Course Title and Number:  SHS 610: Special Topics I

Course Credit Hours:  1 credit hour

Course Description  Seminar in the latest hearing technology and research.

Professor of Record:  Jennifer Wiles, Au.D., LSLS Cert. AVEd

Office Location:  Magnolia House Jackson, MS

Office Hours:  By appointment through email, phone, or in person. Appointments may be in person or by online technology.

Phone:  601-529-4300
Fax:  601-266-5224
Email Address:  jennifer.wiles@usm.edu

Format of Course:  Face to face

Class Days, Times, and Location:  Monday 4-5 @ Magnolia House, Jackson

Drop Date:  n/a

Required Text(s):
Sisson, M. *Workbook for Parents of Children who are Newly Identified as Hard of Hearing.* Oticon Pediatrics.

Additional required and optional supplementary readings, videos, and audio recordings will be provided by the instructor.

Required Technology:
Students will need to be proficient with using Microsoft Word, Microsoft Powerpoint, completing web searches, and scanning and uploading documents by email or Dropbox. Students will also achieve competencies in hearing technologies by demonstrating
troubleshooting of hearing technologies, administration of the Ling Six Sound Test and by observation of specific audiological procedures.

Course Objectives and Goals:
This course is designed to assist candidates in learning about the functioning of hearing aids, cochlear implants, bone anchored hearing systems, and FM systems; become familiar with each manufacturers’ products; and learn how each of these products are designed to provide children who are deaf and hard of hearing with access to sound. Candidates will analyze the latest research available regarding these hearing technologies and how these findings impact early intervention services for children who are deaf and hard of hearing.

Instructional Strategies: The course will be delivered through face-to-face lectures and guest speakers. Students will participate in in-class learning activities, homework assignments, video and live demonstrations and on-line research.

Standards Alignment: The Deaf Education graduate curriculum is aligned with the Initial Teacher Preparation standards of the Council on Exceptional Children (CEC), which subsume the Council on Education of the Deaf (CED) candidate standards. InTASC student standards (1-10) which are aligned with CAEP standards are also subsumed. This course addresses the following CEC Initial Teacher Preparation Standards: Standard 1: Learner Development and Individual Learning Differences; Standard 2: Learning Environments; Standard 4: Assessment, Standard 5: Instructional Planning & Strategies; Standard 6: Professional Learning and Ethical Practices; Standard 7: Collaboration. The CED sub-standards and InTASC standards related to each Candidate Learning Outcome are listed in the brackets.

Candidate Learning Outcomes from Course: The student will …
1. Describe the various hearing technologies available to infants and children with hearing loss and when they are appropriate. (CEC/CED: DHH2S4, DHH2S5, DHH5S5, DHH6K3, DHH7K1; InTASC 2, 3, 6).
2. Specify the candidacy for pediatric cochlear implants and discuss possible family concerns. (CEC/CED: DHH1K2, DHH2K1, DHH4K1, DHH7S1; InTASC 1, 2, 6, 10).
3. Discuss the suitability and ethical issues of cochlear implants for children with a variety of histories and audiological backgrounds, based on current candidacy requirements. (CEC/CED: DHH1K2, DHH7S1; InTASC 2, 9, 10).
4. Identify the major components of cochlear implants currently available, discuss how to prepare the child and family for the surgical procedure, post-op follow-up, and typical timelines of the mapping process. (CEC/CED: DHH1K7, DHH2S4, DHH5S5, DHH7S1; InTASC 2, 9, 10).
5. Discuss best practices and innovations with regard to hearing technology for infants and children with hearing loss. (CEC/CED: DHH1K6, DHH1K7, DHH2S4, DHH2S5; InTASC1, 2, 9).
6. Analyze current research for at least one current hearing technology and present findings. (CEC/CED: DHH2S4 DHH4K1, DHH6K3; InTASC3, 9, 10)
**Evaluation Methods:**

<table>
<thead>
<tr>
<th>Candidate Learning Outcomes Aligned with CEC/CED &amp; InTASC Standards</th>
<th>Assignments</th>
<th>Due Date</th>
<th>Percentage of Grade</th>
<th>Rubric Attached</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2,3,4,5, 6</td>
<td>Contribution to class discussion</td>
<td>Ongoing</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>1, 5</td>
<td>Parent Handout Assignments</td>
<td>10/3/2016</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>1, 2, 5</td>
<td>Technology Troubleshooting Quizzes</td>
<td>Biweekly</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>1, 2, 4</td>
<td>Summaries from Speakers and Review of Each Respective Company’s Website</td>
<td>1 week after each speaker</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>5,6</td>
<td>Presentation</td>
<td>11/28/2016</td>
<td>15%</td>
<td>yes</td>
</tr>
<tr>
<td>5,6</td>
<td>*Research Paper</td>
<td>11/14/2016</td>
<td>20%</td>
<td>yes</td>
</tr>
<tr>
<td>1,2,3,4,5,6</td>
<td>Final Exam</td>
<td>11/28/2016</td>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

*Key CED Candidate Assessment #6

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>91 - 95.9</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 90.9</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86.9</td>
</tr>
<tr>
<td>B–</td>
<td>80 – 82.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>C+</td>
<td>77 – 79.9</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76.9</td>
</tr>
<tr>
<td>D</td>
<td>65 – 72.9</td>
</tr>
<tr>
<td>F</td>
<td>BELOW 65</td>
</tr>
</tbody>
</table>

*Please be advised that a “B” average must be maintained in graduate school to remain in the program.*

**Explanations of Assignments:**

Class preparation and contribution to in-class activities:

The emphasis in this course is on learning through active engagement with course concepts via group dialogue, problem solving, and hands-on experiences. The primary instructional methods will be full-class discussion and small-group activities. Please read/view/listen to/prepare all assigned material BEFORE class, as class time will focus on extending and enriching your understanding and will assume familiarity with the information provided in assigned texts. Your grade for “class preparation and contribution to in-class activities” will reflect the degree to which you demonstrate that familiarity.
Parent Handout Assignment and Presentation:
You will be creating a series of handouts that you can use with parents both during your practicum experience in this program and in your career. Each of you will be given a topic. You will be responsible for creating a handout (one page, front only) that is in parent friendly terminology while also being accurate. At the bottom of the page, you will cite the resources you used to create this handout. You will also have to present this handout to the class.

Technology Troubleshooting Quizzes:
Quizzes will consist of questions that address common problems that occur with hearing aids and cochlear implants. Students will need to demonstrate ability to identify potential problems, identify what they can fix, and when a referral to an audiologist is necessary.

Summaries from Speakers and Review of Manufacturer Websites:
Speakers from some of the hearing aid manufacturers and the cochlear implant manufacturers will be coming to speak with you about the products that are available today. You will be responsible for completing a summary of the products that each company provides for children who have hearing loss, the therapy resources that the company provides, and the educational materials that the company provides.

Presentation:
You will choose a topic of interest. Following approval of topic by instructor, you will develop an annotated bibliography and a power point or similar presentation to present to the class.

Research Paper and Contribution of Peer Reviewed Literature to a Hearing Technology Portfolio:
From the same literature that you use to create your classroom presentation, you will then complete the writing of a research paper on that topic to be turned in to the course instructor. This paper should be an extension of your classroom presentation.

Final Exam:
This exam will cover material presented by guest speakers, websites explored, and classmate presentations, as well as any classroom discussion.

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. 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 as well.
Class Policies:
Students are expected to actively participate in all class discussions and activities and to complete all assignments.

- Students are expected to be prepared for class sessions by reading assigned materials and viewing assigned videos/DVDs prior to that week.
- Students are expected to be on time and participate in class discussions and activities.
- Students are expected to turn off cell phones, not text or communicate electronically (e.g. email) during class and to respect others.

Remediation Statement:
According to SHS department policy, students who make a grade of “C” or lower on any examination or project must come to the instructor’s office to discuss study habits and the reasons for poor performance. A remediation plan will be developed, which may include extra readings and/or additional assignments to ensure the acquisition of the requisite skills.

Course Communication:
You may contact your instructor via phone or email, or by setting up an appointment. If you have questions, please feel free to ask about how to complete assignments.

Policy on Attendance and Makeup Work:
Regular attendance, preparation and participation is essential for achievement in this course. Attendance and regular work in all components of this course is required and expected. Any class re-scheduling will be at the discretion of the instructor.

- Students are expected to take examinations and quizzes when they are scheduled, and to submit assignments on the date these assignments are due during the class period.
- Late submission of assignments should be rare. Late assignments will be accepted only on or before the next regularly scheduled class period. Assignments submitted late will be penalized by 25%.
- Make-up examinations will be given only under the most merited circumstances and may be oral or written or both oral and written.
- Requests for an Incomplete (I) grade, are discouraged, and will not be approved except in the most merited circumstances.

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:
Students with disabilities requiring assistance, and who qualify under Section 504 and/or the American with Disabilities Act (ADA), should contact the Coordinator for the Office of Disability Accommodations for information on appropriate policies and protocols.

Address: The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586
Hattiesburg, MS  39406-0001
Voice Telephone: (601) 266-5024 or (228) 214-3232
Fax: (601) 266-6035

Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1-800-582-2233 (TTY) or email the ODA office at ODA@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
- Writing Center - 601.266.4821, Cook Library 112, www.usm.edu/writing-center
- Gulf Coast Speaking & Writing Center - 228.207.0150, Gulf Park Library, www.usm.edu/gulfcoast/learning-commons
**Course Schedule: (Tentative flow of topics - dependent on speaker availability)**

1. Hearing aids
2. Cochlear implants
3. Cochlear implant candidacy
4. Bone-anchored hearing devices (BAHA)
5. FM systems
6. Research: online searches, analysis of articles, organization, citations and APA referencing

This syllabus and schedule are subject to change at the discretion of the instructor to accommodate instructional and/or student needs. It is the student’s responsibility to keep abreast of such changes, which will be communicated via email.

**Technological issues**

Please maintain a working email address via which the instructor may contact you and via which you can send and receive attached Word and PDF documents. Please check your email at least once each weekday (except during school holidays). The instructor will respond to all emails within forty-eight hours (except on weekends and during school holidays). If you have not received a response from an email within forty-eight hours, please resend it.

Email, internet access, or other technological problems are not an acceptable excuse for late assignments or for being ill-prepared for class. In the event of a technological challenge you cannot overcome, please contact the instructor by text or phone.

Please store back-up copies of all course files in a location separate from your personal computer.