

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

CGS Agenda Item: 19-05
Effective Fall 2019

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: CDS 5920
3. Short title: Audiology for the SLP
4. Long title: Audiology for the Speech-Language Pathologist
5. Hours per week: ☐ Class ☐ Lab ☐ Credit
6. Terms: ☒ Fall ☒ Spring ☐ Summer ☐ On demand
7. Initial term: ☒ Fall ☐ Spring ☐ Summer Year: 2019
8. **Catalog course description:** Covers the assessment of auditory processing and hearing disorders in adults and children, with an emphasis on identifying implications and remediation methods. Addresses classroom management for the deaf and/or hard of hearing child, including amplification options and counseling. Students participate in supervised diagnostic evaluations with a variety of auditory disorders.
9. **Course attributes:**

General education component: N/A

☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☐ Writing active
10. **Instructional delivery:**
Type of Course:

☐ Lecture ☐ Lab ☒ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: _____
Mode(s) of Delivery:

☒ Face to Face ☐ Online ☐ Study Abroad
☐ Hybrid, specify approximate amount of on-line and face-to-face instruction _____
11. **Course(s) to be deleted from the catalog once this course is approved:** None
12. **Equivalent course(s):** None
 - a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☐ No
13. **Prerequisite(s):** None
 - a. Can prerequisite be taken concurrently? ☐ Yes ☐ No
 - b. Minimum grade required for the prerequisite course(s)? _____

c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☒ No

d. Who may waive prerequisite(s)?

☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): None

15. Enrollment restrictions:

a. Degrees, colleges, majors, levels, classes which may take the course: Course is restricted to students accepted into the Master of Science program in Communication Disorders & Sciences,

b. Degrees, colleges, majors, levels, classes which may not take the course:

16. Repeat status: ☒ May not be repeated ☐ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor:

18. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions:

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in:

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in:

20. Additional costs to students:

Supplemental Materials or Software

Course Fee ☒ No ☐ Yes, Explain if yes

21. Community college transfer:

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. X Course is required for the major(s) of: Master of Science in Communication Disorders and Sciences

 Course is required for the minor(s) of _____

 Course is required for the certificate program(s) of _____

 Course is used as an elective

2. **Rationale for proposal:** Course was revised to address gaps in content for the speech-language pathologist's role in evaluating, diagnosing, and treating complex central auditory processing disorders. Content has been expanded to cover the use of technology to support individuals with atypical hearing sensitivity and/or auditory processing.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: N/A

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: Course is restricted to students accepted into the Master of Science program in Communication Disorders and Sciences

Writing active, intensive, centered: N/A

4. **General education assurances (answer N/A if not applicable)**

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: N/A

Instruction: N/A

Integrity: N/A

Interaction: N/A

Model Syllabus (Part II)

Please include the following information:

1. **Course number and title:** CDS 5920, Audiology for the Speech Language Pathologist
2. **Catalog description:** Covers the assessment of auditory processing and hearing disorders in adults and children, with an emphasis on identifying implications and remediation methods. Addresses classroom management for the deaf and/or hard of hearing child, including amplification options and counseling. Students participate in supervised diagnostic evaluations with a variety of auditory disorders.
3. **Course Learning Objectives:**
 - a. Explain basic audiometrics including audiograms and audiological reports. (*Depth of Content Knowledge, Effective Critical Thinking and Problem Solving*)
 - b. Evaluate educational significance of CAPD for a young school age children and adolescents. (*Depth of Content Knowledge, Effective Critical Thinking and Problem Solving, Advanced Scholarship through Research or Creative Activity*)
 - c. Analyze the significance of classroom acoustics and ways to modify acoustics for optimal listening. (*Depth of Content Knowledge, Effective Critical Thinking and Problem Solving, Advanced Scholarship through Research or Creative Activity*)
 - d. Determine social and employment impact for adults with CAPD. (*Depth of Content Knowledge, Effective Critical Thinking and Problem Solving*)
 - e. Learn how to collaborate with fellow professionals, children and parents to appropriately manage children with CAPD. (*Depth of Content Knowledge, Effective Critical Thinking and Problem Solving, Effective Oral and Written Communication, Advanced Scholarship through Research or Creative Activity*)
 - f. Demonstrate knowledge of the normal physiology of auditory processing of speech and sounds. (*Depth of Content Knowledge, Effective Critical Thinking and Problem Solving*)
4. **Course materials:**
 - Richard, G. (2017). *The Source for Processing Disorders 2nd ed.* Austin Tx: Pro Ed Inc.
 - Assigned journal articles (available through EIU library or posted on D2L)
 - Other reading available on ASHA website: www.asha.org
5. **Weekly outline of content:**

Weeks 1-2

 - Review of anatomy of hearing and types of hearing disorders
 - Procedures and test battery for conducting a hearing evaluation
 - Overview of amplification options (Hearing aids, Cochlear Implants, FM systems)
 - Administering and Interpreting a Functional Listening Evaluation (FLE)

Week 3

 - Introduction to Central Auditory Processing Disorder ((C)APD)
 - Neuroanatomy of ((C)APD)
 - Signs and Symptoms of ((C)APD)

Week 4

 - Types of ((C)APD)
 - Auditory Decoding Deficit
 - Integration Deficit
 - Prosodic deficit
 - Associative Deficit
 - Output-Organization Deficit

Week 5

 - ((C)APD) overlap with other disorders
 - Learning Disabilities
 - Attention Deficit Disorder
 - Language Processing Disorder
 - Executive Function Disorders
 - Dyslexia

Week 6

- ((C)APD) Team Assessment
- Roles of each member on the team
- Contraindications to testing
- Comparing normal to disordered in ((C)APD) of the following:
 - Phonological awareness; Syntax; Pragmatics; Morphology; Semantics

Weeks 7-8

- The SLP's Role in Assessment and Treatment of ((C)APD)
- Processing Continuum
- Assessment Instruments
- Red Flags for referral to Audiologist
- Treatment by the SLP
- Working with the teacher and parents
- Promoting self-advocacy

Weeks 9-10

- Audiologist's Role in Assessment and Treatment of ((C)APD)
- Audiological assessments of ((C)APD)
 - Case History
 - Electrophysiological Tests
- Informal Assessment of ((C)APD)
- ((C)APD) Test Battery
- Anatomical sites of (CANS) each test assess

Week 11-12

- Interpreting the Report
- Absolute Analysis
 - Norm Referenced
 - Pass/fail criterion
- Relative Analysis
 - Examination of patterns across tests
 - Ear differences

Week 13-14

- IEP Goals and Reassessment
- Compensatory Goals
- Environmental Goals
- Direct Therapy Goals

Week 15

- Remediation and coping
- LindaMood Bell
- Phonemic Synthesis
- Listening Programs
- Fast Forward

Week 16

- Final exam

6. Assignments and evaluation, including weights for final course grade.

Applied/Case-Based Assignments	40%
Lab/Diagnostic Assignments	40%
Resource Journal	20%

7. Grading scale: Final grades are assigned from the *cumulative point total* according to the following scale.

A	(92%)
B	(82%)
C	(72%)
D	(62%)
F	61% and below

8. Correlation of learning objectives to assignments and evaluation.

Course Learning Objectives	Case-Based Assignments	Lab – Diagnostic Assignments	Resource Journal
Explain basic audiometrics including audiograms and audiological reports. <i>(Depth of Content Knowledge, Effective Critical Thinking and Problem Solving)</i>	X	X	X
Evaluate educational significance of CAPD for a young, school-age children and adolescents. <i>(Depth of Content Knowledge, Effective Critical Thinking and Problem Solving, Advanced Scholarship through Research or Creative Activity)</i>	X	X	
Analyze the significance of classroom acoustics and ways to modify acoustics for optimal listening. <i>(Depth of Content Knowledge, Effective Critical Thinking and Problem Solving, Advanced Scholarship through Research or Creative Activity)</i>	X	X	X
Determine social and employment impact for adults with CAPD. <i>(Depth of Content Knowledge, Effective Critical Thinking and Problem Solving)</i>		X	X
Learn how to collaborate with fellow professionals, children and parents to appropriately manage children with CAPD. <i>(Depth of Content Knowledge, Effective Critical Thinking and Problem Solving, Effective Oral and Written Communication, Advanced Scholarship through Research or Creative Activity)</i>	X		
Demonstrate knowledge of the normal physiology of auditory processing of speech and sounds. <i>(Depth of Content Knowledge, Effective Critical Thinking and Problem Solving)</i>		X	X

Date approved by the department or school:

October 31, 2018

Date approved by the college curriculum committee:

December 10, 2018

Date approved by the Honors Council *(if this is an honors course)*:

Date approved by CAA: CGS: