respectful of the observation environment. When you need to communicate with someone in the observation room, please whisper. Be sure to clean up all trash, papers, etc upon leaving.

### **Storage Closet**

- To check out items from the storage closet, please sign and date your name on the check-out sheet. This will help everyone know where items are.
- Please check out the entire box even if you only need a few items. This will help keep our sets together so items don't get lost. When you check out a box in your name, you are responsible for all the contents in the box.
- When you are finished with the items, please return the box back to its original spot on the shelf and then erase your name from the check-out sheet.
- Some materials are the personal property of staff (e.g., marked file cabinets in the observation room, some materials in the classroom). Please use these materials by permission only and be sure to return everything to their original place.

### **Kitchen/Family Room**

- You are responsible for your own dishes— please don't leave them in the sink.
- Please clean up after yourself & your activities.
- If you use the fridge, please label all items and clear out old or unused foods.



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# ***LSL Deaf Education Student Teaching Guide***

## **Placement of Students into Student Teaching Sites**

The faculty of each specialty area examine all student teaching applications for the following semester. In addition to Sound Beginnings, they identify possible student teaching sites in which:

- 1) “best practices” for teaching, management and service delivery are modeled,
- 2) the school administrator and fellow teachers recognize the cooperating teacher as a “master teacher”
- 3) the cooperating teacher is fully certified to teach the student population and has at least 3 years experience, and
- 4) within reasonable commuting distance for the student and university supervisor.

## **Application for Licensure**

After all Track 1 coursework has been completed, students desiring licensure in Utah should submit a completed application using the [Licensure Application link](#). The link will walk you through all the requirements including ordering transcripts, completing an ethics review and ensuring current background check. Your application can begin processing through the Dean's office once your degree is posted to your transcripts (4-6 weeks).

## **Student Teaching License and Liability Insurance**

For Utah students, the State Board of Education issues a Student Teaching License upon the recommendation of the College of Education and Human Services. A Student Teaching License authorizes the student teacher to teach in a specified school or schools under the specific direction of a qualified and certified person. The license is valid only for the student teaching period. A person may not engage in student teaching without a current student teaching license. A person employed in a position requiring state licensure that holds a current license issued by the state board is a certified employee and is covered by a liability insurance program carried by the school district.

If a student teacher is performing a service for the school district, they have liability coverage by the district. If students are in the classroom because they have chosen to go there on their own, they are not covered by liability insurance.

## **Student Teaching Policies**

### **1. Attendance, Calendar and Transportation**

Student Teaching is mandatory. Absences are not permitted during the student teaching experience except for personal illness or a death in the immediate family. Should such conditions merit an absence, the cooperating teacher and university supervisor should be notified immediately, since adjustments within the classroom will need to be made. If absences accrue beyond three days, the student teacher will be required to make-up the time missed during student teaching or will be required to repeat student teaching another semester.

Student teachers will follow the calendar of the district where they are assigned to do their student teaching, not the USU calendar. It is the student teacher's responsibility to locate his/her own transportation to and from assigned schools.

### **2. Substitute Policy**

It is the policy of Utah State University's College of Education that student teachers are NOT to be used as substitutes for employed teachers, even for short periods. Any deviation from this policy must be cleared with the COMDDE department.

### **3. Problems and/or Grievances**

Should problems or grievances develop during the student teaching experience, the cooperating teacher and university supervisor should be made aware of the situation as soon as possible. The student teacher is encouraged to discuss professional problems at any time with his/her cooperating teacher and LSL faculty supervisor.

### **4. Compliance with District and School Policies**

The student teacher is required to adhere to district and school policy in the district where he/she has been assigned to student teach. This includes faculty meetings, teacher in-services, IEP conferences, and other teacher responsibilities before and after school hours. Student teachers must be at school one half hour before school starts and one half hour after school ends, or the district contract hours, whichever is greater.

## THE ROLE OF THE STUDENT TEACHER

### • Introduction

Prior to student teaching, students must register for the PPAT (Praxis Performance Assessment for Teachers).

Become familiar with the [Utah Effective Teaching Standards](#) and the competencies that must be demonstrated for effective teaching and in meeting the LSL competencies as shown in the evaluation forms.

As the student teacher, you will begin as an observer. Cooperating teachers should share objectives, lesson planning, and evaluation procedures, and discuss individual pupil problems.

As you demonstrate the ability to assume more responsibility, the assignments for designing and directing learning activities will be increased. It is recommended that you have the opportunity to observe lessons being taught in each area of the curriculum before you teach that topic independently. **This transfer of teaching should be scheduled so you are in complete charge of the classroom for a minimum of the last two thirds of student teaching. If you demonstrate the competence and initiative necessary to take charge earlier, you should be encouraged to do so.**

### Grading System for Student Teaching

Student teaching uses a pass/fail grading system. Grades are based on supervisor's observations, feedback from cooperating teachers, written midterm & final evaluations from the cooperating teacher & the LSL faculty supervisor, and the student's PPAT portfolio. It is necessary for student teachers to pass student teaching in order to be endorsed for State of Utah licensure.

### ❖ Professionalism

- Adhere to the policies and philosophies of Sound Beginnings or the hosting school and district where you are assigned.
- Adhere to the Utah Professional Practices Advisory Commission's Standard of Professional and Ethical Conduct for Educators.
- Professional conduct is expected. Keep confidences and respect the rights of others at all times.
- Secure information pertaining to legal responsibilities for the classroom.
- Maintain a positive attitude and develop a positive learning environment for the children within the classroom and school setting.
- Demonstrate a positive regard for the culture, religion, gender and sexual orientation of individual students.
- Be responsible, courteous, and dependable.
- Professional dress is expected of all student teachers. Maintain a neat, clean, and appropriate appearance.
- Engage in professional activities that may benefit individuals with exceptional learning needs, their families, and/or colleagues.
- Use copyrighted educational materials in an ethical manner.

### ❖ Teaching and Management

- Develop detailed lesson plans that are approved by the cooperating teacher and reviewed by the university supervisor. Most student teachers find it very helpful to plan their lessons at least a week in advance.
- Teach students using effective instructional techniques. Incorporate evaluation, planning, and management procedures that match learner needs with the instructional environment.
- Develop and/or select instructional content, materials, resources, and strategies that respond to cultural, linguistic, and gender differences.

- Choose and use appropriate technologies to accomplish instructional objectives and to integrate them appropriately into the instructional process.
- Employ disciplinary measures, which conform to the instructions of the cooperating teacher.
- Take the initiative in asking for suggestions and, having received them, either put them into practice or take the time to discuss them with the cooperating teacher. Remember the cooperating teacher has the final say in the classroom.
- Know your behavior management plan. Have rules displayed in the classroom. Be sure both you and the students know what is expected.
- Demonstrate a variety of effective behavior management techniques appropriate to the needs of individuals with exceptional learning needs.
- Design, structure, and manage daily routines effectively including transition time, for students, other staff, and the instructional setting.

### **Suggestions for an Effective Student Teaching Experience**

#### **❖ Prepare in advance**

- Arrange a meeting at the school to meet the principal and cooperating teacher(s). You should make an effort to get to know the physical layout as well as the policies of the school.
- Learn about the community and the people who live there.
- Become acquainted with the curriculum, textbooks, materials, and instructional techniques that are being used for the specific subject(s)/grade(s) to which you have been assigned.
- Determine what aid can be expected from the university supervisor, and have a clear understanding of what the supervisor will expect from you. Primarily this can be accomplished by:
  1. Becoming thoroughly acquainted with this [Student Teaching Handbook](#)
  2. Attend the orientation seminar conducted by the Coordinator of Student Teaching that is usually held the last week of the semester preceding the student teaching experience.
  3. Set up a meeting with your university supervisor to become aware of observation and portfolio requirements specific to your supervisor.

#### **❖ Learn from the cooperating teacher**

- Be mindful that a student teaching position is much like an apprentice within the school setting you have been assigned to. You should recognize and respect the feedback and suggestions of the cooperating teacher and the school administration.
- Be cognizant that the cooperating teacher is in legal control of the classroom and is legally responsible for it.
- Accept the cooperating teacher's decisions and respect his/her opinions concerning the materials and methods by which they are to be presented.
- Schedule time for frequent conferences with the cooperating teacher.
- Establish openness to constructive feedback, recognizing that the cooperating teacher is eager to see you succeed.
- Support the cooperating teacher in matters of school discipline.
- Establish a willingness to assume teaching responsibility.
- Establish a procedure for reviewing lesson plans with the cooperating teacher.
- Give credit to the cooperating teacher for assistance rendered.
- Understand that in an effort to resolve problem situations, you should begin with the cooperating teacher.
- Participate in non-classroom activities in which the cooperating teacher has some responsibility.

#### **❖ Focus on teaching the students**

- Your main concern should be pupil achievement rather than making a favorable impression on the cooperating teacher or university supervisor.

#### **❖ Focus on continual improvement**

- Continually reflect on and evaluate each teaching experience—determining what went well, what needs to be improved, and how you can be more effective next time.
- Stay aware of the extreme importance of your work.
- Do not demand perfection from yourself; demand continual improvement.

- Focus on the things that you can control.

#### ❖ Focus on student teaching

- Student teachers are cautioned not to overload themselves with additional university courses, or other responsibilities such as work during your student teaching experience. The amount of work you undertake during your student teaching experience has a direct relationship on your effectiveness as a teacher. Teaching is a responsibility that must come first. The obligation to the education of school pupils cannot be taken lightly; therefore, responsibilities other than teaching should be kept minimal.

## THE ROLE OF THE COOPERATING TEACHER

### Model Best Practices for Instruction, Management and Organization

You have been selected to be a cooperating teacher because you model “best practices.” Remember that your classroom will be one of the models that your student teacher will have when s/he begins teaching. Take every possible opportunity to demonstrate effective practices for your student teacher and describe to him/her what you are doing and why.

### Model Professionalism

Professionalism is a subtle and complex concept. Students acquire professionalism from examples more than from description. You will be an important model of how a special education teacher should act as a professional.

### Give the Student Teacher Gradually Increasing Responsibility

As with any set of learners, student teachers have different needs for structure and independence, but virtually all learners benefit from a progression from simple to complex demands. Start the student teacher with easier tasks and increase his/her responsibility as his/her performance allows. The student teacher should assume your total teaching load at least the last two thirds of the semester.

### Meet with Student Teacher and Provide Specific Feedback

Frequent, specific, and constructive feedback is crucial for your student teacher to attain the maximum benefit from the experience. Comment on positive aspects of the student’s teaching, management, organizational, and professional behaviors; and give specific suggestions on how these can be improved. Praise progress. Use the General Comments Sheets provided in your packet to document feedback given to your student teacher.

## Suggestions for Cooperating Teachers

### Prepare in advance and help the student teacher get started

In a very real sense, the progress of the student teacher through the semester actually begins before the student teacher arrives in the classroom. Effective cooperating teachers begin preparing for their student teachers prior to their arrival. You are encouraged to make the following preparations:

1. Prepare the children for the arrival of the student teacher. The children should be prepared to regard the student teacher as another teacher in the room, and to welcome the additional teacher as a person who can make a positive contribution to their learning.
2. Place a table or desk in the room for use by the student teacher. Preferably, this will not be a child’s desk.
3. Gather together materials that will help the student teacher understand curriculum and school policies (e.g., teachers’ editions of textbooks, school district and state curriculum guides, school handbook containing school policies and procedures).
4. Clear a time for a conference with the student teacher during the first day. Items to be discussed should include:
  - a. An explanation of expectations for the student teacher
  - b. A description of the instructional programs
    - teaching schedule
    - curricular objectives for each group or individual
    - specific instructional methods



- educational philosophy
  - IEP goals for each child
  - CASLLS or other ongoing progress documentation procedures
- c. A description of behavior management procedures
- overall positive management plan
  - specific sequence of steps to be used to manage specific behaviors
  - individualized management plans
5. When the student teacher arrives, formally introduce the student teacher to the children in your classroom. If possible, allow the student teacher to share some interesting facts about him/her.

**Collaborate with the student teacher and increase their responsibilities**

Encourage the student teacher to collaborate with you in making decisions that lead to the development of independence of his/her own teaching strategies. Prior to offering advice, encourage the student teacher to reflect about his/her planning, classroom practices, and decision-making.

Provide rationale when making suggestions to the student teacher.

**Help the student teacher by providing specific feedback**

Allow time for conferences with the university supervisor and the student teacher throughout the student teaching experience. Be specific when communicating with the student teacher, especially when providing feedback.

Evaluation for professional growth purposes should be characterized by three essential elements:

Prior to each student teaching placement the LSL Faculty Supervisor will meet with each Cooperating Teacher to discuss expectations and to provide evaluation forms.









