COMD 7340 Pediatric Audiology

Meets
Everyone: Asynchronous online  
AuD students only: Wednesday 8:00 – 8:50 ECERC 162

Instructor
Karen Muñoz, EdD, CCC-A  
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Fax: 435-797-0221  
Office: 158  
E-mail: Karen.munoz@usu.edu  
Dept. Web: http://comd.usu.edu

Office hours: by appointment, however, you are welcome to stop by my office at any time. I am also available through e-mail and will strive to respond to you the same day, Monday through Friday.

Learning Objectives
At the end of the semester students will be able to:
1. Describe benefits of early identification of hearing loss, components of comprehensive hearing assessment, hearing aid verification, and monitoring – Gaining factual knowledge (IDEA course evaluation)
2. Critically analyze and provide rationales for service delivery decisions (e.g. testing techniques, reporting, case management, amplification considerations) impacted by: patient characteristics, normal developmental behavior, laws, regulations, and policies for the pediatric population – Learning to apply course materials (IDEA course evaluation)
3. Identify perspectives of other disciplines and incorporate knowledge of those views in your work to enhance collaboration and improve communication – Developing specific competencies and points of view needed by professionals (IDEA course evaluation)

Required Text Book/Readings
Additional readings are posted and available in Canvas.

Expectations
• Turn assignments in on time. Acceptance of late assignments must be approved in advance and are eligible for a maximum of 50% credit.
• Audiology students: complete additional readings PRIOR to class.
• Ask questions if you need clarification or are confused.
• Engage in the class through discussions, assignments and learn from each other.

Competencies
Listening and Spoken Language (LSL) domains addressed in this course include: (for AUD, SLP, DE)

<table>
<thead>
<tr>
<th>LSL Domain</th>
<th>Content Areas</th>
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| 1          | A. Hearing Science/Audiology: environmental acoustics (classroom acoustics), causes of hearing impairment, types of hearing impairment (review available), early identification and high risk factors, audiological assessment  
             B. Hearing Technology: sensory devices (hearing aids) |

American Speech-Language-Hearing Association Knowledge and Skills Assessment (KASA)
The following knowledge and skills assessment (KASA) standards and objectives must be met in COMD 7450 as part of the competencies required for certification as an audiologist. You must earn a grade of at least 80% for each objective associated with the sign-off standard. Performance will be determined on the primary indicators listed, with any subsequent remediation through later assignments, tests, or designed tasks. If you fail to meet an objective by the end of the course, you must meet with the instructor or the graduate advisor to determine a later remediation, which may occur in another course, in clinic, or as an additional activity. Achievement of KASA standards are documented in CALIPSO.

Learner Objectives: Following successful completion of this course, students will have demonstrated content knowledge and skill competency in the following areas:
<table>
<thead>
<tr>
<th>Foundations of Practice: Knowledge</th>
<th>Learner Objectives</th>
<th>Activities/Assignments/Assessments</th>
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</thead>
</table>
| A1. Embryology and the development of the auditory system | Knowledge (A1-3, 9, 16)  
- Critical periods of auditory development during gestation  
- Clinical significance of case history questions in identification of developmental defects, syndromes, and other patient characteristics that impact testing decisions as well as implications for prognosis and future audiological needs  
- Developmental milestones and implications for audiological testing decisions | • Unit 1 readings, lectures, quiz  
• Project 1: Developmental Milestones  
• Project 2: Syndromes  
• Presentations 1 and 2  
• Unit 5 readings, lecture, threaded discussion, quiz  
• Midterm and final exams |
| A2. Genetics and associated syndromes related to hearing and balance | Knowledge and Skills (A22, 26)  
- Communicating professional content to peers orally  
- Communication of synthesized topic-based written information  
- Identification of factors impacting counseling and communication of clinical information | |
| A3. Normal aspects of auditory physiology and behavior (pediatric population) | Knowledge and Skills (B2)  
- Factors involved in newborn hearing screening, importance of timely follow-up and coordination of connections between services and follow-up components | • Unit 2 readings, lecture, videos, threaded discussion, and quiz  
• Presentation 1 |
| A9. Patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status cognitive status, and physical and sensory abilities) and how they relate to clinical services (pediatric population) | Knowledge and Skills (C2, 3, 5, 7, 9, 11)  
- Appropriate test protocols for the pediatric population to perform a comprehensive assessment, based on child’s developmental level  
- Information needed from other professionals and parents to obtain a comprehensive case history, appropriately plan for the assessment, and identify needed referrals  
- Identifying age appropriate behavioral responses to sound and incorporating into test battery  
- Identifying appropriate referrals needed following assessment | • Unit 3 readings, lectures, threaded discussion, quiz, labs  
• Unit 4 readings, lectures, videos, threaded discussion, quiz  
• Midterm and final exams |
| A16. Effects of cultural diversity and family systems on professional practice | Knowledge and Skills (C2, 5, 16)  
- Critical periods of auditory development during gestation  
- Clinical significance of case history questions in identification of developmental defects, syndromes, and other patient characteristics that impact testing decisions as well as implications for prognosis and future audiological needs  
- Developmental milestones and implications for audiological testing decisions | • Unit 5 readings, lecture, threaded discussion, quiz  
• Midterm and final exams |
| A22. Oral and written forms of communication | Knowledge and Skills (A1-3, 9, 16)  
- Critical periods of auditory development during gestation  
- Clinical significance of case history questions in identification of developmental defects, syndromes, and other patient characteristics that impact testing decisions as well as implications for prognosis and future audiological needs  
- Developmental milestones and implications for audiological testing decisions | • Unit 1 readings, lectures, quiz  
• Project 1: Developmental Milestones  
• Project 2: Syndromes  
• Presentations 1 and 2  
• Unit 5 readings, lecture, threaded discussion, quiz  
• Midterm and final exams |
| A26. Principles and applications of counseling (pediatric population) | Knowledge and Skills (A22, 26)  
- Communicating professional content to peers orally  
- Communication of synthesized topic-based written information  
- Identification of factors impacting counseling and communication of clinical information | |

### Prevention and Identification: Knowledge and Skills

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<tr>
<th>Learner Objectives</th>
<th>Activities/Assignments/Assessments</th>
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</table>
| B2. Promote hearing wellness, as well as the prevention of hearing loss and protection of hearing function by designing, implementing, and coordinating universal newborn hearing screening, school screening, community hearing, and occupational conservation and identification programs | Knowledge and Skills (B2)  
- Factors involved in newborn hearing screening, importance of timely follow-up and coordination of connections between services and follow-up components | • Unit 2 readings, lecture, videos, threaded discussion, and quiz  
• Presentation 1 |

### Assessment

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<tr>
<th>Learner Objectives</th>
<th>Activities/Assignments/Assessments</th>
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</table>
| C2. Assessing individuals with suspected disorders of hearing, communication, balance and related systems | Knowledge and Skills (C2, 3, 5, 7, 9, 11)  
- Appropriate test protocols for the pediatric population to perform a comprehensive assessment, based on child’s developmental level  
- Information needed from other professionals and parents to obtain a comprehensive case history, appropriately plan for the assessment, and identify needed referrals  
- Identifying age appropriate behavioral responses to sound and incorporating into test battery  
- Identifying appropriate referrals needed following assessment | • Unit 3 readings, lectures, threaded discussion, quiz, labs  
• Unit 4 readings, lectures, videos, threaded discussion, quiz  
• Midterm and final exams |
| C3. Evaluating information from appropriate sources and obtaining a case history to facilitate assessment planning | |
| C5. Conducting and interpreting behavioral and/or eletrophysiologic methods to assess hearing thresholds and auditory neural function | |
| C7. Conducting and interpreting otoacoustic emissions and acoustic immittance | |
| C9. Evaluating functional use of hearing | |
| C11. Referring to other professions, agencies, and/or consumer organizations | |

### Intervention (Treatment)

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<tr>
<th>Learner Objectives</th>
<th>Activities/Assignments/Assessments</th>
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</table>
| D1. The provision of intervention services (treatment) to individuals with hearing loss, balance disorders, and other auditory dysfunction that comprises receptive and expressive communication | Knowledge and Skills (D1, 5)  
- Knowledge of evidence-based practices for hearing aid services for children, and the implications of amplification choices on developmental outcomes  
- Knowledge, and benefits of ongoing collaboration among professionals and parents, and early intervention system | • Unit 5 readings, lectures, quiz  
• Unit 6 readings, lectures, videos, quiz  
• Presentation 2 |
| D5. Provision of treatment services for infants and children with hearing loss; collaboration/consultation with early interventionists, school-based | |
professionals, and other service providers regarding development of intervention plans (i.e., individualized education programs and/or individualized family service plans)

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<thead>
<tr>
<th>Advocacy/Consultation</th>
<th>Learner Objectives</th>
<th>Activities/Assignments/Assessments</th>
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</thead>
</table>
| E1. Educating and advocating for communication needs of all individuals that may include advocating for the programmatic needs, rights, and funding of services for those with hearing loss, other auditory dysfunctions, or vestibular disorders | Knowledge and Skills (E1) | • Unit 5 readings and lecture  
• Presentation 2  
• Project 3 |

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<thead>
<tr>
<th>Education/Research/Administration</th>
<th>Learner Objectives</th>
<th>Activities/Assignments/Assessments</th>
</tr>
</thead>
</table>
| F2. Applying research findings in the provision of patient care (evidence-based practice) | Knowledge and Skills (F2) | • Midterm and final exams  
• Article and case reviews |

### Evaluation/Grading/Assignments

<table>
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<tr>
<th>Assignment</th>
<th>Total Points</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td></td>
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<td>AuD Students (750)</td>
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<tr>
<td>Case-based discussions</td>
<td>60</td>
<td>8%</td>
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<tr>
<td>Quizzes</td>
<td>90</td>
<td>12%</td>
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<tr>
<td>Project</td>
<td>100</td>
<td>13%</td>
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<tr>
<td>Presentation Feedback</td>
<td>60</td>
<td>N/A</td>
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<tr>
<td>Presentations (2)</td>
<td>100</td>
<td>13%</td>
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<tr>
<td>Discussion Leader (2)</td>
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<tr>
<td>Exams</td>
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### ASSIGNMENT

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<tr>
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<th>DESCRIPTION</th>
<th>IDEA Objectives</th>
<th>AuD</th>
<th>SLP/Deaf Ed</th>
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<tr>
<td>Project</td>
<td>Developmental milestones (individual)</td>
<td>#2</td>
<td>100</td>
<td>100</td>
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<tr>
<td>Case-based Discussions (6)</td>
<td>One per unit</td>
<td>#1, 2, 3</td>
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<td>60</td>
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<tr>
<td>Quizzes (6)</td>
<td>One per unit</td>
<td>#1, 2, 3</td>
<td>90</td>
<td>90</td>
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<tr>
<td>Presentation Feedback (6)</td>
<td>One per presentation</td>
<td>#1, 2, 3</td>
<td>60</td>
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<tr>
<td>Presentation 1</td>
<td>AuD students only: NHS Program Design</td>
<td>#1, 2, 3</td>
<td>50</td>
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<tr>
<td>Presentation 2</td>
<td>AuD students only: Special Topics</td>
<td>#1, 2, 3</td>
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<tr>
<td>Lead Class Discussion (2)</td>
<td>Article review / case review discussion</td>
<td>#1, 2, 3</td>
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<tr>
<td>Exam 1</td>
<td>Midterm</td>
<td>#1, 2</td>
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<tr>
<td>Exam 2</td>
<td>Final</td>
<td>#1, 2, 3</td>
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### Total Points: 750 | 610

### Grading Scale

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<tr>
<td>A</td>
<td>93-100</td>
<td>B+</td>
<td>87-89</td>
<td>C+</td>
<td>77-79</td>
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<td>A-</td>
<td>90-92</td>
<td>B</td>
<td>83-86</td>
<td>C</td>
<td>73-76</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<td></td>
<td>F</td>
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</table>
### CALENDAR

<table>
<thead>
<tr>
<th>WEEK / CLASS meeting</th>
<th>ASYNCHRONOUS / PRIOR TO CLASS</th>
<th>IN CLASS</th>
</tr>
</thead>
</table>

#### Unit 1: Hearing Loss in Children

1. **EVERYONE**
   - **Readings**
     - **Text Book:**
       - Chapter 1: Why is Hearing Important in Children?
       - Chapter 2: Hearing Disorders in Children.
     - **Canvas:**
   - **Lecture:** view recorded lectures on Canvas
     - Embryonic Development
     - Hearing Loss in Children
   - **Threaded Discussion #1**
   - **Project Assignments:** See Canvas for assignment descriptions
     - Project 1: Developmental Milestones
   - **Audiogram Interpretation Review:** Self-study available for SLP and Deaf Education Endorsement students
   - **AUD**
     - **Readings**

2. **EVERYONE**
   - **Readings**
     - **Text Book:**
       - Chapter 3: Genetics of Hearing Loss.
       - Chapter 4: Medical Evaluation and Management of Hearing Loss in Children.
     - **Canvas:** ACMG Statement: Genetics evaluation guidelines for the etiologic diagnosis of congenital hearing loss
   - **Lecture:** view recorded lecture on Canvas
     - Genetics of Hearing Loss
   - **Unit I Quiz**

### Unit 2: Early Hearing Detection and Intervention (EHDI)

#### 3

**Readings**
- Canvas
  - Online: [http://infanthearing.org/ehdi-ebook](http://infanthearing.org/ehdi-ebook)
    - Chapter 1: The Evolutions of EHDI: From Concept to Standard of Care
    - Chapter 2: Newborn Hearing Screening
  - Lecture: view recorded lecture on Canvas - EHDI

**View Videos on Canvas:**
- Giving Your Baby a Sound Beginning (NCHAM)
- Hearing Care for Infants (Phonak)

**Threaded Discussion #2**

**Unit 2 Quiz**

**AUD**

**Additional Readings:**
  - Online: [http://infanthearing.org/ehdi-ebook](http://infanthearing.org/ehdi-ebook)
    - Chapter 3: Tracking, Reporting, and Follow-up

### Unit 3: Objective Tests

#### 4

**Protocol Overview and Tympanometry**

**EVERYONE**

**Readings**
- Text Book:
  - Chapter 6: Hearing test protocols for children.
  - Chapter 12: Middle-ear measurement in infants and children.

**Lecture:** View recorded lectures on Canvas
- Pediatric Audiology Protocol

**Lecture**

**Article Discussion**
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Lecture</th>
<th>Discussions</th>
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<tr>
<td>5</td>
<td>Acoustic Immittance (AUD)</td>
<td>Additional Readings/Class Discussion</td>
<td>Canvas: Hunter et al. (2015)</td>
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<td></td>
<td>Threaded Discussion #3</td>
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<td>7</td>
<td>MIDTERM EXAM</td>
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<td>Unit 4: Behavioral Audiometry</td>
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<td>8</td>
<td>Visual Reinforcement Audiometry (VRA), Play Audiometry, and Test Assistants</td>
<td>Text Book: Chapter 8: Using visual reinforcement audiometry to evaluate hearing in infants from 5 to 36 months. Chapter 9: Using conditioned play audiometry to evaluate hearing in children older than 2 ½ years. Chapter 14: The role of the test assistant in assessing hearing in children.</td>
<td>view recorded lectures on Canvas – VRA, Play Audiometry, and Special Populations</td>
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<td>AUD</td>
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<td>Article Discussions</td>
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<td>9</td>
<td>Speech Perception</td>
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<tr>
<td><strong>Readings</strong></td>
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<tr>
<td><strong>Text Book:</strong></td>
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<tr>
<td>• Chapter 11: Evaluation of Speech Perception in Infants and Children.</td>
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<td><strong>Lecture:</strong> view recorded lecture on Canvas – Speech Perception</td>
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<td><strong>Threaded Discussion #4</strong></td>
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<td><strong>Unit 4 Quiz</strong></td>
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<td><strong>AUD</strong></td>
<td>Considerations for Comprehensive Early Childhood Assessment</td>
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<td><strong>Unit 5: Counseling, Family Support &amp; Advocacy</strong></td>
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<tbody>
<tr>
<td><strong>Readings</strong></td>
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<td>Article Review</td>
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<td>o Chapter 30: Education and access laws for children with hearing loss.</td>
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<td>o Chapter 34: Counseling and collaboration with parents of children with hearing loss.</td>
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<tr>
<td><strong>Lecture:</strong> view recording on Canvas – Counseling, Family Support, &amp; Advocacy</td>
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<td><strong>Threaded Discussion #5</strong></td>
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<td><strong>Unit 5 Quiz</strong></td>
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<td><strong>AUD</strong></td>
<td>Additional Readings:</td>
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<tr>
<td><strong>Text book:</strong></td>
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<tr>
<td>• Chapter 25: Collaborative team management of children with hearing loss.</td>
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<tr>
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<tr>
<td><strong>Text Book:</strong></td>
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<tr>
<td></td>
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<td>Unit 6: Hearing Access Technology for Infants and Children</td>
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</table>
- Chapter 19: The acoustic speech signal.
- Chapter 20: Hearing aids for infants and children.


**Lecture:** view recorded lecture on Canvas: Acoustic Speech Signal

**AUD**

Article review

| 12 | **Readings**  
**Lecture:** view recorded lecture on Canvas: Hearing Aids for Infants and Children, Hearing aid use  
**Video on Canvas**  
- Hearing aid care and maintenance; hearing aid listening checks  
**AUD**  
Article review | Article Review |

| 13 | **Readings (text book)**  
Chapter 23: Acoustic accessibility: Room acoustics and remote microphone use in home and school environments  
**View Video:** Just in Time Learning for Teachers: Classroom Acoustics (Project REAL) – [http://www.projectreal.niu.edu/projectreal/modules.shtml](http://www.projectreal.niu.edu/projectreal/modules.shtml)Unit 6  
**Quiz:**  
Threaded Discussion #6: | NO CLASS - Thanksgiving |

| 14 | **AuD Presentations**  
- SLP and DE attend or watch recorded presentations and complete feedback forms |  |

| 15 | **AuD Presentations**  
- SLP and DE attend or watch recorded presentations and complete feedback forms  
- FINAL EXAM DISTRIBUTED |  |

| 16 | **FINAL EXAM DUE** |  |

**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](http://www.projectreal.niu.edu/projectreal/modules.shtml) 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 (Links to an external site.)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.

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:
  o Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;”
  o Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  o Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  o Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  o Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
  o 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/ (Links to an external site.)

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.)

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/studentservices/ (Links to an external site.), 435.797.1712, studentservices@usu.edu, TSC 220
- Student Advocates: http://www.usu.edu/ususa/legal/ (Links to an external site.), 435.797.2912, TSC 340,
- Access and Diversity: http://www.usu.edu/accesscenter/ (Links to an external site.), 435.797.1728, mailto:access@usu.edu; TSC 315
- Multicultural Programs: http://www.usu.edu/accesscenter/multiculture/ (Links to an external site.), 435-797-1728, TSC 315
- LGBTQA Programs: http://www.usu.edu/accesscenter/lgbtqa/ (Links to an external site.), 435-797-GAYS, TSC 314
- Provost’s Office Diversity Resources: http://www.usu.edu/provost/faculty/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: http://www.usu.edu/studentservices/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. 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.)

**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.