## Course Change Proposal Form A

<table>
<thead>
<tr>
<th>Academic Group (college):</th>
<th>Academic Organization (department):</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Health &amp; Human Services</td>
<td>Speech Pathology &amp; Audiology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Course Proposal:</th>
<th>Department Chair:</th>
<th>Submitted by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>New <em>x</em> Change <em>X</em> Deletion <em>x</em></td>
<td>Laureen O’Hanlon</td>
<td>Laureen O’Hanlon</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does this course fulfill a requirement for single-subject or multiple subject credential students?</th>
<th>For Catalog Copy:</th>
<th>Semester Effective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes <em>x</em> No <em>x</em></td>
<td>Yes <em>x</em> No <em>x</em></td>
<td>Fall <em>x</em> Spring <em>x</em> 2010</td>
</tr>
</tbody>
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<tr>
<th>CCE (Extension):</th>
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<tbody>
<tr>
<td>Yes <em>x</em> No <em>x</em></td>
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This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number): 
If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. 
Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr. 

| Yes _x_ No _x_ |

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### Change from:

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title:</th>
<th>Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHP 130</td>
<td>Hearing</td>
<td>3</td>
</tr>
</tbody>
</table>

### Change to:

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title:</th>
<th>Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHP 130</td>
<td>Audiology and Hearing Testing</td>
<td>3</td>
</tr>
</tbody>
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### JUSTIFICATION:

RE: SPHP 130: We are consolidating curriculum from current courses SPHP130 and SPHP 131 into once course in order to reduce the overall units required for the major and reduce the WTU instructional costs for our undergraduate program.

### NEW COURSE DESCRIPTION:

(Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/umanual/acad.htm - Guidelines for Catalog Course Description)

SPHP 130: Introduction to audiology; anatomy and physiology of the hearing mechanism; pathologies of the ear; basic acoustics of sound and its relation to hearing and speech; school hearing screening; hearing conservation; audiometric interpretation and its relationship to speech language and learning disorders..

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### Note:

Prerequisite:

| Enforced at Registration: | Yes _x_ No _x_ |

Corequisite:

| Enforced at Registration: | Yes _x_ No _x_ |

Graded: Letter _x_ Credit/No Credit _x_ 

Instructor Approval Required? Yes _x_ No _x_ 

Course Classification (e.g., lecture, lab, seminar, discussion):

| Title for CMS (not more than 30 characters) | Audiology Hearing Testing |

Seminar

Cross Listed?

| Yes _x_ No _x_ |

If yes, do they meet together and fulfill the same requirement, and what is the other course?

How Many Times Can This Course be Taken for Credit? _once_ 

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

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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/acaf/example.htm

Student Learning Outcomes

1. The student will be able to describe the basic structure of sound and its propagation.
2. The student will be able to accurately identify the major anatomical structures of the outer, middle, inner and central ear.
3. The student will be able to describe the physiological processes involved in hearing.
4. The student will be able to list and describe various pathologies of the outer, middle, inner and central ear and how they affect hearing.
5. The student will be able to describe the fundamentals underlying pure-tone audiometry and the components of a reliable audiogram.
6. The student will be able to describe normal and abnormal tympanograms, acoustic reflexes, speech audiometry, otoscopy, and otoacoustic emissions.
7. The student will be able to describe and demonstrate the basic hearing screening procedure.
8. The student will be able to accurately interpret site of lesion on a pure tone audiogram.
9. The student will be able to describe and demonstrate play audiometry screening procedures.
10. The student will be able to describe an effective hearing conservation program.

**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:

Assessments: Weekly Quizzes (Based off of the previous weeks lecture), 4 Exams, 1 Final, 1 Project (Audiometric Interpretation)

For whom is this course being developed?

Majors in the Dept _X__ Majors of other Depts ____ Minors in the Dept ____ General Education ____ Other ____

If yes, identify program(s): Speech Pathology and Audiology

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

If yes, identify program(s): Speech Pathology and Audiology

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). __________________________

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: 4-19-10

College Dean or Associate Dean: __________________________

CPSP (for school personnel courses ONLY)

Associate Vice President and Dean for Academic Programs __________________________

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.
Syllabus

SPHP 130: Audiology

Course Description - Introduction to audiology; anatomy and physiology of the hearing mechanism; pathologies of the ear; basic acoustics of sound and its relation to hearing and speech; school hearing screening; hearing conservation; audiometric interpretation and its relationship to speech language and learning disorders.

Specific Student Learning Outcomes:
1. The student will be able to describe the basic structure of sound and its propagation.
2. The student will be able to accurately identify major anatomical structures in the outer, middle, inner ear, and central auditory pathways.
3. The student will be able to describe the physiological processes involved in hearing.
4. The student will have an understanding of pathologies of the outer, middle, inner ear, and auditory pathways and how they affect hearing.
5. The student will be able to describe the basic procedures used to assess hearing.
6. The student will be able to interpret and utilize an audiogram and report from an audiologist to assist with the assessment and treatment of a hearing impaired patient.
7. The student will be able to describe and utilize a school hearing screening program.
8. The student will be able to describe and identify the purpose of hearing aids, FM systems, and other assistive listening devices.

Assessments:
Weekly Quizzes (Based off of the previous weeks lecture)
4 Exams
1 Final
1 Project (Audiometric Interpretation)

Course Outline:
1. Introduction to Audiology
   a. The profession
   b. Its relationship to Speech Pathology
   c. The Doctorate
   d. Organizations
      i. AAA
      ii. Agency for Hearing
      iii. SHHH
      iv. Nor Cal Center on Deafness
      v. CTAP
2. Basic Acoustics
   a. Amplitude
   b. Frequency
   c. Duration
3. Anatomy and Physiology of the Human Hearing Mechanism
   a. Outer – Conductive Mechanism
      i. A&P
      ii. Pathologies
      iii. Relation to Amplitude
   b. Middle
      i. A&P
      ii. Pathologies
      iii. Relation to Amplitude
   c. Inner
      i. A&P
      ii. Pathologies
      iii. Relation to Amplitude
iv. Relation for Frequency
d. Central Pathway
   i. A&P
   ii. Pathologies
   iii. Relation to Duration

4. Hearing Loss
   a. Conductive
   b. Sensorineural
   c. Sensory
   d. Neural

5. Basic Hearing Assessment
   a. The Audiometer
   b. The Tympanometer
   c. The Audiogram
      i. Symbols
      ii. Frequency
      iii. Amplitude
   d. Pure Tone
      i. Relationship to Amplitude
   e. Speech
      i. Relationship to Frequency and Duration

6. Hearing Screenings
   a. Infant Screening programs
   b. School Hearing Screenings
      i. Procedure
      ii. Guidelines

7. Audiometric Interpretation
   a. Types of Loss
   b. Air/Bone Gap
   c. Affect on Speech

8. Hearing Conservation
   a. Hazardous noise exposure
   b. Hearing Protection

9. Assistive Listening Technology
   a. Hearing aids
   b. Cochlear Implants
   c. FM Systems
   d. Amplified Phones
   e. Captioned Phones
   f. Closed Captioning
   g. TV Systems