Course or Program Addition, Deletion or Modification Request

**Department:** Special Education & Speech-Language Pathology  
**College:** College of Education

**Current course catalog listing: (for modifications or deletions)**

<table>
<thead>
<tr>
<th>Action</th>
<th>Credit</th>
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<tr>
<td>☑ Course</td>
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**Rationale:** To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☐ Library resources are adequate  
☐ Library resources need enhancement

**Proposed Course Catalog Listing: (For new courses or for modification)**

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Hours: Lecture/Lab/Total</th>
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<tbody>
<tr>
<td>SLPA</td>
<td>6707</td>
<td>Aural Rehabilitation</td>
<td>3 / 0 / 3</td>
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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course covers the communicative and educational management of children and adults with hearing loss. Areas of specific focus include the impact of hearing loss on development, intervention models, amplification, auditory training, visual/manual communication, deaf education, and central auditory processing disorders.

**Prerequisite(s)** Admission to Teacher Education; advisor permission.

**Present or Projected Enrollment:** 25 (Students per year)  
**Effective Date:** Spring / 2006  
*For a new course, one full term must pass between approval and effective date.

**Grading System:**  
☑ Letter Grade  
☐ Pass/Fail  
☐ Other

**Approval:**

[Signature]  
Date: 2/15/2005  

**Final Approval:** Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit)

**Chair, Undergraduate Academic Programs Committee**  
Date  
Chair, Committee on Graduate Studies  
Date

**Vice President for Academic Affairs**  
Date

Revised 1/09/02
All courses in the SLPA program are being modified, added, or deleted in response to requirements of the American Speech-Language-Hearing Association’s (ASHA) application process. For purposes of the ASHA application process, all courses will contain Learning Outcomes that are linked to ASHA’s Knowledge and Skills (KASAs). This course was changed in the following manner:

- **Learning Outcomes linked to ASHA’s Knowledge and Skills (KASA)**
- **Description is being changed to reflect proposed course content.**
- **Prerequisites are being added to include Admission to Teacher Education and advisor permission.**
- **Title is being changed to more accurately reflect proposed course content.**

**Old Description: (2004-05 Catalog)**

This course presents an overview of auditory training, speech reading, and educational management. Areas to be emphasized include physical, physiological, and psychological prerequisites to understand speech, language, and educational development of the hearing impaired individual. This course is designed for graduate students in the speech pathology program to provide them with a model of professional service that will be effective in helping hearing-impaired children and adults to function as close to their ideal as possible.

**New Description: (Proposed)**

Prerequisites: Admission to Teacher Education; advisor permission

This course covers the communicative and educational management of children and adults with hearing loss. Areas of specific focus include the impact of hearing loss on development, intervention models, amplification, auditory training, visual/manual communication, deaf education, and central auditory processing disorders.
SLPA 6707

AURAL HABILITATION / REHABILITATION

Semester Hours: 3

Semester/Year: Spring, 2006

Instructor: Dr. Dan Sisterhen
Contact: Department of Special Education and Speech-Language Pathology
114 Education Annex
State University of West Georgia
Carrollton, GA 30118

Office Hours: TBA

Telephone: Office – 678-839-6165
Home – 770-751-8807
Cell – 770-241-8060

E-mail: dsisterh@westga.edu

Website: www.westga.edu/~dsisterh

Fax: 678-839-6162

COURSE DESCRIPTION

Prerequisites: Admission to Teacher Education; advisor permission
This course covers the communicative and educational management of children and adults with hearing loss. Areas of specific focus include the impact of hearing loss on development, intervention models, amplification, auditory training, visual/manual communication, deaf education, and central auditory processing disorders.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement,” the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC),
propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course’s objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

LEARNING OUTCOMES

Link to American Speech, Language, and Hearing Association (ASHA) Knowledge and Skills Acquisition (KASA)
The ASHA KASA document details the Standards for the Certificate of Clinical Competence (SCCC). The document is utilized to demonstrate compliance with accreditation standards related to preparing students to meet ASHA certification requirements. It includes nine main knowledge areas (articulation, fluency, voice and resonance, receptive/expressive language, hearing, swallowing, cognitive aspects, social aspects, and communication modalities) across five clinical parameters (etiopathology, characteristics, prevention, assessment, and intervention). Because of the importance of the KASA standards in tracking and documenting the student’s achievement related to these knowledge areas and clinical parameters, they are directly related to the Learning Outcomes. Accordingly, the relevant Standard(s) are noted under each Learning Outcome. The relevant Conceptual Framework areas and NBPTS Propositions also are noted and discussed in more detail below.

Students will:

1. describe the basics of auditory disorders, anatomy, physiology, and science (Zemlin, 1998);
   (Lifelong learner; Adaptive; Knowledgeable; NBPTS 1, 2; ASHA KASA Standards III-B, C)

2. define the impact of hearing loss on communication, cognitive, social, and educational development (Flexer, 1999; Hull, 2001; Schow & Nerbonne, 2002);
   (Lifelong learner; Adaptive; Empathetic; Knowledgeable; NBPTS 1-2; ASHA KASA Standards III-B, C)

3. describe the current aural-oral management strategies for children and adults who are hearing impaired (Flexer, 1999; Hull, 2001; Schow & Nerbonne, 2002);
   (Leader; Decision maker; Lifelong learner; Adaptive; Knowledgeable; NBPTS 1-3; ASHA KASA Standards III-D, IV-G)

4. explain the current amplification strategies for children and adults who are hearing impaired (Schow & Nerbonne, 2002);
   (Lifelong learner; Adaptive; Knowledgeable; Proactive; NBPTS 1-3; ASHA KASA Standards III-D, IV-G)
5. describe the relative characteristics, benefits, disadvantages, and trends of aural-oral, manual, total communication, and deaf education programs (Schow & Nerbonne, 2002) and;
(Lifelong learner; Culturally Sensitive; Knowledgeable; NBPTS 1-3; ASHA KASA Standards III-D, IV-G)

6. identify the communicative, social, and educational perspectives and problems of the deaf community (Schow & Nerbonne, 2002).
(Adaptive; Collaborative; Culturally Sensitive; Knowledgeable; NBPTS 1-3; ASHA KASA Standard III-C)

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

References:


Handouts as needed.

ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY

Link to Conceptual framework
This graduate-level course is designed to instruct the speech-language pathology student on the communicative, social, educational and vocational impacts of hearing loss and review the various types of intervention available to the therapist. The graduate student will be prepared to operate as the primary, on-site intervention manager in the school system. At the completion of this course, the student will have demonstrated achievement in the areas of decision maker: identifying the symptoms of hearing loss and implementing the appropriate treatment (Assignments 1, 3, 4), leadership: taking responsibility for remediating the effects of hearing loss (Assignments 1, 3, 4), lifelong learner: acquiring a sense of ongoing professional investigation (Assignments 1 - 4), being adaptive: learning to evaluate situations in light of new information (Assignments 3, 4), collaborative: learning to work with professional peers in the total care of children and adults with hearing loss (Assignment 2), culturally sensitive: adapting identification and intervention to meet the needs of a diverse
populations (Assignments 1 - 4), empathetic: demonstrating sensitivity to the needs of individuals who is hearing impaired and their family ( Assignments 1 - 4), knowledgeable: acquiring the didactic and clinical content through class notes, text and the literature (Assignments 1 - 4), and being proactive: applying early identification and remediation to minimize the effects of hearing loss (Assignments 1, 3, 4).

Assignments:

1) Participation: Each student is expected to read assigned material prior to class and participate in class discussion. (10 points)
   Learning Outcomes 1 – 6.

2) Observation: Each student is expected to observe a minimum of 3 hours in a classroom setting for the hearing impaired. Students will interview the teacher of the hearing impaired to gain information regarding best/preferred practices for hearing impaired intervention, particularly as related to involvement of the speech-language pathologist. (5 points)
   Learning Outcomes 1 – 6.

3) Research Paper / Presentation: Each student will write a 5-7 page paper relating to the management of communicative / educational problems as a result of hearing loss. Topics include but are not limited to impacts of hearing loss, current trends in aural habilitation / rehabilitation, amplification, auditory training, deaf education, auditory processing, literacy, the deaf community. The paper is to be word processed in MS Word™ and must be supported with text and periodical documentation in accordance with current APA style. Presentations of the papers will be expected, time permitting. (25 points)
   Learning Outcomes 1 – 6.

4) Examinations: Three exams will be administered at approximately the 5th, 11th, and final weeks. (60 points)
   Learning Outcomes 1 – 6.

Evaluation Procedures:

Participation - 10 points
Observation - 5 points
Research paper - 25 points
Examinations - 60 points

Grading Policy:
A = 90-100 points
B = 80-89 points
C = 70-79 points
F = Below 70 points

CLASS POLICIES
Attendance is required to experience the full benefit of the class activities. Absences must be approved, in advance where possible. Two or more unexcused absences may result in a one letter-grade reduction.

As a reflection of university policy, this class is in compliance with all applicable federal, state, and local laws, including but not limited to, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1964, the Equal Pay Act, the Age Discrimination in Employment Act, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972 (to the Higher Education Act of 1965), Section 504 of the Rehabilitation Act of 1973, the Vietnam-Era Veterans Readjustment Assistance Act of 1974, and all amendments to the foregoing.

As advocates of both the letter and intent of the Individuals with Disabilities Education Act, we will make every accommodation possible to support students with disabilities that may impact negatively academic performance. Students with disabilities should discuss the need for adaptations or accommodations at the beginning of the semester.

**CLASS OUTLINE**

Week 1: Anatomy, Physiology, and Hearing Loss Review

Week 2: Perception and Acoustics of Speech  
An Aural (Re)Habilitation Model

Week 3: Amplification / Assistive Listening Devices

Week 4: Auditory Skills Development / Auditory Training

Week 5: Auditory Skills Development / Auditory Training  
Exam 1

Week 6: Auditory Skills Development / Auditory Training

Week 7: Visual Communication  
Modes of Communication

Week 8: Language Development / Impact of Hearing Impairment

Week 9: Speech Development / Impact of Hearing Impairment / Intervention Strategies

Week 10: Cognitive / Intellectual Development / Impact of Hearing Impairment

Week 11: Holiday  
Exam 2
Week 12: Auditory Processing Disorders

Week 13: Auditory Processing Disorders

Week 14: The Art of Reading / Impact of Hearing Impairment

Week 15: Social / Educational Environments for Individuals who are Hearing Impaired

Week 16: Exam 3

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in Student Handbook, Undergraduate Catalog, and Graduate Catalog.
SLPA 6707

AURAL REHABILITATION

Semester Hours: 3

Semester/Year: Spring, 2004

Instructor: Dr. Dan Sisterhen
Contact: Department of Special Education and Speech-Language Pathology
         114 Education Annex
         State University of West Georgia
         Carrollton, GA 30118

Office Hours: TBA

Telephone: Office - 770-836-4425
           Home – 770-8751-9907

E-mail: dsisterh@westga.edu
Website: www.westga.edu/~dsisterh
Fax: 770-836-4644

COURSE DESCRIPTION

This course presents an overview of auditory training, speech reading, and educational management. Areas to be emphasized include physical, physiological, and psychological prerequisites to understand speech, language, and educational development of the hearing impaired individual.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement,” the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools
through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course’s objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. acquire basic knowledge and information regarding significant hearing loss and associated oral, manual, and total communication programs (Alpiner & McCarthy, 2000; Schow & Nerbonne, 2002);

   *(Decision Makers; Leaders; Adaptive; Empathetic; Knowledgeable; NBPTS 1- 2)*

2. investigate new strategies and amplification for intervention with hearing-impaired children and their parents (Hull, 2001; Schow & Nerbonne, 2002);

   *(Adaptive; Collaborative; Culturally Sensitive; Knowledgeable; NBPTS 1- 3)*

3. develop an awareness of the problems hearing-impaired individuals and their families face (Alpiner and McCarthy, 2000; Schow & Nerbonne, 2002); and

   *(Culturally Sensitive; Empathetic; Knowledgeable; NBPTS 1 - 2)*

4. conduct a thoughtful review of the problems and primary trends in education of the deaf (Hull, 2001; Schow & Nerbonne, 2002).

   *(Lifelong Learners; Adaptive; Culturally Sensitive; Empathetic; Knowledgeable; Reflexive; NBPTS 1 - 3)*

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

References:


ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY

**Link to Conceptual framework**

This graduate-level course is designed to instruct the speech-language pathology student on the communicative, social, educational and vocational impacts of hearing loss and review the various types of intervention available to the therapist. The graduate student will be prepared to operate as the primary, on-site intervention manager in the school system. At the completion of this course, the student will have demonstrated achievement in the areas of **decision making**: identifying the symptoms of hearing loss and implementing the appropriate treatment (Assignments 1, 2, 3, 4), **leadership**: taking responsibility for remediating the effects of hearing loss on-site (Assignments 1, 2, 4), **lifelong learning**: acquiring a sense of ongoing professional investigation (Assignments 1, 2, 3, 4), being **adaptive**: learning to evaluate situations in light of new information (Assignments 1, 2, 3, 4), **collaboration**: learning to work with professional peers in the total care of children with hearing loss (Assignments 1, 2, 3, 4), **cultural sensitivity**: adapting identification and intervention to meet the needs of a diverse school population (Assignments 1, 2, 3), **empathy**: demonstrating sensitivity to the needs of the student/patient and his/her family (Assignments 1, 3, 4), **knowledge**: acquiring the didactic and clinical content through class notes, text and the literature (Assignments 1, 2, 3, 4), being **proactive**: applying early identification and remediation to minimize the effects of hearing loss in children (Assignments 1, 2, 3, 4), and **reflection**: engaging in ongoing evaluation of the effectiveness of applied intervention procedures (Assignments 1, 2, 3, 4).

**Assignments:**

1) **Participation**: Each student is expected to read assigned material prior to class and participate in class discussion. *(10 points)*
   
   Course Objectives 1 – 4.

2) **Observation**: Each student is expected to observe a minimum of 3 hours in a classroom setting for the hearing impaired. Students will interview the teacher of the hearing impaired to gain information regarding best/preferred practices for hearing impaired intervention, particularly as related to involvement of the speech-language pathologist. *(10 points)*
   
   Course Objectives 1 – 4.
3) **Research Paper:** Each student will write a 5-7 page position paper relating to current thinking in aural habilitation / rehabilitation. The paper is to be supported with text and periodical documentation in accordance with current APA style. (20 points)  
**Course Objectives** 1 – 4.

4) **Examinations:** Three exams will be administered at approximately the 5th, 11th, and final weeks. (60 points)  
**Course Objectives** 1 – 4.

**CLASS POLICIES**

Attendance is required to experience the full benefit of the class activities. Absences must be approved, in advance where possible. Two or more unexcused absences may result in a one letter-grade reduction.

As advocates of both the letter and intent of the Individuals with Disabilities Education Act we will make every accommodation possible to support students with disabilities which may negatively impact academic performance. Students with disabilities should discuss the need for adaptation or accommodation at the beginning of the semester.

**GRADING POLICY**

A = 90-100 points  
B = 80-89 points  
C = 70-79 points  
F = Below 70 points

**CLASS OUTLINE**

Week 1: Auditory Acoustics, Anatomy, and Physiology Review

Week 2: Hearing Loss; Audiometric Testing Review

Week 3: An Aural (Re) Habilitation Model

Week 4: Parental Participation and Support

Week 5: Amplification / Assistive Listening Devices

Week 6: Perception and Acoustics of Speech

Week 7: Auditory Skills Development / Auditory Training
Week 8: Auditory Skills Development / Auditory Training

Week 9: Visual Communication

Week 10: Modes of Communication

Week 11: Language Development / Impact of Hearing Impairment / Exam 2

Week 12: Speech Development / Impact of Hearing Impairment / Intervention Strategies

Week 13: Cognitive / Intellectual Development / Impact of Hearing Impairment

Week 14: The Art of Reading / Impact of Hearing Impairment

Week 15: Educational Environments for Children who are Hearing Impaired

Week 16: Central Auditory Processing Disorders / Management

Final Week: Exam 3

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another at of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in The Uncatalog, Undergraduate Catalog, and Graduate Catalog.