

School Methods (CSD 867) Syllabus

University of Wisconsin – Stevens Point/Madison AuD Consortium

Spring 2021

Meeting Times & Locations

Zoom meetings: [Class Zoom link](#)

Days: Monday

Time: 12:00 – 12:50 PM

Instructor Information

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Office Hours: by appointment

Course Overview

Per UWSP Catalog:

CSD 867: 1 cr. Designed to fulfill Wisconsin's Department of Public Instruction (DPI) licensing requirements for audiologists. Apply your knowledge and skills in assessment and intervention of hearing related disorders to the public school setting.

Prerequisites: consent of instructor

Recommended Texts

- Anderson, K. L., & Arnoldi, K. A. (2011). Building skills for success in the fast-paced classroom: Optimizing achievement for students with hearing loss. Hillsboro, OR: Butte Publications.
- Richburg, C & Smiley, D. (2012). School-Based Audiology, San Diego, CA: Plural Publishing.
- Educational Audiology Handbook by C. DeConde Johnson, P.V. Benson, J.B. Seaton
- Additional readings and resources.

Student Learning Outcomes

The Student will

1. demonstrate knowledge of public school organization, the IEP process according to WI DPI, & PI 34 licensure.
2. demonstrate understanding of and ability to communicate with non-audiology school personnel, families, and k12 student peers.
3. demonstrate understanding of classroom acoustics and appropriate intervention plan for the k12 student and room setting.
4. demonstrate knowledge of current professional issues of interest in the educational audiology setting.
5. demonstrate ability to manage the selection, purchase, installation, and evaluation of large-area amplification systems.

ASHA Standards

A10. Effects of hearing impairment on educational, vocational, social, and psychological function throughout the life span – *assessed via graded assignment and discussion posts.*

A12. Effective interaction and communication with clients/patients, families, professionals, and other individuals through written, spoken, and nonverbal communication – *assessed via graded assignment and discussion posts.*

A17. Importance, value, and role of interprofessional communication and practice in patient care – *assessed via graded assignment and discussion posts.*

- A19. Health care, private practice, and educational service delivery systems – *assessed via graded assignment.*
- A20. Management and business practices, including but not limited to cost analysis, budgeting, coding, billing and reimbursement, and patient management – *assessed via graded discussion posts.*
- A22. Legal and ethical practices, including standards for professional conduct, patient rights, confidentiality, credentialing, and legislative and regulatory mandates – *assessed via graded assignment and discussion posts.*
- B2. Establishing relationships with professionals and community groups to promote hearing wellness for all individuals across the life span. - *assessed via graded assignment and discussion posts*
- B4. Utilizing instrument(s) (i.e., sound-level meter, dosimeter, etc.) to determine ambient noise levels and providing strategies for reducing noise and reverberation time in educational, occupational, and other settings – *assessed via graded lab.*
- B6. Conducting hearing screenings in accordance with established federal and state legislative and regulatory requirements. - *assessed via graded discussion posts*
- C1. Gathering, reviewing, and evaluating information from referral sources to facilitate assessment, planning, and identification of potential etiologic factors – *assessed via graded assignment and discussion posts.*
- C2. Obtaining a case history and client/patient narrative – *assessed via graded assignment.*
- C3. Obtaining client/patient-reported and/or caregiver- reported measures to assess function – *assessed via graded assignment.*
- E20. Providing or referring for consulting services in the installation and operation of multi-user systems in a variety of environments (e.g., theaters, churches, schools) – *assessed via graded lab.*
- F4. Educating parents regarding optional and optimal modes of communication; educational laws and rights, including 504s, individualized education programs (IEPs), individual family service plans (IFSPs), individual health plans; and so forth - *assessed via graded assignment.*
- F10. Providing ongoing support for children by participating in IEP or IFSP processes - *assessed via graded assignment.*

Course Requirements

Attendance and participation: You are expected to attend all class sessions and to participate in activities and discussions. Please notify me as soon as possible in the event of your absence and ask a class member for their notes and any handouts.

Assignments

Most of your assignments will be completed in groups but turned in separately so grading and feedback can be accessed independently. Assignments are to be submitted in CANVAS. Late assignments are not accepted without approval of the instructor prior to the due date.

You will also receive points for submitting weekly discussion posts based on the scheduled weekly topics. Active involvement and preparation for class is expected.

Grading

Grading	Points	%	Due
Statewide Resources packet	50	25	2/26/2021 (Friday)
IEP Project	50	25	4/02/2021 (Friday)
Soundfield FM lab	50	25	5/7/2021 (Friday)
Discussion posts	52	26	4 points per week
Total	202	100	

Grading Policy

At the end of the semester the points the student has earned will be added together and the percent of possible points earned by the student will be computed. Final grades will then be assigned according to the following percentage limits:

UW – SP Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Percentage	100-92.00	91.99-90.00	89.99-88.00	87.99-82.00	81.99-80.00	79.99-78.00	77.99-72.00	71.99-70.00	69.99-68.00	67.99-60.00	<60
UW – Madison Letter Grade	A	A-B		B	B-C		C	C-D		D	F

Recorded lectures and Zoom meetings

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Lecture materials and recordings for CSD 867 are protected intellectual property at UWSP. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Inclusivity Statement

(Adapted from Lynn Hernandez, Brown University)

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Please communicate any concerns or accommodation requests to the instructor.

Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor, and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Regarding the Use of On-Line/Electronic Means to Hand in Assignments:

This course will utilize CANVAS. Any known problems with the CANVAS system (e.g., if the system is down) will be acknowledged and addressed if/as these problems arise. However, problems with CANVAS or other computer problems will not be recognized as a valid reason for not turning in other assignments by the assigned date/time. For example, a computer crash is not an acceptable reason for not turning in your assignment. If computer problems persist, you may email or turn in a paper copy to the instructor, or to the instructor's mailbox in CPS.

Regarding the Use of Computers/Tablets & Assorted Electronics/Devices During Class:

In general, computers/tablets may be used as note-taking devices. However, if this privilege is abused (e.g., texts, chat, other assorted non-class activities, or if these devices become a distraction to students and/or the instructor), this privilege may be revoked at any time by the instructor. Phones are expected to be off/silent and not used during class! If you have an emergency and need to be reached during class time, please let me know before the start of class. I have my phone with me in case of emergencies. If you are using any other sort of electronics/device, check with the instructor regarding the policy.

Professionalism:

You are entering a professional preparation program and your conduct in class represents you as a professional. Professional and ethical behavior and attitude are expected. This includes, but is not limited to, respect and tolerance of others, and acting responsibly and with integrity.

For examples of Codes of Ethics for Speech and Hearing Professionals, see:

American Academy of Audiology Code of Ethics

<http://www.audiology.org/resources/documentlibrary/Pages/codeofethics.aspx>

Or American Speech-Language Hearing Association Code of Ethics

<http://www.asha.org/policy/ET2010-00309/>

CANVAS for this course is linked to turnitin.com for plagiarism detection.

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.

- (2) Examples of academic misconduct include, but are not limited to:
 - Cheating on an examination
 - Collaborating with others in work to be presented, contrary to the stated rules of the course
 - Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
 - Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
 - Stealing examinations or course materials
 - Submitting, if contrary to the rules of a course, work previously presented in another course
 - Tampering with the laboratory experiment or computer program of another student
 - Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).