

CSD 4151
Audiology II
3 Semester Hours

College of Education
Valdosta State University
Department of Communication Sciences and Disorders
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOK

Roeser, Ross & Downs, Marion (2004), Auditory Disorders in School Children, 4th Ed., Thieme Medical Publishers, Inc.

COURSE DESCRIPTION

An introduction to advanced audiometric diagnostic procedures and interpretation including electrophysiological testing (oto-acoustic emissions, auditory evoked potentials) and auditory processing disorders (APD). Management procedures related to children who are deaf/HOH or have APD.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

STANDARD III-B: The student must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental and linguistic cultural bases.

Standard III-C: The student must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

STANDARD III-D: The student must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

STANDARD III-E: The student must demonstrate knowledge of standards of ethical conduct.

STANDARD III G: The student must demonstrate knowledge of contemporary professional issues.

COURSE OBJECTIVES (CO):

The student will:

CO 1. demonstrate an understanding of the stimuli used in audiometry and the terminology associated with hearing measurement and human perception of sound. [CFS Standard III-B]

CO2. demonstrate an understanding of basic and advanced audiometric testing procedures. [CFS Standard III-D]

CO3. demonstrate an understanding of the nature of hearing loss, deaf culture, and various communication options for children who are deaf/HOH. [CFS Standard III-C]

CO4 demonstrate an understanding of amplification and assistive devices for children who are deaf/HOH or have APD. [CFS Standard III-D]

CO5. demonstrate an understanding of communication/speech/language/auditory assessment and intervention with children who are deaf/HOH or have auditory processing disorders (APD). [CFS Standard III-C]

CO6. demonstrate an understanding of collaborative model for assessment and intervention, and speech-language pathologists and audiologists' respective scopes of practice related to working with children who are deaf/HOH or have APDs. [CFS Standards III-E and III-G]

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

1. Clinical Activity: Students will observe an aural habilitation therapy session and submit a written report. (CO 4, 5, 6)
2. Group Assignment: Students will be placed in small groups to review specific tests and intervention program/materials and present/demonstrate information orally to the class. Written information will be compiled to form a resource notebook for each student. (CO 5)
3. Cybermentor project: Students will be assigned to a cybermentor (professional and/or parent or deaf/HOH person) and will correspond with the mentor completing various interviews throughout the semester. Correspondence will be emailed to the instructor. (CO 3, 4, 5, 6)
4. Students will attend a Deaf cultural event and write a summary of the experience OR write reaction papers after viewing two videos important to Deaf culture (will be given a list). (CO4)
5. Students will participate in class labs to obtain hands-on experience with audiometric equipment and hearing devices, evaluation and therapy materials. (CO 1, 2, 4)

COURSE EVALUATION

There will be a minimum of three tests and a final. Exam material will include lectures, any videos, guest speakers and the text. Each student is expected to have read the text in preparation for each lecture. Lecture material will supplement the text. The final exam will be comprehensive. Additionally, the projects and lab grades will be averaged in with tests and exam grades to establish a final grade.

Grading Scale: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 59 or less

FINAL EXAM IS SCHEDULED FOR FRIDAY, December 9TH; 12:30-2:30PM.

SOI STATEMENT

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

ATTENDANCE POLICY

The university 20% absence policy regarding attendance will be strictly adhered to during the course.

LATE WITHDRAWAL

For late withdrawal for medical or hardship situations after midterm, the process is available at <http://www.valdosta.edu/academic/WithdrawalPolicy.shtml>

POLICY STATEMENT ON PLAGIARISM AND CHEATING

Below is information directly quoted from Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE: The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).

1. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
2. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE: The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).

The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."

1. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

ACCESS OFFICE

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

INSTRUCTOR (Office Hours: See Posted Schedule)

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