



SACRAMENTO
STATE

Course Change Proposal Form A



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| Academic Group (College): HHS | Academic Organization (Department): SPHP | Date: 4/22/08 |
| Type of Course Proposal: New ___ Change <u>X</u> Deletion ___ | Department Chair: Laureen O'Hanlon | Submitted by: Larry Boles |
| Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No <u>X</u> | For Catalog Copy: Yes <u>X</u> No ___ CCE: Yes ___ No <u>X</u> | Semester Effective: Fall ___ Spring <u>x</u> , 2009 ___ |

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| This course replaces experimental course Subject Area (prefix) and Catalog Number (course number): | |
| This Catalog Number (course number) is being replaced: | |

Change from:

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|--|------------------------------------|-----------------|
| Subject Area (prefix) & Catalog No. (course no.): SPHP 133 | Title: Aural Rehabilitation | Units: 2 |
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Change to:

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| Subject Area (prefix) & Catalog No. (course no.): SPHP 133 | Title: Aural Rehabilitation | Units: 3 |
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JUSTIFICATION:

Because the Speech Pathology and Audiology Department no longer offers the MS in Audiology, the depth and breadth of content in auditory processing disorders is being reduced. This two-unit course and the two unit Auditory Processing Disorders (SPHP 137) course, are therefore being combined into one 3-unit course, retaining the title Aural Rehabilitation.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

According to Tye-Murray, aural rehabilitation is "intervention aimed at minimizing and alleviating the communication difficulties associated with hearing loss." This course examines communication assessment and remediation approaches for children and adults with both peripheral and central auditory problems.

Note:

Prerequisite: Major prerequisites: SPHP 125, 126, 130 and 131

Enforced at Registration: Yes X No

Corequisite:

Enforced at Registration: Yes No

CAN (California Articulation Number):

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| Graded: Letter <u>X</u> Credit/No Credit ___ | Instructor Approval Required? Yes ___ No <u>X</u> |
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| Course Classification (e.g., lecture, lab, seminar, discussion): C5 | Title for SIS+/CMS (not more than 30 characters) Aural Rehabilitation |
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| Cross Listed? Yes ___ No <u>X</u> | If yes, do they meet together and fulfill the same requirement, and what is the other course. |
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How Many Times Can This Course be Taken for Credit? 1

Can the course be taken for Credit more than once during the same term? Yes ___ No X

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc." See the example at <http://www.csus.edu/acad/example.htm>

1. Identify the appropriate assessment for speech reading and auditory skills for both children and adults.
2. Prepare appropriate objectives for a speech reading program for adults.
3. Develop an auditory training program to improve listening skills.
4. Recognize the level of audition for a child (infant through 16 years) and develop and implement a program to provide maximum auditory input for language and speech development.
5. Understand the role of the school in support a child with a hearing loss.
6. Demonstrate knowledge of hearing aids, cochlear implants and various assistive devices.
7. Define how speech is perceived and processed in the normal central auditory system.
8. Determine how a central auditory processing disorder is screened, assessed and diagnosed.
9. Describe the effect that middle ear fluid has on the processing skills of the affected child.

****Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

1. There will be three non-cumulative midterms and a comprehensive final examination. If you miss an exam, make-ups will be given during Dead Week only. Each midterm will be worth 100 points. The final exam is worth 150 to 200 points.
2. Quizzes. There MAY be announced or unannounced "pop" quizzes, each worth 10 points. There are no make up dates for missed quizzes.
3. Readings. The assigned readings are not optional and you will be tested on the material. This course requires extensive reading. Be prepared and read all material before class.
4. Observation. There is one required observation outside of class. Report is due on April 17 and no points will be given after April 22. Observation and report is 20 points. There may be observation reports due from in-class viewing. Reports from in class observation, if any, are 10 points each and due on the assigned date. No points for late reports.

For whom is this course being developed?

Majors in the Dept X Majors of other Depts Minors in the Dept General Education Other

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes X No

If yes, identify program(s): SPHP

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes No X

If yes, attach a description of resources needed and verify that resources are available.

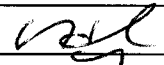
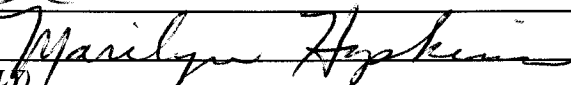
Indicate which department or programs will be affected by the proposed course (if any). None anticipated

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

Date

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| Department Chair:  | 5-20-08 |
| College Dean or Associate Dean:  | 5-20-08 |
| CPSP (for school personnel courses ONLY) | |
| Associate Vice President and Dean for Academic Programs | |

CONDITIONAL APPROVAL 5/20/08

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

SPHP 133: Aural Rehabilitation

Spring 2009

Instructor:
Office Hours:
E-mail:

Phone:
Office:

Course Requirements

Required Text

Tye-Murray, N. (2004). Foundations of Aural Rehabilitation: Children, Adults, and Their Family Members. (2nd Edition). Thomson Delmar Learning.

Required Supplemental Reading

McClatchie, A. and Therres, M.K. (2004). AuSpLan: A Manual for Auditory, Speech and Language Development for Children with Cochlear Implants. Children's Medical and Research Center. Oakland.

Parthasarthy, Teralandur K., Ed. (2006) An Introduction to Auditory Processing Disorders in Children. Lawrence Earlbaum Associates, New Jersey.

Course Description

According to Tye-Murray, aural rehabilitation is "intervention aimed at minimizing and alleviating the communication difficulties associated with hearing loss." This course examines communication assessment and remediation approaches for children and adults with both peripheral and central auditory problems.

Course Objectives

Through class lecture, videotape presentation, therapy observation and reading assignments, the student will be able to:

1. Identify the appropriate assessment for speech reading and auditory skills for both children and adults.
2. Prepare appropriate objectives for a speech reading program for adults.
3. Develop an auditory training program to improve listening skills.
4. Recognize the level of audition for a child (infant through 16 years) and develop and implement a program to provide maximum auditory input for language and speech development.
5. Understand the role of the school in support a child with a hearing loss.

6. Demonstrate knowledge of hearing aids, cochlear implants and various assistive devices.
7. Define how speech is perceived and processed in the normal central auditory system.
8. Determine how a central auditory processing disorder is screened, assessed and diagnosed.
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The course objectives directly address ASHA Standards III C, III D, IV B (Foundations of Practice), and IV D (Evaluation), and IV E (Treatment).

Major prerequisites: SPHP 125, 126, 130 and 131

Class Requirements

1. Readings in text book and assigned readings.
2. Observations. You may observe a “live session” in the observation room during therapy by signing up in the book outside the observation room. Only two students are allowed at a time. In addition, you may request a CD from the clinician to observe at your convenience *in the clinic*. Under no circumstance may a CD be removed from the clinic and viewed elsewhere. You are to write a brief report of your impressions of this session and bring any questions, along with the report, to class. DUE DATE: April 17.
3. Class attendance is required. If you miss a lecture it is your responsibility to get the notes, handouts and any assignments or information that has been provided.

Exams and Grading

1. There will be three non-cumulative midterms and a comprehensive final examination. If you miss an exam, make-ups will be given during Dead Week only. Each midterm will be worth 100 points. The final exam is worth 150 to 200 points.
2. Quizzes. There MAY be announced or unannounced “pop” quizzes, each worth 10 points. There are no make up dates for missed quizzes.
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from in class observation, if any, are 10 points each and due on the assigned date.
No points for late reports.