RECEIVED

UNIVERSITY OF KENTUCKY

NOV 2 1 2006

X Yes 🔲 No

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR
OFFICE OF THE
Page of Health Sciences

Date SENATE GOUNCIL

Sub	mitted by College of Real	th Sciences		Date 0-0730709001101L
Dep	partment/Division offering co	urse Rehabilitation Scien	ces/Communication Disorders	
Cha (a)	nges proposed: Present prefix & number CD 691 Proposed prefix & number		CD 591	
(b)	Present Title Aural Reha	bilitation		
	New Title Aural Rehal	bilitation		
(c)	If course title is changed an characters) for use on transc		cluding spaces), include a sensibl	e title (not to exceed 24
(d)	Present credits:	03	Proposed credits:	_ 03
(e)	Current lecture: laboratory	ratio Lecture only	Proposed:	Lecture only
(f)	Effective Date of Change: (Semester & Year) Spring	g 2007	
To 1	be Cross-listed as:			_
		Prefix and Number	Sign	ature: Department Chair
Prop (a)	posed change in Bulletin desc Present description (includi		•	
	•			
	Management strategies for	people with hearing loss. To	pics include: variables affecting	hearing handicap; characteristic
			ification systems; acoustic, perce	
	speech; assessment and ma	nagement of problems resul	ting from hearing loss across the	lifespan. Prereq: CD 420 or
	consent of instructor			
(b)	New description:			
	en e			
			· · · · · · · · · · · · · · · · · · ·	
(c)	Prerequisite(s) for course as	s changed: CD 420 or con	sent of instructor; undergraduate	and graduate CODI majors onl
117L	at han muat. d thin	n	. •	
Thi	at has prompted this proposal	./ aduate and oraduate curricu	lum revision in Communication	Disorders Since implementation
ofo	our new curriculum revision b	eginning in 2003, we have i	dentified some problems, all rela	tively minor. Prior to the 2003
revi	sion, this course was taught a	s a 500 level undergraduate	course; we moved it to the gradu	ate level and changed it to a 60
leve	el course in an attempt to mov	e all courses pertaining to it	ntervention to the graduate level.	However, moving this course to
the	graduate level has added to a	n already intense graduate p	rogram such that students must to	ike very heavy loads to graduat
in 6	no-mantona Imaddition resolve	ive found that our undergrad		
prop	semesiers. In addition, we in	CC 11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	mate students have surricient roc	m to take this course and
	grams at most other institution	ns offer this course at the un	dergraduate level. Consequently,	m to take this course and we propose to reinstate this
COL	grams at most other institutions rse in the undergraduate curri	ns offer this course at the un culum. The course will still	dergraduate level. Consequently, maintain appropriate rigor at the	m to take this course and we propose to reinstate this 500 level to ensure that studen
will	grams at most other institution rse in the undergraduate curri have the necessary skills to r	ns offer this course at the un culum. The course will still provide intervention in the a	dergraduate level. Consequently, maintain appropriate rigor at the rea of aural rehabilitation. In the	m to take this course and we propose to reinstate this 500 level to ensure that studen unlikely event that a graduate
will stud	grams at most other institution rse in the undergraduate curri have the necessary skills to r	ns offer this course at the un culum. The course will still provide intervention in the a ho has not had the course at	dergraduate level. Consequently, maintain appropriate rigor at the	m to take this course and we propose to reinstate this 500 level to ensure that student unlikely event that a graduate
will stud stud	grams at most other institution rse in the undergraduate curri have the necessary skills to p lent from other institutions when lent to take the course for grad	ns offer this course at the un culum. The course will still provide intervention in the a ho has not had the course at duate credit.	dergraduate level. Consequently, maintain appropriate rigor at the rea of aural rehabilitation. In the the undergraduate level, the 500	m to take this course and we propose to reinstate this 500 level to ensure that student unlikely event that a graduate level designation will allow the
will stud stud	grams at most other institution rse in the undergraduate curring have the necessary skills to plent from other institutions when to take the course for graduere are to be significant chan	ns offer this course at the un culum. The course will still provide intervention in the a ho has not had the course at duate credit. ges in the content or teaching	dergraduate level. Consequently, maintain appropriate rigor at the rea of aural rehabilitation. In the the undergraduate level, the 500 ag objectives of this course, indic	m to take this course and we propose to reinstate this 500 level to ensure that student unlikely event that a graduate level designation will allow the ate changes:
will stud stud	grams at most other institution rse in the undergraduate curring have the necessary skills to plent from other institutions when to take the course for graduere are to be significant chan	ns offer this course at the un culum. The course will still provide intervention in the a ho has not had the course at duate credit. ges in the content or teaching	dergraduate level. Consequently, maintain appropriate rigor at the rea of aural rehabilitation. In the the undergraduate level, the 500 ag objectives of this course, indic	m to take this course and we propose to reinstate this 500 level to ensure that student unlikely event that a graduate level designation will allow the
will stud stud If th NA	grams at most other institution rse in the undergraduate curril have the necessary skills to plent from other institutions when to take the course for gradure are to be significant chan	ns offer this course at the un culum. The course will still provide intervention in the a ho has not had the course at duate credit. ges in the content or teaching	dergraduate level. Consequently, maintain appropriate rigor at the rea of aural rehabilitation. In the the undergraduate level, the 500 ag objectives of this course, indic	m to take this course and we propose to reinstate this 500 level to ensure that student unlikely event that a graduate level designation will allow the ate changes:
will stud stud If th NA	grams at most other institution rse in the undergraduate curriculars that the necessary skills to plent from other institutions when to take the course for gradure are to be significant channal at other departments could be	ns offer this course at the un culum. The course will still provide intervention in the a ho has not had the course at duate credit. ges in the content or teaching	dergraduate level. Consequently, maintain appropriate rigor at the rea of aural rehabilitation. In the the undergraduate level, the 500 ag objectives of this course, indic	m to take this course and we propose to reinstate this 500 level to ensure that studen unlikely event that a graduate level designation will allow the ate changes:
will stud stud If th NA	grams at most other institution rse in the undergraduate curriculars that the necessary skills to plent from other institutions when to take the course for gradure are to be significant channal at other departments could be	ns offer this course at the un culum. The course will still provide intervention in the a ho has not had the course at duate credit. ges in the content or teaching	dergraduate level. Consequently, maintain appropriate rigor at the rea of aural rehabilitation. In the the undergraduate level, the 500 ag objectives of this course, indic	m to take this course and we propose to reinstate this 500 level to ensure that studen unlikely event that a graduate level designation will allow the ate changes:
will stud stud If th NA Wha	grams at most other institution rse in the undergraduate curriculars that the necessary skills to plent from other institutions when to take the course for gradure are to be significant channal at other departments could be	ns offer this course at the unculum. The course will still provide intervention in the a ho has not had the course at duate credit. ges in the content or teaching affected by the proposed cl	dergraduate level. Consequently, maintain appropriate rigor at the rea of aural rehabilitation. In the the undergraduate level, the 500 mg objectives of this course, indicated and the course are considered as a course of the course, indicated and the course of	m to take this course and we propose to reinstate this 500 level to ensure that studen unlikely event that a graduate level designation will allow the ate changes:

University of Kentucky?

UNIVERSITY OF KENTUCKY APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

12.	 If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. X Check here if 400G-500. 				
12.	Is this a minor change? (NOTE: See the description on this form of what constitutes a minor char the College to the Chair of the Senate Council. If the latter deems the char Council for normal processing.)	Yes X No nge. Minor changes are sent directly from the Dean of nge not to be minor, it will be sent to the appropriate			
13.	Within the Department, who should be consulted for further information of	on the proposed course change?			
	Name: Anne Olson	Phone Extension: 3-1100, ext. 80572			
Sign	Department Chair	7/3/06 Date 7-35-06			
	Dean of the College	7-35-06 Date			
	Domest the straigs				
	A. Drie	Date of Notice to the Faculty //-7-06			
	**Undergraduate Council	Date			
	**Graduate Council	Date			
	Hede M. Cefrele	9-20-06 Date			
	**Senate Council	Date of Notice to University Senate			
**[[f applicable, as provided by the Rules of the University Senate.				
	ACTION OTHER THAN APPR	ROVAL			

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

- a. change in number within the same hundred series;
- b. editorial change in description which does not imply change in content or emphasis;
- c. editorial change in title which does not imply change in content or emphasis;
- d. change in prerequisite which does not imply change in content or emphasis;
 e. cross-listing of courses under conditions set forth in item 3.0;
- f. correction of typographical errors. [University Senate Rules, Section III 3.1]

Spring Semester 2007 CD-591/691 – Aural Rehabilitation 3 credits

Friday 1:00- 3:30pm Room: CTW 405

Course Instructor: Anne Olson, M.A., CCC/A
Department of Communication Disorders

900 South Limestone, Room 124J Lexington, KY 40536-0002

Contact Numbers: 323-1100 x 89572 Contact e-mail: aolso2@uky.edu

Office Hours: Mon and Wed 11:00-12:00 or by appointment

Course Description: Introduction to management strategies, exclusive of language, for the hearing impaired. Topics include: variables affecting impact of hearing loss; hearing aid characteristics; selection and orientation; assistive listening devices; cochlear implants; acoustic and visual aspects of speech; auditory and visual perception training. This course helps meet the required ASHA standard in the area of professional coursework in audiology, hearing disorders, and habilitative/rehabilitative procedures.

Objectives: By the end of this course students will be able to:

- 1) Identify types, components and function of hearing aids (HA's) and cochlear implants (CI's).
- 2) Explain when assistive listening devices and FM systems would be beneficial.
- 3) Determine causes of malfunction in HA's, CI's and FM systems.
- 4) Describe auditory intervention strategies for hearing impaired infants, children and adults with varying degrees of hearing loss
- 5) Describe visual intervention strategies for use with deaf/ HH individuals.
- 6) Outline different types of language and speech tests that are specifically used to assess these skills in deaf/HH individuals.
- 7) Select appropriate speech/language/auditory goals and construct a treatment plan for deaf/HH individuals.

ASHA Standards and Learning Outcomes

At the end of the semester, by reading the text, attending class, participating in hands on amplification activities, preparing quizzes and exams, students will demonstrate progress toward the following learning outcomes.

Text: Schow and Nerbonne, Introduction to Audiologic Rehabilitation, 5th Edition

Companion Website: http://wps.ablongman.com/ab_schow_audiologic_

Reference Articles (Posted on Blackboard)

Binzer, S. (2002). The future of the past of aural rehabilitation. *Seminars in Hearing*. 23 (1), 3-12.

- Friehe, MJ., Bloedow, A., Hesse, S., (2003) Counseling families of children with communication disorder. *Communication Disorders Quarterly*. 24(4): 211-220.
- Harrison, R. V., Gordon, K. A., & Mount, R. J. (2005). Is there a critical period for cochlear implantation in congenitally deaf children? Analyses of hearing and speech perception performance after implantation. *Dev Psychobiol*, 46(3), 252-261.
- Logan, J., Lively,S. & Pisoni, D. (1991). Training Japanese listeners to identify English /r/ and /l/: A first report. *Journal of the Acoustical Society of America*. 89 (2) 874-886..
- Yoshinaga-Itano, C. (2003). From screening to early identification and intervention: Discovering predictors to successful outcomes for children with significant hearing loss. *Journal of Deaf Studies and Deaf Education*, 8(1), 11-31.

Course Requirements:

- <u>Completion of 2 exams</u> that will cover material from the assigned text, additional handouts, and class discussions.
- <u>Completion of 2 quizzes</u> that will cover material related to troubleshooting equipment (Hearing Aids, Cochlear Implants and FM systems).
 - o If students are unable to take the exam/quiz at the scheduled time, they must discuss the reason for the <u>excused absence</u> with the instructor in advance before a rescheduling date can be determined.
- <u>Completion of 2 homework assignments (written summaries)</u>related to research articles that will be provided and will require critique/reflection of key studies related to intervention strategies for deaf and hard of hearing.
- <u>Graduate Students: completion of 1 in class assignment</u> that includes written questions and leading of class discussion. Students will complete written objective questions and will lead a discussion of those questions as they relate to the case study.
- Class attendance and participation is expected. Students are responsible for obtaining all class notes and handouts.

Assignments/Point Value

Source	Points
Homework: Written summary	
(2 - 3 page limit, double spaced, AP	A style)
1 critique	25
1 reflection	25

Quiz 1 (troubleshooting HA's)	50
Exam I	100
Quiz 2 (troubleshooting FM's CI's)	50
*Case study	
Objective questions	25
Discussion facilitation	25
Exam 2	100

TOTAL POINTS FOR CD 591 (graduate students): 400 TOTAL POINTS FOR CD 591(undergraduate students): 350

Graduate Student Scale

360-400	Α
320-359	В
280-319	C
< 280	Е

Undergraduate Student Scale

315-350	A
280-314	В
245-279	C
210-244	D
<240	E

Excused Absences: Acceptable reasons for excused absences are listed in *Student Rights and Responsibilities*, *Section 5.2.4.2*. Briefly, these include illness, death of someone in the student's immediate family, University sponsored trips, major religious holidays, and other circumstances the instructor finds reasonable.

Cheating and Plagiarism: Descriptions of what constitutes cheating and plagiarism are found in Part II of *Student Rights and Responsibilities* (6.3.1; online at http://www.uky.edu/StudentAffairs/Code/part2.html) all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self–expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

Integration of Syllabus with UK Educator Preparation Unit Themes:

This course will address the four themes of the conceptual framework for the UK professional education unit: *research*, *reflection*, *learning*, and *leading*. Students will be given the opportunity to review, analyze, discuss, and apply *research* from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. *Reflection* will also be integrated into students' learning

^{*} Case study assignment only for graduate students

opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problemsolving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to assure that its graduates move into their professional lives equipped for life-long *learning* as educators who will be active in *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Integration of Syllabus with KERA Initiatives:

This course will provide students an opportunity to advance their knowledge and mastery of the "tools" associated with Kentucky education reform, including the Kentucky Learning Goals and Academic Expectations (LGAE), the Kentucky Program of Studies (POS), and the Commonwealth Accountability Testing System (CATS), which includes the Core Content for Assessment. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the KERA initiatives.

Integration of the Syllabus with the Themes of Diversity, Assessment, and Technology:

All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas as they relate to interventions with deaf and hard of hearing.

Tentative Course Outline

Tentative C	Course Ou	ıtline		
Date	Class	Topic	Reading	Due
12-Jan	1	Overview AR	Chapter 1	
19-Jan	2	Hearing Aids / FM systems	Chapter 2 and assigned handouts	
				Quiz 1 - hands on troubleshooting -
26-Jan	3	Cochlear Implants	Chapter 3	HA's
2-Feb	4	Cochlear Implants	Chapter 3 and assigned article (Harrison et al 2005)	
9-Feb	5	Visual Stimuli in Communication	Chapter 5	Quiz 2 on troubleshooting Cl's
16-Feb	6	Auditory Stimuli in Communication	Chapter 4 and assigned handouts	
23-Feb	7	Catch up and Exam 1		Exam 1
2-Mar	No Class KSHA			
9-Mar	8	Assessment: Speech and Language of D/HH	Chapter 6 and assigned handouts	Article critique due
16-Mar	Spring Break			
23-Mar	9	Psychosocial Aspects/ Counseling	Chapter 7 and assigned article: Friehe et al 2003 article	
30-Mar	10	Auditory Training for infants and children	To be assigned	Article reflection
6-Apr	11	Aural Rehabilitation in schools	Chapter 8 Chapter 10 and	
13-Apr	12	Aural Rehabilitation - Adults	assigned article: Binzer, 2002	
20-Apr	13	Case Study Discussion	Case Study Assignment/ Review objective quesitons for related section	Written objective questions due related to case study/ Lead discussion of assigned section
27-Apr	14	Panel Discussion	none	
1-May	15		none	EXAM 2