I. COURSE DESCRIPTION

This course provides a variety of strategies for giving deaf and hard of hearing students access to the phonemic code of written English. It includes some audiological principles, maintenance of assistive listening devices, and methods for working with children who have cochlear implants. **Prerequisite: SPH 274 (B or Better)**

II. INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES

Program Learning Outcomes (PLO’s) Based On CEC Student Learning Outcomes (NCATE)

- In addition to building upon the knowledge specific to the education of DHH students in previous coursework, SPH 350 Addresses the Following CEC Standards:
  - **Advanced Standard 1**
    - The SPH 350 student will learn how to help others understand the needs of individuals with exceptional learning needs.
    - The SPH 350 student will learn how best to create positive and productive work environments and mentor others to promote high expectations for themselves, other professionals, and deaf/hard of hearing students.
    - **Product**: Mainstream Teacher Inservice Packet
  - **Advanced Standard 2**
    - The SPH 350 student will expand their knowledge of instructional and assistive technologies used to support access to learning for the deaf/hard of hearing student population.
    - **Product**: Chapter Quizzes, Overview Notebook, Discussion Board Posts
  - **Advanced Standard 6**
    - The SPH 350 student will understand the value and role of collaboration with both internal and external stakeholders.
    - **Product**: Mainstream Teacher Inservice Packet

This course also incorporates and promotes the [Perkins College of Education Vision, Mission, Goals and Core Values](https://www.perkins.org/mission).
oriented components of your experience.

**Openness** – Teacher candidates must demonstrate the ability to work with children of diverse backgrounds (including various cultural backgrounds), a wide range of hearing, academic and language levels, and various communication preferences. Candidates must also demonstrate openness to new ideas presented by mentor teachers, parents, and University mentors.

**Collaboration** – During student teaching, teacher candidates learn to work with various professionals involved in the education of deaf children. They learn to balance their own philosophies with the need to enlist the support of others who may have a different philosophy.

**Integrity** – Teacher candidates must abide by University, District, State, and School policies.

**Academic Excellence** – Timely and high-quality completion of all required elements, especially of the work sample, will demonstrate academic excellence. Additionally, teacher candidates should demonstrate high-expectations for their students. Teacher candidates must strive to fill in any gaps in knowledge in order to teach effectively.

**Life-Long Learning** – Participation in professional organizations and workshops is required and encouraged of all teacher candidates.

### III. COURSE ASSIGNMENTS/ACTIVITIES/PRODUCTS

**Chapter/Content Quizzes** (15 @ 100 Pts. Each)
- **Advanced Standard 2**
- You are responsible for all reading assignments for the course.
- Class discussions (discussion boards) as well as chapter readings from our text are fair game for quiz material.
- Fifteen (15) quiz grades will be calculated into your final grade. Quizzes are open book & administered via D2L in the “Quizzes” tab.
- This activity will serve two purposes:
  1. It will help you become familiar with research-based practices, teaching/methods, and pertinent information relevant to our field.
  2. It will help prepare you for your TExES Exam.

**Weekly Discussion Board Posts** (15 @ 100 Pts. Each)
- **Advanced Standard 2**
- You are responsible for all reading assignments for the course.
- Fifteen (15) discussion board posts will be calculated into your final grade.
- This activity will serve this purpose:
  1. It will demonstrate your knowledge of the course content.

**Syllabus/D2L Quiz** (100 Pts.)
- Your knowledge and understanding of the course logistics as outlined by the course syllabus and D2L content (layout, due dates, required readings, lecture dates, etc.) will be assessed.
- The syllabus quiz will be timed. You will have a very short amount of time to take the syllabus quiz. I realize I cannot keep you from using an “open book” policy. Severely limiting your time will require you to be intimately familiar with the course. BE PREPARED.
- This activity will serve the following purposes:
  1. It will ensure you are familiar with the syllabus and course layout and logistics, imperative for an online format.
  2. It will give the instructor a beginning view of your professionalism and work ethic.

**Overview Notebook** (100 Pts.)
- **Advanced Standard 2**
- This is an individual assignment.
Throughout the semester, students will be gathering handouts, resources and valuable information on the myriad of topics discussed. Students will organize these resources into a notebook containing the most relevant nuggets of information for future use and reference in their classrooms.

You may either create a hard copy (physical notebook) or an electronic copy. If choosing to do a hard copy, you must hand deliver to my office on or before the date due (pay attention to TIMES and DATES). If choosing to do an electronic copy (i.e. ONE Word document with screen shots of where you have saved all information on your computer), you may email me your “notebook” in the appropriate D2L DropBox.

This activity will serve two purposes:
1. It will give you a ready resource in your classroom for your own use as reminders and refreshers or for use with mainstream teachers and parents as you educate them on information relevant to the education of their DHH students.
2. It will provide a source of review for your TExES Exam.

Mainstream Packet (100 Pts. – Majors ONLY / Minors Exempt)

- **Advanced Standard 1**
- **Advanced Standard 6**

This is an individual project.

Students will create a product with which to share in mainstream teacher inservice/training outlining relevant information on the education of DHH students with regard to amplification devices, understanding what DHH students can/cannot hear, etc. Students will create a folder containing all pertinent and required information, as well as a PowerPoint that would be used for a training session. The folder must be hand-delivered to my office. Any distance students must mail the folder to my office, postmarked by the due date. The PowerPoint is to be uploaded to the appropriate D2L DropBox.

This activity will serve the following purpose:
1. It will help you understand what is important for mainstream teachers to understand as they are responsible for educating DHH students with various educational needs/concerns.

Hearing Aid Troubleshooting Kit (100 Pts. – Majors ONLY. Minors Exempt)

Students will compile a Hearing Aid Troubleshooting Kit containing specific items as required by the instructor.

Item list will be posted on D2L. Current product availability and cost is semester-dependent.

Item costs are the responsibility of the student. Please prepare ahead of time with financial resources. An estimate for the cost will be given during the first face-to-face meeting, as market prices and product availability fluctuate from semester to semester.

This activity will serve the following purposes:
1. It will give you a ready resource for your classroom.
2. It will provide you a means to participate in the hearing aid labs for the course.

Final Exam (100 Pts. for Pre-Assessment, 100 Pts. for Final Assessment)

You will take the final exam TWICE:

- Once as a pre-assessment. This is NOT graded for content. You will receive a grade of 100 for completing the exam or a grade of 0 for not completing it.
- Once at the end of the semester. This grade WILL count for content. You will receive a percentage grade based on your performance on the exam.
- Both exams will be identical in content but will not be available throughout the semester. (Meaning, you will not have access to the final exam for the entire semester.) The exam will open and close during the week it is due (see Timeline).

This activity will serve two purposes:
1. It will help you become familiar with research-based practices, teaching/methods, and pertinent information relevant to our field.
2. It will help prepare you for your TExES Exam.
**Class Attitude/Professionalism (100 Pts.)**

- This is strictly a subjective grade based on the instructor's observations of you throughout the semester. The Professionalism Rubric will be utilized, as well as a self-assessment.
- The relevance of this grade is two fold:
  1. You do not want to become one of those teachers who sits in the back of the room at inservice and complains about having to learn and share.
  2. You are responsible for your own learning. You can glean as much or as little out of this course as you would like. However, keep in mind that you are becoming and EDUCATOR. Your participation and attitude can make or break your future success! Trust me.

**Course Evaluation (100 Pts.)**
- See description in Section VII of course syllabus.

### IV. EVALUATION /ASSESSMENT (GRADING)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>VALUE</th>
<th>HOW ASSESSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (15)</td>
<td>100 Pts/Each</td>
<td>% Correct</td>
</tr>
<tr>
<td>Discussion Board Posts (15)</td>
<td>100 Pts/Each</td>
<td>Completed/Not Completed</td>
</tr>
<tr>
<td>Syllabus &amp; D2L Quiz</td>
<td>100 Pts</td>
<td>% Correct</td>
</tr>
<tr>
<td>Overview Notebook</td>
<td>100 Pts</td>
<td>Rubric</td>
</tr>
<tr>
<td>Mainstream Packet (Minors EXEMPT)</td>
<td>100 Pts</td>
<td>Rubric</td>
</tr>
<tr>
<td>Hearing Aid Kit (Minors EXEMPT)</td>
<td>100 Pts</td>
<td>Checklist</td>
</tr>
<tr>
<td>Final Exam Pretest</td>
<td>100 Pts</td>
<td>Completed/Not Completed</td>
</tr>
<tr>
<td>Final Exam Posttest</td>
<td>100 Pts</td>
<td>% Correct</td>
</tr>
<tr>
<td>Class Attitude/Professionalism</td>
<td>100 Pts</td>
<td>Rubrics/Observation</td>
</tr>
<tr>
<td>Course Evaluation</td>
<td>100 Pts</td>
<td>Completed/Not Completed</td>
</tr>
</tbody>
</table>

**TOTAL POINTS POSSIBLE**  
**SUM TOTAL**  
**AVERAGE**  

- **A** 90 – 100%
- **B** 80 – 89%
- **C** 70 – 79%
- **D** 60 – 69%
- **F** 59% and Below

*ALL ASSIGNMENTS MUST BE COMPLETED IN ORDER TO RECEIVE ANY GRADE OTHER THAN AN "F".*
### V. TENTATIVE COURSE OUTLINE/CALENDAR

**Black items = Information  DB = Discussion Board  RED items = Quizzes/Assessments**

<table>
<thead>
<tr>
<th>DATE</th>
<th>READING</th>
<th>ACTIVITY / DUE</th>
</tr>
</thead>
</table>
| **WEEK 1**<br>(Jan 17 - 23)<br>MODULE 1 | | • **MODULE 1: INTRODUCTION**  
Self-Tour of Course (QUIZ DUE Sat 1/23 by 10 p.m.)  
Week 1 DB (Due Sat 1/23 by 10 p.m.) |
| **WEEK 2**<br>(Jan 24 - 30)<br>MODULE 2 | | • **MODULE 2: PRE-ASSESSMENT**  
Final Exam Pre-Assessment - **NON GRADED**  
(Due by Sat 1/30 at 10 p.m.)  
Week 2 DB (Due Sat 1/30 by 10 p.m.) |
| **WEEK 3**<br>(Jan 31 – Feb 6)<br>MODULE 3 | Audiology Ch. 1 | • **MODULE 3: THE EAR**  
Audiology Ch. 1 Quiz (Due Sat 2/6 by 10 p.m.)  
Week 3 DB (Due Sat 2/6 by 10 p.m.) |
| **WEEK 4**<br>(Feb 7 - 13)<br>MODULE 4 | Audiology Ch. 2 | • **MODULE 4: PHYSICS OF SOUND**  
Audiology Ch. 2 Quiz (Due Sat 2/13 by 10 p.m.)  
Week 4 DB (Due Sat 2/13 by 10 p.m.) |
| **WEEK 5**<br>(Feb 14 - 20)<br>MODULE 5 | Audiology Ch. 3 | • **MODULE 5: HEARING ASSESSMENT**  
Audiology Ch. 3 Quiz (Due Sat 2/20 by 10 p.m.)  
Week 5 DB (Due Sat 2/20 by 10 p.m.) |
| **WEEK 6**<br>(Feb 21 – 27)<br>MODULE 6 | Audiology Ch. 4 | • **MODULE 6: AMPLIFICATION**  
Audiology Ch. 4 Quiz (Due Sat 2/27 by 10 p.m.)  
Week 6 DB (Due Sat 2/27 by 10 p.m.) |
| **WEEK 7**<br>(Feb 28 – Mar 5)<br>MODULE 7 | Audiology Ch. 5 | • **MODULE 7: ACOUSTIC ENVIRONMENT**  
Audiology Ch. 5 Quiz (Due Sat 3/5 by 10 p.m.)  
Week 7 DB (Due Sat 3/5 by 10 p.m.) |
| **WEEK 8**<br>(Mar 6 – 12)<br>MODULE 8 | Audiology Ch. 6 | • **MODULE 8: SYSTEMS IN THE CLASSROOM**  
Audiology Ch. 6 Quiz (Due Sat 3/12 by 10 p.m.)  
Week 8 DB (Due Sat 3/12 by 10 p.m.)  
**NOTE:** Modules 9 & 10 will open this week so that you might get ahead to avoid work over Spring Break and Easter Break. (Strongly recommended!) |
| **WEEK 9**<br>(Mar 13 – 19)<br>MODULE 9 | | • **MODULE 9: SPRING BREAK**  
Week 9 DB (OPTIONAL POST) |
| **WEEK 10**<br>Easter Week<br>(Mar 20 – 26)<br>MODULE 10 | Audiology Ch. 7 | • **MODULE 10: COCHLEAR IMPLANTS**  
**EASTER HOLIDAY 3/23 – 3/28 (Plan Ahead!)**  
Audiology Ch. 7 Quiz (Due Sat 3/26 by 10 p.m.)  
Week 10 DB (Due Sat 3/26 by 10 p.m.) |
| **WEEK 11**<br>(Mar 27 – Apr 2)<br>MODULE 11 | Audiology Ch. 8 Cochlear Ch. 2 | • **MODULE 11: HEARING AIDS & CI’S IN THE CLASSROOM**  
Audiology Ch. 8 Quiz (Due Sat 4/2 by 10 p.m.)  
Cochlear Ch. 2 Quiz (Due Sat 4/2 by 10 p.m.)  
Week 11 DB (Due Sat 4/2 by 10 p.m.) |
| **WEEK 12**<br>(Apr 3 – Apr 9)<br>MODULE 12 | Cochlear Ch. 4 | • **MODULE 12: BUILDING COLLABORATIVE TEAMS**  
Cochlear Ch. 4 Quiz (Due Sat 4/9 by 10 p.m.)  
Week 12 DB (Due Sat 4/9 by 10 p.m.) |
| **WEEK 13**<br>(Apr 10 – 16)<br>MODULE 13 | Audiology Ch. 10 Cochlear Ch. 7 | • **MODULE 13: TEACHER ROLES & RESPONSIBILITIES / CLEAR SPEECH**  
Audiology Ch. 10 Quiz (Due Sat 4/16 by 10 p.m.)  
Cochlear Ch. 7 Quiz (Due Sat 4/16 by 10 p.m.)  
Week 13 DB (Due Sat 4/16 by 10 p.m.) |
| **WEEK 14**<br>(Apr 17 – 23)<br>MODULE 14 | Cochlear Ch. 9 | • **MODULE 14: SUPPORTING COMMUNICATION WITH SIGN**  
Cochlear Ch. 9 Quiz (Due Sat 4/23 by 10 p.m.)  
Week 14 DB (Due Sat 4/23 by 10 p.m.) |
| **WEEK 15**<br>(Apr 24 – 30)<br>MODULE 15 | All "Misc" PowerPoints (BiBi, Cueing, IEPs) Audiogram PowerPoint | • **MODULE 15: BiBi METHOD, CUEING SYSTEMS, IEP’S & READING AUDIOGRAMS**  
Misc. Quiz (Due Sat 4/30 by 10 p.m.)  
Audiogram Quiz (Due Sat 4/30 by 10 p.m.)  
Week 15 DB (Due Sat 4/30 by 10 p.m.) |
| **WEEK 16**<br>Dead Week<br>(May 1 – 7)<br>MODULE 16 | | • **MODULE 16: REVIEW & FINAL EXAM**  
Final Exam (Due MAY 7th by 10:00 p.m.) |
| **WEEK 16**<br>Finals Week<br>(May 8 – 14)<br>MODULE 17 | | • **MODULE 17: COURSE WRAP-UP**  
Professionalism Self-Assessment, Mainstream Packet, & Overview Notebook Due 05/11 by 12:00 P.M. (DROPBOX OR IN MY OFFICE) |
### VI. REQUIRED MATERIALS (2)


3. **LiveText Account**  
   (ISBN# 978-0-979-6635-4-3)  
   This may be purchased at the bookstore or purchased online at [www.livetext.com](http://www.livetext.com).  
   Once you have purchased the account, you must activate your account at [www.livetext.com](http://www.livetext.com). If you have purchased LiveText in another course, you will NOT need to buy a second account. **NOTE:** If you plan to use financial aid to purchase this account, you must make the purchase by the date set by financial aid.  
   If you are a student purchasing LiveText for the first time, you need to complete the My Cultural Awareness Profile (MCAP) found within your LiveText account. Students should complete the MCAP within the first month of long term accounts and within the first week for short term accounts.

4. Supplemental texts & resources (purchase encouraged, but not required) will be shared in class.

5. **MAJORS** will be required to purchase items for their Hearing Aid Troubleshooting/Repair Kit (approx. $50).

*In order to get maximum benefit from any lecture, you must read the required sections of the text(s) before the lecture/presentation/podcast.* This facilitates not only your understanding and assimilation of the information, but our class discussions. Adequate and beneficial class discussion that is one-sided on the part of the instructor is not optimal for learning and for your preparation to become a quality educator of DHH students. Readings and discussions are for YOUR benefit. You are responsible for your own learning and the degree to which you wish to be prepared for your future career as an educator. Do you want your future students to receive the best of you, or the you that did "just enough to get by"?

If the instructor finds that, as a general trend, the class is not adequately prepared to participate fully in class discussions of the texts, additional assignments may be added to the coursework to assure adequate preparation on the part of students.

### VII. COURSE EVALUATIONS

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;  
2. Instruction evaluation purposes; and  
3. Making decisions on faculty tenure, promotion, pay, and retention.

In the college of Education, the course evaluation process has been simplified and is completed...
To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin](http://www.texas.ets.org/registrationBulletin)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

### IX. ADDITIONAL INSTRUCTOR POLICIES & GUIDELINES FOR SUCCESS

#### CLASS PARTICIPATION
- Successful class interactions depend on prepared and present communicators!
- You are expected to attend each class and to participate in all class discussions and activities. This includes actively listening, asking and answering questions, expressing
your opinion.

- Diversions due to personal notes, visiting, or working on day planners, are not considered appropriate and will be addressed when observed.
- Cell phones are to be turned off during class. Texting during class (reading, composing, or sending messages) is NOT accepted and will be addressed as observed.
- LAPTOPS AND TABLETS ARE NOT PERMISSIBLE

GRAMMAR

- Please be mindful of what you turn in to me.
- As a future professional in whatever field you are entering, you are to exemplify excellence. This may mean, for some of you, honing your grammatical skills. Proofread your work!
- I will be deducting points for grammatical and spelling errors (1 point per error). Please be professional.

QUALITY WORK

- I will demand quality work from my students. Please extend me the courtesy of your hard work and time.
- All work should be submitted in a timely manner and should be of the best quality possible.
- No handwritten work, please.

ATTENDANCE

- Attendance is IMPERATIVE for success in this course! Class discussion and participation is critical as well.
- Excessive absences will adversely affect your ability to perform well on exams.
- No make up work will be given for any absence not approved as an excused absence by the university.
- Additionally, excessive absences cheat you of your education (and money!)
- Five points PER ABSENCE will be deducted from your final point total. Additionally, one point PER ABSENCE will be deducted from your final GRADE.
- A sign-in sheet will be utilized at each class period. No name, no credit. Students who are more than 15 minutes late will not be allowed to sign the roster.

LATE WORK

- I do not accept late work in this course.
- I WILL NOT reopen ANY QUIZ for any reason.
- However, keep in mind that ALL coursework must be completed in order to receive a grade for the course.