

LSC Use Only Proposal No: \_\_\_\_\_ LSC Action-Date: \_\_\_\_\_  
 UWUCC Use Only Proposal No: 13-164C UWUCC Action-Date: AP-3/11/14 Senate Action Date: App-3/25/14

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course     
  Course Prefix Change     
  Course Deletion  
 Course Revision     
  Course Number and/or Title Change     
  Catalog Description Change

Current course prefix, number and full title: SPLP 422 - Central Auditory Processing Disorders in the Educational Setting

Proposed course prefix, number and full title, if changing: \_\_\_\_\_

2. Liberal Studies Course Designations, as appropriate  
 This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills   
  Knowledge Area   
  Global and Multicultural Awareness   
  Writing Across the Curriculum (W Course)  
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship     
  Information Literacy     
  Oral Communication  
 Quantitative Reasoning     
  Scientific Literacy     
  Technological Literacy

3. Other Designations, as appropriate

Honors College Course     
  Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change     
  Program Revision     
  Program Title Change     
  New Track  
 New Degree Program     
  New Minor Program     
  Liberal Studies Requirement Changes     
  Other

Current program name: \_\_\_\_\_

Proposed program name, if changing: \_\_\_\_\_

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Janice Baker</i>	2/4/14
Department Chairperson(s)	<i>Janice Baker</i>	2/3/14
College Curriculum Committee Chair	<i>Roger Bissio</i>	3/3/14
College Dean	<i>Alan Hutchinson</i>	3/4/14
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail S. Schiust</i>	3/13/14

Received

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MAR 13 2014

MAR 4 2014

Liberal Studies Liberal Studies

## **SYLLABUS OF RECORD**

### **I. Catalog Description**

SPLP 422 Central Auditory Processing Disorders in the Educational Setting 3 class hours  
0 lab hours  
Prerequisites: SPLP 222 3 credits

(3c-01-3cr)

This course is broken into 3 sections: (1) introductory information about central auditory processing disorders (CAPD), (2) screening instruments and test batteries used by audiologists and speech-language pathologists, and (3) management and remediation options used by professionals, parents, and children with the diagnosis. The introductory information covers the characteristics, causes, co-morbid conditions, influences on, and prevalence of CAPD. The various models and profiles of auditory processing disorders will be presented. The personnel responsible for a multidisciplinary approach to assessing and treating CAPD are discussed. Terminology used by audiologists and SLPs are presented, as well as anatomical and physiological aspects of central auditory processing. Students will experience samplings of test materials commonly used in clinics, and (if time allows) get hands-on practice administering screenings and diagnostic tests. The final third of the class focuses on environmental modifications, remediation activities, and compensatory strategies used by therapists for CAPD diagnoses.

### **II. Course Outcomes:**

Students will be able to:

1. develop a deeper understanding of the central auditory anatomy and physiology behind processing auditory information.
2. develop a deeper understanding of special testing techniques for the CAPD population, both for speech-language pathologists and audiologists.
3. explain why a multidisciplinary approach to evaluating and managing CAPD is necessary.
4. explain the subcategories used by different “models” or theories of CAP.
5. explain the benefits and downfalls to screening for CAPD.
6. demonstrate a deeper understanding of the two national organizations’ (ASHA and AAA) guidelines and task force protocols and how to use those guidelines in various practice settings.
7. list the management options for CAPD and give examples of each option.
8. experience several screeners, tests, and therapies used in clinics for cases of CAPD.
9. practice administering several tests for CAPD.
10. demonstrate the ability to utilize problem solving strategies for CAPD cases using case history, testing, psychosocial, and environmental information.

### III. Course Outline

#### **Weeks One and Two:**

(6 hours)

- Review of Anatomy and Physiology
  - Central auditory pathway
  - Parallel processing and sequential processing
  - Right Ear Advantage
  - Neuroplasticity and Neuromaturation
- Introduce concepts of professional guidelines, task force papers, and scope of practice from national organizations (ASHA and AAA)

#### **Weeks Three and Four:**

(6 hours)

- Introduce concepts of co-morbidity and concurrent characteristics
- Introduce topic of multidisciplinary approach to diagnosis and treatment
- Present case history information and concepts of obtaining applicable/reliable information
- Introduce screening concepts versus diagnostic concepts

#### **Weeks Five and Six:**

(5 hours)

- Introduce concepts of a minimal test battery versus a comprehensive test battery
- Associate concepts of reliability, validity, and sensitivity vs specificity with tests
- Present concepts of dichotic listening, binaural integration, binaural separation, gap detection, and hemispheric asymmetries

#### **EXAM ONE (1 hour)**

#### **Weeks Seven and Eight:**

(6 hours)

- Present information on the Buffalo Model, Ferre/Bellis Model, Musiek and Jerger theories of CAPD
- Introduce concepts of decoding profile, tolerance-fading memory profile, organization profile, integration profile
- Discuss reports that use this terminology: pros and cons
- Discuss CAPD in the school setting – IEPs, 509 Plans, Response to Intervention and specially designed instruction.
- Introduce concepts of related services, adverse educational impact, discrepancy model

#### **Week Nine:**

- **Spring Break – no class**

#### **Weeks Ten and Eleven:**

(6 hours)

- Introduce concepts of management and remediation for CAPD
- Present information on person-centered management, context-centered management, classroom modifications, remediation activities, and compensatory strategies

**Weeks Twelve and Thirteen:** (5 hours)

- Continue with management and remediation strategies
- Present topics of Auditory Closure Activities, Dichotic Listening Training, Phoneme Awareness Training, Prosody Training, Temporal Patterning Training, Interhemispheric Exercises
- Present pros and cons of computer-based therapies

**EXAM TWO** (1 hour)

**Week Fourteen:** (3 hours)

- Hands-on practice in audiology clinic with screening and testing measures
- Videos on therapy with CAPD cases

**Week Fifteen:** (3 hours)

- Student presentations on their assigned CAPD assessment or remediation therapy

**FINAL EXAM** (2 hours)

**IV. Evaluation Methods**

The final grade will be determined as follow: (480 - 510 possible points)

- Three exams (100 points each): Two exams spread throughout the semester and the third exam being the final exam given during exam week will be administered. Exams contain a combination of multiple-choice, matching, listing, fill-in-the-blank, drawing audiograms, and short essays. The final exam is cumulative and contains information obtained throughout the entire semester.
- Pop quizzes (50 - 80 points total): Unannounced quizzes spread throughout the semester containing questions from the readings and lectures will be administered. Quizzes will primarily be multiple choice or fill-in-the-blank questions; however some quizzes will contain anatomical graphs for labeling purposes.
- Reports and Oral Participation on Two Journal Articles (50 points): Two articles will be posted on the P drive or D2L during the course of the semester containing information on topics that have been covered in the course. Students are to read and answer questions on the articles and be ready to fully discuss the content and implications of the articles in class on the assigned dates.
- Presentation on Individual CAPD Test of Therapy Technique (80 points): Each student will be given an assessment/test for CAPD or a therapy/management option for CAPD to research. Students will collect information on that test or therapy, develop a Powerpoint presentation and handout(s), and present the topic to classmates in an oral presentation format during class.

## V. Example Grading Scale

This course is graded on straight percentages based on the total number of points earned on each assignment or test. The earned points will be divided by the total points to obtain the grade.

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
<= 59%	=	F

## VI. Attendance Policy

Students are strongly advised not to miss class, although it is understood that, at times, a student must miss class due to illness or personal/family emergency. Attendance will not be taken, but if a quiz is missed, a grade of 0 will be given and no make-up quizzes will be allowed. Anyone having more than three unexcused absences will risk having their grade drop by one letter. To have an absence excused, call or email the instructor *prior* to class on the day of the absence, or obtain a note from a physician. Excuses for organized activities on campus follow IUP regulations. Excused absences from assignments or exams will be made up at a time mutually agreeable to the student and instructor. Failure to make up work expeditiously (i.e., within one week) will result in a 0 assigned to the assignment or exam. Consult your student handbook for official IUP grading and attendance policies.

## VII. Required Textbook(s), Supplemental Books and Readings

### Required Text and Reading:

Bellis, T.J. (2011) *Assessment and Management of Central Auditory Processing Disorders in the Educational Setting From Science to Practice*. (2nd ed.). San Diego, CA: Plural Publishing. (ISBN-13:978-1-59756-451-9)

Lynch, G. & Richburg, C. (2014). School policies, processes, and services for children with central auditory processing disorder. In G.D. Chermak & F.E. Musiek (Eds.) *Handbook of Central Auditory Processing Disorder- Vol. II*. (2<sup>nd</sup> ed.). San Diego, CA: Plural Publishing. (ISBN-13: 978-1-59756-562-2)

### Supplemental Text:

Chermak, G.D. & Musiek, F.E. (2014). *Handbook of Central Auditory Processing Disorder- Volume I and II*. (2<sup>nd</sup> ed.). San Diego, CA: Plural Publishing. (ISBN-13: 978-1-59756-561-5 and ISBN-13: 978-1-59756-562-2)

## VIII. Special Resource Requirements

There are no lab fees, materials, or supplies required for this course.

## **IX. Bibliography** (\*In addition to the required and supplemental texts.)

American Academy of Audiology (2010). Clinical Practice Guidelines: Diagnosis, Treatment and Management of Children and Adults with Central Auditory Processing Disorder. Retrieved from <http://www.audiology.org>.

American Speech-Language-Hearing Association. (2005). Technical report: (Central) auditory processing disorders – Working group on auditory processing disorders. Rockville, MD: ASHA.

Bellis, T.J. (2002). *When the brain can't hear: Unraveling the mystery of auditory processing*. New York, NY: Simon & Schuster.

DeBonis, D.A. & Moncrieff, D. (2008). Auditory processing disorders: An update for speech-language pathologists. *American Journal of Speech-Language Pathology*, 17: 4-18.

Dillon, H., Cameron, S., Blyde, H., Wilson, W., & Tomlin, D. (2012). An opinion on the assessment of people who may have an auditory processing disorder. *Journal of the American Academy of Audiology*, 23: 97-105.

Jerger, J. & Musiek, F. (2000). Report of the consensus conference on the diagnosis of auditory processing disorders in school-aged children. *Journal of the American Academy of Audiology*, 11: 467-474.

Jutras, B., Loubert, M., Dupuis, J.L., Marcoux, C., Dumont, V., & Baril, M. (2007). Applicability of central auditory processing models. *American Journal of Audiology*, 16: 100-106.

Kamhi, A. (2011, July). What Speech-Language Pathologists need to know about auditory processing disorder. *Language, Speech, and Hearing Services in Schools*, 42: 265-272.

Medwetsky, L., Riddle, L., & Katz, J. (2009). Management of central auditory processing disorders. In J. Katz, L. Medwetsky, R. Burkard, & L. Hood (Eds.), *Handbook of clinical audiology* (6<sup>th</sup> ed., pp 642-665). Philadelphia, PA: Lippincott Williams & Wilkins.

Musiek, F.E. (2004). The DIID: A new treatment for APD. *The Hearing Journal*, 57(7): 50.

Price, L.H. & Ruscher, T. (2006). Fostering phonological awareness using shared book reading and an embedded-explicit approach. In van Kleeck (ed.), 2006, *Sharing books and stories to promote language and literacy*. San Diego, CA: Plural Publishing.

Parthasaratl, T.K. (Ed.). (2006). *An introduction to auditory processing disorders in children*. Mahwah, NJ: Erlbaum.

Witton, C. (2010). Childhood auditory processing disorder for a multi-professional approach to diagnosis and management. *International Journal of Audiology*, 49, 83-87.

### **Web Sites of Importance:**

<http://www.audiology.org> American Academy of Audiology

<http://www.asha.org> American Speech-Language-Hearing Association

<http://www.edaud.org> Educational Audiology Association

## **Course Analysis Questionnaire**

### **SPLP 422 – Central Auditory Processing Disorders in the Educational Setting**

#### **Section A: Details of the Course**

**A1 How does this course fit into the programs of the department?**

This course is a higher-level content course that provides information to students who will be evaluating and treating clients with this diagnosis or to students who are interested in obtaining more in-depth information on audiological disorders.'

**For what students is the course designed?** Speech-Language Pathology and Audiology majors, students in other majors, and for future Pre-Audiology Track students.

**Explain why this content cannot be incorporated into an existing course.** Due to the time limitations in a semester and the vast amount of information about central auditory processing and its remediation, it would be impossible to incorporate this information into another course. Its description, identification process, and remediation process take an entire semester to teach and learn.

**A2 Does this course require changes in the content of existing courses or requirements for a program?** No.

**A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic)?**  
Yes, this course is being offered as SPLP 281 (Special Topics: Central Auditory Processing Disorders in the Educational Setting) during the Spring 2014 semester to 13 students in the Speech-Language Pathology and Audiology undergraduate program.

**A4 Is this course to be a dual-level course?** No

**A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?** NA

**A6 Do other higher education institutions currently offer this course?** Yes, other higher education institutions offer this topic as a course, although most of the courses are offered at the graduate level in Doctor of Audiology programs. Examples include:

Missouri State University - CSD 945 - Central Auditory Processing Disorders – 3 cr  
University of Connecticut - CDIS 5372 - Central Auditory Disorders – 3 cr  
Bloomsburg University of PA - AUDSLP 627 -Central Auditory Processing Disorders – 3cr  
University of South Dakota - DCOM 730 – Central Auditory Processing Disorders – 3 cr  
And several more...

**A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency?**

Students interested in the fields of audiology and speech-language pathology are expected to know about Central Auditory Processing Disorders, as detailed in several documents of the American Speech-Language-Hearing Association and the American Academy of Audiology (i.e., Scopes of Practice, Codes of Ethics). These documents can be found on the organizations' web sites, [www.asha.org](http://www.asha.org) and [www.audiology.org](http://www.audiology.org), respectively. Students at the graduate level have to prove competencies and abilities on the KASA evaluation (Knowledge and Skills Assessment) and the Praxis II exam.

## **Section B: Interdisciplinary Implications**

- B1 Will this course be taught by instructors from more than one department? No.**
- B2 What is the relationship between the content of this course and the content of courses offered by other departments?** This course is independent of other departments and is restricted to this program's majors, minors, and any Pre-Audiology track offered in the future.
- B3 Will this course be cross-listed with other departments?** No, this course will not be cross listed with other departments

## **Section C: Implementation**

- C1 Are faculty resources adequate?** Yes. As stated in the Audiology Minor documentation, no additional faculty lines are required for offering this course. Dr. Cynthia Richburg currently teaches the audiology courses and will teach SPLP 422 (being taught as SPLP 281- Special Topics)) in the Speech-Language Pathology and Audiology program. This course fits into her teaching schedule because she no longer has responsibilities to teach courses for Bloomsburg University's Doctor of Audiology program.
- C2 What other resources will be needed to teach this course and how adequate are the current resources?** The resources for this course are adequate. No additional space, equipment, supplies or funds are needed.
- C3 Are any of the resources for this course funded by a grant?** No.
- C4 How frequently do you expect this course to be offered?** This course will be offered one time per academic year, usually during the spring semester. **Is this course particularly designed for or restricted to certain seasonal semesters?** No.
- C5 How many sections of this course do you anticipate offering in any single semester?** One.
- C6 How many students do you plan to accommodate in a section of this course?** This course is currently offered with 30 slots.
- What is the justification for this planned number of students?** Courses in SPLP are limited by the classroom size and the fact that there are typically 25 to 30 majors in any category (freshmen, sophomores, etc.) needing to enroll in classes.
- C7 Does any professional society recommend enrollment limits or parameters for a course of this nature?** No.
- C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.** NA

## **Section D: Miscellaneous**

**Include any additional information valuable to those reviewing this new course proposal. No additional information is required.**