I. Course Description:

This course will introduce the components of sound and a review of auditory and vestibular anatomy and physiology. The profession of audiology will be reviewed with topics including audiometric evaluation, screening procedures, types of hearing loss, causes of auditory and vestibular disorders, and evidence-based interventions.

Text (Optional):

Prerequisites:

- Communication Sciences and Disorders majors: acceptance into CSDS undergraduate program.
- Pre-Audiology majors: none

Diversity Statement:

*James I. Perkins College of Education*

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

*Program of Communication Sciences and Disorders*

The Speech-Language Pathology program embraces a notion that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student...
groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

II. Intended Learning Outcomes/Goals/Objectives:

This course reflects the following core values of the College of Education:

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. In the Perkins College of Education, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community.

This course also supports the mission of the Department of Human Services:

The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students’ personal and professional development.

This course also supports the mission of the Pre-Audiology and Speech-Language Pathology Programs:

The mission of the Speech-Language Pathology Program is to prepare knowledgeable caring professionals committed to educating the public, properly diagnosing and effectively treating persons with communication and swallowing disorders across the lifespan, thereby improving their quality of life. To meet this mission, the program embraces cultural and linguistic diversity, emphasizes the importance of evidence-based practice, critical thinking skills, interdisciplinary collaboration, ethical principles and continued professional development throughout one’s career.

This course addresses the following standard(s) of the Council for Clinical Certification of the American Speech-Language-Hearing Association:

**Standard III-C.** The applicant must 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 disorder.

**Standard IV-G.** The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes (in addition to clinical experiences, skills may be demonstrated through successful performance on academic course work and examinations, independent projects, or other appropriate alternative methods): 1. Evaluation (must include all skill outcomes for each of the nine major areas) and 2. Intervention (must include all skill outcomes for each of the nine major areas).
This course is designed to familiarize the student with the field of audiology and KASA standards which are addressed in parentheses and includes the study of:
1. Sound
2. Hearing, anatomy and physiology
3. Hearing Disorders
4. Hearing, measurement of
5. Hearing loss, measurement of
6. Hearing loss, differential diagnosis of
7. Hearing loss, medical treatment of
8. Hearing loss, prevention of
9. Hearing loss, habilitation and rehabilitation

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

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IV. Evaluation and Grading

*Examinations*

Exams will consist of multiple choice, labeling, short answer, and fill-in-the-blank questions. They will be completed online through Brightspace. Paper exams will be available upon request.

*Lab Assignment*

Students will use the Counselor audiometer simulator located at [https://www.counselor.com/Controls/Pages/Public/index.aspx?page=Simulator/Audiometer](https://www.counselor.com/Controls/Pages/Public/index.aspx?page=Simulator/Audiometer) to generate an audiogram for each of the following types of losses:
- Sensorineural
- Conductive
- Mixed
Once you have created an audiogram, screenshot the page and place it into a Word document. On the Word document, include (i.e., type out) the following:

- Statement of degree and type of loss for each audiogram.
- One potential cause of each type of loss, consistent with your audiogram.
- One potential treatment for each type of loss, consistent with your cause and audiogram.

Lab Assignment must be submitted by 4:00 pm on April 29, 2024 to receive full credit.

Forum Posts

Each week, a video, article, or case study will be posted to the forum in Brightspace. Students must respond to the prompt itself, or thoughtfully to a fellow student’s post. Posts must be a minimum of 50 words.

Reflection

Students will select a topic related to hearing to discuss in an informal reflection paper. Areas of reflection include, but are not limited to:

- How this topic is important knowledge for a speech-language pathologist
- Additional information from outside resources (please cite references)
- Personal feelings about this subject (i.e., agree, disagree, etc.)
- Personal experiences with this subject
- Speech Pathologist and Audiologist collaboration on this subject/issue

Reflections must be a minimum of 500 words and submitted by 4:00 pm on May 6, 2024 to receive full credit.

Attendance:

This course will meet through the Zoom conferencing platform. Students must attend class with camera on and face visible to receive credit. Attendance will be taken within the first and last ten minutes of class. If you arrive late or leave early, you will not receive full credit. Students are expected to confirm they have the technology needed attend class via Zoom and complete assignments on Brightspace. If any technological issues arise, students should contact Tech Support and Resources within 24 hours of the reported problem. Their contact information can be found here:
http://banner.sfasu.edu/
Help Desk: 936-468-4357

Potential conflicts with examination dates must be discussed with the instructor in the first two weeks of class.

Late Assignment Policy:

For full credit, all assignments are to be submitted by the stated deadline. Assignments submitted within 24 hours after deadline will be accepted with 25% grade deduction. Assignments submitted within 24-48 hours after deadline will have a 50% grade deduction. Assignments submitted more than 48 hours after the deadline will not be accepted.

Grading

- 20% Comprehensive Final Exam
- 20% Forum Posts
- 15% Lab Assignment
- 15% Exam 1
- 15% Exam 2
- 10% Attendance
- 5% Reflection

A: 89.5-100 (exceptional)
B: 79.5-89.49 (good)
C: 69.5-79.49 (minimally acceptable)
D: 59.5-69.49 (poor, not acceptable as credit toward degree)
F: 00.0-59.49 (no credit)

V. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: (1) Course and program improvement, planning, and accreditation; (2) Instruction evaluation purposes; and (3) Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through Mysfa. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VI. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Documentation must be provided for any absences. In such instances, it is the responsibility of the clinician to provide documentation as soon as possible. Do not wait for the supervisor/instructor to request such documents. If allowed to submit late work, 10% will be deducted from grade for each day it is late.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the
accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilitiyservices/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Mental Health
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student’s mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services • www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

VII. Additional Information:

Use of Zoom
- This class will utilize the Zoom web-conferencing tool for Office Hours and virtual class meetings. All SFA faculty, students, and staff can access and use Zoom by via sfasu.zoom.us. Students are required to have a webcam in order to participate. (Cell phone access is available with the Zoom mobile app.) Zoom links will be provided in the course calendar on Brightspace.
- Restriction of Audio or Visual Recording, Reproduction, and Distribution of Content in Online Courses
  - At Stephen F. Austin State University, we value and strive to protect the intellectual property of our faculty. We also value and strive to safeguard the privacy of all our students. To this end, students may not record, reproduce, screenshot, photograph, or distribute any video, audio, or visual content from a course without the express written permission of the faculty of record. This restriction includes but is not limited to:
    - Pre-recorded and live lectures
    - Live discussions
    - Discussion boards
    - Simulations
    - Posted course materials
    - Faculty feedback forms
    - Visual materials that accompany lectures/discussions, such as slides
    - Virtual whiteboard notes/equations, etc.

- As we engage in online learning as an academic community, it is imperative to be respectful of your peers and instructor(s). Keep in mind that if any student is identifiable in an online class recording, this may constitute a violation of the educational record protections provided under the Federal Educational Rights and Privacy Act (FERPA).

- Students who violate this policy may be reported to the Office of Community Standards and subject to both legal sanctions for violations of copyright law and disciplinary action.

IX. Other Relevant Course Information:
Communication for this course will be done in class, through Brightspace, and email. Please check Brightspace and your SFASU email often to get announcements, print out handouts, check your grades, etc. All responses to emails and phone calls will be made within 48 hours, Monday through Friday, from the date of initial contact. If contact is made on the weekend, a response can be expected the Monday following initial contact.