

INTERMEDIATE DISTRICT 287

CLASSIFICATION DESCRIPTION

CLASSIFICATION TITLE:

Educational Audiologist

DEPARTMENT:

Itinerant

INCUMBENT NAME:**BARGAINING UNIT CLASSIFICATION:**

Local 2209

REPORTS TO:

Program Supervisor

FLSA DESIGNATION:

Exempt

PART I – SUMMARY OF SCOPE OF CLASSIFICATION

This class is accountable for evaluating deaf/hard of hearing students' hearing levels and hearing needs so that these students will be successful in school. Evaluates classrooms for sound measurement, provides technical assistive devices for students, and training to school staff, students and parents, as needed.

PART II – MINIMUM KNOWLEDGE, SKILLS AND ABILITIES

A. EDUCATION AND EXPERIENCE:

Master's degree in audiology from an accredited college or university. Three (3) years of work experience in rehabilitation audiology or other specialized area of audiology is preferred.

B. CREDENTIALS:**C. LICENSURES, CERTIFICATIONS AND OTHER REQUIREMENTS:**

Certificate of Clinical Competence issued by the American Speech and Hearing Association, including documentation of a clinical fellowship. Licensed by the Minnesota Department of Health as an Audiologist.

Incumbents in this class may be required to possess a current Minnesota Motor Vehicle Class D Operator License.

D. CONTINUING EDUCATION REQUIREMENTS:

Thirty clock hours of audiology continuing education is required by the Minnesota Department of Health every two years. In addition, 45 clock hours is required by the national association (ASHA) every three years.

E. KNOWLEDGE, SKILLS AND ABILITIES:

1. Knowledge of pediatric audiology;
2. Knowledge of FM systems and how to program in order to accommodate a student's hearing loss;
3. Knowledge of ear molds and impression making;
4. Knowledge of appropriate community resources;

5. Skill in using assessment tools such as pure-tone hearing testing, tympanometry, electro acoustic check for personal hearing aid(s) or FM systems, otoacoustic emissions (OAE), word-recognition testing, Test of Auditory Comprehension, parental and student interviews, and many other related forms of assessment;
6. Skill in computer-related tasks necessary for FM programming and report writing;
7. Skill in listening in order to understand the needs of students, parents and teachers;
8. Skill in developing and maintaining rapport with a variety of people in many different school settings;
9. Skill in oral and written communication, including report writing;
10. Ability to work in a multi-team approach for the benefit of the student; ability to develop and maintain an excellent rapport with students and staff;
11. Ability to be well organized;
12. Ability to be flexible in a variety of work situations;
13. Ability to work with individuals from diverse backgrounds.

PART III – POSITION SUPERVISES:

PART IV - ESSENTIAL FUNCTIONS

The following identifies the primary and essential functions of the position and is not intended to be an exhaustive listing of all duties.

1. Assesses the hearing needs of students in a classroom setting, including hearing and speech recognition testing in functional listening conditions, for new student referrals, as well as for students evaluated on a three-year cycle. Determines if student qualifies for deaf/hard-of-hearing services;
2. Consults with classroom teachers, Deaf and Hard of Hearing teachers, as well as with parents and medical center staff persons. Interprets clinic and school hearing results to parents, teachers, and support staff;
3. Advises individual students based upon their hearing needs and other appropriate factors that may make it difficult for students to achieve in the classroom;
4. Participates in IEP meetings, as well as initial and three-year assessment meetings;
5. Performs hearing aid and FM sound system testing and troubleshooting. Fits students for FM systems and recommends new or alternate FM equipment for students. Programs and verifies FM systems for individual students;
6. Communicates frequently with Deaf/Hard of Hearing teachers to monitor the success and the needs of students;
7. Communicates with clinic audiologists in order to coordinate services provided by the clinic, in addition to school services;
8. Performs classroom observations and sound-level measures;
9. Documents all services and time spent with each student.

PART V – WORKING CONDITIONS, PHYSICAL AND MENTAL REQUIREMENTS

Frequency: Place an “X” in each box that is appropriate to the job. Follow other instructions as written.

NEVER (N)	OCCASIONALLY (O)				FREQUENTLY (F)				CONSTANTLY (C)			
0% or Never on Shift	1-33% of Shift				34-66% of Shift				67 -100% of Shift			
Physical	N	O	F	C	Physical	N	O	F	C			
What is moved - weight and distance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Grasping	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Computers/Printers & Binders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Twisting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Describe movement: lift, push, pull	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Repeat Motion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Lower, carry, reach above	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Driving Automotive Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
Standing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fingering/Handling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Walking	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Feeling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Sitting	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Visual Acuity: near	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Bending/Stooping	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Visual Acuity: far	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Kneeling/Duration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Depth Perception	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Squatting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Color Discrimination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Climbing/Height	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Peripheral Vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Balancing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Talking	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
Crawling/Distance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hearing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
Reaching above shoulder	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Running	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Reaching at or below shoulder	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Physical Surroundings					Environmental Conditions							
Cold (50 degrees F or less)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Chemicals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Heat (90 degrees F or more)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Gases and Fumes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Exposure to abusive and/or offensive behavior and language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Confinement to small, restricted area	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Inside Work	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exposure to unpleasant odors	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Office or Classroom setting	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exposure to bodily fluids	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Outside Work	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dampness	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Unprotected Heights	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extreme Noise, Vibration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Use Moving Machinery or Equipment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
Driving a motor vehicle	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>								

Mental Requirements and Stress of the Position: Place an “X” by all descriptions that apply to this job.

- Exposed to stressful situations, such as demanding students, visitors, public.

- Must be able to concentrate on work tasks amidst distraction, such as distractions from telephone, customers, co-workers, etc.

- Must exert self-control in very difficult situations or when dealing with difficult people.

- Life threatening circumstances are likely to affect the incumbent and/or people served.

THE ABOVE STATEMENTS ARE INTENDED TO DESCRIBE THE GENERAL NATURE AND LEVEL OF WORK BEING PERFORMED BY THE EMPLOYEE ASSIGNED TO THIS POSITION. THEY ARE NOT TO BE CONSTRUED AS AN EXHAUSTIVE LIST OF ALL JOB RESPONSIBILITIES AND DUTIES PERFORMED BY PERSONNEL SO CLASSIFIED.

INTERMEDIATE DISTRICT 287 IS AN EQUAL OPPORTUNITY EMPLOYER. IN COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT, THE DISTRICT WILL PROVIDE REASONABLE ACCOMMODATIONS TO QUALIFIED INDIVIDUALS WITH DISABILITIES AND ENCOURAGE BOTH PROSPECTIVE AND CURRENT EMPLOYEES TO DISCUSS POTENTIAL ACCOMMODATIONS WITH THE DISTRICT WHEN NECESSARY.

Prepared on: July 1, 2006

Approved on: