

Longwood University
CSDS 361- Section B03
Introduction to Audiology and Hearing Science- 3.0 Credit Hours
Course dates: Jan 11 – April 28
(Spring Break: second week in March)

Course Syllabus

Instructor: Mani Aguilar, Au.D., CCC-A

E-Mail: mca3x@virginia.edu

Physical Office: University of Virginia
2205 Fontaine Avenue, Suite 202
Charlottesville, VA 22903

Phone: 434-924-4613

Instructor Availability: By e-mail or phone at any time. Please expect a response within, at most, 24-48 hours.

Students are encouraged to post questions/comments regarding course material through the Discussion Board called “I need and answer quickly” on Blackboard rather than e-mailing the instructor. Through Blackboard, a peer may be able to address the question and all students benefit from the Q & A.

Blackboard Access: <http://blackboard.longwood.edu>

Course Description:

This course introduces the physics and psychophysics of sound and reviews anatomy and physiology of the auditory system. The course introduces the profession of audiology: Behavioral and objective audiometric evaluation and screening procedures, types, degrees, and configurations of hearing loss, causes of auditory disorders and their audiometric correlates, and an overview of audiological intervention tools. **Prerequisite:** CSDS 313 (Anatomy & Physiology) or permission from the instructor.

Class Format:

This section of this course is fully online course. All course materials are available on the University’s Blackboard site (<http://blackboard.longwood.edu/>).

Preparing for the course:

1. If you have not already done so, order your textbook, (please see page 3, below). The textbook is available from the Longwood University Bookstore (434-395-2084) as well as from online bookstores such as Amazon and Barnes and Noble.
2. Ensure that you have access to and have obtained the “Required Resources” listed below (p. 5).
3. Review the [Online@Longwood](#) website, particularly the section on Student Responsibilities.
4. Review the [Longwood Honor Code](#).

5. Review the Longwood University's policy on [dropping courses, withdrawing from courses, obtaining tuition refunds](#), and [class attendance requirements](#).
6. Throughout the course, be sure to check your [Longwood Webmail](#) account daily.
7. [Blackboard](#) is the communication vehicle for this course: If you are not familiar with the features in Blackboard, information is available online through the Longwood [Help Desk](#) <http://www.longwood.edu/helpdesk> (877-267-7883). Tutorials and Frequently Asked Questions. Longwood [Technical Support](#) will provide you information about how to resolve technical issues should they arise. Keep the help desk's web address and phone number easily accessible should you need to contact them.

Information about using Blackboard is also available once you log in to [Blackboard](#) using your Longwood Username and Password:

- click on "User Login" (top-center of the page)
 - Under "My Courses", under "Courses in which you are enrolled", click on "CSDS361_SECB03_2009SM) Into Audiology Hear Science"
 - click on "Tools" (from navigation bar on the left)
 - click on "User Manual"
7. Once you are logged into Blackboard, from the main [Blackboard](#) screen:
 - Verify/edit your personal information:
 - Click on "Personal Information"
 - Click on "Edit Personal Information"
 - Introduce yourself to your classmates using Blackboard:
 - Click on "Courses in which you are enrolled"
 - Click on "Tools"
 - Click on "Homepage", and tell us who you are, where you live/work, and if you are planning to pursue graduate studies in speech-language pathology or in audiology.
 8. **Be sure to read through the course syllabus.**
 9. Students are expected to complete all course requirements (readings, assignments, lab experience, discussion board postings, quizzes, and exams) within the specified time described on pages 7-14 of this syllabus.

Knowledge and Skills Acquisition (KASA) Standards from the American Speech-Language-Hearing Association (ASHA) applicable to this course:

Standard III-B: Demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

Standard III-C: Demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

Standard III-D: The applicant must possess 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 of the disorders.

Course/Performance Objectives:

By the end of this course, a student will demonstrate competency in:

1. Discussing the basic physical and psychophysical attributes of sound.
2. Identifying the anatomy and function of peripheral and central auditory pathways.
3. Discussing basic audiologic screening and assessment techniques.
4. Interpreting basic audiologic test results, demonstrating an understanding of speech recognition ability, dynamic range, tympanometric findings, and the type/degree/configuration/symmetry of peripheral hearing losses.
5. Discussing common disorders of the auditory system, including site of dysfunction and characteristics of the resulting hearing loss.
6. Identifying risk factors for hearing loss and preventative influences within the scope of practice.
7. Discussing auditory processing and auditory processing disorders, their basic assessment, interpretation of test results, and remediation strategies.

Required Text with CD-ROM:

Martin, F.N. & Clark, J.G. (2008). *Introduction to Audiology* (10th Ed.). Boston: Allyn and Bacon
 ISBN-10: 0205593119; ISBN-13: 9780205593118

Additional Reading and Assignments:

As described in this syllabus and as posted on Blackboard.

Course Requirements:

It is expected that, in a timely manner students will, complete all assigned readings, review all posted PowerPoint /Camtasia presentations, materials and websites; post regular contributions to discussion board; and complete all assignments, quizzes, and exams.		
Class participation is expected through: Completion of Preparedness Survey & Self-Introduction (10 points), online posts on the Discussion Board (90 points), completion of Course Evaluation (10 points)	Individual	110 points
Complete 10 Study Guides	Individual	Not graded. They are for your benefit.
1 Lab Experience: Observation of a Complete Hearing Evaluation with an Audiologist	Individual	70 points
6 Quizzes	Individual	120 points (20 points each)
Assignment 1: Explore Oticon's eCAPS Computer Program	Individual	40 points
Assignment 2: Hearing Loss Experience	Individual	40 points
Assignment 3: Case Study Presentation	Group	70 points
Midterm Exam	Individual	250 points
Final Exam	Individual	300 points

Grading Policy:

A+	980 -1000 points	Extra credit work is not available. All readings, study guides, Discussion Board postings, quizzes, exams, lab experience, and assignments are expected to be completed by the dates posted.
A	940-979 points	
A-	900-939 points	
B+	870- 899 points	
B	830-869 points	
B-	800-829 points	
C+	770 -799 points	
C	730-769 points	
C-	700-729 points	
D	600- 699 points	
F	599 points and below	

Course Materials:

The materials posted on Blackboard are designed to help guide your textbook reading, not to replace them. All readings are necessary for full comprehension of the course material and should be completed prior to completion of assignments/quizzes/exams. The Assignments are posted under “Course Documents” on Blackboard. Please review the announcement section on a daily basis for any new information.

Course Learning Modules:

The course consists of 16 Learning Modules. There may be one or more Learning Modules assigned per week. The course materials are arranged by “Weeks”. For the purposes of the Learning Modules, the “Week” begins on a Wednesday and ends on a Tuesday. Learning Modules consist of all or some of the components below:

- Textbook and/or other readings
- Specific websites
- Assignments
- Study guide(s)
- Blackboard Discussion Board posts by the students and the instructor
- A quiz

Course Work Routine

The following work routine should be adopted:

- **Days 1, 2, and 3 (Wed, Thu, and Fri):** Read the text and other items posted under Course Documents for that week’s Module(s); complete the Study Guide for each week (if one is posted)
- No later than the **Day 4 (Sat)** of each week – Complete your initial Discussion Board post
- No later than the **Day 7 (Tue)** – Complete at least one response to classmates’ Discussion Board posts
- **Day 7 (Tue)** - The quiz for the week (if one is posted) becomes available at 8:00 AM and must be completed within exactly 1 hour.
- Make a note of due dates for assignments

Note on last two weeks of this course: Due to the Thanksgiving holiday, the course work routine and the days assignments and discussion board posts are due are different than described above. Please see pages 14 and 15 of this syllabus for assignment due dates for the last two weeks of the course.

Class Participation on the Discussion Board:

The purpose of the Discussion Board is to provide an opportunity for you to apply the concepts presented in an interactive discussion. Discussion forums will be posted on a variety of topics throughout the semester. Students are expected to actively participate in class discussions by posting:

- An initial, thoughtful response to a topic related to each week’s Learning Module(s)

- At least one follow-up posting to responses posted by classmates

Please review the Longwood policies for [discussion forums](#). Postings will be graded on both the number of posts and the quality of the posts. Online participation will be monitored throughout the course. There is a Discussion Board Grading Rubric posted on Blackboard, under “Introduction to the Course: Days 1 and 2”.

Ideally, each student completes the readings and study guides on Wednesdays, Thursdays, and Fridays of each week. Each student must post an initial response to the topic(s) by Saturday of each week. We then spend a few days responding to Discussion Board posts. Try to post as early in the week as you can because posting late in the week limits your ability to participate fully in the discussion. Credit for Discussion Board participation is earned by completing the required posts during the appropriate Course Week. For each Course Week, posts submitted after Tuesdays will not earn credit.

Quizzes and Exams:

- Are administered through Blackboard and are “open-book”.
- *Are posted 24 hours before they are due.*
- *Will be posted* by 8:00 AM, EST, on the last day of each “course week” (i.e., a Tuesday)
- **The quizzes and exams are available for a 24-hour period. Students must complete each quiz within 24 hours of the time it is posted.**
- Will be re-offered ONLY in extreme circumstances and by prior arrangement with the instructor.
- If a technical problem (the server is down, computer failure, etc.) prevents you from completing the quiz or exam by the designated time, **you must call the instructor immediately and** state the time and nature of the technical problem. **You must also contact** the [Help Desk](#): 877-267-7883; E-Mail: helpdesk@longwood.edu for assistance with technical problems.

Weekly quizzes (most weeks) generally require about 30-45 minutes to complete and they cover the Learning Modules for that week or as listed on this syllabus. The weeks of the Midterm and Final Exams there will be no quizzes.

The Midterm and Final Exams require about 90 minutes to complete. The Midterm covers all the material discussed up to that point; the Final, is comprehensive, i.e., it covers ALL course material.

Assignments (including Lab Experience):

All assignments (except the Case Study presentation) must be completed **individually and independently**. Students are **not** allowed to work together on assignments. Specific instructions on how to complete each assignment are posted on Blackboard. Assignments should be submitted with your name and the assignment number as the file name, e.g. Smith_Assignment1.doc. **Be sure to include your name and Honor Pledge on all your work (a grade reduction of 10% will occur for omitting your name and/or the honor pledge from assignments).**

A Note on Study Guides:

Study guides do not need to be submitted for grading. Students are welcome to post their completed Study Guides on the “Study Guide Discussion” Discussion Board forum and compare notes amongst students. If questions arise, students are encouraged to post questions on the “Study Guides” Discussion Board forum.

Timeliness of assignments:

It is critical that, throughout the course, you keep up with the readings/assignments/discussion board posts. In order to receive full credit for assignments, all assignments and discussion board posts are due by the date posted on the syllabus. However, sometimes unavoidable circumstances arise. If you anticipate that you will have to be late with an assignment, you must contact the instructor before the due date. Work submitted late will be charged a 10% penalty of total possible points for each late day after until date of actual submission.

If you experience technical difficulties while trying to submit an assignment or take a quiz/exam by the deadline, you must:

- **call my office and leave a voice mail message stating the time and the nature of the technical problem AND**
- **E-mail me with the nature of the problem.**

For assistance in solving technical difficulties, please contact the [Help Desk](mailto:helpdesk@longwood.edu): 877-267-7883 and E-Mail: helpdesk@longwood.edu. Only then will an assignment be accepted late without a penalty. However, the assignment must still be submitted by 9 A.M. (Eastern Standard Time) of the next day in order to avoid a late penalty. Partial credit for late assignments will be given only if you contacted the instructor in advance.

Work handed in after the end of the course cannot be accepted unless prior arrangements have been made for a grade of "Incomplete". Please contact the instructor immediately if emergency situations arise.

Required Resources:

Minimum Computer and Software Requirements for Longwood Online courses can be found at www.longwood.edu/online. Please be sure that your computer meets these requirements.

Microsoft Word and PowerPoint are the only acceptable formats for submission of assignments.

If you do not have the Microsoft Office suite, as a Longwood student, you can purchase it at a very reasonable price. To order it, complete this online [Software Request Form](#) through the University's User Support Services. You can purchase Microsoft Office (Word, PowerPoint, etc.) for \$6.00 and FrontPage for \$6.00 (plus shipping). The CD(s) will be mailed to you and your Longwood account will be billed.

Accessing the course through a high-speed Internet connection (DSL or cable) is advised. If you do not have high-speed access from your home computer, you may want to view the PowerPoint presentations from another location with high-speed access, as some of the presentations contain video clips. You should also take the quizzes on Blackboard with high speed access.

Students must maintain current system software and virus definition updates. User Support Services (877-267-7883) can assist in this matter. [Free anti-virus software](#) is available for downloading. If your anti-virus software is not up-to-date, you **must** download the free anti-virus software.

Honor Code:

Students are expected to abide by the Longwood University Honor Code:

<http://www.longwood.edu/judicial/index.htm>.

Students must write the Academic Pledge on each assignment, quiz, and exam before submitting the documents.

Failure to do so will result in a 10% grade reduction. Honor Code violations will be dealt with according to the procedure described in the University's Student Handbook

(<http://www.longwood.edu/judicial/Handbook.pdf>). The following must be written on all your assignments: ***"I have neither given nor received help on this work, nor am I aware of any infraction of the Honor Code."***

Please be advised that future speech-language pathologists and audiologists are bound by the American Speech-Language-Hearing Association's (ASHA) Code of Ethics. (ASHA is the national accreditation agency for speech-language pathology and audiology.) This code of ethics applies to any persons applying for membership to ASHA and should be adhered to by students aspiring to become speech-language pathologists and audiologists. The ASHA Code of Ethics can be found at <http://www.asha.org/docs/html/ET2003-00166.html>

Assurance Statement:

All students are required to review the Longwood Honor Code, Code of Ethics and On-line policies. All students must **sign an assurance statement** attesting to this fact and assuring they are keeping their anti-virus software up-to-date. **The Assurance Statement below is available in Blackboard, under “Course Documents”, under “Introduction to Course: Days 1 and 2”. Please complete and submit this form via Blackboard by 1/12/10.**

ASSURANCE STATEMENT

I, _____, have read and understand the following materials:

- ____ 1. Longwood Online Policies
- ____ 2. Longwood Honor Code
- ____ 3. Professional Code of Ethics
- ____ 4. Course Syllabus and Schedule

My anti-virus software was last updated on _____ (date).

I understand that any suspected violation of the Longwood Honor Code will be investigated and that penalties for violating the Honor Code may include a failing grade for an assignment, failing the course and/or dismissal from the University.

Disability Accommodations:

Students with special needs requiring accommodations should present to the instructor the appropriate paperwork from the Office of Disability Support Services. It is the student’s responsibility to present this paperwork **within 10 days of the beginning of the course.** The Office of Disability Support Services can be accessed via <http://www.longwood.edu/disability/index.htm> or 434-395-2391.

Projected Course Outline: (the instructor reserves the right to modify this course outline)

Week/ Dates	Learning Module No.	Topic	Assigned Readings from textbook (includes all materials from accompanying CD-ROM)/ Additional related websites/ Course materials posted on Blackboard	Participation	Assignments: Submit via either Blackboard or Email (as indicated on each item)
Days 1 and 2	1/11- 1/12 Introduction & House- keeping	Review of the Course Syllabus Course Overview	Course Syllabus Table of Contents: pp. v -xi Preface: p. xv How to Use This Book: pp. xvi-xvii How to Use the CD-ROM: pp. xviii-xx	Due 1/12: Review/edit your personal information on Blackboard Due 1/12: Introduce yourself to the group via Blackboard Discussion Board	Due 1/12: Complete Assurance Statement and submit via Blackboard Due 1/12: Complete Preparedness Survey via Blackboard Survey (see link on Blackboard)
Week 1 1/13-1/19	Module 1	Review of Anatomy and Physiology of the Auditory System	Anatomy and Physiology of the Auditory System Chapter 2: pp. 16-17 Chapter 8: (Outer Ear) pp. 243-249 Chapter 9: (Middle Ear) pp. 262-268 Chapter 10: (Inner Ear) pp. 299-311 Chapter 11: (Central) pp. 340-344 PowerPoint Presentation Module 1 http://health.howstuffworks.com/hearing.htm http://www.Youtube.com/watch?v=wgKpWxTIJas	Due: 1/16 Complete first post on Discussion Board Due 1/19: Post at least one response to classmates' posts	By 1/16: Complete Study Guide 1: Anatomy & Physiology (You DO NOT NEED TO HAND IN the study guides)
	Module 2	The Profession of Audiology	The Profession of Audiology: Chapter 1 PowerPoint Presentation Module 2 http://www.betterhearing.org/hearing_loss/		By 1/16: Complete Study Guide 2: The Profession of Audiology Due by 8:00 AM on 1/20: Complete Quiz 1 Quiz covers: Modules 1 and 2

<p>Week 2 1/20-1/26</p>	<p>Module 3</p>	<p>Physics of Sound and The Decibel</p>	<p>Sound and Its Measurement: Chapter 3, pp. 30-53</p> <p>PowerPoint Presentations Modules 3-1 and 3-2</p> <p>What is sound? http://www.fearofphysics.com/Sound/dist.html http://videos.howstuffworks.com/hsw/6052-exploring-sound-sound-waves-video.htm (Sorry, you may have to be subjected to watching a commercial- no endorsement is implied)</p> <p>What is a decibel? http://science.howstuffworks.com/question124.htm</p>	<p>Due 1/23: Complete first post on Discussion Board</p> <p>Due 1/26: Post at least one response to classmates' posts</p>	<p>1/24: Have eCAPS computer program downloaded and operational.</p> <p>By 1/23: Complete Study Guide 3-1 and 3-2: Physics of Sound and the Decibel</p> <p>There is no quiz this week</p>
-----------------------------	-----------------	---	--	---	--

<p>Week 3 1/27-2/2</p>	<p>Module 4</p>	<p>Psychoacoustics</p>	<p>Sound and Its Measurement, Chapter 3: pp. 54-57 p. 71: Summary p. 72: Table 3.2 p. 73: Table 3.3 and Study Questions</p> <p>PowerPoint Presentation Module 4</p>	<p>There are no Discussion Board posts assigned for this week</p>	<p>By 1/30 : Complete Study Guide 4: Psychoacoustics</p> <p>Due 1/31: Email instructor with members of each group for the case study presentation.</p> <p>Due by 8:00 AM on 2/3: Complete Quiz 2</p> <p>Quiz covers: Modules 3-1, 3-2, and 4</p>
----------------------------	-----------------	------------------------	---	--	--

<p>Week 4 2/3-2/9</p>	<p>Module 5</p>	<p>Hearing Assessment:</p> <ul style="list-style-type: none"> • Case History • Otoscopy • Audiograms and Symbols • Basic Test Battery • Pure-tone Testing • Description of Hearing Loss • Dynamic Range 	<p>Case History Forms posted on Blackboard</p> <p>Hearing Handicap Inventory: http://www.aiaaudiology.com/questionnaire.html</p> <p>Chapter 2: pp.16-19 pp. 27-29 (No need to read Table 2.2 on p. 28)</p> <p>Chapter 3: pp. 59-71(Sound Measurement)</p> <p>Chapter 4: Pure-tone Audiometry:pp.77-104; pp 121-123 (No need to read Table 4.1 on p. 123)</p> <p>Chapter 5: (Section on Speech Recognition, Audibility Index, & Implications for Speech-Language Therapy) pp.152-155</p> <p>Chapter 8: Section on Otoscopy and Video Otoscopy) pp-248-249</p> <p>PowerPoint Presentations Modules 5-1, 5-2, and 5-3</p> <p>Otoscopy: http://www.meddean.luc.edu/lumen/MedEd/medicine/pulmonar/pd/pstep18.htm</p> <p>Audiogram: http://www.wou.edu/education/sped/wrocc/HT%20Read%20Audiogram%20web.pdf</p> <p>Pure-tone Testing: http://www.emedicine.com/ent/topic311.htm</p> <p>To complete Assignment 1 you will need to download Oticon's –CAPS software program from www.oticonusa.com/help (it's a very large download)</p> <p>For review and practice: http://www.audstudent.com (scroll down and click on “resources page” link)</p>	<p>Due 2/6: Complete first post on Discussion Board</p> <p>Due 2/9: Post at least one response to classmates' posts</p>	<p>By 2/6: Complete Study Guides 5-1 and 5-2</p> <p>Due by 8:00 AM on 2/10: Complete Quiz 3</p> <p>Quiz covers: Module 5</p>
---------------------------	-----------------	--	--	---	--

Week 5 2/10-2/16	Module 6	Masking	Chapter 3: p. 58 Chapter 4: pp. 104-119 PowerPoint Presentation Module 6	Assignment 1 Due: 2/14 POST on Discussion Board, insightful comment on what you discovered about the Oticon's eCAPS computer program	There are no study guides for Modules 6 or 7 There is no quiz this week
	Module 7	Relationship between Audiometric Results and Speech Perception Speech Tests	Speech Audiometry: Chapter 5 PowerPoint Presentation Module 7 Different audiograms with superimposed speech sounds, posted in Blackboard under "Course Documents"		
Week 6 2/17-2/23	Module 8	Objective Tests <ul style="list-style-type: none"> • Immittance <ul style="list-style-type: none"> • Tympanometry • Acoustic Reflexes • Eustachian tube function 	Posted on Blackboard: 1. B. Stach, Clinical Audiology: An Introduction: Chapter 7 excerpt, pp.258-92 and 2. J. Hall & G. Muller, Audiologists' Desk Reference, pp. 190-191 (Tympanometry-Step-by-Step) and p. 197 (Tympanometry Technical Tip[s]). PowerPoint Presentation Module 8 http://www.audstudent.com ("resources" link) http://www.emedicine.com/ent/byname/impedance-audiometry.htm	Due 2/20: Complete first post on Discussion Board Due 2/23 Post at least one response to classmates' posts	By 2/20: Complete Study Guide 6 Due 2/21 Email instructor with contact information of audiologist with whom you will be observing (Lab Experience) and the date on which you are scheduled to observe Due by 8:00 AM on 2/24 Complete Quiz 4 Quiz covers: Modules 6, 7, and 8

Week 7 2/24-3/2	Module 9	Objective Tests-Continued: Otoacoustic Emissions (OAEs) Auditory Evoked Potentials: EcoG, ABR, MLR, LLR, ASSR	Chapter 6: pp. 182-199; pp. 201-203 PowerPoint Presentation Module 9 Otoacoustic emissions: http://emedicine.medscape.com/article/835943-overview Auditory Evoked Potentials: http://emedicine.medscape.com/article/836277-overview	Due 2/27: Complete first post on Discussion Board Due 3/2: Post at least one response to classmates' posts	By 2/27 Complete Study Guide 7 Due: 2/28 Submit Assignment 2: Hearing Loss Experience via Blackboard
3/3-3/6 A few says to study for the midterm exam	--	--	--		Due by 8:00 AM on Sunday:3/7 MIDTERM EXAM Midterm Exam covers ALL course material discussed up to this point

Spring Break
3/8-3/12

3/14-3/16					A few days for the groups to concentrate on groups projects
-----------	--	--	--	--	---

Week 8 3/17-3/23	Module 10	Pediatric Audiology	Hearing Test for Children: Chapter 7 PowerPoint presentation on Pediatric Audiology posted on Blackboard http://www.boystownhospital.org/PatientServices/AudioVest/Audiological/basic.asp http://www.babyhearing.org/ (Information for parents)	There are no Discussion Board posts assigned for this week	By 3/20: Complete Study Guide 8 There is no quiz this week
---------------------	-----------	---------------------	---	---	---

<p>Week 9 3/24-3/30</p>	<p>Module 11</p>	<p>Hearing Screenings</p> <p>Prevention of Hearing Loss: -Risk factors associated with hearing loss</p>	<p>Chapter 7 (section on Identifying Hearing Loss in the Schools), pp. 231-235.</p> <p>Camtasia presentation of Prevention of Hearing Disorders and Hearing Screenings</p> <p>PowerPoint Presentation on Hearing Screenings</p> <p>ASHA Guidelines for Audiologic Screening (posted on Blackboard)</p> <p>http://www.asha.org/podcast/: Podcast on Protecting the Hearing of the Young by Dr. J. Battey, Jr.</p> <p>Hearing Screening Procedures (Word file-posted on Blackboard)</p> <p>How do I Know if a Child or an Adult has a Hearing Loss? (posted on Blackboard)</p>	<p>Due 3/27: Complete first post on Discussion Board</p> <p>Due 3/30: Post at least one response to classmates' posts</p>	<p>By 3/27: Complete Study Guide 9</p> <p>Due 3/28: Submit draft of Case Study Presentation for peer review.</p> <p>Due by 8:00 AM on 3/31: Complete Quiz 5</p> <p>Quiz covers: Modules 10 and 11</p>
-----------------------------	------------------	---	---	---	---

<p>Week 10 3/31-4/6</p>	<p>Module 12</p>	<p>Auditory Pathologies and Associated Audiometric Configurations</p> <p>- Outer Ear</p>	<p>Chapter 8: (Outer Ear) pp. 250-259</p> <p>PowerPoint Presentation 12</p>	<p>Due 4/3: Complete first post on Discussion Board</p> <p>Due 4/6: Post at least one response to classmates' posts</p>	<p>There are no study guides this week.</p> <p>There is no quiz this week</p>
	<p>Module 13</p>	<p>- Middle Ear</p>	<p>Chapter 9: (Middle Ear)pp. 269-296</p> <p>PowerPoint Presentation 13</p> <p>http://www.bcm.edu/oto/studs/midear.html</p>		

Week 11 4/7-4/13	Module 14	Auditory Disorders-Continued: -Inner Ear	Chapter10: (Inner Ear) pp. 311-337 PowerPoint Presentation 14 http://www.bcm.edu/oto/studs/innear.html Tinnitus: http://www.ata.org Auditory Neuropathy: http://emedicine.medscape.com/article/836769-overview http://www.babyhearing.org/Audiologists/factSheets/PedsAuditoryNeuropathyFactSheet.pdf	Due 4/10: Complete first post on Discussion Board Due 4/13: Post at least one response to classmates' posts	Due 4/11 : Complete and submit peer review of draft of Case Study Presentation. There is no quiz this week
---------------------	-----------	---	---	--	---

Week 12 4/14-4/20	Module 15	-Central	Chapter 11: (Central) pp. 344-354 Auditory Processing Disorders: Chapter 11: pp. 355-368 Chapter 14: pp. 460-463 PowerPoint Presentation 15 "Classroom Suggestions for Students with APD" Posted in Blackboard under "Course Documents" http://kidshealth.org/parent/medical/ears/central_auditory.html http://www.asha.org/public/hearing/disorders/understand-apd-child.htm http://www.nidcd.nih.gov/health/voice/auditory.asp	There are no Discussion Board posts assigned for this week	Due 4/18: Report on Lab Experience: Observation of a Hearing Evaluation with an Audiologist. <u>Due by 8:00 AM TUESDAY, 4/20:</u> Complete Quiz 6 (LAST QUIZ) Quiz covers: Modules 12 and 13 AND Modules 14 and 15
----------------------	-----------	----------	---	---	--

<p>Week 13 4/21-4/25 (This is a “short” week)</p>	<p>Module 16</p>	<p>Audiology Intervention and Aural (Re) habilitation</p>	<p>Chapter 13, pp.393-429 Chapter 14, pp-442-457 PowerPoint Presentation 16 “General Hearing Aid Information” posted in Blackboard under “Course Documents”) http://www.asha.org/public/hearing/treatment/hearing_aids.htm http://www.asha.org/public/hearing/treatment/adult_aid.htm http://www.asha.org/public/hearing/treatment/child_aids.htm Cochlear implants: http://www.babyhearing.org/Audiologists/parent/PreImplantEval.pdf Aural (Re)habilitation http://www.asha.org/public/hearing/treatment/adult_aur_rehab.htm http://www.asha.org/public/hearing/treatment/child_aur_rehab.htm Review: http://www.bcm.edu/oto/studs/aud.html</p>	<p><u>Due SATURDAY, 4/24 :</u> Complete one required post on Discussion Board</p>	<p>Due 4/24: Complete Study Guide 11 <u>Due by SUNDAY 4/25:</u> Submit final Version of Case Study Presentation. <u>Due by SUNDAY, 4/25:</u> Complete course evaluation posted under Week 13 on Blackboard</p>
<p>Wed, 4/28</p>				<p>FINAL EXAM Due by midnight on WEDNESDAY, 4/28 Final Exam is comprehensive, covering ALL the material discussed in the course</p>	