I. Course Description:

Practitioners in the Allied Health Professions should have knowledge of hearing and hearing loss. Hearing loss affects communication, and, in children, hearing loss also impedes language development. This course will cover topics related to the function of the ear, interpreting audiologic assessments, estimating the effects of hearing loss on communication and language, rehabilitative techniques that scaffold listening skills and language development, educational options, and communication strategies. Students will develop knowledge and skills to empower educators, families and individuals to adapt to and accommodate hearing loss.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This course reflects the following core values of the College of Education:

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. In the Perkins College of Education, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community.

This course also supports the mission of the Department of Human Services:

The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students’ personal and professional development.

This course also supports the mission of the Speech-Language Pathology Program.

The mission of the Speech-Language Pathology Program is to prepare knowledgeable professionals committed to enhancing the quality of life of persons with communication disorders. To meet this mission, the program emphasizes the importance of scientific study, critical thinking skills, interdisciplinary collaboration, ethical principles, the responsibility to educate the public about communication disorders, and the importance of continued professional development throughout one’s career.

This course also supports the Core Objectives/Outcomes of the THECB.

- Critical Thinking Skills
To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

- **Communication Skills**
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.

- **Empirical and Quantitative Skills**
  - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

- **Teamwork**
  - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

- **Personal Responsibility**
  - To include the ability to connect choices, actions and consequences to ethical decision-making

- **Social Responsibility**
  - To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

This course addresses the following standard(s) of the Council for Clinical Certification of the American Speech-Language-Hearing Association:

**Standard I:** Degree
**Standard II:** Education Program
**Standard III:** Program of Study
**Standard IV:** Knowledge of Outcomes
**Standard V:** Skills Outcomes
**Standard VI:** Assessment
**Standard VII:** Speech-Language Pathology Clinical Fellow
**Standard VIII:** Maintenance of Certification

**Standard IV: Knowledge of Outcomes**

**Standard IV-A:** The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.

**Standard IV-B:** The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

**Standard IV-C:** The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:
  - Articulation
  - Fluency
  - Voice and resonance
  - Receptive and expressive language
  - Hearing, including the impact on speech and language
  - Swallowing
  - Cognitive aspects of communication
  - Social aspects of communication
  - Augmentative and alternative communication modalities

**Standard IV-D:** For each of the areas specified in Standard IV-C, the applicant must have demonstrated current 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.

**Standard IV-E:** The applicant must have demonstrated knowledge of standards of ethical conduct
Standard IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Program Learning Outcomes: This course supports the Speech-Language Pathology and Audiology Program Learning Outcomes. These competencies are measured by successful completion of all course requirements, including examinations, group discussion and activities, written assignments, and quizzes:

1. Students will recognize and articulate the foundational skills related to communication and its disorders.
2. Students will analyze, interpret, and synthesize clinical findings in the management of speech disorders.
3. Students will analyze, interpret, and synthesize clinical findings in the management of language disorders.
4. Students will analyze, interpret, and synthesize clinical findings in the management of swallowing disorders.
5. Students will analyze, interpret, and synthesize clinical findings in the management of hearing disorders.
6. Students will integrate research principles and processes in planning Capstone projects and in clinical practice.
7. Students will communicate professionally and demonstrate comprehension of professional and ethical responsibilities of speech-language pathologists.

Student Learning Outcomes:
Upon completion of this course, given appropriate level of guidance and supervision for a beginner to intermediate level clinical practicum, students will be able to:

1. The students will demonstrate understanding of the profession of audiology especially as it relates to the speech-language pathologist.
2. The student will demonstrate knowledge of the anatomy and function of the auditory system.
3. The student will demonstrate understanding of disorders of the auditory system.
4. The student will demonstrate understand of evaluation of the auditory system especially as it relates to the speech-language pathologist.
5. The student will demonstrate knowledge of the role of the speech-language pathologist in management of disorders of the auditory system.
6. The student will describe multicultural issues and implications for assessment and intervention of auditory system.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
Assignments will be distributed throughout the semester to encourage critical thinking skills.

IV. Evaluation and Assessments (Grading):
Three exams will be given throughout the semester (see calendar below); the third exam will be comprehensive.

Exam 1: 100
Exam 2: 100
Exam 3: 100
TOTAL POSSIBLE POINTS: 300

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>TOPIC</th>
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<tbody>
<tr>
<td>Week 1 (Aug. 28)</td>
<td>Syllabus and Expectations</td>
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<tr>
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<td>Auditory System</td>
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<tr>
<td>Week 2 (Sept. 4)</td>
<td>Objective Measures of Auditory Function</td>
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<tr>
<td>Week 3 (Sept. 11)</td>
<td>Common Hearing Disorders Wiki</td>
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</tbody>
</table>
| Week 4  
(Sept. 18) | Subjective Measures of Auditory Function |
|----------|----------------------------------------|
| Week 5  
(Sept. 25) | Quantifying Hearing Loss |
| Week 6  
(Oct. 2) | Interpreting Audiologic Assessments |
| Week 7  
(Oct. 9) | EXAM 1 |
| Week 8  
(Oct. 16) | Hearing Aids – Air and Bone Conducted |
| Week 9  
(Oct. 23) | Cochlear Implants |
| Week 10  
(Oct. 30) | Overcoming Acoustic Barriers |
| Week 11  
(Nov. 6) | EXAM 2 |
| Week 12  
(Nov. 13) | Communication Modalities and Auditory Visual Integration |
| Week 13  
(Nov. 20) | Educational Options |
| Week 14  
(Nov. 27) | Hearing Conservation |
| Week 15  
(Dec. 4) | Maintaining Participation and Involvement |
| Week 16  
(Dec. 11) | FINAL EXAM (Comprehensive) |

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Articles will be distributed in class for the topics above.

FEM Statement:
In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00 for a multiple year subscription.

LiveText Statement:
This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA email to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.
If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail liveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: (1) Course and program improvement, planning, and accreditation; (2) Instruction evaluation purposes; and (3) Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Class attendance is mandatory. Students are expected to arrive to class on time. If you are not able to attend a class, please inform the instructor at least one week in advance. Each unexcused absence will dock 5 percentage-points from your final grade. Please submit an absence request form if you will be absent to be excused.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.
Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Respect for Diversity
The Speech-Language Pathology program embraces a notion that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Additional Information:
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.
For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:
Class participation is required. Students must be respectful of one another. You may volunteer or be called upon to answer a question or share your thoughts on a topic. This free and constructive communication relies thrives best in a respectful classroom environment.

You are expected to complete the reading assignment for the week prior to class. Any student who has been granted an accommodation to complete this class is expected to discuss this with the instructor as soon as possible.

Dear [Miss Lisa],

Everyday I go to speech class working with you. I am so much from the bottom of my heart. Thank you so much.

Yours Truly

[Handwritten note: Cherished moments at school have been spent at speech class. Working with you. Thank you so much.]

[Signature]