Mount Saint Mary's University Graduate Division & JTC JOHN TRACY CLINIC
A leader in Listening & Spoken Language Graduate Education

Master's & Credential Program

EDU 236B
DHH: Audiology-Amplification (3)
Spring 2021

Instructor: Rebecca Lewis, AuD	**Class Dates:** Fridays, January 15-May 7th
Office: JTC Campus	**Class Time:** 9:00 am-12:00 pm
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Course Description

This course will focus on the principles and practice of audiology as it relates to the child with hearing loss. Areas of study will include different sensory devices for children who are deaf and hard of hearing, fitting and verification of acoustic amplification, evaluation of candidacy for cochlear implantation and device programming, assessment of post-implant outcomes, candidacy for and programming of auditory brainstem implants, and interpretation of results of procedures related thereto.

Using sources that are research based, the student candidates will analyze and synthesize the information presented. Concepts in this course will continue to develop knowledge of pediatric audiology and provide a multi-disciplinary approach to the management of hearing loss in children through provision of sensory devices.

Course Purpose & Outcomes – Aligned with Unit & Program Outcomes

The course meets CCTC Preliminary – Education Specialist Standards for Deaf and Hard of Hearing and CED/CEC Standards for Preparing Teachers of Students Who are Deaf or Hard of Hearing.

Assessment of Student Learning Outcomes
Student learning is at the core of the MSMU mission. Faculty have developed a plan to assess the student learning outcomes that represent the knowledge, skills and attitudes expected of MSMU's graduate students. In each class, one or more student learning outcomes will be assessed. Some of the class assignments may be used to evaluate overall student learning and to improve teaching and learning in each class, the Education Department, and throughout the College.

Course Outcomes Aligned with Standards

This course meets the standards for the following organizations in preparing teachers of children who are deaf or hard of hearing:

> California Commission on Teacher Credentialing (CCTC) Standards:
>> Preliminary Credential: Education Specialist/Deaf & Hard of Hearing
>
> California Standards for the Teaching Profession (CSTPs)
> California Teaching Performance Expectations (TPEs)
> Council on Exceptional Children (CEC)
> Council on Education of the Deaf (CED)

Commission of Teacher Credentialing Teacher Preparation Expectations (TPEs)
to be addressed in this course

TPE 1. Engaging and supporting all students in learning

1.1 Provide and sustain a language rich environment

Introduced – All teaching is geared towards creating learning environments that meet the unique needs of learners – There are several lectures which engage students in understanding the importance of auditory access through amplification options such as Roger systems, FM systems, hearing aids, bone conduction devices and cochlear implants through discussion of the technology, case studies and assignments. The following lectures address this focus and corroborate the material with applicable uses of this knowledge with the use of case studies: Guest lecture on literacy, in class assignment / group presentation on hearing aid troubleshooting and special case management, functional gain lecture and readings, classroom acoustics lecture, MARRS study reading.

Practiced – The students complete an in class "Dream Classroom" project which will discuss in detail which kind of classroom amplification system one would choose for students and why; what a typical day would look like in the classroom including what auditory training opportunities would be incorporated; how to facilitate classroom accommodations for students with varying hearing technology. They also participate in a group role playing activity between a teacher and parents in which they discuss hearing technology, accommodations and expectations for children with special needs such as auditory spectrum disorder, downs syndrome and children with minimal hearing loss. The oral portion of the midterm also uses role playing between the parents and teacher (each student acts as the teacher) to address specific case study concerns.

Assessed: Below is one example from the midterm:

At a conference: Parents are worried about their 2-year-old being stigmatized because of his bilateral moderate sensorineural hearing loss and datalogging shows average daily use of less than 3 hours, although parents say they are on all the time. They also note that "he can hear without them." How would you address their comments and the datalogging? Make at least 3 points addressing this child and family's specific needs and concerns.

1.3 Collaborate with students and families to make instruction learner-centered, developmentally appropriate and meaningful

Introduced – students are taught how to take a child's and family's needs into account when recommending interventions for hearing loss. This is addressed during almost every lecture as students gain understanding of hearing technology in the context of applying it to meet individual

family and child needs. Audiograms with patient and family back stories are presented during several class meetings including but not limited to the Functional Gain lecture, middle ear implant technologies, presentations of special case studies and cochlear implant candidacy and cochlear implant team approach. The team approach is addressed during discussions of hearing aid technology, bone conduction devices along with cochlear implants. The students gain understanding that DHH students' needs cannot be met in isolation; they learn that the collaborative roles of the teacher, parent, audiologist and therapists are necessary for success.

Practiced – The students develop an infographic for parents using all relevant information about their individual case: a hearing aid care check list, hearing aid and earmold style, hearing aid troubleshooting, data to support full time HA use, and any relevant information for your case. Through their role play presentation (classes 5 and 6), they also address a student's individual needs while ensuring the explanation is engaging and accessible to parents. The oral portion of the midterm, final exam and quizzes also assess this area. See examples below:

Assessed: *Sample Midterm oral portion: A parent—very new to hearing loss-- of a child in early start program will express her great concern that her 1 month old baby with moderate to severe hearing loss determined by ABR has to wear hearing aids at all, and how do we know they aren't too loud? In an effort to reassure the parent, explain to the parent how her audiologist would have approached the hearing aid fitting. She has with her a document that the audiologist gave her along with the audiogram, but she doesn't know what it means (she brought it with her, though she forgot to bring the audiogram).*

Sample Midterm Question: An Audiogram is above this question. What might be effective amplification options for this child? What are your expectations for how the hearing loss will impact speech, language, and academic development?

Sample question from Quiz 1: A child is scheduled for AVT with you. You have asked parent for a copy of the audiogram, but she has not provided it. Explain to her why it is important that you understand her child's degree and configuration of hearing loss, and how amplification is providing benefit.

TPE 3. Understanding and organizing subject matter for student learning

3.5 Demonstrate knowledge of auditory, tactile and visual accommodation, differentiation and/or modification of instruction to meet the needs of each student

Practiced – candidates will work through how they would employ relevant accommodations in their own teaching during the Dream Classroom project in lectures 12 and 13. During the Dream Classroom project the students will discuss Quizzes and the final exam also assess this area.

Assessed: *Sample Quiz question: Thinking back to what you learned from Debbie Schrader's presentation: in your own words, explain 3 things you want to look for in choosing 'the just right book' specifically for use in therapy.*

Sample essay question from final exam:
Address the concerns you would have and recommended approaches/solutions, to each of the situations below (include instruction modifications). Which one of the following might cause you

most concern about a child's ability to obtain sufficient benefit from a cochlear implant to adequately support oral language development and academic achievement? And, briefly, why?

a. The child has profound hearing loss was implanted at age 2 and is now 4. His measured oral language levels average an age-equivalent of 2 years 3 months. He has received AVT since he got his implant. He is highly communicative and has speech that is difficult to understand by even a familiar listener.

b. The child has severe to profound hearing loss, was implanted at age 11 months, and is now 3. His detection levels with the implant are between 20 and 25dB in sound field. His measured oral language levels average 9 months. He receives OT for sensory issues and is working in therapy on improving joint attention and turn-taking. He is in an oral class and receives weekly individual speech/language therapy. He uses his device all waking hours.

c. The child has severe to profound hearing loss, was implanted at age 7 following nearly 7 years of bilateral hearing aid use (he is now 6 months post). He is mainstreamed and struggling with reading. His measured language levels are approximately one year behind his chronological age. He is easy for even an unfamiliar listener to understand. He receives group speech/language therapy in school approximately 20 minutes per week in school focusing on speech production because his speech contains multiple articulation errors (w/r substitutions, /s/ distortion)

d. The 2 ½ year old child has congenital profound hearing loss, was aided at age 13 months and received an implant at age 22 months. He had well-developed sign skills prior to implantation and his spoken language skills have been slow to develop. Data logging shows CI use on average 6 hours per day. Parents do not sign with him at home, hoping for oral language to be his primary. They have requested AVT in his IEP meeting.

Sample final question: What points would you use to persuade a reluctant administrator of a private school that personal Roger/FMs are a good idea for your hand-picked, already highly functioning oral-deaf students in a DHH/normally hearing mix of 7-8 year olds.

3.7 Use appropriate multimedia tools to provide language access and support conceptual knowledge

Introduced – Videos and sample patient audiograms and cases are presented at varying points of the course. During the **second class**, Debbie Schrader presented a video of a student with ABI to demonstrate knowledge of having access to auditory information and acoustically highlighting information while using individually appropriate materials. During **class 6** a video is presented of a patient with autism and a cochlear implant. This video along with his audiologic, educational and behavioral history are discussed as a group to support understanding of the team approach to cochlear implant candidacy and intervention services.

Practiced/ Assessed – The Dream Classroom assignment includes creating a mood board of images and infographic materials to illustrate appropriate classroom accommodations for children in mainstream environments along with TC classrooms. Additionally, the students are asked to create an infographic as a reference for families to better understand hearing aid troubleshooting and technology. Below is the Infographic assignment assigned during class 5.

Assessed: *On your own, create an infographic using all relevant information about your case study that parents and teachers will need to reference in order to help this child succeed: a hearing aid care check list, hearing aid and earmold style, hearing aid troubleshooting, data to support full time HA use, and any relevant academic/ functional accommodations relevant for your case.*
(Canva is a great program to use for the infographic, but feel free to use whatever you like)

4.2 Understand and apply knowledge of typical and atypical language development (signed, spoken, and written) among deaf students, to help inform instructional planning and learning experiences.

Introduced – Throughout the course the students will discuss case studies of deaf children who use different communication modalities including signed and spoken language.

6.8 Demonstrate knowledge of current research in evidence-based teaching practices, technologies, policies, and trends in deaf education.

Introduced – First class grads are introduced to current hearing technology and research that identifies candidacy and efficacy of technology.

Graduate Learning Goals and Student Learning Outcomes

Graduate Learning Goal #1: A Mount St. Mary's graduate candidate will demonstrate competence in techniques, concepts, and knowledge specific to each area of study.
Student Learning Outcome #1: Candidates will demonstrate knowledge of techniques and concepts specific to their areas of study.
1. Demonstrate basic knowledge of the various sensory devices used to address varying types and degrees of hearing loss in children.
2. Demonstrate knowledge of candidacy for these various devices and how candidacy is determined.
3. Demonstrate understanding of how hearing aids are programmed, verified and validated.
4. Demonstrate understanding of how cochlear implants and auditory brainstem implants are programmed.
5. Demonstrate familiarity with methods of audiological assessments and evaluations of young children (including children who are English Language Learners and children with autism spectrum disorders) using various devices.
6. Demonstrate ability to interpret audiograms.
7. Demonstrate understanding of the use of FM and 2.4gHz technologies, especially in the classroom.
8. Demonstrate basic knowledge of effective strategies for improving literacy in children with hearing loss.

Graduate Learning Goal #2: A Mount St. Mary's graduate candidate will demonstrate the ability to access, analyze, synthesize, and evaluate educational research and professional education literature.
Student Learning Outcome #2: Candidates will demonstrate the ability to access, analyze, synthesize, and evaluate educational research and professional education literature.
1. Excel in periodic quizzes covering lecture and reading materials
2. Observe or participate in (as COVID safety precautions permit) activity concerning sensory device fitting and programming

Graduate Learning Goal #3: A Mount St. Mary's graduate candidate will demonstrate research skills and methods through the ability to gather, document, investigate, analyze, interpret, and evaluate information.
Student Learning Outcome #3: Candidates will design and implement sound teacher inquiry activities that demonstrate competent research skills and methods that give evidence of gathering, documenting, investigating, analyzing, interpreting, and evaluating information.
1. Explain how you would teach demonstration case children with various sensory devices.

2. Explain how you would teach children who are English Language Learners and children with autism spectrum disorders.
3. Explain how you would teach demonstration case children with medical pathologies that cause hearing loss in certain and diverse populations with attention to the ways in which these pathologies impact outcomes with various sensory devices.

Graduate Learning Goal #4: A Mount St. Mary's graduate candidate will disseminate and communicate information effectively in verbal and written form.
Student Learning Outcome #4: Candidates will produce scholarly writing and professional presentations in education.
1. Describe candidacy evaluation as done in the community-based audiology clinic, developing case history and report on testing as well as parent counseling
2. Demonstrate an understanding of the interdisciplinary issues in the field of education for children who are deaf or heard of hearing.
3. Demonstrate familiarity with methods of audiological device assessments and evaluations of young children in diverse populations by providing written evaluations of case studies, and by listing, describing and/or recognizing test procedures and decision-making processes.

Graduate Learning Goal #5: A Mount St. Mary's graduate candidate will understand individual differences and demonstrate the skills to address the moral and ethical challenges within the professional or field.
Student Learning Outcome #5: Candidates will demonstrate skills in addressing ethics within teacher inquiry.
1. Demonstrate familiarity with methods of audiological assessments and evaluations of young children in diverse populations by providing written evaluations of case studies, and by listing, describing and/or recognizing test procedures and decision-making processes. Discussion will include professional Codes of Ethics.
2. Demonstrate ability to integrate conflicting insights/perspectives, blending into a more comprehensive understanding of diagnostic audiology.
3. Demonstrate knowledge of the connections between knowledge (i.e., disciplinary) domains that pertain to diagnosis in Audiology.

Texts & Readings

1. **Required Texts:**
   - Eisenberg: *Clinical Management of Children with Cochlear Implants, second edition*
   - *Hearing in Children*, Jerry L. Northern, Marion P. Downs
2. **Handout packet**
3. **Additional suggested readings:**
   - Dave Sindrey: *Listening Games for Littles [may be in JTC library]*
   - Adeline McClatchie and MaryKay Therres: *AuSpLan [may be in JTC library]*

Expectations for class attendance and participation
Attendance: Students are expected to attend all classes. Please see MSMU's policy on attendance: http://msmu.smartcatalogiq.com/en/2018-2020/2018-2020-Catalog/Academic-Policies-and-Procedures/General-Information-for-Undergraduate-Programs/Attendance
Tardiness: Important announcements often are made during the first 15 minutes of class; therefore, it is critical that you arrive on time. Please contact me as soon as possible if you are experiencing

personal difficulties with getting to class on time. On those occasions when you are late, please check with a classmate to see what information or announcements you may have missed.

Peer Support: Please exchange phone numbers and/or email addresses with your classmates/colleagues for mutual help and support. Find a friend who will read and edit your assignments with you. If you're absent, check in with a classmate to discuss what you've missed.

Online Learning: During online learning, your full attendance (visual and auditory) is expected. Cameras are to remain on unless you are excused by me. You will be marked as absent if your computer camera is turned off.

Potential COVID-19 Disruption: Should the course modality change during the semester, I will provide a comprehensive update of how the class will continue and any changes that may result.

Course structure

PLEASE READ: *Power Point slides will be posted on Canvas prior to class* *Students should come to class with the manual of handouts, materials to take notes, and notebook paper and pencil/pen for quizzes.* *Always have with you 10 blank tabular and 10 blank graph audiogram forms (copy the ones in your handout packet)* *If you need to reach me ON THE DAY OF CLASS, please use my work email.* *Otherwise feel free to use my personal email.*

This course will consist of the following components:
1. 14 class sessions followed by a final exam
2. Lectures
3. Readings are assigned for clarification of information covered in lectures. Students are responsible for the readings as assigned and should come to class prepared to discuss the content.
4. Interpretation of audiograms/quizzes at the beginning most class sessions
5. Practicum: Hearing aid programming, troubleshooting, orientation; cochlear implant devices and programming
6. Written reflection on NAD position papers
7. Infographic on amplification
8. Two proctored examinations (midterm and final; there is a take-home component to the final).
9. **The Centerpiece Artifact for this course is the final examination.**

Assignments

1. Student Performance (30 points)

Expectations:

A significant amount of content will be covered in this course; therefore, regular attendance, active and positive participation throughout all sessions is expected and required. Grades will be negatively impacted by poor participation and/or absences. If a student misses 20% of course time/material, the student is subject to administrative withdrawal. The following student performance is expected:

1. Attend class consistently
2. Be on time
3. Demonstrate a professional manner and demeanor
4. Have all readings completed prior to class
5. Come prepared with all materials
6. <u>Participate fully in class discussions and activities</u>
7. Submit assignments on the date specified

TPE competencies linked to the assignment: 1.1, 1.3, 2.1, 2.3, 2.7, 3.1, 6.1, 6.3

2. Quizzes (25 points each x5 = 125 points)

Students will demonstrate knowledge of recently covered lectures and readings by taking frequent quizzes throughout the semester. Some quizzes will also include interpretation of case study audiograms.

TPE competencies linked to the assignment: 1.3, 1.4, 1.7, 2.6, 3.1, 3.2, 6.1, 6.4, 6.5, 6.8

3. Mid-term (100 points)

CCTC/DHH Standard 1: Characteristics of Learners
CCTC/DHH Standard 2: Development of Professional Perspectives
CCTC/DHH Standard 3: Candidate Communication Skills
CCTC/DHH Standard 4: Language and Cognitive Development Strategies
CCTC/DHH Standard 5: Specialized Assessment
CCTC/DHH Standard 6: Instructional Techniques
CCTC/DHH Standard 7: Early Childhood Intervention and Education
CCTC/DHH Standard 8: Hearing Loss and Additional Disabilities
CCTC/DHH Standard 11: Collaborative Partnerships

Candidates will be given a written in class mid-term examination. The candidate will demonstrate knowledge of:

1. Sensory devices: hearing aids, cochlear implants, bone conduction devices, auditory brainstem implants
2. Methods of programming amplification
3. Methods of verifying and validating programming of amplification
4. Ability to interpret aided detection audiograms
5. Methods of assessing progress and outcomes
6. Cochlear implant mapping
7. Literacy for children with hearing loss

TPE competencies linked to the assignment: 1.4, 1.7, 2.3, 2.6, 3.1, 3.2, 4.3, 6.4, 6.5, 6.8

4. NAD reflection (25 points)

CCTC/DHH Standard 1: Characteristics of Learners
CCTC/DHH Standard 2: Development of Professional Perspectives

CCTC/DHH Standard 3: Candidate Communication Skills
CCTC/DHH Standard 4: Language and Cognitive Development Strategies
CCTC/DHH Standard 5: Specialized Assessment
CCTC/DHH Standard 6: Instructional Techniques
CCTC/DHH Standard 7: Early Childhood Intervention and Education
CCTC/DHH Standard 8: Hearing Loss and Additional Disabilities
CCTC/DHH Standard 11: Collaborative Partnerships

Writing assignment:
- Student will have gathered information throughout the course regarding a variety of sensory devices
- Information is designed to further the student candidate's understanding of the effects of amplification vs cochlear implantation and consider different communication modalities
- Student Candidate will comment on facts vs opinions presented in the two NAD position papers
- Student Candidate will analyze the two papers in terms of how the position of the NAD changed over the course of approximately 10 years
- Student Candidate will present the information gathered during a class meeting.

Rubric: See Rubric for Written Assignments below in syllabus.

TPE competencies linked to the assignment: 1.4, 2.6, 3.2, 6.2

5. Amplification infographic (20 points)
Create an infographic using CANVA about hearing aid options, earmolds, technology, importance of daily use and helpful troubleshooting tips with parents and students in mind. Consider hard of hearing students with autism, downs syndrome and other special needs as well. Use information from class and readings to create this infographic tool.

TPE competencies linked to the assignment: 1.1, 1.4, 3.7, 6.2

6. Final Exam (200 points)

CCTC/DHH Standard 1: Characteristics of Learners
CCTC/DHH Standard 2: Development of Professional Perspectives
CCTC/DHH Standard 3: Candidate Communication Skills
CCTC/DHH Standard 4: Language and Cognitive Development Strategies
CCTC/DHH Standard 5: Specialized Assessment
CCTC/DHH Standard 6: Instructional Techniques
CCTC/DHH Standard 7: Early Childhood Intervention and Education
CCTC/DHH Standard 8: Hearing Loss and Additional Disabilities
CCTC/DHH Standard 11: Collaborative Partnerships

Candidates will be given a two-part Final Exam. One is done in class (1:1 orally), while the other is take home. The Final Exam is the **Centerpiece Artifact** for the course and is comprehensive in its scope. The candidate will demonstrate knowledge of:

1. Sensory devices: hearing aids, cochlear implants, bone conduction devices, auditory brainstem implants
2. Methods of programming amplification
3. Methods of verifying and validating programming of amplification
4. Ability to interpret aided detection audiograms
5. Methods of assessing amplification progress and outcomes
6. Cochlear implant and ABI candidacy
7. Cochlear implant mapping
8. Ability to interpret CI/ABI detection audiograms
9. Methods of assessing CI progress and outcomes
10. FM/Roger systems
11. Literacy for children with hearing loss
12. Intervention options for unilateral and mild hearing loss

TPE competencies linked to the assignment: 1.7, 2.3, 3.1, 3.2, 3.5, 3.7, 4.3, 6.2, 6.4, 6.5, 6.8

Grading

<u>A grade of B or above is required for credential/master's program.</u>

Graded Assignment	Points Calculation	Total Points
Student performance		= 30 points
Quizzes	25 points each x 5	= 125 points
Midterm (in-class)		= 100 points
In-class writing		= 25 points
Amplification Infographic		= 20 points
Final Take Home		= 200 points
TOTAL		**= 500 points**

Passing Grades		Failing Grades	
A	96 - 100	C+	77 - 79
A-	90 - 95	C	73 - 76
B+	88 - 90	C-	70 - 73
B	83 - 87	F	BELOW 70
B-	80 - 82		

Late assignments: Late assignments will be marked as such in Canvas and 1 point will be deleted for each day they are late. <u>If you are having difficulty understanding the assignment or a personal issue will prevent you from completing the assignment on time, please contact me prior to the due date and time so that I can consider any request to extend your time.</u>
Format: Please submit all assignments using a Microsoft (Word/Excel/ PowerPoint) format.
Academic Integrity: A violation of academic integrity is any instance when a student attempts to pass off someone else's words or ideas as their own, no matter where s/he found those words or ideas, and no matter where the ideas are presented. Always give credit to the source of your material clearly via quotes and citation. The following academic violations will result in an F on the assignment

and/or an F on both the assignment and the course.

Cheating: Cheating is the unauthorized use or attempted use of material information, study aids, devices or communication during an academic exercise such as a test/ final exam.

Plagiarism: Plagiarism is the act of presenting another person's ideas, research or writings as your own.

Writing style: Please use the APA format when writing papers. This link describes APA formatting:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Class Schedule – 15 Classes and Final Exam			
#	Date	Topics	Readings

1	1/15	Introductions!
		Hearing aids:
		History of amplification
		Basic parts, how they work
		Earmolds, feedback management
		Circuitry:
		    digital vs analog, advantages
		    programs
		    compression vs pk-clipping
			> Northern and Downs: Amplification Chapter 9, p. 423-436
			> Hearing Aid packet A (Luxford/Derebery Chapter 3, p. 27-37)
			> Hearing Aid packet B (Kramer Chapter 9, p. 288-306)

2	1/22	Guest Lecturer: Debbie Schrader (AVT and literacy specialist)	> American Academy of Audiology (http://www.audiology.org/sites/default/files/publications/PediatricAmplificationGuidelines.pdf) Pediatric Amplification Protocol 2013 > Hearing Aid packet D (Lux/Dere Ch 7, p. 83-94)
3	1/29	Circuitry Deep Dive	> Northern and Downs, p. 443-464 > Hearing Aid packet B-1 (Kramer p. 306-319) > Hearing Aid packet E (Lux/Dere Ch 4, p. 39-48) > Hearing aid packet F (Lux/Dere Ch 6, p. 67-81) *Review*
4	2/5	**Quiz 1** DSL vs other prescriptive formulas. Verification: EAA, Real ear measurement How to set hearing aids to an audiogram- Adult vs. Pediatrics	> Northern and Downs Chapter 9: Pages 439-464 > (Read ahead Eisenberg: Chapters 16 – 20, 22) > NBHS Infographic
5	2/12	**Quiz 2** Verification Videos, Virtual Troubleshooting Lab **In Class Assignment-** Create a hearing aid troubleshooting and counseling group presentation about hearing aid options, earmolds, hearing aid technology and useful troubleshooting tips that would be helpful for parents and students. On your own Create an infographic using all relevant information that parents and teachers will need to reference in order to help a child	> Keep reading: Eisenberg, Chapters 16 – 20, 22 > HA Retention Handout > AAA position paper on amplification for infants and children > Porter-Sladen Article

		succeed: hearing aid styles, earmolds, hearing aid troubleshooting, data to support full time HA use, etc.	
#	**Date**	**Topics**	**Readings**
6	2/19	<u>Presentations and Turn in Infographics</u> Functional gain: WT, NBN, and how to interpret; what does this mean? Middle ear implant technologies BAHA/Ponto/Sophono/AdHear/Osia Bone conducted and middle ear amplification technologies	> Keep reading: Eisenberg, Chapters 16 – 20, 22 > Is functional gain really function? Article: <u>https://journals.lww.com/thehearingjournal/Pages/articleviewer.aspx?year=2002&issue=11000&article=00007&type=Fulltext</u>
7	2/26	<u>Middle Ear Implant Technologies continued</u> **Review for Midterm**	> Keep reading: Eisenberg, Chapters 16 – 20, 22 > Northern and Downs, Chapter 9 436-438
8	3/5	**Midterm Exam**	
	3/12	**SPRING BREAK**	
9	3/19	Guest Lecture: Ray Goldsworthy, PhD- music appreciation and cochlear implants **<u>In-class reading and writing assignment:</u>** Read both NAD position papers from 1993 and 2000. Write a synopsis of both and analyze the differences between the two. Give me your own thoughts on both statements.	> Eisenberg, Chapters 1 and 2 > Websites: <u>www.cochlear.com</u>, <u>www.advancedbionics.com</u>, <u>www.medel.com</u> -->Explore equipment information and each company's habilitation programs: 1. Cochlear – HOPE, Communication Corner, Baby Beats, Sound and Beyond programs 2. AB – The Listening Room, Tools for Schools 3. MedEl – Bridge, Kids Corner > Keep reading: Eisenberg, Chapters 16 – 20, 22
10	3/26	Cochlear implant candidacy and how it's expanding Cochlear Implants How do they work? How do they differ from hearing aids? Team approach	-->Explore equipment information and each company's habilitation programs: 1. Cochlear – HOPE, Communication Corner, Baby Beats, Sound and Beyond programs 2. AB – The Listening Room, Tools for Schools 3. MedEl – Bridge, Kids Corner > Keep reading: Eisenberg, Chapters 16 – 20, 22

#	Date	Topics	Readings
		Specific devices and accessories	
11	4/2	**Quiz 3** Specific Devices and accessories continued Mapping and Post Implant Assessments Case studies	> Eisenberg, Chapters 8 and 10
12	4/9	**Quiz 4** Classroom Acoustics FM/Roger systems and accessories Practical Classroom troubleshooting In Class Activity: Create your dream DHH classroom!	**Reading:** > Northern and Downs, Chapter 10: Education of Hearing-Impaired Children MARRS Study
13	4/16	<u>Present Dream Classrooms</u> ABIs Abnormal cochlear anatomy Children with Multiple Disabilities	> Eisenberg, Chapters 21 and 23 > **Handout:** Systematic Review of Nontumor Pediatric Auditory Brainstem Implant Outcomes. Kimberley S. Noij, MS, Elliott D. Kozin, MD, Rosh Sethi, MD, MPH, Parth V. Shah, Alyson B. Kaplan, Barbara Herrmann, PhD, Aaron Remenschneider, MD, MPH, and Daniel J. Lee, MD
#	**Date**	**Topics**	**Readings**
14	4/23	Hearing Preservation: teaching healthy hearing habits COVID Considerations in hearing healthcare: Discussion of the effects of PPE on hearing and voice and tele-audiology (remote programming and testing)	https://publish.illinois.edu/augmentedlistening/face-masks/ https://uow7g3zrgsb416g6q3djmoyz-wpengine.netdna-ssl.com/wp-content/uploads/2020/08/The-Effects-of-Face-Coverings-and-Remote-Microphone-Technology-on-Speech-Perception-in-the-Classroom.pdf
15	4/30	**Quiz 5** Putting it all together Review and case studies	**> Review all assigned chapters in Eisenberg; others as you find them interesting**
16	5/7	**Take Home Final - due Sunday May 9**	

	Rubric for Written Assignments, including Observations, Short Answer/Essays on Exams Refer to the assignment schedule. Canvas outlines expectations for each assignment			
Component	**Exceeds Standard** (100-93%)	**Meets Standard** (92-83%)	**Emerging** (82-73%)	**Unacceptable** (<73%)
Content	Written assignments reflect sophisticated understanding of concepts from lectures and readings. Entries are thorough and demonstrate the student's ability to think flexibly and relate together multiple principles of the discipline of pediatric audiology	Written assignments reflect content from lectures and readings but may lack detail and may not draw on multiple concepts and principles of the discipline of pediatric audiology.	Written assignments may reflect an incomplete or shallow understanding of pediatric audiology concepts and principles.	Assignments reflect content of lectures and readings only minimally and do not demonstrate and understanding of the relationships among the multiple principles of the discipline of pediatric audiology.
Professional Mechanics	Written assignments are professional in use of correct spelling and grammar, are descriptive, but adhere to the point.	Written assignments are professional, but may contain an occasional lapse of spelling or grammar and may include a small amount of information not germane to the questions, or may omit less than critical information that may better address the question.	Written assignments do not reflect professional writing, may contain multiple errors in mechanics that interfere with the reading and comprehension of the assignment.	Written assignments are not professional, contain many spelling and grammar errors, do not articulately address the questions, and/or do not fully respond to the content of the questions.

Rubric for In-class writing/Presentation Refer to the assignment schedule. Canvas outlines expectations for each assignment				

Component	Exceeds Standard (100-93%)	Meets Standard (92-83%)	Emerging (82-73%)	Unacceptable (<73%)
Organization	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Reader has difficulty following presentation because student jumps around.	Comprehension is severely compromised as organization is missing.
Subject Knowledge	Student demonstrates full understanding of the subject and is able to answer questions the shed further light on the subject. Student is able to pronounce terms that are critical to the presentation.	Student demonstrates understanding of the subject but may be unable to answer some questions that may shed further light on the subject. Student is able to pronounce terms that are critical to the presentation.	Student may have only a shallow understanding of the subject matter and is unable to answer questions that may more clearly define the subject.	Student has little understanding of the subject matter and is unable to define the subject.

Rubric for Audiograms
Refer to the assignment schedule. Canvas outlines expectations for each assignment

Component	Exceeds Standard (100-93%)	Meets Standard (92-83%)	Emerging (82-73%)	Unacceptable (<73%)
Organization	Student presents thorough and correct information in logical sequence based upon the format given by the instructor.	Student presents correct information in an understandable sequence but does not adhere to the format given by the instructor	Interpretation may be largely incorrect or lacking clear description or presentation and does not adhere to the format given by the instructor.	Student does not demonstrate clear organization, presenting incorrect format.
Subject Knowledge	Student demonstrates sophisticated understanding of the information given.	Student demonstrates understanding of the information given but may make some errors in detail.	Student does not fully understand the information or is unable to communicate complete understanding.	Student does not understand the information and is unable to communicate clearly.

Rubric for Class Participation
(Not graded, but considered in borderline grade situations, with the exception of unacceptable listening skills and behavior)

Component	Exceeds Standard (100-93%)	Meets Standard (92-83%)	Emerging (82-73%)	Unacceptable (<73%)
Attendance/ Promptness	Student is **always** prompt and regularly attends classes unless the instructor is notified in advance.	Student is late to class rarely and only with a reasonable excuse, and the instructor is notified in advance.	Student may be late or absent and occasionally informs instructor in advance.	Student is often late or absent and does not inform the instructor in advance.
Level Of Engagement In Class	Student participates in class discussion by asking questions and volunteering to share knowledge.	Student answers questions and shares knowledge if directly asked but may choose to ask questions outside of class.	Student asks few questions, and makes few contributions in class, and is attempting to understand the information.	Student asks no questions and makes no contributions to class discussion, **in or outside class**, yet demonstrates inadequate mastery of the information.
Preparation	Student is always fully prepared for class with assignments and required class materials.	Student is prepared for class with assignments and required class materials, although occasionally preparation may be less than thorough.	Student is usually prepared for class with assignments and required class materials, but preparation appears to be hasty and shallow.	Student is habitually unprepared for class with assignments and required class materials, and/or assignments are frequently less than thorough.
Listening Skills	Student is always attentive when others are speaking and contributes appropriately without interruptions or disruption, participating professionally by seeing all sides of a topic.		Student is inattentive or engaged in a non-related activity when others are speaking, or interrupts, or offers a comment that is inappropriate, or offers a comment in an inappropriate manner*.	
Behavior	Student **never** displays discourteous or disruptive behavior during class.		Student displays discourteous disruptive behavior during class.*	
*A student who is discourteous or disruptive at any time will be asked to leave the class				

Mount Saint Mary's University assesses candidates' *dispositions* in addition to their knowledge and skills. This approach is in keeping with a national trend in which candidates are expected to demonstrate an orientation to learning that supports student achievement. Specific dispositions are determined by each teacher preparation program.*

MSMU Education Candidates are expected to:

1. Demonstrate classroom behaviors consistent with fairness and the belief that all students can learn
2. Demonstrate respect for children, families, communities, colleagues, and supervisors
3. Conduct and represent oneself in a professional manner (including dress, behavior, and attitude)
4. Exemplify ethical behavior and integrity
5. Engage in self-reflective practice and professional growth
6. Attend to deadlines, punctuality, attendance and participation expectations
7. Follow coursework and fieldwork assignment directions given by instructors and advisors
8. Receive and make use of constructive feedback from instructors and advisors with openness and interest in improvement
9. Follow through with suggestions and/or direct instructions from instructors, advisors, and College staff
10. Be engaged and collaborative during discussions and activities required by courses and fieldwork experiences
11. Communicate clearly (both orally and in writing) with College staff, instructors, and advisors
12. Reflect the expected dispositions in work with students, families, and communities

At Mount Saint Mary's University, we follow a process of formative feedback in relationship to dispositions:

1. We believe that candidates' approach to all aspects of their teacher preparation program (advisement, in class experiences, fieldwork experiences, and communication with MSMU faculty and staff) are appropriate evidence upon which to base assessment.
2. All candidates are apprised of the MSMU Candidate Dispositions in order to ensure full transparency of expectations.
3. All candidates are apprised/reminded that they will be evaluated on the expected dispositions via the Education Department's newsletter.
4. In order to support candidates to be successful in the program, candidates will receive a Notice of Concern if an issue surfaces indicating expectations are not being met.
5. If an acknowledged pattern of concern develops that is not remedied by the candidate, a candidate may be dismissed from the teacher preparation program and/or MSMU may determine not to sponsor the candidate's application for a teaching credential with the State. This could occur irrespective of how much of the program requirements have been completed.

MSMU and Department of Education Policies

Academic Integrity: Candidates are expected to adhere to the MSMU statements on Academic Integrity published in the MSMU catalog, which is available online at:
http://www.MSMU.la.edu/catalog/2010-2012/4076.htm

Academic Freedom: Students' and faculty's freedom of speech is constitutionally protected, so students and faculty are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion – and allow the same freedom for others. See MSMU's Student Handbook for further discussion.

Technology Policy: Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Graduate Student Handbook, which is available online at:
http://www.MSMU.la.edu/graduate-programs/student-handbook.asp

Internet Courseware Platform: It is important to be able to use the *Angel* system to access lessons and templates, discussion boards, and other class information. All work for online courses should be submitted online through *Angel*. Please ask for assistance if you are experiencing difficulties in posting.

Online Participation
It is your responsibility to check out all online components of each course ahead of time, and to verify that your personal computer is compatible with course requirements. Keep in mind that technology is variable and may not always work. Plan ahead to submit your work in a timely fashion. Do not wait until the last minute to submit your work. You are required to have an alternative back-up plan that allows you to have access to a reliable, functioning computer somewhere else in case of power black outs, technology problems, etc. When posting on the discussion forum, please use "Netiquette:" Be polite and respectful, use professional grammar and correct spelling (use Spell Check), don't write in all caps (it feels as if you're shouting), don't write in exotic fonts, and be sure to sign your name.

Students with Disabilities: Mount Saint Mary's University Los Angeles, in compliance with state and federal laws and regulations, does not discriminate on the basis of disability in administration of its education related programs and activities. We have an institutional commitment to provide equal educational opportunities for disabled students who are otherwise qualified. Students with documented disabilities must see Brandon Roberson, Director of the Doheny Learning Resource Center, to make arrangements for classroom accommodations. It is it the responsibility of the student to obtain accommodation letters from the director and to make arrangement for the implementation of accommodation with faculty and/or staff in advance. Students who believe they have been subjected to discrimination on the basis of disability, or who believe they have been denied access to services or to accommodation as required by law, should contact the campus Disability Services Coordinator at his/her campus for resolution. For more information regarding disability grievance procedures, go to **msmu.edu/disabilitygrievanceprocedures**.

Learning Resource Center: Contact the Doheny or Chalon Learning Resource Centers to arrange personal tutoring or assistance according to your needs at (213) 488-2692.

Absences: Regular attendance is especially important in the JTC/MSMU DHH Graduate Program. **Students who miss more than 20% of the instructional time in any one course may be administratively dropped from the course.** This represents and is in accordance with the University policy as stated in the MSMU catalog.

Credit Hour Policy: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

University Policies

i. *University PPE Policy*: All students must comply with the University personal protective equipment (PPE) policy while on campus. Non-compliant students will not be allowed to stay in class.

ii. *University attendance policy*: http://msmu.smartcatalogiq.com/en/2018-2020/ 2018-2020-Catalog/Academic-Policies-and-Procedures/General-Information-for-Undergraduate-Programs/Attendance

iii. *Academic integrity policy*:
All degree candidates are expected to adhere to the MSMU statements on Academic Integrity (AI) in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review.

iv. *Academic freedom statement*:
For faculty, academic freedom in research, teaching, and publication is fundamental to the advancement of truth and learning. Freedom of thought and expression is essential to fulfill the mission, and obligations, of academics and educators.

The student has the freedom to express ideas that differ from any interpretation or any viewpoint presented by an instructor. In exercising this freedom, there should be no disruption of the academic process of the class.

The student has the right to be evaluated accurately and fairly on academic performance as outlined by the instructor at the beginning of the course. The student has the right to discuss and review any academic performance with instructors. A student who believes that an evaluation was made on a basis other than academic performance has the right to an appeal procedure. (For appeal procedures, see Student Handbook).

v. *Disability Statement*:
Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and

all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at disability@msmu.edu.

Please be advised that this class may be audio- or video-recorded as an accommodation under the American with Disabilities Act, but only with prior permission from Disability Services and the instructor. Students may only use such recordings for personal educational use; no posting or further distribution or use is permitted.

vi. *Student credit hour policy*:
A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out- of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours

Taken from: http://msmu.smartcatalogiq.com/en/2016-2018/2016-2018-Catalog/Academic-Policies-and-Procedures/General-Information-for-Undergraduate-Programs/Student-Credit-Hour

**THIS SYLLABUS IS SUBJECT TO CHANGE
AT ANY TIME DURING THE SEMESTER**