



PCDS 361: Introduction to Audiology and Hearing Science Spring 2026

Instructor: Brianna Robertson, Au.D., CCC-A
Location: Online Course
Credits: 3 credit hours
E-mail: robertsonbe@longwood.edu
Course Begins: January 14, 2026
Course Ends: May 8, 2026
Last Day Add/Drop: January 22, 2026, by 5 p.m. EST
Last Day Withdraw with no academic penalty. (all tuition and fee charges will still apply):
April 1, 2026 by 5 p.m. EST



Course Description: Physics of sound; physiology of hearing; types and amounts of hearing loss; hearing evaluation: audiometry.

Longwood University credits are awarded on a semester-hour basis. Generally, 1 credit represents a total of approximately 37.5 hours of student engagement. The distribution of time, for example between class activities and outside work, varies depending on the type of class. To perform at an acceptable level, then student will be expected to spend a minimum of 37.5 hours, per credit, working on study or other course related activities.

Prerequisites: PCSD 313 Anatomy and Physiology of Speech and Hearing Mechanisms (may be taken concurrently).

Note: Successful completion of this course or other 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.

Required Textbook:

Martin, F.N. & Clark, J.G. (2019). *Introduction to Audiology* (13th Ed.). Boston: Pearson Education, Inc. <https://www.pearson.com/store/p/introduction-to-audiology/P100000849395/9780134694900>

Textbook should be the *eTextbook with the access code* for the book's electronic resources.

Required Resources:

- Reliable, High Speed Internet
- Microsoft Office (specifically PowerPoint and Word)
- Computer with working speakers

Technology (required):

Canvas is web-based, and is accessed over the internet. All announcements, course documents, assignments, and class discussions will take place on CANVAS <https://CANVAS.longwood.edu>.

- Privacy Policy: <https://www.canvaslms.com/policies/privacy>
- Accessibility: <https://www.canvaslms.com/accessibility>

To enable online coursework, there are several pieces of software and hardware that are needed. For this course, you will need the following:

- A high-speed internet connection will be necessary to view the video clips linked to the presentations. If you are using a dial-up service, you may not be able to access the videos.
- Windows Media Player and/or Adobe Flash Player will be necessary in order to view the video clips. It is available as a free download from www.microsoft.com.
- Microsoft PowerPoint Viewer, if you do not have Microsoft Office. (Windows: <http://www.microsoft.com/en-us/download/search.aspx?q=PowerPoint%20viewer> Mac: Built in “Quick Look” can be used to view PowerPoint documents.)
- Adobe Acrobat Reader. (<http://get.adobe.com/reader/>)
- Ability to save documents as PDF.
- Ability to scan/copy and save images. There are some assignments that required drawings to be submitted. Some assignments may be easier to complete by hand and then scanned in and submitted.
- Submit assignments as Microsoft documents (either *Word*, *PowerPoint*, *Excel*, etc. as required by the assignment). The accepted formats are: .doc; .docx; .pdf.

To begin in online education, you do not need a great deal of technical expertise. You do need the ability to use email with attachments, save files using common software, and be able to keyboard. You also need to establish some type of backup routine. Technology does fail (usually at the worst possible moment) so make sure you save important documents in at least two places. A simple backup plan is to save your work to your computer and to save it to at least one other device (portable media - flash drive, etc.). If you only save to your computer, you have few options to recover work if something happens.

Course Objectives: Below are course objectives and learning activities with corresponding Council of Academic Accreditation in Audiology and Speech-Language Pathology Standards [CAA] 2023.

Student Learning Objectives	Learning Activities	CAA Standard
Upon successful completion of the course, students should be able to ...		
Discuss the basic physical and psychophysical attributes of sound.	Module Discussion Boards Module Quizzes Hearing Loss Experience	IV - A
Identify the anatomy and function of peripheral and central auditory pathways.	Module Discussion Boards Module Quizzes	IV - A
Interpret basic audiological test results.	Module Discussion Boards	IV - C

Demonstrate an understanding of speech recognition ability, dynamic range, tympanometric findings, and the (a) type; (b) degree; (c) configuration; & (d) symmetry of peripheral hearing losses.	Module Discussion Boards Module Quizzes	IV - C
Discuss common disorders of the auditory system, including site of dysfunction and characteristics of the resulting hearing loss.	Module Discussion Boards Module Quizzes Hearing Loss Experience	IV - C
Identify risk factors for hearing loss and preventative influences within the scope of practice.	Risk Factors Assignment	IV - C
Discuss auditory processing and auditory processing disorders, their basic assessment, interpretation of test results, and remediation strategies.	Module Discussion Boards Module Quizzes	IV - C

Expectations for this course:

With this being a three-credit hour course please acknowledge that this will entail 112.5 hours of work of the course of the semester. Break down: 37.5 hours will be of instruction and 75 hours will be used for studying, completion of assignments and projects, and reading outside of class.

Learning Opportunities:

More information regarding each assignment (assignment description, rubrics, point values, supplemental documents, etc.) can be found within the assignment on Canvas.

1. Introduction Activities

- | | |
|---------------------------------------|---------------------|
| a. Self-Introduction Discussion Board | Complete/Incomplete |
| b. Assurance Statement | Complete/Incomplete |

2. Module Discussion Board Posts with Peer Response (5 posts x 20 points) 100 Points

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 Learning Module(s) – 15 Points
- At least one follow-up post to responses posted by classmates – 5 Points

3. Module Quizzes (8 modules x 100 points)

800 Points

All quizzes are open note and open book. Due dates are listed on Canvas. Quizzes must be submitted by 11:59 PM EST on the due date to receive credit. Quizzes may only be attempted **once**, i.e., once you start or open a quiz, the timer starts to run and you **MUST** finish the entire quiz within the allotted time.

4. Hearing Loss Experience

50 Points

You will need to purchase a pair of ear plugs for this assignment. Write a TWO-PAGE, double-spaced paper (in APA format) describing two experiences with a conductive hearing loss:

1. Plug one ear with an earplug for 2 hours-unilateral hearing loss condition
2. Plug both ears with earplugs for 2 hours-bilateral hearing loss condition

For EACH condition:

- Describe the setting in which you wore the earplugs including the time of day, the physical environment, and your communication partners.
- Describe how you felt physically and how you felt emotionally with one/two ears plugged
- Discuss how having a conductive hearing loss affected your communication (misunderstandings, asking for repetitions, etc.), noting the effects of the hearing loss in different environments, e.g., in quiet, in noise, in groups, etc.
- Discuss how your experiences relate directly to what you have learned in this course.

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 the Hearing Loss Experience is posted on Canvas. Please use good judgment as to when and where you function with your ear(s) plugged. For safety reasons, do not plug your ear(s) outdoors while walking or driving. Do not use the earplugs while attending a lecture. This must be submitted by 11:59 PM EST on the due date to receive credit.

5. Risk Factors for Hearing Loss

50 Points

Prevention of Hearing Loss

Primary, secondary, and tertiary prevention of hearing disorders falls within the scope of practice of both SLPs and audiologists. Your assignment is to propose one concrete activity of how you, as an SLP or an audiologist, can help prevent hearing loss. Your hearing loss prevention activity may be geared towards any age group.

Write 3 detailed paragraphs:

- Tell me why you chose this topic and how it relates to the area that you envision yourself working in down the line. This is the meat of this activity – why is this topic important for YOU to know?
- Create a hearing loss prevention title.
- Describe the audience to whom you would present.
- State whether your hearing loss prevention activity is primary, secondary, or tertiary prevention.
- Describe how you would carry out the prevention activity (target group, location).
- Include a description of materials you would use, or even better, show me!

Do not use an existing PowerPoint or document without personalizing it. I want to know why this topic is important to you. Show that you've given it some thought and be creative!

Course Schedule: All assignments, labs, quizzes/exam are due by 11:59 pm EST on the date noted within the Course Calendar (located at the end of the syllabus and noted within Canvas course). Once a module has been made available, all assignments, quizzes, etc. may be submitted at any time prior to the due date. Late submissions are not accepted without "excused absence." The instructor reserves the right to make alterations to the course schedule as needed to accommodate the class.

Grading Policy: Grades will be assigned on an earned point basis: Total number of points divided by total points received. Grade will be based on the following:

Learning Activity	Point Value
Assurance Statement	Complete/Incomplete
Introduction Discussion Board	Complete/Incomplete
Module Discussion Board Posts (5)	100 Points
Module Quizzes (8)	800 Points
Hearing Loss Experience	50 Points
Risk Factors	50 Points
Total	1000 Points

Grades will be based on the following grading scale:

Percentage	Letter Grade
94-100%	A
90-93.9%	A-
88-89.9%	B+
83-87.9%	B
80-82.9%	B-
78-79.9%	C+
73-77.9%	C
70-72.9%	C-

Grades are earned through organization, diligence, planning, and execution. Students are expected to assume individual responsibility for quality, presentation, and timeliness of their work. There will be no opportunity for individual extra credit in this course.

Late Policy: Students are expected to submit coursework by the required date. Failure to complete assignments, quizzes/exams, etc. by due date will result in a zero. It is important that you notify the instructor as soon as possible if you are experiencing any problems with an assignment. If

emergency, extenuating circumstances arise, adequate documentation must be submitted to the instructor for consideration. Adaptations to the schedule are at the discretion of the instructor. Submission of documentation does not guarantee that an adaptation will be granted.

Attempting to submit work very close to the closing time may result in assignments not being uploaded into the Canvas system. Such instances are **not** considered technical difficulties. It is each student's individual responsibility to submit work within the stipulated time frame as no late is accepted.

University/Class Policies and Requirements:

Attendance: Each student is expected to actively participate in the course. Students are accountable for

completing readings, assignments, activities, projects, and quizzes/exam as scheduled. You will be able to successfully complete each week's assignments if you pace yourself accordingly.

Religious Observations: The instructor will accommodate adjustments to the schedule due to dates that conflict with a student's religious observations, **if informed by writing by the end of the first week of class.**

Honor Code: All learners are expected to abide by the Honor Code and respect the intellectual property and copyright of others. Learners are expected to complete all assignments, including group projects, in a timely manner. Learners agree to interact with others in the course in a courteous and professional manner, recognizing the value of others' opinions. Learners will recognize that they are part of a larger community of learners and that their diligent and regular participation in this course is to the benefit of all learners. Consequences for violation of the Honor Code on any individual assignment may include a grade of "0" on the assignment in question, a grade of "F" in the course, and/or referral to the Longwood University Judicial Board. For more information about Longwood's Honor Code, visit: <http://www.longwood.edu/studentconduct/honor-code/> A copy of the academic pledge document may be found here: <http://www.longwood.edu/studentconduct/honor-code/creed-and-pledges/>

Etiquette: Learners agree to interact with others in the course in a courteous and professional manner, recognizing the value of others opinions. Learners will recognize that they are part of a larger community of learners and that their diligent and regular participation in this course is to the benefit of all learners.

Plagiarism: The content (including the organization and the specific wording) of articles whether online, in textbooks, or in journals is the intellectual property of the author. As such, students in this course are expected to demonstrate respect for intellectual property by carefully following acceptable practices for giving authors credit for their work.

Artificial Intelligence: Entering client information into Artificial Intelligence third-party service or site (AI-generated content) is a violation of HIPAA/FERPA. Submitting work that was completed using AI-generated content creates a false representation of the knowledge and skills competencies that are measured for graduation and ASHA certification. When submitting work that receives a grade or assessment of knowledge and skills, you should be doing that work independently.

Using AI-generated content as your own work is plagiarism. Lack of citing the use of AI-generated content would be considered plagiarism as it is not your own unique work. The use of Generative AI tools such as, but not limited to, ChatGPT, is not permitted for use within the Department of Communication Sciences and Disorders **unless it is explicitly permitted in writing as part of a specific assignment.** The unauthorized use of Generative AI tools is prohibited and will result in an academic integrity violation which may result in dismissal from the CSD program.

You are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the Code of Student Conduct and any additional syllabus language. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and/or unacknowledged collaboration on any work, or the presentation of someone else's work, is plagiarism.

Content generated by AI-generated content without proper attribution or authorization is another form of plagiarism. If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to me to discuss it as soon as possible. Any allegation of academic dishonesty may be referred to the Office of Student Conduct.

References: References are expected on ALL assignments using the American Psychological Association (APA) 7th edition style. See the Greenwood Library web site for information. Points will be deducted for failure to use APA style. All assignments should also be submitted in APA style, as appropriate.

Required Resources:

- Reliable, High-speed internet
- Microsoft Office (specifically PowerPoint and Word)
- Computer with working speakers
- Recording device (phone, pocket recorder)
- Webcam

CANVAS

CANVAS will be the venue for this class. All announcements, course documents, assignments, and class discussions will take place on CANVAS.

Communication: Interaction between learners and the instructor is an important component to the success of online learning. Learners can expect timely responses from the instructor (generally within two business days). Communications which are sent after NOON on Friday or on weekends/holidays may be addressed on the next business day. Every effort will be made to review and grade written assignments within 10 days. Instructor will communicate with students through Canvas and email.

Email: You must use your *Longwood email* for communication with instructor. Students are responsible for checking email daily. For individual, private messages, you should send your instructor an email through the course page in Canvas. Instructors receive a large amount of email and sometimes messages get overlooked. If your instructor has not responded to your email within 48 hours, please resend the original email. When you send an email please include **PCSD 361_Last Name_First Name-Subject of Email** in the subject heading of the email. *Be as specific as possible.*

Announcements: Please check Canvas daily and review announcements.

Discussion Board: A number of ungraded discussion forums will be utilized throughout the semester (i.e. Student Lounge, Module Q & A). Students are required to *review* all ungraded discussion board forums daily. If you have a general question pertaining to the course materials, assignments, etc., please post those questions to fellow students and/or instructor within the appropriate Discussion Board forum so that others may also benefit from your question and answer.

Technical Difficulties: There are often numerous questions received pertaining to technical difficulties. If you are having technical difficulty, please contact Longwood Technical Support help@longwood.edu. If they are unable to assist you, you may please post your difficulties to a discussion forum. Often times, other students have had the same problem and may have a solution.

Accommodations and Disability Resources: If you have a disability and require accommodations, please meet with your 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 must register with the [Office of Disability Resources](#) (434) 395-2391 prior to those accommodations being implemented. The office will require appropriate documentation of disability. All information is kept confidential.

Longwood Syllabus Statements: Longwood syllabus statements regarding Protecting Intellectual Property, Accessibility Resources Office, Mental Health Resources, and Reporting of Crimes and Sexual Misconduct can be found here: <https://www.longwood.edu/academicaffairs/syllabus-statements/>.

Adding/Dropping a Course: Students may make schedule adjustments (adds and/or drops) for face-to-face, off-campus, online, and hybrid courses:

- until 5:00 p.m. on the sixth day of classes for fall and spring full term courses.
- until 5:00 p.m. on the third business day after the officially stipulated begin date in an abbreviated term, intersession or summer courses of at least three weeks.
- until 5:00 p.m. of the officially stipulated begin date for any courses which are less than three weeks in duration. If the first meeting time of such a course is after 3 p.m., then a student has until noon of the business day following the officially stipulated begin date to add/drop the course.

Withdrawing from a Course: Students may withdraw from individual classes with a grade of "W" (not computed in the GPA) until 5:00 p.m. on the date listed at the top of top of the syllabus. After that date, withdrawals from individual classes are not permitted except for medical or other non-academic emergencies. A student who withdraws, for medical reasons, from a class after the 35th day of regularly scheduled classes must, by noon of the last class day, have a letter sent to the Dean of the student's college by the student's personal physician, detailing the nature of the illness and recommending withdrawal for medical reasons. In extenuating circumstances not related to academic performance, the Dean may grant a withdrawal from an individual course if a written request from the student is received by noon of the last class day. If the Dean approves the request, the Dean will send a copy of the request or letter to the Office of the Registrar and all affected grades for that semester will be noted as "W" on the student's transcript. The Dean will notify the student's faculty members of any grade changes.

Tentative Course Schedule

All assignments and due dates are posted below. Dues dates are also posted in Canvas. Please note that the course requirements and schedule may change due to the pacing of the course and student-driven interests. All significant changes to the syllabus will be given to students in writing on Canvas.

Week	Module	To Do List	Assignments Due Dates
Week 1 & 2 January 14th –January 28th	Start Here Module 1: Introduction To Audiology	Review Course Syllabus Complete all Introduction Activities Complete Readings & Review Links Presentations: Profession of Audiology Introduction to Audiograms Review of Auditory Anatomy and Physiology Bone and Air Conduction Quiz 1	Due: January 16, 2026 Introduction Discussion Board Assurance Statement Due: January 28, 2026 Quiz 1
Weeks 3 & 4 January 29th – February 11th	Module 2: Acoustics & Psychoacoustics	Complete Readings & Review Links Presentations: Hearing Science – Acoustics Hearing Science – Decibels Psychoacoustics Hearing Loss Experience Lab Discussion Board and peer response Quiz 2	Due: February 11, 2026 Hearing Loss Experience Lab Discussion Board 1 (Physics of Sound) and peer response Quiz 2
Weeks 5 & 6 February 12th – February 25th	Module 3: Assessment -Part One	Complete Readings & Review Links Presentations & Videos: Basic Hearing Assessment Battery Case History Otoscopy Behavioral Testing (pure-tone audiometry) Behavioral Testing (speech audiometry) Masking Quiz 3	Due: February 25th, 2026 Quiz 3
Weeks 7 & 8	Module 4: Assessment – Part Two	Complete Readings & Review Links Presentations:	Due: March 11, 2026 Quiz 4

<p>February 26th– March 11th</p>		<p>Assessment – Tympanometry Assessment – OAE/ABR Hearing Screenings Discussion Board Quiz 4</p>	<p>Discussion Board 2 (Assessment)</p>
<p>Weeks 9 & 10 March 12th – March 25th</p>	<p>Module 5: Amplification</p>	<p>Complete Readings & Review Links Presentations: Hearing Aids (vs. an amplifier) BAHA Cochlear Implants Assistive Technology Discussion Board Quiz 5</p>	<p>Due: March 25, 2026 Quiz 5 Discussion Board 3 (Technology) and peer response</p>
<p>Week 11 & 12 March 26th – April 8th</p>	<p>Module 6: Hearing Disorders</p>	<p>Complete Readings & Review Links Presentations: Outer and Middle Ear Inner Ear Auditory Nerve and Neural Pathway Balance Disorders Discussion Board Quiz 6</p>	<p>Due: April 8, 2026 Quiz 6 Discussion Board 4 (Pediatrics) and peer response</p>
<p>Week 13 & 14 April 9th- April 22nd</p>	<p>Module 7: Risk Factors & Hearing Conservation</p>	<p>Complete Readings & Review Links Presentations: Prevention of Pediatric Hearing Loss Prevention of Adult Hearing Loss Discussion Board Quiz</p>	<p>Due: April 22, 2026 Quiz 7 Discussion Board 5 (Prevention) and peer response</p>
<p>Week 15 & 16 April 23rd- May 8th</p>	<p>Module 8: AN & CAPD</p>	<p>Complete Readings & Review Links Presentations: AN & APD Intro APD Assessment APD Intervention Risk Factors Assignment Quiz 8</p>	<p>Due: May 3, 2026 Risk Factors Assignment Due: May 8, 2026 Quiz 8</p>