College of Health
Department of Speech and Hearing Sciences
Education of the Deaf
Spring 2016

Course Title and Number: SHS 312: Clinical Assisting – Education of the Deaf: Practicum 1 and 2

Course Credit Hours: Practicum 1 - 2.00, Practicum 2 – 3.00

Catalog Description: Clinical experience assisting in education of the deaf. Working with master teachers and students who are deaf and hard-of-hearing.

Prerequisites: Admission to Teacher Education

Professor of Record:
Section H002 – Dr. Kelly K. Metz

• Office Location: JBG, Room 242
• Office Hours: T, Th. 2:00 PM – 4:00 PM
• Telephone: 601-266-6245
• Fax: 601-266-5224
• Email Address: kelly.metz@usm.edu

Format of Course: Face to Face

Class Days, Times, Location: Practicum time & place varies according to individual field placements.

Drop Date: The last day to drop the course without academic penalty is April 7, 2016.

Suggested Resources: Listening Stethoscope, available for $18.50 from Westone at:

ISBN 0976423316.

Required Technology:
Students need to be proficient with using Microsoft Word and Microsoft PowerPoint or other presentation software, the Blackboard Course website, and the TK-20 Assessment system. It is recommended that students video-tape themselves teaching in order to assist with self-reflection and evaluation.

Course Objective and Goals:
This course is offered to provide the student guided observation and participation experiences in programs serving students who are deaf and hard of hearing (DHH).

Background Check Statement: Each Southern Miss student who applies for admission to a teacher education program must undergo a background check when applying for the Gold Card. Students who pass the background checking process will be issued a background check
Assessment and Support

students who are deaf and hard of hearing, the teacher candidate will:

1. Plan and execute lessons under the supervision of the university supervisor and the mentor teacher. (DHH2SI, DHH2S2, DHH2S3, DHH2S4, DHH2S5, DHH3S1, DHH3S2, DHH5S10) [7]
2. Align lesson goals and objectives with students’ IEP goals and the common core state standards. (DHH1K7) [7,2]
3. Utilize multimedia materials and technology to plan and execute instructional activities. (DHH2S5, DHH5K1, DHH5S5) [4,8]
4. Demonstrate the ability to use self-reflection to analyze instructional performance and set goals for refinement or improvement of teaching efficacy. (DHH4K1, DHH4S1, DHH5S10) [9]
5. Develop a portfolio of teaching materials and ideas related to the current practicum placement. (DHH5K1, DHH5S1, DHH5S5) [7]
6. Demonstrate the ability to provide auditory management for students who are deaf or hard of

TK20 Notification Statement:
The Professional Education policy at Southern Miss requires all teacher education candidates to subscribe to the Tk20 Assessment System, an electronic portfolio and storage system for teacher candidates which tracks, stores, retrieves, and analyzes candidate data to maintain program excellence for accreditation. The subscription will be active for seven (7) years from the date of purchase. Two options for payment are: 1. A one-time subscription payable through the Tk20 web site https://usm.tk20.com using a debit or credit card. 2. The purchase of an access kit from the University Bookstore at an increased price which may be charged to your student account.

Accreditation Statement:
The USM Education of the Deaf program is fully accredited by the Council on Education of the Deaf (CED) with standards aligned with the Council on Exceptional Children (CEC) and the National Council for the Accreditation of Teacher Education (NCATE).

Instructional Strategies:
Instruction will be provided via field experience in the practicum setting, mentoring from both the university supervisor and the cooperating teacher, and practicum seminars. Clock hours in educational settings will be logged, and experiences will be disseminated and evaluated. The USM supervisor will observe students 2-3 times during the semester. Practicum students should be actively involved with the students during these visits to the practicum location. During the first visit you may be assisting your mentor teacher or teaching your own lesson. During subsequent observations, you should be teaching your own lesson. Each visit will be scheduled in advance.

Candidate Learning Outcomes from Course:
Through observation of and participation in the day-to-day operations of educational settings for students who are deaf and hard of hearing, the teacher candidate will: (Interstate Teacher Assessment and Support Consortium [InTASC] standards have been placed in brackets next to the relevant learner outcomes.)

1. Demonstrate professional behavior when relating to administrators, teachers, therapists, parents and students. (DHH3SI, DHH6K1, DHH6K2, DHH6K3, DKK6K4, DKK6S1, DHH6S2, DHH7KI, DHH7SI) [10]
2. Plan and execute lessons under the supervision of the university supervisor and the mentor teacher. (DHH2SI, DHH2S2, DHH2S3, DHH2S4, DHH2S5, DHH3S1, DHH3S2, DHH5S10) [7]
3. Align lesson goals and objectives with students’ IEP goals and the common core state standards. (DHH1K7) [7,2]
4. Utilize multimedia materials and technology to plan and execute instructional activities. (DHH2S5, DHH5K1, DHH5S5) [4,8]
5. Demonstrate the ability to use self-reflection to analyze instructional performance and set goals for refinement or improvement of teaching efficacy. (DHH4K1, DHH4S1, DHH5S10) [9]
6. Develop a portfolio of teaching materials and ideas related to the current practicum placement. (DHH5K1, DHH5S1, DHH5S5) [7]
7. Demonstrate the ability to provide auditory management for students who are deaf or hard of

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Syllabus Last Revised: 05/28/2014
hearing via documentation and data collection of amplification devices and simple trouble shooting and maintenance of hearing aids, cochlear implants, and/or FM systems. (DHH2S4, DHH5S2, DHH5S4) [2,9]

**Evaluation Methods:**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Points/% Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Mentor Teacher</strong></td>
<td></td>
<td>300/30%</td>
</tr>
<tr>
<td>1, 7</td>
<td>Assisting</td>
<td>weekly</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>Lesson Planning</td>
<td>weekly</td>
<td>70</td>
</tr>
<tr>
<td>1, 2, 3, 4</td>
<td>Teaching</td>
<td>weekly</td>
<td>90</td>
</tr>
<tr>
<td>1, 7</td>
<td>Other On-Site Activities</td>
<td>varied</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td><strong>University Supervisor</strong></td>
<td></td>
<td>500/50%</td>
</tr>
<tr>
<td>2, 3, 4, 5</td>
<td>*†Written Lesson Plan 1</td>
<td>By midterm</td>
<td>45</td>
</tr>
<tr>
<td>2, 3, 4, 5</td>
<td>*†Written Lesson Plan 2</td>
<td>By week 7</td>
<td>45</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5</td>
<td>*Evaluation of Practicum Student’s Teaching 1</td>
<td>TBA</td>
<td>30</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5</td>
<td>*Evaluation of Practicum Student’s Teaching 2</td>
<td>TBA</td>
<td>30</td>
</tr>
<tr>
<td>Varied, 1 - 7</td>
<td>*†Student’s Observation and Analysis of Instruction 1</td>
<td>By midterm</td>
<td>50</td>
</tr>
<tr>
<td>Varied, 1 - 7</td>
<td>*†Student’s Observation and Analysis of Instruction 2</td>
<td>By final</td>
<td>50</td>
</tr>
<tr>
<td>1, 2, 6</td>
<td>Seminar 1 Participation</td>
<td>TBA</td>
<td>25</td>
</tr>
<tr>
<td>1, 2, 6</td>
<td>Seminar 2 Participation</td>
<td>TBA</td>
<td>25</td>
</tr>
<tr>
<td>1</td>
<td>Submission of Mentor’s Weekly Evaluations</td>
<td>weekly</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>*†Weekly Reflective Journals</td>
<td>weekly</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>Portfolio of 20 Teaching Materials/Ideas/Methods/Activities</td>
<td>May 1</td>
<td>40</td>
</tr>
<tr>
<td>1</td>
<td>Professional Conduct, Appearance, and Attitude</td>
<td>ongoing</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>SPA – Education of the Deaf</strong></td>
<td></td>
<td>200/20%</td>
</tr>
<tr>
<td>7</td>
<td>†Auditory Management Project</td>
<td>May 1</td>
<td>80</td>
</tr>
<tr>
<td>7</td>
<td>†Ling 6 Sounds Testing Project</td>
<td>May 1</td>
<td>80</td>
</tr>
<tr>
<td>1, 7</td>
<td>†Log of Additional Experiences</td>
<td>May 1</td>
<td>40</td>
</tr>
</tbody>
</table>

*Rubric is available
†Form or template is available

**Assignment Descriptions:**

A. Observe, Participate and Reflect:
1. Participate in all scheduled observations, teaching activities, and practicum seminars.

2. Maintain a weekly reflective journal of practicum activities. This journal will be submitted to the university supervisor via Blackboard. Guiding questions and a rubric will be provided. The reflective journals will be due by Sunday 6pm.
3. Observe and analyze two instructional events. Using the template provided, students will observe two instructional events and analyze the events by providing written answers to guiding questions. A rubric will also be provided. This format has been designed for teachers of the deaf in training. Students must observe their own cooperating teacher for one of these events. Students are encouraged to observe other teachers who may be working with the deaf and hard of hearing children such as a general education teacher, a special education teacher, an art/music teacher. These are both due by mid experience.

B. Classroom Information:
Describe the classroom/educational setting and the learners in your placement. You can create an interest inventory, a modalities inventory and/or a multiple intelligences inventory that you may give to the whole class. If you are in an itinerant placement, you may do this with selected individuals. However, a description of the cooperating teacher’s caseload is still required.

C. Lesson Planning, Materials, Teaching:
1. Teach from your own planning. You will usually start by observing, participating and teaching small groups or individuals, following the cooperating teacher’s own plan. Either before or by mid-term, you will write lesson plans to teach particular subject lessons. Present or send lesson plans to the cooperating teacher and to the university supervisor prior to implementation. At least two lesson plans must be written in the NCATE formal long format. You may also write session plans using your cooperating teachers format for other lessons. These plans must be submitted using Blackboard.

2. Feedback on Teaching
Cooperating teachers will be asked to complete several open-ended feedback forms during practicum, when they observe you teach as a formative feedback tool.

3. Submit an orderly, indexed collection of teaching materials and ideas that you have made, or located during the semester. Catalog these in an expanding file folder or file box, and submit them electronically to Blackboard and your TK20 portfolio. Include a list of at least 15 educational websites that you have used or seen used during the semester. These resources should relate to your current experience. Select several of these ideas to share at the practicum seminars.

D. Professionalism:
1. Demonstrate appropriate dress and professional conduct on a daily basis.
2. Participate in all scheduled conferences and seminars with the university supervisor.
3. Submit weekly Cooperating Teacher Evaluations to the university supervisor. This is done by hand or via regular mail. These require a postmark no later than two days following the completion of your practicum week.
4. Participate in a final evaluation of the practicum experience. The final visit of the semester, practicum students will be assessed using the In-Class Evaluation instrument. The supervisor will review the instrument with the practicum student immediately after the lesson, unless extenuating circumstances arise.
E. Education of the Deaf SPA Requirements:
1. Auditory Management Project
   Each student will complete three forms related to auditory access and management of children who are deaf and hard of hearing. Form #1 is a list of all amplification systems used by the group or individual. Form #2 will be used weekly to record results of the. The student will use Form #3: Auditory Strategies to note examples of how the child’s teacher of the deaf or regular classroom teacher facilitates auditory learning. The three forms are due by week three.

2. Six Sounds Test Project
   Students will administer the Six Sounds Test to all students for whom it is appropriate and record both detection and discrimination results, twice. Data will be collected and the student will write a short synopsis of the findings. Due date: as appropriate for each setting.

3. “Teacher of the Deaf Competency Checklists”
   Observing a mentor teacher of the deaf working with a range of diverse students is an excellent learning opportunity. Complete one set of the Paterson-Carroll teacher of the deaf competency checklists and observe the teacher of the deaf using strategies in action. Write a brief note about that the teacher did and date this.

4. Log of Additional Experiences:
   It will be very valuable to take the opportunity during practicum to observe other services provided to students who are deaf and hard of hearing. Discuss this with the cooperating teacher and each time you participate in such an event, log it on the form provided. This may include audiology testing and hearing aid word, cochlear implant mapping, IEP meetings, Speech-Language Pathologist, Physical Therapist, Occupational Therapist and parent meetings. Attendance will be at the discretion of the cooperating teacher and school program as warranted.

Grading Scale:

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<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
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<tbody>
<tr>
<td>90-100</td>
<td>80-89</td>
<td>70-79</td>
<td>60-69</td>
<td>0-59</td>
<td></td>
</tr>
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</table>

Professional Education Unit Policies and Conceptual Framework:
All policies of The University of Southern Mississippi's Professional Education Unit can be found online at [https://www.usm.edu/education-psychology/unit-policies](https://www.usm.edu/education-psychology/unit-policies). The Unit is responsible for developing and revising Unit policies and procedures to reflect changes in University requirements, accreditation standards, and applicable federal, state, and authoritative sources. In the event of a conflict between another Unit-created document (paper or electronic) and the updated policies and procedures, the policies and procedures listed on this website will prevail. The Unit’s conceptual framework can be found at that link, too.

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Class Policies & Attendance:
1. All students are expected to attend each practicum session and submit work when it is due. If you have to miss a practicum experience, call both your mentor teacher and your university supervisor as soon as possible.
2. All requirements (journals, lesson plans, etc.) submitted late will be penalized. Submissions received one day late will be penalized by 50%. No credit will be given beyond this period, although the lesson plan, weekly evaluation, reflective journal, etc. must still be submitted.
3. Students registering for 2 semester hours should complete 60 clock hours at the practicum site. Failure to complete the necessary clock hours will result in extra attendance at the practicum location.
4. Regular attendance at practicum and seminars is essential. Students are expected to attend all practicum sessions; however, one excused absence will be allowed. Each absence beyond one will result in a 15 point deduction from your cumulative points for the semester. Frequent absences may result in cancellation of the practicum experience.
5. Late arrival for practicum or practicum seminar will result in a 7.5 point deduction per tardy from your cumulative points for the semester. You should plan to arrive for practicum at least 30 minutes before the students or at the time your mentor teacher designates. Frequent late arrivals may result in cancellation of the practicum experience.

Course Communication:
You may contact your instructor via phone or email, or by setting up an office appointment.

Academic Honesty Statement:
When cheating is discovered, the faculty member may give the student an “F” on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the Dean of Students. In addition to being a violation of academic honesty, cheating violates the Code of Student Conduct and may be grounds for probation, suspension, and/or expulsion. Students on disciplinary suspension may not enroll in any courses offered by The University of Southern Mississippi.

Plagiarism Statement:
Students are expected to adhere to the highest standards of academic honesty as outlined in the USM Student Handbook. Any information that is copied from another source must be noted as such in student materials. Page number or Internet reference must appear in the text, and full bibliographic references must appear in the reference section of the paper/assignment. Sources must be in quotes and include author(s), year of publication, or other reference notes as required by the college department format (e.g. APA, Chicago). Other forms of academic dishonesty include but are not limited to buying papers, copying paragraphs/pages of text/whole papers off the Internet, copying another student’s answers, etc. Academic dishonesty will result in the grade of a “0” on the assignment, and/or in the course, and/or the
student may be reported to the Vice President for Academic Affairs for further action.

**ADA Statement:**
If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586
Hattiesburg, MS 39406-0001
Voice Telephone: (601) 266-5024
Fax: (601) 266-6035

Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1-800-582-2233 (TTY) or email Suzy Hebert at Suzanne.Hebert@usm.edu

**Resources for Student Success:**
As a student at The University of Southern Mississippi, you have access to individualized assistance with writing and speaking assignments for any course through the University’s Writing Center and Speaking Center on both the Hattiesburg and Gulf Coast campuses. The centers offer personalized assistance at any stage of the writing or speaking process. Whether you want help brainstorming for topic ideas, developing an outline, conducting research, or learning proofreading or presentation skills, the centers can help you become a more effective writer and speaker. The Speaking Center also offers practice rooms for recording presentations and working with delivery aids (PowerPoint and Internet access are available).

The centers are centrally located in Cook Library on the Hattiesburg campus (first floor just past Starbucks) and in Gulf Park Library on the Gulf Coast campus. For more information or to schedule an appointment, please call, come by, visit online, or join us on Facebook (USM Writing Center or Southern Miss Speaking Center).

- Speaking Center - 601.266.4965, Cook Library 117, [www.usm.edu/speaking-center](http://www.usm.edu/speaking-center)
- Writing Center - 601.266.4821, Cook Library 112, [www.usm.edu/writing-center](http://www.usm.edu/writing-center)
- Gulf Coast Speaking & Writing Center - 228.207.0150, Gulf Park Library, [www.usm.edu/gulfcoast/learning-commons](http://www.usm.edu/gulfcoast/learning-commons)