

School Methods (CSD 867) Syllabus

Instructor

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Office Location

CPS 048

Office Hours

By appointment

Class Time

Mondays

12:00 – 12:50 PM

Building/Room

CPS 234 & Goodnight Hall
via video

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

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

ASHA Standards

Audiology Standards: A7, A15, C3, C8, C9, C10, C11, D6

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

You will be expected to independently complete all assignments unless otherwise specified. Assignments are to be submitted in D2L.

You will also receive points for participation each class. Participation includes asking questions, contributing to discussion/class discussion boards, answering questions from instructor, classmates, and guest lecturers. Active involvement and preparation for class is expected.

Grading

Grading	Points	%	Due
Statewide Resources packet	50	29	2/25/2019
IEP Project	25	15	3/25/2019
Soundfield FM lab	50	29	5/6/2019
Article presentation	20	12	TBD
Participation	26	15	2 points per week
Total	171	100	

Late assignments will be reduced by 2 points per day, unless prior notification of late submission has been approved. An incomplete will be given if any assignment is not completed by the final date for reporting grades to the register.

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

Academic Conduct

You are responsible for keeping track of points earned on assessments in case there is a discrepancy between your records and the instructor's records. All discrepancies must be brought to the attention of the instructor by the time of the final examination.

Any missed assessments (e.g., due to illness, family emergency on day of exam), may or may not be made up, at the discretion of the instructor. Advance notification, if possible, should be given. While it is understood that "life happens," due date policies are instituted to foster equal opportunity for each student in the class. Out of respect to your fellow classmates, please act and plan responsibly to meet the same time requirements as the rest of the class. Discuss any concerns with the instructor as soon as possible.

Please refer to the Division of Student Affairs for a description of your rights and responsibilities:

<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

Please refer to UWSP Academic Affairs for other information pertaining to academic conduct; in particular, see the University handbook, especially chapter 5 regarding classroom activities:

<http://www.uwsp.edu/acadaff/Pages/handbook.aspx>

<http://www.uwsp.edu/AcadAff/Handbook/CH5-6%2011-12.pdf>

<http://www.uwsp.edu/dos/Pages/Information%20for%20Students.aspx>

D2L for this course is linked to turnitin.com for plagiarism detection.

Academic Misconduct Definition

From the UWSP Handbook, Chapters 5&6, July, 2011, page 10 - 11

<http://www.uwsp.edu/AcadAff/Handbook/CH5-6%2011-12.pdf>

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 with special needs

If you require any accommodations to assist you with taking this course, see me within the first two weeks of class to discuss these issues.

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., g-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 are using any other sort of electronics/device, check with the instructor regarding the policy.