

New Course

Course Information

Full Title of Course

Educational Audiology and Auditory Processing Disorders

Transcript Copy of Title

Educational Audiology & APD

Course Prefix and Number:

HRG 642

Description:

A study of educational audiology, including the role of the educational audiologist, the educational difficulties of children with hearing impairments, and the methods to address those problems. Auditory processing disorders, as well as the assessment, treatment, and neuroanatomy and physiology of these disorders will be discussed.

Prerequisites:

Admission to the audiology program and successful completion of all previously required courses in the Au.D. curricular sequence.

Credits:

2

Offered:

- Winter

If the course will only be offered a particular semester, indicated which one:

Grade Type:

- Letter

Course is proposed as:

- Required

Program/major this will be required for:

Doctor of Audiology

Activity, Scheduling & Enrollment

Course Delivery Method:

- Face-to-face - All courses are approved for traditional delivery. It is the de facto delivery method.

Student contact hours per week:

New Course

HRG 642

Log # 8931

02/16/2017

Activity	Hours
Lecture/Discussion	2
Lecture	0
Discussion	0
Lab	0
Field Study	0
Study Abroad	0
Studio	0
Internship	0
Seminar	0
Other	0

First time course is anticipated to be offered:

Winter 2018

Projected maximum section size:

10

Projected number of sections per year:

1

Rationale for adding this course to the curriculum

Explain how this course will strengthen and improve the curriculum and/or how this course aligns with unit goals.

1. This course presents information on educational audiology and the considerations of children with hearing impairments in the educational system. This course also addresses auditory processing disorders and their neuroanatomical basis, assessment and treatment. An understanding of these principles is a foundational skill for graduates from audiology doctoral degree programs.

2. The national accreditor of academic programs in audiology specifies that accredited programs must provide didactic and practical learning in order to prepare entry-level practitioners who can practice across the entire breadth and depth of the scope of practice across the lifespan. This course specifically deals with pediatric populations.

3. The only national credential for audiologists, promulgated by the American Speech-Language-Hearing Association, is the Certificate of Clinical Competence in Audiology (CCC-A). Professionals who wish to obtain this credential must demonstrate knowledge of the effects of hearing loss on communication and educational, vocational, social and psychological functioning, the health care and educational delivery systems, the provision of treatment services for children with hearing loss including collaboration/consultation with early interventionists, school based professionals and other service providers regarding development of intervention plans, the pathologies related to hearing and balance and their medical diagnosis and treatment, and the evaluation of auditory-related processing disorders (Standard IV: A7, A10, A20, C8 & D5).

4. Given the above, this course aligns with unit goals as it requires the acquisition of knowledge and skills with this specific client population that are essential for graduates to qualify for certification and licensure, and that are necessary requirements for the educational program to qualify for accreditation. In addition, as one of the goals of the program is to prepare students for clinical practice in audiology, the information covered in this course is essential for graduates to become qualified and competent audiologists.

Which student population(s) is this course designed to serve? Explain how and where this course fits into the unit's existing curriculum.

This course is designed to be taken during the second year of the three-year audiology program.

For each prerequisite listed above, please give a detailed explanation for why they are necessary.

This course is for graduate students in the audiology program only who have successfully completed their previous coursework. This course builds upon coursework completed during the first year and prepares students for other coursework and practicum, taken later in the program.

Will this course increase the total number of credits required for students in any program and its prerequisites? If so, explain why the increase is necessary. Could existing required courses be dropped or modified to accommodate the addition of this material?

This course will not increase the number of credits for students in any major or minor. It is required of, and available only to, graduate students admitted to the doctoral program in audiology.

Identify any overlap between this course and courses offered by this unit as well as other programs or units.

There is no significant degree of overlap with any other course on campus. The proposed course is specific to the audiology program and the educational preparation of audiologists.

Attention!

If this proposal is a part of a larger package of changes (e.g., program change request, new courses, or course changes), you must group all related proposals together in the online system to facilitate review.

Curriculum Resource Statement

Faculty/Staff Resources

Describe how faculty workload will be affected by this proposal.

This course proposal is part of the Doctor of Audiology degree program. Workload implications, instrumentation, operating budget, etc are described in the program proposal.

Library Resources

If this proposal requires additional library resources, provide an evaluation of those additional library resources.

N/A

Computer Resources

If this proposal requires additional computer resources, discuss any expansion of existing resources or need for additional resources (lab space, software license, etc.).

N/A

Classroom Resources

If this proposal requires additional classroom resources beyond the standard room with a lecture computer, projector, and whiteboard, describe any additional classroom resources required for this proposal.

N/A

Equipment Resources (non-computer)

If this proposal requires additional equipment resources (non-computer), provide an evaluation of those additional needed resources with estimated costs.

N/A

Syllabus of Record

Purpose

The syllabus of record (SOR) serves five audiences:

1. Faculty can use the SOR as a blueprint for designing course syllabi. Faculty are free to add to the content in the SOR, but the required activities, objectives, and methods of evaluation in the SOR must be maintained.
2. Students can use the SOR to determine, before they register, the skills they can expect to engage in and what they can expect to have learned upon successful completion of a course.
3. The SOR provides a standard format that other schools can use to determine transfer credit.
4. Faculty governance (e.g., CCC, UCC) use the SOR when evaluating course-change and new course proposals.
5. Accreditation bodies may use the syllabus of record to view the content taught in every section of a course.

The syllabus of record (SOR) is a blueprint for building a course. It provides details on the minimum structure and content for the course so that units can ensure knowledge is structured throughout the curriculum. It is not necessarily meant to articulate every aspect of each week of a course.

Therefore, when constructing an SOR, careful attention must be paid to what it contains. If a unit wishes to propose a course in which content is quite rigid and fixed, then the various sections of the SOR would reflect that. On the other hand if a unit wishes to propose a course with content to be selected from a range of specified possibilities and/or a course with little fixed content with the bulk of the content being determined by the specific instructor, then the SOR would indicate that.

The SOR [guidelines](#) can really help with creating a successful SOR.

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HRG 642

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Description

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Syllabus of Record

Objectives

After successful completion of the course the students will be able to

1) Evaluation/Assess:

Assess progress and efficacy of treatment plans

2) Synthesis/Develop:

Develop appropriate treatment plans for individuals with auditory processing disorders

3) Evaluation/Assess:

Assess the educational process for insuring that appropriate services are provided to children with hearing loss

4) Guided Response/Determine:

Determine appropriate strategies for evaluating auditory processing disorders

5) Synthesis/Prepare:

Prepare an appropriate method for effectively communicating with parents, teachers, and administrators

6) Synthesis/Design:

Design a comprehensive program for successful mainstreaming of children with hearing loss

7) Evaluation/Contrast:

Contrast the various models of delivery that are available for providing services in schools

8) Evaluation/Describe:

Describe best practices for the educational audiologist in the schools

Topics

Week 1	Role of the Educational Audiologist
Week 2	Assessment in the Schools
Week 3	Room Acoustics
Week 4	Training Teachers/Administration
Week 5	Coordination of Services
Week 6	Addressing Parental Concerns
Week 7	Hearing Conservation in Schools
Week 8	Introduction to Auditory Processing Disorders
Week 9	Neuroanatomy involved in APD
Week 10	Screening and Assessment Measures for APD
Week 11	Auditory Training
Week 12	Management of APD in Children
Week 13	Management of APD in Adults
Week 14	Measuring Treatment Efficacy

Methods of Evaluation

Case Studies	30-40%
Examinations	40-60%
Class Participation	10-20%

Sample Source(s) of Information

Johnson, C.D. and Seaton, J. (2013). *Educational Audiology Handbook*. Cengage Learning.

Bellis, T.J. (2002). *Assessment & Management of Central Auditory Processing Disorders in the Educational Setting: From Science to Practice (2nd Edition)*. Cengage Learning.