1. Submitted by College of  Health Sciences Date 6/30/06
   Department/Division offering course  Rehabilitation Sciences/Communication Disorders

2. Changes proposed:
   (a) Present prefix & number  CD 691 Proposed prefix & number  CD 591
   (b) Present Title  Aural Rehabilitation
   New Title  Aural Rehabilitation
   (c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:

   (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 2007

3. To be Cross-listed as: ____________________________

4. Proposed change in Bulletin description:
   (a) Present description (including prerequisite(s):
       Management strategies for people with hearing loss. Topics include: variables affecting hearing handicap; characteristics, selection, counseling, and orientation in regard to amplification systems; acoustic, perceptual and visual aspects of speech; assessment and management of problems resulting from hearing loss across the lifespan. Prereq: CD 420 or consent of instructor
   (b) New description:
       No change.

   (c) Prerequisite(s) for course as changed:  CD 420 or consent of instructor; undergraduate and graduate CODI majors only

5. What has prompted this proposal?
   This change is part of an undergraduate and graduate curriculum revision in Communication Disorders. Since implementation of our new curriculum revision beginning in 2003, we have identified some problems, all relatively minor. Prior to the 2003 revision, this course was taught as a 500 level undergraduate course; we moved it to the graduate level and changed it to a 600 level course in an attempt to move all courses pertaining to intervention to the graduate level. However, moving this course to the graduate level has added to an already intense graduate program such that students must take very heavy loads to graduate in 6 semesters. In addition, we have found that our undergraduate students have sufficient room to take this course and programs at most other institutions offer this course at the undergraduate level. Consequently, we propose to reinstate this course in the undergraduate curriculum. The course will still maintain appropriate rigor at the 500 level to ensure that students will have the necessary skills to provide intervention in the area of aural rehabilitation. In the unlikely event that a graduate student from other institutions who has not had the course at the undergraduate level, the 500 level designation will allow the student to take the course for graduate credit.

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
   NA

7. What other departments could be affected by the proposed change?
   none

8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky?  X Yes  □ No
9. Will changing this course change the degree requirements in one or more programs?*  
   X Yes  No
   **If yes, please attach an explanation of the change.**
   The present course (CD 691) will be removed as a CD graduate program requirement, and the proposed CD 591 course will be made a CD undergraduate program requirement. See accompanying request for Undergraduate/ Graduate program change request forms.

10. Is this course currently included in the University Studies Program?  
    □ Yes  X No
    **If yes, please attach correspondence indicating concurrence of the University Studies Committee.**

11. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.
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. □ Yes □ No Check here if 400G-500.

12. Is this a minor change?
   (NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)
   □ Yes □ No

13. Within the Department, who should be consulted for further information on the proposed course change?
   Name: Anne Olson __________________________ Phone Extension: 3-1100, ext. 80572 ____________

Signatures of Approval:

Judith L. Page
Department Chair

Sharon L. Steward
Dean of the College

Date

7/3/06

7/25/06

Date of Notice to the Faculty

Date

Date

Date

**Undergraduate Council

**Graduate Council

**Academic Council for the Medical Center

**Senate Council

Date of Notice to University Senate

**If applicable, as provided by the Rules of the University Senate.

ACTION OTHER THAN APPROVAL

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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]

Rev 3/04
CD-591 (Section 001) – Aural Rehabilitation  
Tuesday and Thursday 4:00-5:15 pm  
Room 405

Course Instructor:  Anne Olson  
Department of Communication Disorders  
900 South Limestone, Room 124J  
Lexington, KY 40536-0002  
Contact Number: 323-1100 x 89572  
Contact e-mail: aolso2@uky.edu  
Office Hours: Mondays, 1:00 – 4:00 pm or by appointment

Course Description: Management strategies for people with hearing loss. Topics include: variables affecting hearing handicap; characteristics, selection, counseling, and orientation in regard to amplification systems; acoustic, perceptual and visual aspects of speech; assessment and management of problems resulting from hearing loss across the lifespan. Prereq: CD 420 or consent of instructor, undergraduate and graduate CODI majors only

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 hearing impaired 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 describe how to implement them for deaf/HH individuals.

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

Course Requirements: Most students taking this course will be at the undergraduate level, but there will be an occasional graduate student in the course who did not take an aural rehabilitation course at the undergraduate level. The first 3 course requirements below apply to all students, and graduate students must also complete the fourth requirement (Program Planning Presentation).

- Completion of 3 exams that will cover material from the assigned text, additional handouts, and class discussions.
- Completion of 3 quizzes that will cover only issues related to troubleshooting equipment (Hearing Aids, Cochlear Implants and FM systems) that will be reviewed during the hands on demonstrations listed in the course outline. If students are unable to take the exam/quiz at the scheduled time, they must discuss
the reason for the *excused absence* with the instructor in advance before a rescheduling date can be determined.

- **Class attendance and participation** are expected. Students are responsible for obtaining all class notes and handouts.
- **Program Planning Presentation:** For graduate students only. You will be given general background from a fictitious case study.
  1) Summarize the case history, and test results.
  2) Select at least 3 appropriate goals related to aural rehabilitation with suggestions about how to implement these goals.
  3) Incorporate an additional recommendation for the family that includes information about an appropriate outside agency (i.e. (John Tracy Clinic, Alexander Graham Bell Association, Auditory Verbal Therapy International, Kentucky Commission for the Deaf and H/H, Hear Now). Include information about why this is an appropriate referral agency and outline a summary of their services. Students should be prepared to present their case to the class on December 2 & 4.

**Grading:**

<table>
<thead>
<tr>
<th>Source</th>
<th>Points (Percent grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Undergraduate</em></td>
</tr>
<tr>
<td>Attendance and in class tasks</td>
<td>20 (05%)</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>20 (05)</td>
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<td>Exam 1</td>
<td>100 (25)</td>
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<tr>
<td>Quiz 2</td>
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<td>20 (05)</td>
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<tr>
<td>Exam 3</td>
<td>120 (30)</td>
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<tr>
<td><strong>Program Planning Presentation</strong></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Grading Scale**

- A (90 – 100%)  360 – 400 pts.  405 – 450 pts.
- B (80 – 89%)  320 – 359     360 - 404
- C (70 – 79%)  280 - 319     315 – 359
- D (60 – 69%)  240- 279      NA
- E (less than 60%) below 240 below 315*

* Graduate students may not earn D's in a course. Any score below 70% is recorded as an E.

**Policies:**

**ASHA standards and grading.** ASHA requires that graduate students pass certain competencies to be recommended for the Certificate of Clinical Competence in Speech-Language Pathology. Accredited programs are required to specify how the standards will be met. If a student has not met a competency, the instructor must develop a remediation plan to ensure the competency is passed. If the student does not pass the competency after remediation, the student may not be recommended for the CCC, in spite of having passed the course. It is also possible to pass the competencies, and still receive a grade that is unacceptable for graduate level performance.
Attendance and excused absences: Students are expected to attend class. Acceptable reasons for and policies regarding excused absences are listed in Student Rights and Responsibilities, Section 5.2.4.2. Briefly, acceptable reasons include illness, death of someone in the student's immediate family, University sponsored trips, major religious holidays, and other circumstances the instructor finds reasonable. Note: If you intend to be absent to observe a major religious holiday, you must notify the instructor in writing by the second class period.

Inclement weather: In case of inclement weather or emergencies, class will be held unless canceled by the University administration. Announcements will normally be made by 6am on UKTV Cable Channel 16, or the UK Info-line at 257-5684. Students should use their judgment about whether to come to class.

Cheating and Plagiarism: Descriptions of what constitutes cheating and plagiarism are found in Students rights and Responsibilities, Sections 6.3.1 and 6.3.2. Be aware that the minimum punishment for either of these offenses is an "E" in the course.

Disability accommodations: Any student with a disability who is taking this course and needs classroom or exam accommodations should contact the Disability Resource Center, 257-2754, Room 2, Alumni Gym, jkarnes@uky.edu.
Course Outline and Schedule

- August 25: Overview of Aural Rehabilitation (HL Characteristics, Consequences of HL, Rehabilitative Options)
- August 30: Hearing Aids (General Components)
- September 1: Hearing Aids (Circuitry/Analog vs Digital)
- September 6: FM systems (Styles, Connection Options and Implications for use)
- September 8: Assistive Devices (Alerting Devices, Vibrating Alarms, TTY)
- September 13: Hands On Hearing Aid Checks with FM
- September 15: Hands On Hearing Aid Checks with FM
- September 20: Quiz #1 (4 questions on HA Troubleshooting) and Review for Exam
- September 22: Exam #1
- September 27: Cochlear Implants (History, Components, Function, and Candidacy)
- September 29: Cochlear Implants (Programming and Variables Affecting Performance)
- October 4: Cochlear Implants (cont.)
- October 6: Hands On with Cochlear Implants
- October 11: Auditory Stimuli in Communication (Speech Acoustics) AND Quiz #2 (4 questions on CI Troubleshooting)
- October 13: Auditory Skill Development and Assessment
- October 18: Auditory Training Curriculum
- October 20: Visual Stimuli (Speech Reading & Manual Communication Options)
- October 25: Language and Speech Characteristics of Deaf/HH
- October 27: Assessment and Management of Speech/Language of Deaf/HH
- November 1: Review for Exam
- November 3: Exam #2
- November 8: Understanding the Psychosocial Issues Related to HL
- November 10: AR in the School Setting
- November 15: AR in School (cont.)
- November 17: AR with Early Intervention
- November 22: AR with Early Intervention
- November 29: AR with Adults (FM reviewed)
- December 1: Quiz #3 (4 Questions on FM Troubleshooting)/Guest Speaker
- December 6: Guest Speaker/Program Planning Presentations
- December 8: Program Planning presentations & case studies
- December 15: Exam #3 (3:30-5:30 pm, CTW 405)