Mission of the College of Education, SJSU:
The mission is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

Mission of the Department of Communicative Disorders and Sciences, SJSU:
The mission of CD&S is to provide a high quality program for speech-language pathologists to meet the communicative needs of our increasingly diverse multilingual/multicultural population. The program follows an academic and clinical curriculum, based on a sound theoretical framework and research findings that promote competent practitioners who participate in lifelong learning experiences. The program is enhanced through faculty, academic, and clinical expertise, trans-disciplinary and family collaboration and technological advancements in assessment and intervention.

KNOWLEDGE BASE:
ASHA recommended guidelines for manual pure-tone threshold audiometry; ASHA recommended procedures for Speech Recognition Threshold; ANSI standards for Calibration of Audiometers; ASHA guidelines for screening for middle-ear disorders.
TUTORING SERVICES:
TUTORING SERVICES ARE AVAILABLE THROUGH SJSU. IF NEEDED, PLEASE REQUEST MORE INFORMATION FROM YOUR PROFESSOR.

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING STANDARDS
CLINICAL REHABILITATIVE SERVICES CREDENTIAL IN SPEECH AND LANGUAGE WITH SPECIAL CLASS AUTHORIZATION

**Standard 22  Speech and Language Disorders.**
Each candidate demonstrates understanding of speech, language and hearing disorders. The candidate demonstrates understanding of speech, language, and hearing disorders, including but not limited to disorders of language, articulation, fluency, voice, and hearing.

**Standard 23  Evaluation of Speech and Language Disorders**
Each candidate demonstrates proficiency in screening for and evaluation of speech and language disorders and in screening for hearing disorders. The candidate exhibits knowledge of hearing screening procedures.

**Standard 24  Management of Speech and Language Disorders**
Each candidate demonstrates proficiency in the management of speech, language, and hearing disorders. The candidate demonstrates knowledge of management procedures, including remediation principles used in habilitation and rehabilitation for children and adults with various disorders of communication in their primary languages.

Speech-Language Pathology Services Credential from CTC-ORS Handbook


**SLP Standard 1:  Speech, Language, Hearing, and Swallowing Mechanisms**
Each candidate demonstrates understanding of the anatomy, physiology, and neurology of the speech, language, hearing, and swallowing mechanisms. In addition, candidates exhibit knowledge of the physical bases and processes involved in the production and perception of speech, language, and hearing, and the production of swallowing. Finally, each candidate demonstrates comprehension of the acoustics or physics of sound, physiological and acoustic phonetics, perceptual processes, and psychoacoustics involved in speech and hearing.

**SLP Standard 2:  Child Development and Speech, Language, and Hearing Acquisition**
Each candidate demonstrates knowledge of developmental milestones pertaining to typical and atypical human development and behavior, birth through twenty-two. Candidates exhibit understanding of the gender, linguistic, psycholinguistic, and cultural variables related to the normal development of speech, hearing, and language, including comprehension of first and second language and dialect acquisition. Additionally, each candidate demonstrates comprehension of cultural, socioeconomic, linguistic and dialectical differences and their role in assessment and instruction. Candidates also exhibit understanding
of speech/language development across the range of disabilities. Each candidate demonstrates knowledge of the development of literacy, including phonological awareness, and an understanding of the relationship of speech and language skills to literacy, language arts, and access to the core curriculum.

SLP Standard 3: Speech, Language, Hearing, and Swallowing Disorders
Each candidate demonstrates understanding of speech, language, hearing, and swallowing disorders, including but not limited to disorders of language, articulation/phonology, fluency, voice, hearing, and swallowing. Candidates exhibit comprehension of speech, language, and hearing disorders associated with special populations, including but not limited to individuals on the autistic spectrum and/or with cerebral palsy, cleft palate, hearing impairment, developmental disabilities, learning disabilities, and traumatic brain injury.

SLP Standard 4: Assessment of Speech and Language Disorders
Each candidate demonstrates competency in the collection of relevant information regarding individuals’ past and present status and family and health history. Candidates exhibit proficiency in screening and evaluation, including procedures, techniques, and instrumentation used to assess the speech and language status of children, and the implications of speech/language disorders in an educational setting. Each candidate exhibits expertise in the administration of least biased testing techniques and methodologies for assessing the speech and language skills of culturally and linguistically diverse populations (i.e., speakers of second languages and dialects), including a language sample. Candidates demonstrate proficiency in the effective use of interpreters/translators in the assessment of English language learners. Each candidate demonstrates accurate interpretation of test results and makes appropriate referrals for further evaluation or treatment. Candidates demonstrate proficiency in the assessment for and selection of appropriate augmentative and alternative communication systems. Each candidate exhibits knowledge of hearing screening procedures.

SLP Standard 5: Management of Speech and Language Disorders
Each candidate exhibits comprehension of methods of preventing communication disorders including, but not limited to, family/caregiver and teacher in-service, consultation, and collaboration. Candidates demonstrate knowledge of intervention strategies for a variety of speech, language, hearing, and swallowing disorders. Candidates use a variety of service delivery models, which may include but are not limited to: pull-out, push-in, group, classroom consultation and/or collaboration, and co-teaching. Each candidate uses appropriate intervention strategies for individuals from culturally/linguistically/ socioeconomically diverse populations, including the use of interpreters/translators and the facilitation of second language/dialect acquisition. Candidates use effective behavioral intervention strategies and effectively monitor the progress of students. Each candidate demonstrates proficiency in the training of students and families/caregivers, teachers and/or other professionals in the use of augmentative and alternative communication systems. Candidates exhibit knowledge of rehabilitative procedures with individuals who have hearing impairments, including the use of assistive listening devices.

SLP Standard 6: School Field Experience
Each candidate will complete the equivalent of a semester/quarter field experience in the schools. Candidates acquire experience with a variety of speech/language disorders, assessment and intervention techniques, and diverse populations that may range in age from birth to twenty-two. Candidates will participate in the following: speech/language/hearing screening, evaluation, and intervention; writing, presentation, and implementation of IEP/IFSPs; a variety of service delivery models; provision of services for children on the autistic spectrum; assistance to classroom teachers in providing modifications
and accommodations of curriculum for students; and monitoring of student progress. In addition, each candidate exhibits understanding of multi-tiered intervention (e.g., response to intervention).

SLP Standard 7: Consultation and Collaboration

Each candidate engages in consultation and/or collaboration with teachers and other relevant personnel. Candidates consult with teachers, other personnel, and families during the prevention, assessment, and IEP process. Candidates also demonstrate relevant methods of consultation and collaboration in intervention, which may include but is not limited to the development of program modifications to support students’ learning in the classroom, including academic content in pull-out intervention, instruction of small groups in the classroom, and teaching classroom lessons.

SLP Program Standard 8: Assessment of Candidate Performance

Prior to recommending each candidate for a services credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential. During the program, candidates are guided and coached on their performance in relation to the knowledge and skills using formative processes. Verification of candidate performance is provided by a faculty representative of the university training program in consultation with the supervising master clinician.

Upon successful completion of this course, students will be able to:

1. Students will perform and interpret screening and diagnostic tests for the purpose of evaluating hearing loss, including pure tone thresholds, speech recognition thresholds, word recognition performance, tympanometry, and acoustic reflexes. (CTC SLP Standard 4)
2. Students will make appropriate recommendations for medical or audiological follow up based upon audiometric test results. (CTC SLP Standard 5)
3. Students will understand the pathology underlying common hearing losses and will be able to differentiate pathology through audiometric interpretation. This objective will be evaluated by performance on two examinations. (CTC SLP Standard 4)
4. Students will understand the scope of practice for speech-language pathologists and audiologists as regards to screening for, and diagnosing, hearing loss. Students will also understand the ASHA recommended guidelines for screening for hearing loss and middle-ear pathology. (CTC SLP Standard 5)
5. All student learning objectives will be evaluated using three laboratory assignments and two written examinations during the course of the semester, as described in the course requirements.

Course Description

Topics include: theory of diagnostic audiological evaluation; calibration of audiometers; screening versus diagnosis; differential diagnosis of conductive versus sensorineural pathology. Procedures for obtaining pure-tone thresholds, speech recognition threshold, word recognition performance, acoustic immittance measurements, and otoacoustic emissions will be studied.
The course culminates with interpretation of audiometric results. Prerequisites: EDAU 115 or permission of instructor.

Required Texts/Readings

Textbook
Audiology Primer, VAMC, Mountain Home, Tennessee – from Richard H. Wilson, Ph.D. Required. Note: .pdf version is posted on Canvas.

Course Requirements and Assignments

1. Complete all readings as assigned.
2. Participate in class discussions.
3. Completion of three laboratory assignments:
   A. Lab 1. Pure-tone audiograms: Using the portable audiometers, obtain three audiograms from friends, family, or classmates. Specifics of the assignment will be given.
   B. Lab 2. Speech audiometry: Using the clinic audiometer to obtain pure-tones and speech tests. Specifics of the assignment will be given.
   C. Lab 3. Tympanometry and Otoscopy: Using the portable tympanometer and clinic otoscopes, obtain two tympanograms from classmates. Specifics of the assignment will be given.
4. Completion of two written exams. Make up exams are not given.

• Office of Graduate and Undergraduate Programs' Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

SJSU Credit Hour Requirement below.

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Grading Information (Required)

Lab 1: 10 points
Lab 2: 10 points
Lab 3: 10 points
Exam 1: 50 points
Exam 2: 50 points

Grades will be assigned on a statistical distribution of total points.

90% 100% A
80% 89% B
Late work will be penalized by 10% of the total possible points.

University Policies (Required)
Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/"

GRIEVANCE PROCEDURES:
Information regarding grievance procedures is available in SH 115.

ACADEMIC INTEGRITY:
“Your own commitment to learning, as evidenced by your enrollment at SJSU, and the University’s Academic Integrity Policy requires you to be honest in your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at www.sjsu.edu.”

AMERICANS WITH DISABILITIES ACT:
“If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.”
EDAU 170 / Hearing Science, Spring 2020, Course Schedule

*The schedule is subject to change with fair notice and how the notice will be made available.

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Introduction; Audiological Evaluation; Calibration (Pages 1-8)</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Case History</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Pure tone audiometrics</td>
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<tr>
<td>4</td>
<td></td>
<td>Bone Conduction and masking</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Interpretation of Audiograms</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Ear Pathologies</td>
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<tr>
<td>7</td>
<td></td>
<td>Exam 1</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Speech recognition threshold (Pages 8-12)</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Word recognition</td>
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<tr>
<td>10</td>
<td></td>
<td>Lab 2 demostration</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Tympanometry (Pages 14-18)</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Acoustic Reflexes (Pages 18-19)</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Otoacoustic Emissions (Pages 19-22)</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Case Studies (Pages 42-65)</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>Summary</td>
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<tr>
<td>Final Exam</td>
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