

# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—NEW COURSE PROPOSAL<sup>1</sup>

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

DEPARTMENT: COMMUNICATION SCIENCES &  
DISORDERS

COLLEGE: COLLEGE OF EDUCATION

**RECOMMENDED COURSE IDENTIFICATION:**

PREFIX \_\_\_\_\_ SPA \_\_\_\_\_ COURSE NUMBER 6438 LAB CODE (L or C) \_\_\_\_\_

(TO OBTAIN A COURSE NUMBER, CONTACT [NMALDONADO@FAU.EDU](mailto:NMALDONADO@FAU.EDU))

COMPLETE COURSE TITLE: GENETICS OF COMMUNICATION DISORDERS

**EFFECTIVE DATE**

(first term course will be offered)

Fall 2015

CREDITS<sup>2</sup>: 3

TEXTBOOK INFORMATION: Robin, Nathaniel (2008). Medical Genetics, Its Application to Speech, Hearing, and Craniofacial Disorders. San Diego: Plural Publishing. ISBN-13:978-1-59756-258-4.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR X SATISFACTORY/UNSATISFACTORY \_\_\_\_\_

**COURSE DESCRIPTION, NO MORE THAN THREE LINES:**

Students will study the basic concepts of genetics and its relation to communication sciences and disorders including but not limited to the disorders of speech and hearing. They will also learn about the hereditary syndromes and birth defects associated with speech, language, cognition and hearing impairments. They will gain knowledge about genetic counseling and interpretation of genetic data.

PREREQUISITES\*: NA

COREQUISITES\*: NA

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)\*: NONE

\* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: PHD (TERMINAL DEGREE IN RELATED FIELD)

MEMBER OF THE GRADUATE FACULTY OF FAU AND HAS A TERMINAL DEGREE IN THE SUBJECT AREA (OR A CLOSELY RELATED FIELD)

Faculty contact, email and complete phone number:

Ali Danesh, PhD

[danesh@fau.edu](mailto:danesh@fau.edu)

(561) 297-2071

Please consult and list departments that might be affected by the new course and attach comments.<sup>3</sup>

Exercise Science and Health Promotion, Exceptional Student Education, Schmidt College of Science, Department of Biology

**Approved by:**

Department Chair: Deena Louise Wenes

College Curriculum Chair: Paul R. Palm

College Dean: Valerie J. Pringle

UGPC Chair: Paul R. Palm

Graduate College Dean: Abdulkareem

UFS President: \_\_\_\_\_

Provost: \_\_\_\_\_

**Date:**

2/17/2015

3/11/15

3/11/15

3/18/15

3/25/15

1. Syllabus must be attached; see guidelines for requirements: [www.fau.edu/provost/files/course\\_syllabus.2011.pdf](http://www.fau.edu/provost/files/course_syllabus.2011.pdf)

2. Review Provost Memorandum: **Definition of a Credit Hour** [www.fau.edu/provost/files/Definition\\_Credit\\_Hour\\_Memo\\_2012.pdf](http://www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf)

3. Consent from affected departments (attach if necessary)

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

## Ali Asghar Danesh

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Dear Colleagues,

Attached is the new course proposal and course syllabus for *SPA 6483 Genetics of Communication Disorders*. There is a course description included below. We are planning to offer this course as an elective for our graduate students. CSD graduate students are required to take two, three-credit electives for the non-thesis option. The course will be taught by Dr. Ali Danesh.

Please review the course and let me know if you see any direct conflicts with courses offered in your departments. Please let me know if you are able to support this course offering by the CSD Department, at your earliest convenience. Thank you, in advance, for your time reviewing this course.

**COURSE TITLE:**  
SPA 6483 Genetics of Communication Disorders

**COURSE DESCRIPTION:**

Students will study the basic concepts of genetics and its relation to communication sciences and disorders including but not limited to the disorders of speech and hearing. They will also learn about the hereditary syndromes and birth defects associated with speech, language, cognition and hearing impairments. Additionally, they will gain knowledge about genetic counseling in speech pathology and audiology and interpretation of genetic data.

With best regards,  
Deena Louise Wener

Deena Louise Wener, Ph.D., CCC-SLP  
Associate Professor & Chair  
Department of Communication Sciences and Disorders  
College of Education  
Florida Atlantic University  
777 Glades Road  
Boca Raton, FL 33431-0991

Phone: 561-297-2259  
FAX: 561-297-2268  
E-mail: [wener@fau.edu](mailto:wener@fau.edu)

✓  
**From:** Michael Brady  
**Sent:** Monday, February 16, 2015 4:36 PM  
**To:** Deena Wener  
**Subject:** RE: Genetics course-SPA 6483 Genetics of Communication Disorders

I reviewed the proposed course SPA 6498 Genetics of Communication Disorders. The course does not conflict with or overlap the courses or programs in the ESE Department. Good luck.

Michael P. Brady, PhD  
Professor & Chair  
Department of Exceptional Student Education  
Florida Atlantic University

777 Glades Road  
Boca Raton, FL 33431  
(561) 297-3281  
[mbrady@fau.edu](mailto:mbrady@fau.edu)

---

✓ **From:** Emery Hyslop-Margison  
**Sent:** Tuesday, February 17, 2015 7:48 AM  
**To:** Deena Wener  
**Subject:** RE: Genetics course-SPA 6483 Genetics of Communication Disorders

No conflicts with CCEI

Dr. Emery J. Hyslop-Margison  
Professor and Chair  
Department of Curriculum, Culture and Educational Inquiry  
College of Education  
Florida Atlantic University  
Boca Raton, FL 33431

Email: [ehyslopmargison@fau.edu](mailto:ehyslopmargison@fau.edu)  
Phone: 561-297-3965  
Fax: 561-297-2925

✓ -----Original Message-----

✓ **From:** Barbara Ridener  
**Sent:** Monday, February 16, 2015 5:03 PM  
**To:** Deena Wener  
**Subject:** Re: Genetics course-SPA 6483 Genetics of Communication Disorders

No conflict with us!

Barbara

✓ **From:** Paul Peluso  
**Sent:** Tuesday, February 17, 2015 7:07 AM  
**To:** Deena Wener  
**Cc:** Marc Kantorow; Barbara Ridener; Michael Brady; Emery Hyslop-Margison; Robert Shockley; Ali Asghar Danesh  
**Subject:** Re: Genetics course-SPA 6483 Genetics of Communication Disorders

I see no conflicts with Counselor Education.

Sent from my iPhone

✓ **From:** Marc Kantorow  
**Sent:** Tuesday, February 17, 2015 9:29 AM  
**To:** Paul Peluso; Deena Wener  
**Cc:** Barbara Ridener; Michael Brady; Emery Hyslop-Margison; Robert Shockley; Ali Asghar Danesh; John Newcomer  
**Subject:** Re: Genetics course-SPA 6483 Genetics of Communication Disorders

Dear All,

There is no conflict of this course with the courses taught in the College of Medicine MS Biomedical science program.

All the best,

Marc

Marc Kantorow, Ph.D.  
Professor and Director of Graduate Programs  
Schmidt College of Medicine  
777 Glades Rd. BC71 RM202  
Florida Atlantic University  
Boca Raton, FL 33431  
561-297-2910 (office)  
561-297-3806 (lab)  
[mkantoro@fau.edu](mailto:mkantoro@fau.edu)

Ali A. Danesh, PhD, FAAA, Board Certified, American Board of Audiology  
Professor, Director of Audiology Clinic,  
Department of Communication Sciences and Disorders  
Professor of Clinical Biomedical Science (Secondary), College of Medicine  
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[danesh@fau.edu](mailto:danesh@fau.edu) <http://www.coe.fau.edu/faculty/danesh/>



Please consider the environment before printing this email.

## Ali Asghar Danesh

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**From:** Deena Wener  
**Sent:** Tuesday, February 17, 2015 12:56 PM  
**To:** Ali Asghar Danesh  
**Subject:** FW: Genetics course-SPA 6483 Genetics of Communication Disorders

Deena Louise Wener, Ph.D., CCC-SLP  
Associate Professor & Chair  
Department of Communication Sciences and Disorders  
College of Education  
Florida Atlantic University  
777 Glades Road  
Boca Raton, FL 33431-0991

Phone: 561-297-2259  
FAX: 561-297-2268  
E-mail: wener@fau.edu

\*\*\*\*\*

*"I have heard there are troubles of more than one kind.  
Some come from ahead and some come from behind.  
But I've bought a big bat. I'm all ready you see.  
Now my troubles are going to have troubles with me!"  
~Dr. Seuss*

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**From:** Michael Whitehurst  
**Sent:** Tuesday, February 17, 2015 11:19 AM  
**To:** Deena Wener  
**Subject:** RE: Genetics course-SPA 6483 Genetics of Communication Disorders

Deena,  
No problem. ESHP has no conflict with this course. I could see some of our graduate students considering this course as an elective in their POS  
Mike.

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**From:** Deena Wener  
**Sent:** Tuesday, February 17, 2015 11:09 AM  
**To:** Michael Whitehurst  
**Subject:** FW: Genetics course-SPA 6483 Genetics of Communication Disorders

My apologies Mike. You would left off the original post. I need to update my Chairs mailing list.

Deena Louise Wener, Ph.D., CCC-SLP  
Associate Professor & Chair  
Department of Communication Sciences & Disorders  
College of Education  
Florida Atlantic University  
777 Glades Road  
Boca Raton, Florida 33431

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS  
FLORIDA ATLANTIC UNIVERSITY  
Course Syllabus  
SPA 6438 (3 credits)

*Genetics of Communication Disorders*

**Professor:** Ali Danesh, Ph.D., CCC-A, FAAA

**Office:** ED 434

**Phone:** 297-2071 (office)

297-2258 (Communication Disorders Clinic)

297-6074 (Dept. of Communication Sciences and Disorder)

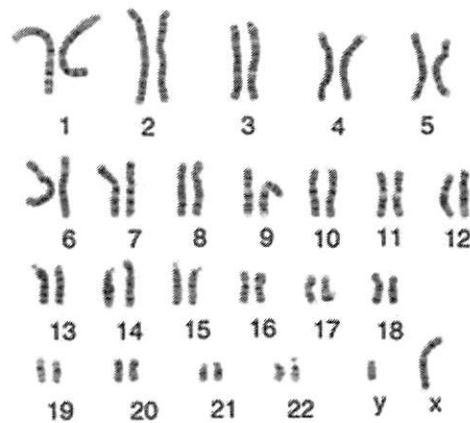
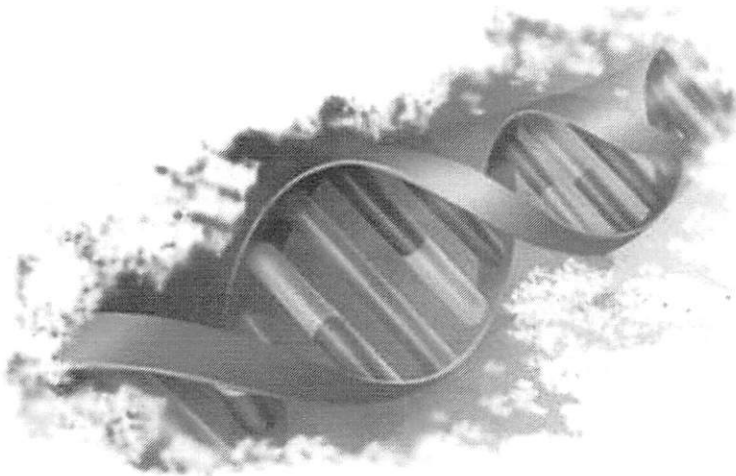
**E-mail:** [danesh@fau.edu](mailto:danesh@fau.edu)

**Web address:** <http://www.coe.fau.edu/faculty/danesh/>

**Office Hours:** 1:00-4:00 pm on Tuesdays and Thursdays (preferably by appointment)

**Class Time:** 4:20-7:00 pm Thursdays

**Class Location:** TBA



**COURSE DESCRIPTION:**

Students will study the basic concepts of genetics and its relation to communication sciences and disorders including but not limited to the disorders of speech and hearing. They will also learn about the hereditary syndromes and birth defects associated with speech, language, cognition and hearing impairments. Additionally, they will gain knowledge about genetic counseling in speech pathology and audiology and interpretation of genetic data.

**TEXTBOOK:**

Robin, Nathaniel (2008). Medical Genetics. Its Application to Speech, Hearing, and Craniofacial Disorders. San Diego: Plural Publishing. ISBN-13:978-1-59756-258-4.

**Further Suggested Texts for additional readings:**

1. Michael R. Cummings (2006). Human Heredity Principles and Issues (7<sup>th</sup> Edition). Belmont, CA: Thompson Brooks/Cole. ISBN 0-534-49511-7
2. Robert J. Shprintzen (2001). Syndrome Identification for Audiology an Illustrated Pocket Guide. Singular Thompson Learning. ISBN 0-7693-0020-0
3. Helga V. Toriello, William Reardon & Robert J. Gorlin (2004). Hereditary Hearing Loss and Its Syndromes (Oxford Monographs on Medical Genetics) (2<sup>nd</sup> edition). New York: Oxford University Press ISBN13: 9780195138498

**LEARNING OUTCOMES/ COURSE OBJECTIVES.** Students will be able to:

1. Define human genetics terminology and basic concepts of genetics
2. Design and interpret pedigree construction
3. Define chromosomal basis of inheritance and Mendelian Inheritance
4. Distinguish between cell division types – mitosis and meiosis
5. Interpret DNA and RNA transcription
6. Define chromosomal structure and describe human karyotype
7. Define chromosomal defections and structural alterations and their inheritance
8. Describe transmission genetics and different categories of inheritance (dominant, recessive, X-linked, Y-linked, mitochondrial, etc.)
9. Interpret and describe ethical Issues in use of genetic information
10. Recognize a variety of genetic disorders associated with speech, language, cognition impairments. Genetic basis of pathologies such as craniofacial abnormalities, cleft lip and palate, autism, stuttering, intellectual disability, etc. will be discussed.
11. Recognize syndromic and non-syndromic hearing losses
12. Distinguish different varieties of nontraditional Inheritance (e.g., mitochondrial, uniparental, etc.)
13. Case studies of populations with genetic disorders that affect communication process
14. Gene therapy and its application in communication sciences and disorders.

**INTERNET RESOURCES:**

<http://shla.nchpeg.org/> (Genetics in The practice of Speech Pathology and Audiology)  
<http://www.asha.org/academic/questions/Genetics-Education.htm> (What does the speech-language pathologist or audiologist need to know about genetics when conducting assessments?)  
<http://www.genome.gov/>  
<http://www.audiology.org/news/interviews/Pages/20090917a.aspx> (Danesh, Genetics Counseling)  
<http://audgendb.chop.edu/> (Audiological and Genetic Database)  
<http://learn.genetics.utah.edu/units/disorders/karyotype/>  
<http://www.genetests.org/> (*genetic counseling, articles, case studies, etc.*)  
[http://www.ornl.gov/sci/techresources/Human\\_Genome/home.shtml](http://www.ornl.gov/sci/techresources/Human_Genome/home.shtml) (human genome project)  
<http://www.ncbi.nlm.nih.gov/Omim>  
<http://www.vcfsef.org/> (Shprintzen Syndrome, Velo-Cardio-Facial Syndrome) (VCFS)  
<http://www.upstate.edu/uh/ent/vcf/> (VCFS)  
<http://www.chw.org/display/PPF/DocID/21810/router.asp> (Craniosynostosis)  
<http://webhost.ua.ac.be/hhh/> (*Hereditary Hearing Loss homepage*)  
<http://ghr.nlm.nih.gov/>  
<http://davinci.crg.es/deafness/> (*Connexin Deafness Homepage*)  
<http://www.geneclinics.org/>  
<http://www.yourgenesyourhealth.org/>  
<http://www.dnaftb.org/dnaftb/>  
<http://www.nchpeg.org/>  
<http://ghr.nlm.nih.gov/>  
<http://www.ncbi.nlm.nih.gov/sites/entrez?db=OMIM> *Online Mendelian Inheritance in Man (OMIM)*  
<http://www.geneclinics.org/> (*Gene Clinics*)  
<http://webh01.ua.ac.be/hhh/> (*Hereditary Hearing Loss Homepage*)  
<http://pediatrix.com/body.cfm?id=2889&0TopID=50> *Pediatrix Soundgene genetics screening kit.*  
<http://www.audiology.org/news/interviews/Pages/20090917a.aspx> (my interview with American Academy of Audiology)

**Interesting videoclips:**

[http://www.sciencemag.org/sciext/btov2007/video/bt\\_video.html](http://www.sciencemag.org/sciext/btov2007/video/bt_video.html)  
<http://www.youtube.com/watch?v=mQC1pqDBISs>  
<http://www.youtube.com/watch?v=vJSmZ3DsntU>  
<http://www.youtube.com/watch?v=n18pSlonmA0>  
<http://www.youtube.com/watch?v=NJxobgkPEAo>  
<http://www.youtube.com/watch?v=uh7c8YbYGqo>  
<http://www.youtube.com/watch?v=vTJhxxzFSKs0>

**Additional websites:**

<http://www.sonic.net/~nbs/projects/bio115l/form.html> (*the gene machine, fun activity*)

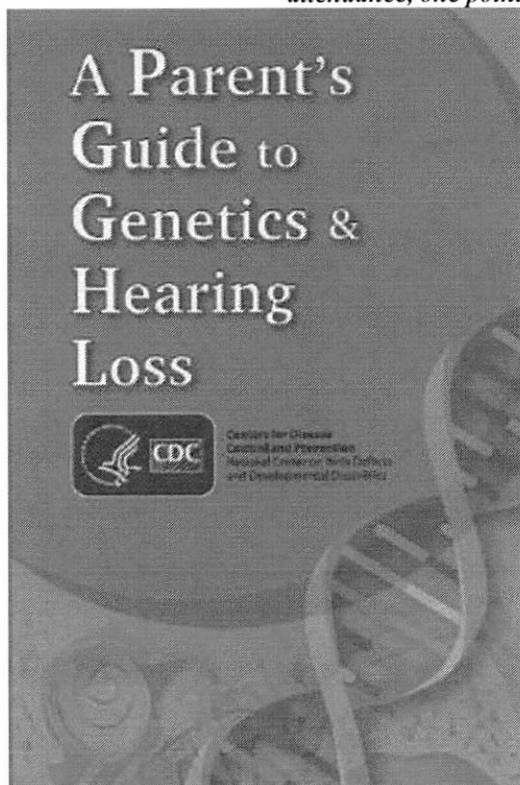
<http://learn.genetics.utah.edu/units/basics/tour/inheritance.swf> (*inheritance animations*)  
[http://programs.northlandcollege.edu/biology/Biology1111/Karyotypes/karyotype\\_analysis%20index.htm](http://programs.northlandcollege.edu/biology/Biology1111/Karyotypes/karyotype_analysis%20index.htm) (*karyotype activity*)  
<http://www.pbs.org/wgbh/aso/trvit/dna/shockwave.html> (*interactive learning tool, needs shockwave*)  
<http://www.johnkyrk.com/index.html> (*interesting biological animations*)  
[http://www.northland.cc.mn.us/biology/AP2Online/Fall2002/AP2PowerPoint/AP2Geneticslecture\\_files/frame.htm#slide0220.htm](http://www.northland.cc.mn.us/biology/AP2Online/Fall2002/AP2PowerPoint/AP2Geneticslecture_files/frame.htm#slide0220.htm) (*useful teaching slides*)  
<http://www.koshlandsciencemuseum.org/exhibitdna/crim05activity.jsp> (*DNA Identification System*)  
<http://www.nsgc.org/> (*genetic counselors*)  
<http://www.uic.edu/classes/bms/bms655/lesson3.html> (pedigrees)  
<http://www.ornl.gov/>  
[www.yourgenesyourhealth.org](http://www.yourgenesyourhealth.org) (DNA interactive)  
[http://infanthearing.org/ehdi-ebook/2013\\_ebook/9Chapter8Auditory2013.pdf](http://infanthearing.org/ehdi-ebook/2013_ebook/9Chapter8Auditory2013.pdf) (Auditory Neuropathy)

**CONTENT OUTLINE:** (check assignments, presentations, syllabus etc., at FAU Blackboard  
<http://bb.fau.edu/webapps/login/?action=relogin>

Date	Topic/Reading
SESSION I	History of Genetics What is Genetics? Basic Cell Biology and biological aspects of genetical sciences READING: Chapters 1-2 CLASSROOM ACTIVITY: 1. Please surf the websites that are shown in page 2 of the syllabus. 2. Please watch the following video clips: <a href="http://www.youtube.com/watch?v=ubq4eu_TDFc">http://www.youtube.com/watch?v=ubq4eu_TDFc</a> (basic genetics) <a href="http://www.youtube.com/watch?v=cTxqH5X6oDk&amp;playnext=1&amp;list=PLC038F6E6BFE2738A&amp;feature=results_main">http://www.youtube.com/watch?v=cTxqH5X6oDk&amp;playnext=1&amp;list=PLC038F6E6BFE2738A&amp;feature=results_main</a> (chromosomal mutations) <a href="http://www.youtube.com/watch?v=eBk1LyKXYhc">http://www.youtube.com/watch?v=eBk1LyKXYhc</a> (genetics of presbycusis) <a href="http://www.youtube.com/watch?v=imL1Zmi3mWk">http://www.youtube.com/watch?v=imL1Zmi3mWk</a> (gene therapy)
Video Lecture will be available.	
SESSION II	Introduction to Human Genetics and Genetics of Communication Disorders, Genetics professionals READING: Chapters 1-2
Video Lecture will be available.	
SESSION III	Chromosomal structure and karyotypes Chromosomal Abnormalities Modes of Inheritance Non-Traditional Modes of Inheritance READING: Chapter 3
Video Lecture will be available.	
SESSION IV	Biochemical Basis of Genetics DNA structure and Function DNA Transcription
Video Lecture will be available.	
SESSION V	Classification of Genetic defects READING: Chapters 4-5 Pedigree Construction <b>ASSIGNMENT I (Classroom Activity: Mapping and Constructing Pedigrees)</b>
Video Lecture will be available.	
SESSION VI	<b>Quiz 1.</b> Bioethical Considerations in Genetics Genetic Testing, READING: Chapters 6-7
SESSION VII	Genetic Counseling for Speech and Hearing Disorders READING: Chapter 8



SESSION VIII	Syndromic Genetic Hearing Loss Molecular testing for selected causes of deafness Non-syndromic genetic Hearing Loss & Genetic Hearing Loss with No Associated Abnormalities and their Audiologic Manifestations Audiologic Manifestations of abnormalities associated with external ear, eye, renal, musculoskeletal disorders, and cardiac defects. READING: Chapters 9
SESSION IX	Craniofacial Genetics, Velo-Cardio-Facial Syndrome Cleft Lip, Cleft palate, Associated Syndromes READING: Chapters 10-11
SESSION X	Genetics of Autism and related disorders/disabilities
SESSION XI	Mapping and Cloning Gene therapy for Hearing Loss and Other Disorders Assortative Mating
SESSION XII	<b>Quiz 2.</b> Review.
SESSION XIII	<b>Student Article Presentations: X4</b> ( <i>mandatory attendance, one point reduction from the final grade for missing each presentation</i> )
SESSION XIV 11/20/14	<b>Student Article Presentations: X3</b> ( <i>mandatory attendance, one point reduction from the final grade for missing each presentation</i> ) <i>ASHA</i>
SESSION XV	No Class (Thanksgiving)
SESSION XVI	Final Review/Group Presentation <b>ASSIGNMENT II</b> (Group Activity (X3) Case History and Case Presentation) ( <i>mandatory attendance, one point reduction from the final grade for missing each presentation</i> )



<http://www.cdc.gov/ncbddd/hearingloss/freematerials/ParentsGuide508.pdf>

<http://infantheating.org/ehdi-ebook/> (FREE E-BOOK ABOUT HEARING LOSS IN CHILDREN)

**STUDENTS IN THIS COURSE ARE REQUIRED BY THE COLLEGE OF EDUCATION TO HAVE AN ACTIVE LIVETEXT ACCOUNT TO TRACK MASTERY OF PROGRAMS SKILLS, COMPETENCIES AND CRITICAL ASSIGNMENTS AND TO MEET PROGRAM AND COLLEGE ACCREDITATION REQUIREMENTS. STUDENTS MUST HAVE AN ACCOUNT WITHIN: THE FIRST FOUR (4) WEEKS OF THE FALL OR SPRING SEMESTER, WITHIN THE FIRST THREE (3) WEEKS OF SUMMER SESSION, OR AFTER THE FIRST CLASS OF A FAST TRACK COURSE. STUDENTS WHO DO NOT HAVE AN ACTIVE LIVETEXT ACCOUNT MAY HAVE AN ACADEMIC HOLD PLACED ON THEIR RECORD. INFORMATION REGARDING ACCOUNT ACTIVATION IS PROVIDED ON THE COLLEGE OF EDUCATION WEBSITE, [HTTP://COE.FAU.EDU/LIVETEXT](http://COE.FAU.EDU/LIVETEXT).**

**GRADING SCALE:**

A	=	93-100	C+	=	77-79.99
A-	=	90-92.99	C	=	73-76.99
B+	=	87-89.99	C-	=	70-72.99
B	=	83-86.99	D+	=	67-69.99
B-	=	80-82.99	D	=	63-66.99
			F	<	63%

**ATTENDANCE POLICY:** According to University policies “Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor.” Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances. .

**STUDENTS WITH DISABILITIES:** In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – LA203 (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

**CODE OF ACADEMIC INTEGRITY:** Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see <http://www.fau.edu/regulations/chapter4/4.001> Code of Academic Integrity.pdf.

**CELLPHONE POLICY:** Off or silent mode!

**ELECTRONIC ETIQUETTE:** We are living in an electronic era. Use of technology in my classes is acceptable as long as there is no abuse. You can use your laptop in my class for note taking or surfing the web for course materials ONLY.

**TEXT MESSAGING AND E-MAIL CHECK:** Not acceptable!!! However, multi tasking is possible for the young minds like yours. If you choose to text during the class the professor has the right to ask questions from you about the lecture. If you fail to provide him with correct/ appropriate answer you will lose the privilege to use texting for the rest of the semester.

**POLICY REGARDING PLAGIARISM AND CHEATING (partially adopted from Deena L. Wener, PhD):**

**There is a zero-tolerance policy for students found plagiarizing or cheating.** Students who are found cheating or plagiarizing will receive an immediate “F” in the course.

Plagiarism, as defined by Webster’s Unabridged Dictionary, is:

“The unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.”

Plagiarism encompasses both the presentation of a prominent or published author’s work as your own and the presentation of another student’s work as your own. This also includes presenting another’s thoughts or opinions as your own in oral presentation.

Cheating, with regard to exams, as defined by Webster’s Unabridged Dictionary, is:

“The taking of an examination or test in a dishonest way, as by improper access to answers.”

Examples would include, but are not limited to, copying answers from another student’s paper or bringing written answers into an exam without authorization.

#### ASSIGNMENTS:

There are two quizzes which will be 50% of your final grade (25% each). Students will have FOUR assignments/Activities and they also will be graded based on their class participation and class interactions.

1. Assignment I (5%) Classroom activity I. Students (groups) will develop a pedigree of a family with an inherited communication disorder such as hearing loss, autism, stuttering or other communicative disorders. Cases will be provided by the instructor.
2. Assignment II (10%) Classroom Activity II. Students (groups) will present a case of an individual or family with hereditary communication disorder or hearing loss and their speech pathology and audiology manifestations (see the dates above).
3. Journal Article Presentation/Assignment (20%). Each student will present a journal article in a PPT format for 15-20 minutes (see the presentation dates above). Please distribute a copy of your handout to the class or send an electronic copy to BB.
4. Class participation and Interaction (10%) /Jeopardy activities (5%)

#### REFERENCES:

1. John Van Borsel a,\*, John A. Tetnowski, (2007) Fluency disorders in genetic syndromes. *Journal of Fluency Disorders* 32 (2007) 279–296.
2. Francesco Carinci a,\*, Luca Scapoli b, Annalisa Palmieri b, Ilaria Zollino a, Furio Pezzetti (2007). Human genetic factors in nonsyndromic cleft lip and palate: An update. *International Journal of Pediatric Otorhinolaryngology*. 71, 1509—1519.
3. Simon E. Fisher<sup>1</sup> and Constance Scharff, FOXP2 as a molecular window into speech and language. *Trends in Genetics* Vol.25 No.4
4. Harvey EK, Stanton S, Garrett J, Neils-Strunjas J, Warren NS. 2007. A case for genetics education: Collaborating with speech-language pathologists and audiologists. *Am J Med Genet Part A* 143A:1554–1559.
5. Gaia Scerif, Annette Karmiloff-Smith. The dawn of cognitive genetics? Crucial developmental caveats. *Trends in Cognitive Sciences*, Volume 9, Issue 3, March 2005, Pages 126-135 (Review Paper).
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## KNOWLEDGE AND SKILLS ACQUISITION

**COURSE NUMBER & TITLE:** SPA 5936 – Genetics for Speech Pathologists  
[http://www.coe.fau.edu/csd/SPA\\_5936\\_Genetics.htm](http://www.coe.fau.edu/csd/SPA_5936_Genetics.htm)

**INSTRUCTOR:** DANESH

Learner Outcomes	Assessment Method	Standard:								IV	
		A	B	C	D	E	F	G	H	B <sup>1</sup>	B <sup>2</sup>
		Principles-biological/physical sciences, mathematics, social/ behavioral sciences.	Principles-basic human communication/swallowing processes: bio, neuro, acoustic, psych, devel, ling/cult	Nature of sp/lang/hrng/commun dis/diff & swallowing dis: etiology, characteristics, anat/phys, acoustic, psych, devel, ling/cult correlates	Principles/methods-prevention, assessment, intervention-communication/swallowing dis	Standards of ethical conduct	Processes-research, integration of research, evidence-based prac	Contemporary professional issues	Professional credentials: cert, specialty recog, licensure	Oral communication	Written communication
1. The student will understand fundamental concepts of general genetics	exams, oral presentation, written assignments, in-class discussion	X	X	X	X		X				
2. The student will demonstrate the ability in interpretation of genetic data, pedigrees. The student will be able to identify major modes of inheritance.	exams, oral presentation, written assignments, in-class discussion	X	X	X			X				
3. The student will be able to identify common types of syndromes that can cause communicative disorders. Student will be able to differentiate between syndromic and non-syndromic hearing losses.	exams, oral presentation written assignments, in-class discussion	X	X	X	X	X	X				
4. The student will be able to understand the process of genetic counseling for speech and hearing disorders.	exams, oral presentation, written assignments, in-class discussion	X	X	X	X		X				
5. The student will exhibit knowledge of different types genetic testing and its importance in early identification.	exams, written assignments, in-class discussion	X	X	X	X		X				

Standard:		III								IV	
		A	B	C	D	E	F	G	H	B <sup>1</sup>	B <sup>2</sup>
Learner Outcomes	Assessment Method	Principles-biological/physical sciences, mathematics, social/ behavioral sciences.	Principles-basic human communication/swallowing processes: bio, neuro, acoustic, psych, devel, ling/cult	Nature of sp/lang/hrng/commun dis/diff & swallowing dis: etiology, characteristics, anat/phys, acoustic, psych, devel, ling/cult correlates	Principles/methods-prevention, assessment, intervention-communication/swallowing dis	Standards of ethical conduct	Process-research, integration of research, evidence-based prac	Contemporary professional issues	Professional credentials: cert, specialty recog, licensure	Oral communication	Written communication
6. The student will be able to identify different types of syndromic craniofacial abnormalities and cognitive genetic abnormalities such as autism related disabilities.	exams, oral presentation, written assignments, in-class discussion	X	X	X	X		X				
7. The student will be able to identify methods and procedures in the identification of pediatric populations with genetic abnormalities.	exams, oral presentation, written assignments, in-class discussion	X	X	X	X		X				
8. The student will demonstrate knowledge of generating a pedigree for a genetic disorder and presenting a case with a genetic inheritance.	exams, oral presentation, written assignments, in-class discussion	X	X	X	X		X			X	
9. Each student is required to read a research article and present a power point presentation to the class.	Grading rubric content(75%), spelling(15%) references (10%)									X	X
10. Each student is required to take two exams/quizzes on genetics of speech, cognition, and hearing disorders.	Grading rubric Exams (50%) two exams/quizzes (25% each)	X	X	X	X		X				

### CSD Critical Assignment Policy

If a student fails to either "Meet" or "Exceed" expectations on all critical assignments assigned to this course, or remediate within the course schedule, it is the policy of the Department of Communication Sciences and Disorders that the student will earn a grade of "F" for the course and must repeat the course.