

CSD 5090
Aural Rehabilitation
3 Semester Hours

College of Education
Valdosta State
University

Department of Special Education and Communication
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 and MATERIALS

- **Textbook:** Foundations of Aural Rehabilitation, 4th edition, by Nancy Tye-Murray, published by Cengage Learning. ISBN: 978-1133281429
- **Additional required readings** (journal articles) are posted to BlazeView.

COURSE DESCRIPTION

This course covers the study of hearing testing, aural rehabilitation methods, materials, and amplification/assistive devices for the hearing impaired.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

- I. **CONTENT AND CURRICULUM:** Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.

- II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Educators support the intellectual, social, physical, and personal development of all students.
- III. LEARNING ENVIRONMENTS: Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. ASSESSMENT: Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. PLANNING AND INSTRUCTION: Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. PROFESSIONALISM: Educators recognize, participate in, and contribute to teaching and learning as a profession.

COURSE OBJECTIVES (CO):

The student will:

- 1. be able to describe characteristics of hearing loss and the primary and secondary consequences of hearing loss (III-C);
- 2. be able to describe instrumentation that supports aural rehabilitation intervention including hearing aids, assistive and alternative rehabilitation devices (III-C, III-D);
- 3. be able to discuss issues with cochlear implants and variables affecting rehabilitation (III-C, III-D);
- 4. be able to describe current approaches to auditory training (III-D);
- 5. be able to identify factors related to speechreading and manual communication(III-C & III-D);
- 6. be able to discuss the language and speech characteristics, assessment and management in deaf and hard of hearing clients (III-C & III-D);
- 7. be able to apply information from course to cases where assessment and intervention decisions are made (III-C & III D)

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

- 1. Four Exams
 - a. Exam #1 = 20 points
 - b. Exam #2 = 40 points
 - c. Exam #3 = 40 points
 - d. Exam #4 = 50 points
- 2. Paper #1 = 50 points
- 3. Paper #2 = 100 points
- 4. Weekly Discussion Boards = 100 combined
- 5. 400 Points total

COURSE EVALUATION

Grading Scale

- 360-400 pts. = A
- 320-359 pts. = B
- 280-319 pts. = C
- 240-279 pts. = D

COURSE FORMAT: The course *format is blended*. That is, there will be lectures online that do not require class attendance. There will be discussion forums online that require participation. There will be in-class discussion meetings where attendance is required. All lectures and discussion topics and dates will be posted on the course schedule.

ATTENDANCE POLICY: Class attendance on discussion dates is mandatory. Attendance will be taken.

DUE DATES: All tests and assignments are to be turned in either on or before the cutoff day and time. Every day the test or assignment is late will result in a 10% reduction in the grade.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.

SECOND OFFENSE: The student will earn the letter grade "F" for the course.

THIRD OFFENSE: The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).