Longwood University
PCSD 361- Section B03
Introduction to Audiology and Hearing Science- 3.0 Credit Hours

Course Dates: August 22, 2016-December 2, 2016
With a two-day Fall Break (October 3 and 4) and a three-day Thanksgiving Break (November 23, 24, & 25)
Last day to add/drop: August 29, 2016 by 5:00 PM
Last day to withdraw with no academic penalty, i.e., with a grade of “W:” October 14, 2016 by 5:00 PM.
However, all tuition and fee charges will still apply with a grade of “W.”
Final Exam: Due December 10, 2016

Course Syllabus

Instructor: Mani Aguilar, Au.D., CCC-A
E-Mail: aguillarmc@longwood.edu
Phone: 434-395-2341
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 Canvas, rather than e-mailing the instructor. Through Canvas, a peer may be able to address the question and all students benefit from the Q & A.

Canvas Access: https://canvas.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: PCSD 313 (Anatomy and Physiology of the Speech and Hearing Mechanisms) 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 Canvas site (https://canvas.longwood.edu).

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.

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.

Required eTextbook:

From the University’s Bookstore:
http://longwood.bncollege.com/webapp/wcs/stores/servlet/TBWizardView?catalogId=10001&langId=-1&storeId=30059 (enter Dept. PCSD, Course Number 361, Section B03)
Additional Reading and Assignments:
As described in this syllabus and as posted on Canvas.

Preparing for the course:
1. If you have not already done so, please order your eTextbook (please see above). 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 following required resources:
   - Minimum Computer and Software Requirements for Longwood Online courses can be found at http://www.longwood.edu/usersupport/41811.htm Please be sure that your computer meets these requirements.
   - Microsoft Word is the only acceptable format for submission of typed assignments.
   - If you do not have the Microsoft Office suite, as a Longwood student, you may purchase it with a substantial student discount. Further information is available at http://www.longwood.edu/usersupport/studentresources.htm, the University’s User Support Services.
   - Accessing the course through a high-speed Internet connection 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 and exams on Canvas 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 at http://www.longwood.edu/usersupport/41734.htm. If your anti-virus software is not up-to-date, you must download the free anti-virus software.

3. Review the Online@Longwood website, particularly the section on Student Responsibilities.

4. Review the Longwood Honor Code.

5. Review 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. Canvas is the communication vehicle for this course: If you are not familiar with the features in Canvas. You may sign up for training on Canvas at http://blogs.longwood.edu/canvas/training/ and information is available online through the Longwood Help Desk at http://www.longwood.edu/helpdesk (877-267-7883), where you will find tutorials, student resources, Frequently Asked Questions, etc. Longwood Technical Support will also provide you with 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.
8. Getting Started with the Course:
   • Log into Canvas
   • Click on “Courses,” one of the items on the left-hand column
   • Under “Courses,” click on “Intro Audiology Hear Science,” to access the course website
   • You will see a web page with four columns: The 1st column shows the Longwood University logo, your Account, Dashboard, Courses, etc.); the 2nd column lists all the items related to this course; the 3rd column shows the course banner, a blue rectangle with two pictures; and the 4th column lists “To Do” and “Coming Up” items.
   • To access the course content: Go to “Modules” (in the 2nd column, 7th item from the top. The first two headings are “Syllabus” and “Start Here: Introduction to the Course and “To-Do List for Days 1 & 2,” followed by everything you will need for each week.

9. Introduce Yourself:
   • Log into the course website (see number 7, above)
   • Click on “Discussions,” on the navigation bar on the left
   • Click on “Self Introduction” 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.

10. Be sure to read through the course syllabus. It is recommended that you print a copy of the syllabus and mark a calendar with all due dates.

11. 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 11-19 of this syllabus.

Course Requirements: All work is expected to be completed by each student, individually.

| Class participation is expected through: Completion of Self-Introduction (10 points) and of online posts on the Discussion Board (135 points) | 145 points |
| Complete 10 Study Guides | Not graded; they are for your benefit |
| Lab Experience: Observation of a Complete Hearing Evaluation with an Audiologist | 70 points |
| 6 Quizzes | 120 points (20 points each) |
| Assignment 1: Hearing Loss Experience | 40 points |
| Midterm Exam | 250 points |
| Final Exam | 375 points |

Grading Policy:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>940-1000</td>
<td>All readings, study guides, Discussion Board postings, quizzes, exams, lab experience, and assignments are expected to be completed by the dates posted.</td>
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<tr>
<td>A-</td>
<td>900-939</td>
<td>Quizzes and exams are graded immediately after completion. All other assignments will be graded within a few days of completion.</td>
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<tr>
<td>B+</td>
<td>880-899</td>
<td>Extra credit work is not available.</td>
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<tr>
<td>B</td>
<td>830-879</td>
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<tr>
<td>B-</td>
<td>800-829</td>
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<tr>
<td>C+</td>
<td>780-799</td>
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<td>D</td>
<td>600-699</td>
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<td>F</td>
<td>599 points and below</td>
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**Timeliness of Student Work:**
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, quizzes, 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, without prior arrangement with the instructor, will be charged a 10% penalty of total possible points for each late day after until date of actual submission. In some instances, work submitted late without prior approval from the instructor will not receive any credit.

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.

Please see page 6, below, for further details on receiving credit for Discussion Board posts.

**Course Materials:**
The materials posted on Canvas are designed to help guide your textbook readings. All readings are necessary for full comprehension of the course material and should be completed prior to completion of assignments/quizzes/exams. Readings, activities, and assignments are described on the course syllabus and posted on Canvas. Please review the announcement section on a daily basis for any new information and feedback from the instructor.

**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:
- Learning objectives
- Textbook and/or other readings
- Specific websites
- Assignments
- Study guide(s)
- Canvas Discussion Board posts by the students (sometimes by the instructor)
- Journal Entries: Student self-assessment of learning. This is recommended but optional and not graded. Only the author of the Journal and the instructor can access what you write in the Journal.
- A quiz

**Course Work Routine**
The following work routine should be adopted:
- **Days 1, 2, and 3 (Wed, Thu, and Fri):** Study the PowerPoint presentation(s), then any other items posted under Course Documents for that week’s Module(s), followed by completing the Study Guide (if one is posted), and finally, read the assigned portions of the textbook.
- 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 for 24 hours, starting at 8:00 AM and must be completed within 45 minutes of starting it.
- Make a note of due dates for assignments (as there are penalties for late submissions).
Please note that:
- Week 6 is a “short” week so weekly routine will be a little different.
- The last Quiz 6, the last Quiz, is due on a Tuesday, and not on a Wednesday, which is the due day of the previous five Quizzes.
- Week 13, the last week, is also a “short” week.

Class Participation in 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 post to responses posted by classmates
- On weeks when the instructor posts Answer Keys, Weeks 4, 6, 10 and 11, your second post must include how your responses compared to the Answer Key.

Please review the Longwood policies for discussion forums. Student posts will be graded based on completing the assigned number of posts and on the quality of those posts. Online participation will be monitored throughout the course. There is a Discussion Board Grading Rubric posted on Canvas under “Start Here.”

Ideally, each student completes the readings and study guides between Wednesday and Saturday of each Course Week. Each student must complete an initial post to the topic(s) by Saturday of each week. We then spend a few days responding to Discussion Board posts. Credit for Discussion Board participation is earned by completing the required posts during the appropriate Course Week. Grade reductions are applied for late posts.

Please note:
- For each Course Week, posts submitted after Tuesday will not earn any credit at all.
- Students will not receive any credit for the week’s entire Discussion Board if initial post is submitted after the instructor has posted the answer key for that week (answer keys are not posted every week). Instructor will post answer keys on Weeks 4, 6, 10 and 11. In other words, on weeks when the instructor posts an answer key to the Discussion Board and the students submit their initial posts after the instructor has posted the answer key, students will receive no credit for either the initial post of for replying to posts from peers.

Quizzes and Exams:
- Are administered through Canvas and are “open-book”
- Must be completed by the due dates/times specified on this syllabus
- Will be available at a time other than that specified on the syllabus *only* in extreme circumstances and *only* by prior arrangement with the instructor
- Quizzes become available at 8:00 AM EST, on the last day of each “course week” (i.e., a Tuesday), they are available for a 24-hour period, and must be completed within 45 minutes of starting them
- Quizzes and exams may only be attempted once, i.e., once you start or open a quiz or exam, the timer starts to run and you MUST finish the entire quiz or exam within the allotted time
- There are a total of six quizzes. These generally require about 15 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 are available for a few days before they are due and they must be completed within three hours of starting them. The Midterm and Final Exams require about 90 minutes to complete. The Midterm covers all the material discussed up to that point; the Final Exam is comprehensive, i.e., it covers *all* course material. For information on dealing with technical problems during a quiz/exam, please see section below (pages 7-8) on “Dealing with Technical Problems.” Feedback on student performance on quizzes and exams is immediate, directly from Canvas.

Assignment and Lab Experience:
The Assignment and the Lab Experience must be completed individually and independently. Students are not permitted to work together on these assignments. Specific instructions on how to complete and submit each assignment are posted on Canvas. All assignments should be submitted with your name and the assignment number as the file name, e.g. Smith_Assignment1.doc.

Students must write their name and Academic Pledge on each assignment before submitting the documents. The following must be written on Assignment 1 and on the Lab Experience Report:

"I have neither given nor received help on this work, nor am I aware of any infraction of the Honor Code."

Failure to include your name and/or Academic Pledge will result in a 10% grade reduction.

A Note on Study Guides:
Study guides do not need to be submitted for grading. However, there is a section called “Study Guides” on the Discussion Board, where students are welcome to share each others’ Study Guides.

Dealing with Technical Problems:
If technical problems (the server is down, computer or power failure, etc.) prevent you from completing the quiz/exam by the designated time, completing a Discussion Board post, or submitting an assignment, first of all, don’t panic.

In the event of any technical problem, you must complete the three steps below:

1. E-mail the instructor immediately stating the time and nature of the problem.
   a. If the technical problem arises during a quiz/exam, also let the instructor know which one you choose from the two options below for retaking the quiz/exam (the options are described below, under “Technical Problems During a Quiz/Exam”).
2. Place a phone call to the instructor (434-395-2341) immediately and leave a voice mail message stating the time and the nature of the problem.
3. You must also contact the Help Desk: 877-267-7883; E-Mail: helpdesk@longwood.edu for assistance with technical problems.

Technical Problems During a Quiz/Exam:
If you have computer problems while taking a quiz/exam, follow the instructions described in the paragraph immediately above (email & call instructor and call the Help Desk). You must let the instructor know which of the two options described below you wish to take.

The instructor will then respond to you ASAP letting you know that:

- A note has been made regarding which questions had already been answered and which ones were correct/incorrect during your first attempt to take the quiz/exam
- The quiz/exam has been cleared for you to re-take it
- When you retake the exam, you may choose either:
To retake the quiz/exam in its entirety, in which case you will need to answer all the questions “from scratch” and your grade will be based entirely on your last attempt, or

To retake the quiz/exam starting from where you had left off during the first attempt. If you choose this option, you may start where you left off. After you complete the quiz/exam, the instructor will then make a manual correction to your grade which will be based on your initial answers on: 1) Your initial answers on your first attempt and, 2) The answers you provided on your second attempt to the questions that were left unanswered during your second attempt.

**Technical Problems While Submitting a Discussion Board Post/Assignment:**
If you experience technical difficulties while trying to submit a Discussion Board post or Assignment by the deadline, **you must** follow the instructions above (email & call instructor and call the Help Desk; please refer to the section on page 7, “Dealing with Technical Problems.”). Only by following the steps above 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.

**A Note Regarding Canvas:**
Please note that the date and time of every activity on Canvas is logged by the system, e.g., each log in, each area of the course visited by each student, submission of assignments, and so forth.

**Honor Code:**
Students are expected to abide by the Longwood University Honor Code:
http://www.longwood.edu/studentconduct/12011.htm  
Honor Code violations will be dealt with according to the procedure described in the University’s Student Handbook
http://www.longwood.edu/studentconduct/

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/policy/ET2010-00309.htm

**Assurance Statement:**
**All students are required to review the Longwood Honor Code, Code of Ethics, and Online 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 on the Canvas course website, under the “Start Here.”  
Please complete and submit this form via Canvas by 8/23/16.
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

I also assure that:

1. My anti-virus software was last updated on _______________ (date).
2. 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.

I understand that:

Successful completion of this course or any Longwood University’s SLP-Online courses will not guarantee admission to graduate school. Your performance in these courses will not affect your undergraduate GPA, unless you are enrolled in a bachelors’ program at Longwood University. If you are transferring this course to another university, you should contact that university to understand the impact of your grade(s) on your GPA at that university.

Accommodations:
If you have a disability and require accommodations, please contact the instructor early in the semester to discuss your learning needs. If you wish to request reasonable accommodations (note taking support, extended time for tests, etc.), you will need to register with the Office of Disability Resources (434-395-2391, http://www.longwood.edu/disability, or disabilityresources@longwood.edu). The Office will require appropriate documentation of disability. All information is kept confidential.

The Instructor will accommodate adjustments to due dates that conflict with a students’ religious observances, if informed in writing by the end of the first week of class.

Course Accessibility:
If you require course accessibility due to a visual, auditory, or other disability, please contact the instructor and the Office of Disability Resources (please see paragraph immediately above).

Additional Services for Students:
The University offers a variety of student services, including the Academic & Career Advising Center, the Center for Academic Success (also known as the Academic Support Center), and the Student Wellness Unit.

Below is a sample of services and contact information:

<table>
<thead>
<tr>
<th>Academic Support Center</th>
<th>Student Wellness Unit</th>
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<tbody>
<tr>
<td>434-395-2393</td>
<td>434-395-2509</td>
</tr>
<tr>
<td>Study Skills/Strategies</td>
<td>Counseling Center (individual and group counseling, crisis intervention and consultation)</td>
</tr>
<tr>
<td>Time Management</td>
<td>Student Health</td>
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<tr>
<td>Test-taking Strategies</td>
<td>Campus Recreation</td>
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</tbody>
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Special Notice for Longwood On-campus Students:
Please note that any on-campus, Longwood University student who is enrolled in an SLP-Online class must submit to the instructor an e-mail verification from the student’s academic advisor granting permission to take the online class as an on-campus student.
**Drop/Add Period**
Students may make schedule adjustments (adds and/or drops) until 5:00 p.m. on the sixth day of classes for fall and spring full term courses. The last day to drop/add this course is 8/29/16 by 5:00 PM Eastern Time.

**No Academic Penalty Withdrawal Period (Free “W”)**
Students may withdraw from individual classes with a grade of “W” (not computed in the GPA) through 5:00 p.m. on the 35th day of regularly scheduled classes for fall and spring full terms. For Fall courses, the last day to withdraw without academic penalty is 10/14/16 by 5:00 PM Eastern Time. However, all tuition and fee charges will still apply.

**Mandatory Reporting of Crimes and Sexual Misconduct**
In accord with its history and mission, Longwood University believes that each individual should be treated with respect and dignity and that any form of crime or violence is incompatible with Longwood’s commitment to the dignity and worth of the individual. Longwood University is committed to providing a healthy living, learning and working environment which promotes personal integrity, civility and mutual respect. If you have been the victim of a crime or sexual misconduct we encourage you to report this. If you disclose this to a faculty member or employee, she or he is required by law to notify the appropriate University officials. The faculty member or employee cannot maintain complete confidentiality and is required to report the information that has been shared. Please know that all reported information is treated with discretion and respect and kept as private as possible. For more information about your options at Longwood:

http://www.longwood.edu/police/crimereports.htm
http://www.longwood.edu/studentconduct/12050.htm
http://www.longwood.edu/titleix
### Projected Course Outline: (the instructor reserves the right to modify this course outline)

<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Learning Module No.</th>
<th>Topic</th>
<th>Assigned Readings from:</th>
<th>Participation</th>
<th>Assignments: Submit via either Canvas or Email (as indicated on each item)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days 1 and 2</td>
<td>8/22 - 8/23</td>
<td>Review of the Course Syllabus</td>
<td>Course Syllabus</td>
<td>Due 8/23: Introduce yourself to the group via Canvas</td>
<td>Due 8/23: Complete Assurance Statement and submit via Canvas</td>
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<tr>
<td></td>
<td>&amp; Housekeeping</td>
<td>Course Overview</td>
<td>From eTextbook, under Table of Contents, under “Frontmatter” section: pp. vii – xx: Brief Contents, About the Authors, Preface and Table of Contents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>Module 1</td>
<td>Review of Anatomy and Physiology of the Auditory System</td>
<td>Anatomy and Physiology of the Auditory System Chapter 2: p. 17</td>
<td>Due 8/27: Complete first post on Discussion Board</td>
<td>By 8/27: Complete Study Guide 1: Anatomy &amp; Physiology (You do not need to hand in the study guides)</td>
</tr>
<tr>
<td>8/24-8/30</td>
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<td>Chapter 9: (Outer Ear) pp. 218-223</td>
<td>Due 8/30: Post at least one response to classmates’ posts</td>
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<td>Chapter 10: (Middle Ear) pp. 238-244</td>
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<td>Chapter 11: (Inner Ear) pp. 273-285</td>
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<td>Chapter 12: (Central) pp. 315-319</td>
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<td>PowerPoint Presentation Module 1</td>
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Assignments for this week continue on the next page.
| **Continued** | **Week 1** | **Module 2** | **The Profession of Audiology** | **The Profession of Audiology:** Chapter 1: entire chapter  
Chapter 15: pp. 402-406  
PowerPoint Presentation Module 2  
Due by 8:00 AM on 8/31: Complete Quiz 1  
Quiz covers: Modules 1 and 2 |
|----------|---------|-------------|-------------------------------|-------------------------------------------------|--------------------------------------------------|-------------------------------------------------|
| **Week 2** | **Module 3** | **Physics of Sound and The Decibel** | **Sound and Its Measurement:**  
Chapter 3: pp. 30-49  
PowerPoint Presentations Modules 3-1 and 3-2  
What is sound?  
[http://www.fearofphysics.com/Sound/dist.html](http://www.fearofphysics.com/Sound/dist.html)  
[http://www.howstuffworks.com/sound-info1.htm](http://www.howstuffworks.com/sound-info1.htm)  
What is a decibel?  
[http://science.howstuffworks.com/question124.htm](http://science.howstuffworks.com/question124.htm) | **Due 9/3:** Complete first post on Discussion Board  
Due 9/6: Post at least one response to classmates’ posts  
**There is no quiz this week** | **By 9/3:** Complete Study Guide 3-1 and 3-2: Physics of Sound and the Decibel |
| **Week 3** | **Module 4** | **Psychoacoustics** | **Sound and Its Measurement**  
Chapter 3: pp. 49-52  
p. 65: Summary  
p. 66: Tables 3.2  
p. 66-67: Table 3.3 and FAQ’s 2, 3, 4, 7, 8, 9, 11, and 12  
PowerPoint Presentation Module 4  
For review:  
[http://www.audstudent.com](http://www.audstudent.com) . This site has many useful tutorials. For a review of psychoacoustics, go to: [Introduction to Psychoacoustics](http://www.audstudent.com)  
Augments Chpt 26” and answer questions 1, 2, 4, 5, 7, 8, 10, 11, 17 and 18. | **There are no Discussion Board posts assigned for this week** | **By 9/10:** Complete Study Guide 4: Psychoacoustics  
Due by 8:00 AM on 9/14: Complete Quiz 2  
Quiz covers: Modules 3-1, 3-2, and 4 |
<table>
<thead>
<tr>
<th>Week 4</th>
<th>Module 5</th>
<th>Hearing Assessment:</th>
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<tbody>
<tr>
<td>9/14-9/20</td>
<td></td>
<td>• Case History</td>
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<td>• Basic Test Battery</td>
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<td>• Pure-tone Testing</td>
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<td>• Description of Hearing Loss</td>
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<td>• Dynamic Range</td>
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<td>Chapter 15: pp. 398-402</td>
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<td>Case History Forms posted on Canvas</td>
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<td>Hearing Handicap Inventory: [link]</td>
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<td>Chapter 2: pp. 16-20</td>
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<td>pp. 24-25 (Case histories for the four Evolving Case Studies)</td>
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<td>p. 27-29 Table 2.1, Table 2.3, and FAQs (no need to read Table 2.2 on p. 28)</td>
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<td>Chapter 3: pp. 54-58 (Sound Measurement)</td>
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<td>Chapter 4: Pure-tone Audiometry, entire chapter</td>
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<td>Chapter 5: pp. 116-125</td>
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<td>Chapter 9: Section on Otoscopy and Video Otoscopy, pp. 219-223</td>
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<td>PowerPoint Presentations Modules 5-1, 5-2, and 5-3</td>
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<td>Otoscopy: [link]</td>
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<td>Audiogram: [link]</td>
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<td>Pure-tone Testing: [link]</td>
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<td>For review and practice: [link]</td>
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**Due 9/17:**
- Complete first post on Discussion Board
- **Answer Key will be posted on 9/18, around 2:00 PM**
- Due 9/20:
  - Post at least one response to classmates’ posts.
  - Second post must include a reference to your responses(s) compared to the Answer Key.
- By 9/17:
  - Complete Study Guides 5-1 and 5-2
  - Due by 8:00 AM on 9/21:
    - Complete Quiz 3
    - Quiz covers: Module 5
| Week 5  | Module 6 | Masking | Chapter 3: p. 52 (Masking)  
Chapter 6: pp. 125-130 and pp. 133-149 (starting at “Masking Methods”)  
PowerPoint Presentation Module 6 | There are no Discussion Board posts due this week | There are no study guides for Modules 6 or 7 |
|--------|----------|---------|-----------------------------------------------------------------|---------------------------------------------|
| Module 7 | Relationship between Audiometric Results and Speech Perception  
Speech Tests | Speech Audiometry:  
Chapter 5: entire chapter  
PowerPoint Presentation Module 7 | | 

| Week 6  | Module 8 | Objective Tests  
- Immittance  
- Tympanometry  
- Acoustic Reflexes  
- Eustachian tube function | PowerPoint Presentation Module 8 | Due 10/1:  
Complete first post on Discussion Board  
Answer Key will be posted on 10/2 around 2:00 PM  
Due 10/5:  
Post at least one response to classmates' posts  
Note: This week’s second Discussion Board post is due on a WEDNESDAY due to the Mon & Tue Fall Break. Second post must include a reference to your responses(s) compared to the Answer Key. | By 10/1:  
Complete Study Guide 6  
Due 10/2:  
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 THURSDAY, 10/6:  
Complete Quiz 4  
Quiz 4 becomes available on WEDNESDAY, 10/5, 8:00 AM  
Quiz covers: Modules 6, 7, and 8 |
| Week 6  | Module 8 | Objective Tests  
- Immittance  
- Tympanometry  
- Acoustic Reflexes  
- Eustachian tube function | PowerPoint Presentation Module 8 | Due 10/1:  
Complete first post on Discussion Board  
Answer Key will be posted on 10/2 around 2:00 PM  
Due 10/5:  
Post at least one response to classmates' posts  
Note: This week’s second Discussion Board post is due on a WEDNESDAY due to the Mon & Tue Fall Break. Second post must include a reference to your responses(s) compared to the Answer Key. | By 10/1:  
Complete Study Guide 6  
Due 10/2:  
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 THURSDAY, 10/6:  
Complete Quiz 4  
Quiz 4 becomes available on WEDNESDAY, 10/5, 8:00 AM  
Quiz covers: Modules 6, 7, and 8 |

This is a “short” week
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Module 9</th>
<th>Objective Tests-Continued:</th>
<th>Chapter 7 pp. 165-184</th>
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<tbody>
<tr>
<td></td>
<td>Auditory Evoked Potentials: EcoG, ABR, MLR, LLR, ASSR</td>
<td>ASSR article by Douglas L. Beck, David Speidel, and Jill Gordon Craig, adapted from: <a href="http://www.oticon.com/~asset/cache.ashx?id=10827&amp;type=14&amp;format=web">http://www.oticon.com/~asset/cache.ashx?id=10827&amp;type=14&amp;format=web</a></td>
<td><strong>Due 10/8:</strong> Complete first post on Discussion Board</td>
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<td><strong>Due 10/11:</strong> Post at least one response to classmates’ posts</td>
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<td><strong>By 10/8:</strong> Complete Study Guide 7</td>
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10/12-10/14
A few days to review before the midterm exam and to complete Assignment 1.

MIDTERM EXAM
The midterm exam will become available on Friday, 10/14 at 6:00 AM.

**Due by 11:59 PM on Monday 10/17 MIDTERM EXAM**
Midterm Exam covers ALL course material discussed up to this point

Week 8
10/19-10/25
Module 10
Pediatric Audiology
Chapter 8: Entire chapter
PowerPoint presentation on Pediatric Audiology

There are no Discussion Board posts assigned for this week
**By 10/22:** Complete Study Guide 8
There is no quiz this week
**Due 10/23:** Submit Assignment 1: Hearing Loss Experience via Canvas
<table>
<thead>
<tr>
<th>Week 9</th>
<th>Module 11</th>
<th>Hearing Screenings</th>
<th>Chapter 7: Re-read pp. 207-212</th>
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<tbody>
<tr>
<td>10/26-11/1</td>
<td>Hearing Screenings</td>
<td>- Prevention of Hearing Loss: - Risk factors associated with hearing loss</td>
<td>Camtasia presentation of Prevention of Hearing Disorders and Hearing Screenings (This presentation needs to be watched all the way through in one session)</td>
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<td>PowerPoint Presentation on Hearing Screenings</td>
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<td>ASHA Guidelines for Audiologic Screening (Word file posted on Canvas)</td>
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<td>Hearing Screening Procedures (Posted on Canvas)</td>
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<td>How do I Know if a Child or an Adult has a Hearing Loss? (Posted on Canvas)</td>
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<td>Due 10/29: Complete first post on Discussion Board</td>
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<td>Due 11/1: Post at least one response to classmates’ posts</td>
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<td>By 10/29: Complete Study Guide 9</td>
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<table>
<thead>
<tr>
<th>Week 10</th>
<th>Module 12</th>
<th>Auditory Pathologies and Associated Audiometric Configurations - Outer Ear</th>
<th>Chapter 9: (Outer Ear) pp. 224-236</th>
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<tbody>
<tr>
<td>11/2-11/8</td>
<td>Module 12</td>
<td>- Auditory Pathologies and Associated Audiometric Configurations - Outer Ear</td>
<td>PowerPoint Presentation 12</td>
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<td><a href="http://www.merckmanuals.com/home/ear_nose_and_throat_disorders/outer_ear_disorders/introduction_to_outer_ear_disorders.html">http://www.merckmanuals.com/home/ear_nose_and_throat_disorders/outer_ear_disorders/introduction_to_outer_ear_disorders.html</a> (explore the links to different disorders)</td>
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<td>Answer Key will be posted on 11/6, around 2:00 PM</td>
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<td>There are no study guides this week.</td>
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<td>There is no quiz this week</td>
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<tr>
<td></td>
<td>Module 13</td>
<td>- Middle Ear</td>
<td>Chapter 10: (Middle Ear) pp. 245-272</td>
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<td>- Middle Ear</td>
<td>PowerPoint Presentation 13</td>
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<td><a href="http://www.merckmanuals.com/home/ear_nose_and_throat_disorders/middle_ear_disorders/overview_of_the_middle_ear.html?qt=middle%20ear%20disorders&amp;alt=sh">http://www.merckmanuals.com/home/ear_nose_and_throat_disorders/middle_ear_disorders/overview_of_the_middle_ear.html?qt=middle%20ear%20disorders&amp;alt=sh</a> (explore the links to different disorders)</td>
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<td><a href="https://www.bcm.edu/healthcare/care-centers/otolaryngology/conditions/">https://www.bcm.edu/healthcare/care-centers/otolaryngology/conditions/</a></td>
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<td>Second post must include a reference to your responses(s) compared to the Answer Key.</td>
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<td>Due 11/5: Complete first post on Discussion Board</td>
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<td>Due 11/8: Post at least one response to classmates’ posts.</td>
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<td>There are no study guides this week.</td>
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<td>There is no quiz this week</td>
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<td>Week</td>
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<td>11</td>
<td>14</td>
<td>Auditory Disorders - Continued: Inner Ear</td>
<td>Chapter 11: (Inner Ear) pp. 286-314</td>
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<td>PowerPoint Presentation 14</td>
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<td><a href="http://www.merckmanuals.com/home/ear_nose_and_throat_disorders/inner_ear_disorders/overview_of_the_inner_ear.html?qt=inner%20ear%20disorders&amp;alt=sh">http://www.merckmanuals.com/home/ear_nose_and_throat_disorders/inner_ear_disorders/overview_of_the_inner_ear.html?qt=inner%20ear%20disorders&amp;alt=sh</a> (explore the links to different disorders)</td>
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<td>Tinnitus: <a href="http://www.ata.org">http://www.ata.org</a></td>
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<td><a href="http://www.babyhearing.org/Audiologists/factSheets/PedsAuditoryNeuropathyFactSheet.pdf">http://www.babyhearing.org/Audiologists/factSheets/PedsAuditoryNeuropathyFactSheet.pdf</a></td>
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<td>Chapter 12: pp. 319-342</td>
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<td>Chapter 15: pp. 424-426</td>
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<td>“Classroom Suggestions for Students with APD” (posted on Canvas)</td>
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<td><a href="http://www.howsyourhearingcg.org/auditoryprocessingdisorders.html">http://www.howsyourhearingcg.org/auditoryprocessingdisorders.html</a></td>
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</table>
| Week 13 | Module 16 | Audiology Intervention and Aural (Re)habilitation | Chapter 14, pp. 371-397  
Chapter 15, pp. 406–429 and 431-438  
PowerPoint Presentation 16  
“General Hearing Aid Information” (posted on Canvas)  
Cochlear implants:  
[http://www.babyhearing.org/Audiologists/parent/PreImplantEval.pdf](http://www.babyhearing.org/Audiologists/parent/PreImplantEval.pdf)  
Aural (Re)habilitation  
Review:  
[http://www.bcm.edu/oto/studs/aud.html](http://www.bcm.edu/oto/studs/aud.html) | **Due WED., 11/30:**  
Complete first post on DB: “Three things you learned from this course”  
A second post is not necessary but you are welcome to review the posts from other students.  
**By WED, 11/30:**  
Complete Study Guide for Module 16  
**Due Sunday, 11/27:**  
Report on Lab Experience  
Observation of a Hearing Evaluation with an Audiologist. |