Course Title and Number: SHS 611 Special Topics II

Course Credit Hours: 1 semester hour

Course Description: Supplementary readings, critiques, and seminars on best practices in working with young children with hearing loss and their families.

Professor of Record: Christina Perigoe, Ph.D.

Office Location: Magnolia House and JBG 229
Office Hours: As posted and by appointment through email, phone or in person
Office Phone: 601-520-8485
Email Address: christina.perigoe@usm.edu

Format of Course: Face to face.

Class Days, Time: Mondays & Thursdays 4-5 PM
Location: Magnolia House, Jackson, MS.

Drop Date: n/a

Required Text:

Supplementary Text(s) and Sources:


Required Technology:
Students will be required to be proficient with using Microsoft Word, scanning and uploading documents via email or Dropbox and in finding online resources.

Course Objectives and Goals: This course is designed to supplement the graduate program with presentations on current research and best practices in working with young children with hearing loss. Topics may include (but are not limited to): innovations in teaching; working with
families; transition to school; inclusion (mainstream) practices; collaboration; and/or evidence-based best practices.

Instructional Strategies: The course will be delivered through face-to-face lectures with internet support. Students will complete supplementary readings, write critiques, and participate in seminar discussions led by key faculty in a variety of current topics and progressive practices.

Standard 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 3: Curricular Content Knowledge; 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. search, analyze and review current research in evidence-based best practices for the development of listening, speech, and spoken language skills in children who are deaf or hard of hearing. (CEC/CED: DHH1K2, 1K3, 1K6, 1K7, DHH2K1, DHH6K3; DHH6S3; InTASC 1, 2, 3, 9)
2. identify and discuss factors that are necessary for children to be successfully included (mainstreamed) in regular education settings. (CEC/CED: DHH2S3; DHH3S1, DHH5S5-5S6, DHH6K2, DHH7K1; InTASC 1, 2, 3, 4, 8, 9, 10)

Evaluation Methods:

<table>
<thead>
<tr>
<th>Candidate Learning Outcomes Aligned with CEC/CED &amp; InTASC Standards</th>
<th>Assignment</th>
<th>Due Date</th>
<th>% of grade</th>
<th>Rubric or template</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Research paper and handout: Source and review current research articles on evidence-based practice</td>
<td>4/1</td>
<td>50%</td>
<td>yes</td>
</tr>
<tr>
<td>2</td>
<td>Readings and Study questions</td>
<td>ongoing</td>
<td>20%</td>
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<tr>
<td>1</td>
<td>Classroom presentation/ discussion of research</td>
<td>3/17</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>1, 2</td>
<td>Exam(s)</td>
<td>4/3</td>
<td>20%</td>
<td></td>
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Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<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>
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<tr>
<td>B-</td>
<td>80 - 82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79.9</td>
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<tr>
<td>C</td>
<td>73 - 76.9</td>
</tr>
<tr>
<td>D</td>
<td>65 - 72.9</td>
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<tr>
<td>F</td>
<td>BELOW 65</td>
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Please be advised that a “B” average must be maintained in graduate school to remain in the program.

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 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 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 ODA 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](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)

Course Schedule: (Tentative flow of topics)
1. Current Research and Best Practices
2. Impact of early auditory intervention
3. Mainstream Education and Collaboration
4. The impact of current research/advances on spoken language outcomes for children who are deaf/hard of hearing.

### SHS 611: Special Topics II - Spring 2016 Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
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| Jan 21 | 1-Being an Itinerant Teacher—An Overview  
Roles and Responsibilities of the Itinerant Teacher (1) |
| Jan 25 | 2-Educating Students Who Are Deaf or Hard of Hearing in General Education Settings (2)  
Potential Impact of a Hearing Loss and Promoting Student Success (3) |
| Jan 28 | 3-Working Within Schools (4 & 5) |
| Feb 1  | 4-Personal Life and Professional Life (6)  
Successful Communication with Adults (7) |
| Feb 4  | 5-Collaboration, Consultation, and Teamwork (8)  
Conflict and Negotiation (1) |
| Feb 8  | 6-Working with Educational Audiologists, Speech-Language Pathologists, and Other Specialists (2)  
Working with Supplementary Service Providers—Educational Interpreters, Paraeducators, Captionists, and Notetakers (3) |
| Feb 11 | 7-Hope Online: Assembling a Supportive Team for a Child with a Cochlear Implant, Donna Sorkin, M.A. (individually)  
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Feb 22</td>
<td>8-Orienting the School to Students Who Are Deaf or Hard of Hearing (4) Accommodations and Modifications (5)</td>
</tr>
<tr>
<td>Feb 25</td>
<td>9-Working with Families (6)</td>
</tr>
<tr>
<td>Feb 29</td>
<td>10- Behavior Management (7 &amp; 8)</td>
</tr>
<tr>
<td>March 3</td>
<td>11-Social Development of Young Children (1 &amp; 2)</td>
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<tr>
<td></td>
<td>Social Development of School Age Students (3 &amp; 4)</td>
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<tr>
<td>March 14</td>
<td>12-Individualized Education Programs and Individualized Family Service Plans (5 &amp; 6) Transitions (7 &amp; 8)</td>
</tr>
<tr>
<td>March 17</td>
<td>13-Presentations (1-3)</td>
</tr>
<tr>
<td>March 21</td>
<td>14-Presentations (4-6)</td>
</tr>
<tr>
<td>March 22</td>
<td>15-Presentations (7-8)</td>
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<td>March 24</td>
<td>MS-EHDI Conference</td>
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<tr>
<td>April 1</td>
<td>Research Paper</td>
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<td>April 3</td>
<td>Final</td>
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