



Master's & Credential Program

EDU 236B
DHH: Audiology-Amplification (3)
Spring 2020

Instructor: Margaret Winter, MS, CCC/A	Class Dates: Fridays, Jan 3-Mar 27, 2020
Office: USC Caruso Family Center	Class Time: Fridays:1:00-4:00 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 University.

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)

Course Objectives based on MSMU Graduate Learning Outcomes and CTC TPEs:

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS	
TPE1	Demonstrating Specific Pedagogical Skills for Subject Matter Instruction
	<i>Ed Specialists teach/assess grade level core curricula with adaptations/accommodations</i>
B. ASSESSING STUDENT LEARNING	
TPE 2	Monitoring Student Learning During Instruction
TPE 3	Interpreting and Using Assessments
C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING	
TPE 4	Making Content Accessible
TPE 5	Engaging Students
TPE 6	Teaching Developmentally Appropriate Practices
TPE 7	Teaching English Learners
D. PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES	
TPE 8	Learning about Students
TPE 9	Planning for Instruction
E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR LEARNING	
TPE 10	Managing Instructional Time
TPE 11	Creating an Effective Social Environment
F. DEVELOPING AS A PROFESSIONAL EDUCATOR	
TPE 12	Demonstrating Professional, Legal, and Ethical Obligations
TPE 13	Demonstrating Professional Growth

MSMU Graduate Learning Goals

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 by participating in lab activities in which they perform these procedures and processes.
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 community-based activities 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. Prepare sample lesson plans for demonstration case children with various sensory devices.
2. Prepare sample lesson plans for demonstration case children who are English Language Learners and children with autism spectrum disorders.
3. Prepare sample lesson plans for 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:

- *Hearing in Children*, Jerry L. Northern, Marion P. Downs
- Eisenberg: *Clinical Management of Children with Cochlear Implants*, second edition

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]

Course Outline/Schedule

(subject to adjustment based on availability of observation opportunities)

PLEASE READ:

Power Point slides will be posted on Canvas prior to class. Please print or bring computer to class with you.

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.

YOU MAY MAKE AUDIO RECORDINGS OF LECTURES

#	Date	Topics	Readings
1	January 3	Debbie Schrader	Interdisciplinary collaboration
2	January 10	Hearing aids: History Basic parts, how they work Extras Earmolds, Feedback	>Northern and Downs: Amplification Chapter 9 pp 423-436 >Hearing Aid packet A (Luxford/Derebery Chapter 3 p27-37) >Hearing Aid packet B (Kramer Chapter 9 p288-306)
3	January 17	Quiz 1 Circuitry digital vs analog, advantages programs compression vs pk-clipping FMs and other ALDs How to set to audiogram Principles of peds vs adults	>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)
4	January 24	Quiz 2 DSL EAA, Real ear measurement Verification: Functional gain, WT, NBN, what does it mean?	Reading: >Hearing Aid packet B-1 (Kramer p. 306-319) >Northern and Downs Chapter 10 pp 443-464 >Hearing Aid packet E (Lux/Dere Ch4 p39-48) >Hearing aid packet F (Lux/Dere Ch 6 p67-81) Review
5	January 31	Quiz 3	Prepare for Midterm

#	Date	Topics	Readings
6	February 7	Speech aided, what does it mean? Middle ear implant technologies BAHA/Ponto/Sophono Take home: Midterm exam	Reading: >Eisenberg—Chapters 1 and 2 >(Read ahead: Chapters 16, 17, 18,19, 20, 22,)
7	February 14	Cochlear implant candidacy In class writing assignment: Read both NAD position papers 1993 and 2000 and write a synopsis of both, and analyze the differences between the two. Give me your own thoughts on both statements.	Reading: > <i>Keep reading: Eisenberg Chapters 16, 17, 18,19, 20, 22</i> >Websites: www.cochlear.com , www.advancedbionics.com , www.medel.com >Explore both equipment information and their habilitation programs: Cochlear-HOPE, Sound and Beyond programs Advanced Bionics-The Listening Room, Tools for Schools MedEI-Bridge, Kids Corner
8	February 21	Go over test Quiz 4 Devices and accessories	Reading: >>Explore both equipment information and their habilitation programs: Cochlear-HOPE, Sound and Beyond programs Advanced Bionics-The Listening Room, Tools for Schools MedEI-Bridge, Kids Corner
9	February 28	Debbie Mapping and Post Implant Assessments Case studies	Eisenberg Chapter 8, 10
10	March 6	Quiz 5 FM/Roger systems and accessories	Reading: Northern and Downs Chapter 10 Education of Hearing Impaired Children
11	March 13	ABIs Children with Multiple Disabilities	<i>Eisenberg Chapter 21, Chapter 23</i> > 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
12	March 20	Putting it all together Review Hand out Take Home Final	Review all assigned chapters in Eisenberg; others as you find them interesting

Course Requirements & Assignments

This course will consist of the following components:

1. 12 class sessions PLUS final exam
2. Lectures
3. Readings are assigned for clarification of information covered in lectures
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. Two proctored examinations (midterm and final; there is a take-home component to the final).
8. **The Centerpiece Artifact for this course is the final examination.**

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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 positions papers
- Student Candidate will analyze the two papers on 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.

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DHH: Audiology - Amplification
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, 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 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 progress and outcomes
10. FM/Roger systems
11. Literacy for children with hearing loss

Grading

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

Graded Assignment	Points Calculation	Total Points
Quizzes	25 points each x 5	= 125 points
Midterm (in class)		= 100 points
In-class writing		= 25 points
Final Take Home		= 150 points
Evaluation of State Requirements		= 20 points
TOTAL		= 420 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- 82 - 80	

A grade of B- or above must be achieved for coursework to count towards a credential master's/ professional development degree. **However, a semester GPA of B or above is required for continuation in the Grad Program.**

Rubric for Written Assignments, including Observations, Short Answer/Essay Answers on Exams

Component	Exceeds Standard	Meets Standard	Emerging	Unacceptable
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.
Total Points:				250

Rubric for In-Class Writing /Presentation

Component	Exceeds Standard	Meets Standard	Emerging	Unacceptable
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.
Total Points:				25

Rubric for Audiograms

Component	Exceeds Standard	Meets Standard	Emerging	Unacceptable
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.
Total Points:				125

Rubric for Class Participation

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

Component	Exceeds Standard	Meets Standard	Emerging	Unacceptable
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		<table border="1"> <tr> <td data-bbox="1140 609 1516 669">Total Points:</td> <td data-bbox="1516 609 1843 669" style="text-align: right;">0</td> </tr> </table>	Total Points:	0
Total Points:	0			

Department of Education Candidate Dispositions Statement

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 University 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 University 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 University and Education Department Policies

Academic Integrity: Candidates are expected to adhere to the MSMU statements on Academic Integrity published in the MSMU catalog, which is available online.

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.

Internet Courseware Platform: It is important to be able to use the *Canvas* system to access lessons and templates, discussion boards, and other class information. All work for online courses should be submitted online through *Canvas*. 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 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 have been denied access to services or accommodations 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.