The University of Southern Mississippi  
College of Health  
Department of Speech and Hearing Sciences  
Summer 2017

Course Title and Number: SHS 692 Special Problems: Orientation to Education of Children who are Deaf/Hard of Hearing

Course Credit Hours: 1 semester hour

Course Description: An introduction to and an examination of the effects of hearing loss upon the child and family.

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

Office Location: Magnolia House

Office Hours: As posted and by appointment through email, phone or in person

Office Phone: 601-529-4300

Office Fax: 601-266-5224

Email Address: jennifer.wiles.audls@gmail.com

Format of Course: Face-to-face

Class Days, Time, 9-12 (Tuesdays and Thursdays)

Location: Magnolia House, Jackson, MS.

Drop Date: n/a

Required Test:


Supplementary Text(s) and Sources:


Required Technology:
Students will be required to be proficient with using Microsoft Word and PowerPoint, Google docs, scanning and uploading documents via email or Dropbox and in finding online resources.
Course Objectives and Goal: The purpose of this course is to provide students with an overview of the education of children who are deaf/hard of hearing including: history of deaf education; the impact of hearing loss on the child and family; communication and educational options; and, service delivery models.

Instructional Strategies: The course will be delivered through face-to-face lectures with internet support. In addition, students will view videos and reflect on readings and videos/DVDs.

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 form Course: The student will …

1. describe the historical trends in the education of the deaf and key individuals involved in the development of the field. (CEC/CED: DHH6K6, DHH6S3; InTASC 4, 9)
2. describe the incidence and prevalence of hearing loss and causes of deafness. (CEC/CED: DHH1K2; DHH4K1; DHH6K5, 6K7; InTASC 1, 2)
3. describe how hearing loss is classified by hearing level, type and etiology (CEC/CED: DHH1K2, 1K7; DHH4K1; DHH6K7; InTASC 1, 2, 4)
4. describe the impact of hearing loss on the development of the child. (CEC/CED: DHH1K1, 1K2, 1K6, 1K7; DHH2K1; DHH6K7; InTASC 1, 2)
5. describe the impact of hearing loss on the family. (CEC/CED: DHH1K4; DHH2K1; InTASC 1, 2)
6. describe the various communication and educational placement options used with children with hearing loss and summarize the controversies of such options and the role of culture in making such choices. (CEC/CED: DHH1K3, 1K4, 1K8, 1K9; DHH2K1; DHH7S1; InTASC 1, 2, 10)
7. describe the various service delivery models available for children with hearing loss. (CEC/CED: DHH1K2, 1K3; DHH5K1; DHH6K2; InTASC 1, 5, 9)
8. summarize trends in cultural diversity in the deaf and hard of hearing population. (CEC/CED: DHH1K4, DHH2K1, DHH6K5; InTASC 1, 2, 9)
9. define “Deaf” versus “deaf” and summarize the concerns of members of the Deaf community about hearing technology and educational options for children with hearing loss. (CEC/CED: DHH1K4, DHH2K1; DHHS6K6; InTASC 1, 2, 9)

10. identify current hearing technologies available to children who are deaf and hard of hearing. (CEC/CED: DHHS254; InTASC 3)

11. compile a resource list of organizations and on-line resources providing services to deaf individuals and their families. (CEC/CED: DHHS6K3, 6K4, DHHS7K1; InTASC 9, 10)

12. describe components of a model program for developing listening and spoken language for children with hearing loss (CEC/CED: DHHS6K1, 6K2; DHHS7K1; InTASC 9, 10)

13. research and complete an independent websearch on an aspect of deafness. (CEC/CED: DHHS4K1, DHHS7K1; InTASC 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>
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</thead>
<tbody>
<tr>
<td>1 - 13</td>
<td>Participation</td>
<td>ongoing</td>
<td>5%</td>
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</tr>
<tr>
<td>1 - 10, 12</td>
<td>Readings Q and As</td>
<td>ongoing</td>
<td>10%</td>
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<tr>
<td>1-10</td>
<td>Quizzes</td>
<td>ongoing</td>
<td>25%</td>
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<tr>
<td>2</td>
<td>History Presentation</td>
<td>6/13</td>
<td>5%</td>
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<tr>
<td>13</td>
<td>Website Review &amp; Presentation</td>
<td>6/22</td>
<td>5%</td>
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<tr>
<td>1 - 10</td>
<td>Midterm Examination</td>
<td>6/27</td>
<td>10%</td>
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<tr>
<td>5 - 9</td>
<td>Video/Film Critiques</td>
<td>6/29</td>
<td>5%</td>
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<tr>
<td>12</td>
<td>Resource List</td>
<td>7/6</td>
<td>5%</td>
<td></td>
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<tr>
<td>1-10, 12</td>
<td>Research Paper</td>
<td>7/26</td>
<td>30%</td>
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**GRADING SCALE:**

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<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>
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<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>
</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>
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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. 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 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
- Writing Center - 601.266.4821, Cook Library 112, www.usm.edu/writing-center
- Gulf Coast Speaking & Writing Center - 228.207.0150, Gulf Park Library, www1w.usm.edu/gulfcoast/learning-commons
Course Schedule: (Tentative flow of topics)
1. History of Education of the Deaf/Hard of Hearing
2. Classifications of hearing loss
3. Impact of hearing loss on the child
4. Impact of hearing loss on the family
5. Communication Modalities
6. Educational Options
7. Service Delivery Models
8. Deaf culture
9. Organizations and resources
10. Current trends in technology and research
11. Professional Journals

TENTATIVE SCHEDULE/AGENDA.

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
<th>Topics</th>
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<tbody>
<tr>
<td>6/1</td>
<td>Orientation - Magnolia Speech School</td>
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<tr>
<td>6/2</td>
<td>Orientation - Magnolia Speech School</td>
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<tr>
<td>6/6</td>
<td>Hearing and Deafness: Ch. 1</td>
<td>Introduction to Hearing and Hearing Loss</td>
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<tr>
<td></td>
<td>Marvelli History Article (dropout)</td>
<td>History of Education of the Deaf</td>
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<td></td>
<td>From Mabel Hubbard to Modern Times (Volta Voices-dropbox)</td>
<td>Classifications of Hearing Loss</td>
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<tr>
<td></td>
<td>Listening and Spoken Language Certification: Past, Present, and Future (Volta Voices-dropbox)</td>
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<tr>
<td></td>
<td>Cole and Flexor: Ch.3(pg 39-48)</td>
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<td></td>
<td>Choices in Deafness: Ch. 4</td>
<td></td>
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<tr>
<td>6/8</td>
<td>Choices in Deafness: Introduction, Ch. 5, 14</td>
<td>Impact of Hearing Loss on the Family</td>
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<td>The Book of Choice: Deciphering Dane and Hearing Parents in a Deaf World</td>
<td>The Grief Process</td>
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<td>The Book of Choice: Friends, Siblings, Worship/Faith Considerations, Genetics, and Deafness with Other Disabilities</td>
<td>Causes of Deafness and Genetics</td>
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<tr>
<td></td>
<td>Cole and Flexor: Ch. 3(pg 49-79)</td>
<td>Due: History Presentation Topic</td>
</tr>
<tr>
<td>Date</td>
<td>Reading Material</td>
<td>Course Topics</td>
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| 6/13  | Choices in Deafness: Ch. 1, 2, 3 | Hearing and Hearing Loss  
Medical Approaches  
Due: History Presentations  
Quiz: History and Grief Process |
| 6/15  | The Book of Choice  
Choices in Deafness: Ch. 9, 10, 11, 12, 13 | Communication Methods  
Deaf Culture  
Educational Options and Educational Placements  
Service Delivery Models  
Quiz: Genetics, Causes, and Classification of Hearing Loss |
| 6/20  | Fundamentals of Audiology: Ch. 12 (in dropbox)  
Hearing and Deafness: Ch. 6 | Hearing, Speech and Language Development  
Auditory Development (Perigoe & Paterson)  
Quiz: Communication Methods, Service Delivery Methods, and Deaf Culture |
| 6/22  | Hearing and Deafness: Ch 7, 8 | Speechreading and Speech  
Hearing, Language and Literacy  
Due: Website Review and Presentations  
Quiz: Auditory, Speech, and Language Development |
| 6/27  |  | Midterm Examination  
Due: Topic for Research Paper Must Be Approved  
Research and Research Writing |
| 6/29  | Proactive Deaf Education: Ch. 3, 4, 5  
Constructivist Learning Theory (dropbox)  
Creating and Sustaining the Constructivist Classroom (dropbox) | Research and Research Writing  
Constructivism  
Due: Video Critique (Sound and Fury Part 1&2) |
| 7/6   | Choices in Deafness: Ch. 15  
Hearing and Deafness: Ch 9, 10  
Components of a Quality Auditory/Oral Program (dropbox) | Early Intervention  
Components of a Quality Auditory/Oral Programs  
Interdisciplinary Teams  
Organizations, resources and relevant journals Video  
Due: Resource List |
| 7/11  |  | Writing Review |
| 7/12  |  | Writing Center |
| 7/26  |  | Due: Research Paper |