

Term Information

Effective Term Spring 2023
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Creation of distance learning (DL) options for the course in a 14-week semester and an 8-week Summer term.

What is the rationale for the proposed change(s)?

DL offerings of the course will allow greater schedule flexibility for our undergraduate students and allow the course to be accessed by non-traditional students and students on regional campuses.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course?)

We are developing a DL pathway through our major for the Speech and Hearing Science BA degree, and this course will be part of that.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Speech and Hearing Science
Fiscal Unit/Academic Org Speech & Hearing - D0799
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4540
Course Title Introduction to Audiology
Transcript Abbreviation Intro Audiology
Course Description The nature, causes, identification, and rehabilitative treatment of persons with hearing disorders.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 8 Week
Previous Value 14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Previous Value No
Grading Basis Letter Grade
Repeatable No
Course Components Laboratory, Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

| | |
|----------------------------|---|
| Prerequisites/Corequisites | Prereq: 4440 or equiv. |
| <i>Previous Value</i> | <i>Prereq: 4440 (440), or equiv.</i> |
| Exclusions | |
| <i>Previous Value</i> | Not open to students with credit for 540. |
| Electronically Enforced | No |

Cross-Listings

Cross-Listings

Subject/CIP Code

| | |
|------------------|---------------------------|
| Subject/CIP Code | 51.0202 |
| Subsidy Level | Baccalaureate Course |
| Intended Rank | Sophomore, Junior, Senior |

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

| | |
|--|---|
| Course goals or learning objectives/outcomes | <ul style="list-style-type: none">• Students will have understanding of the execution and interpretation of the audiogram for diagnosis of hearing loss.• Students will have a basic understanding of the other tests commonly used for diagnostic audiology.• Students will know how injuries/disorders in the auditory system are diagnosed based on changes in auditory test results.• Students will have a basic understanding of the treatment methods used to aid communication in patients with hearing losses.• Students will develop an appreciation for provision of audiology services across diverse populations. |
| <i>Previous Value</i> | <ul style="list-style-type: none">• <i>Be able to complete a hearing screening</i>• <i>Be able to distinguish between a conductive and sensorineural hearing loss based on audiometric results</i>• <i>Be able to implement appropriate masking techniques in audiometric testing</i>• <i>Be able to identify those factors which distinguish aural rehabilitation for the adult from that for a child</i> |
| Content Topic List | <ul style="list-style-type: none">• Theory and practice of audiometric assessment• Factors in aural rehabilitation |
| Sought Concurrence | No |

Attachments

- SPHHRNG 4540 Spring 2023 Syllabus DL.docx: 14-week Semester DL syllabus
(Syllabus. Owner: Bielefeld, Eric Charles)
- SPHHRNG 4540 Summer 2023 Syllabus DL.docx: 8-week Summer DL syllabus
(Syllabus. Owner: Bielefeld, Eric Charles)
- SPHHRNG 4540 Spring semester DL cover sheet - ASC ODE signed.pdf: Cover sheet signed by ASC ODE
(Other Supporting Documentation. Owner: Bielefeld, Eric Charles)
- SPHHRNG 4540 DL Summer 8-week cover sheet - ASC ODE signed.pdf: Cover sheet signed by ASC ODE
(Other Supporting Documentation. Owner: Bielefeld, Eric Charles)
- SHS 4540 Spring 2022 Syllabus.docx: Current syllabus for in-person delivery
(Other Supporting Documentation. Owner: Bielefeld, Eric Charles)

Comments

- Both cover sheet include recommendations for edits to the syllabi and structure of the course from ASC ODE. Those recommendations have been followed, and the DL syllabi reflect those changes. *(by Bielefeld, Eric Charles on 05/25/2022 11:35 AM)*

Workflow Information

| Status | User(s) | Date/Time | Step |
|------------------|---|---------------------|------------------------|
| Submitted | Bielefeld, Eric Charles | 05/25/2022 11:35 AM | Submitted for Approval |
| Approved | Fox, Robert Allen | 06/13/2022 03:13 PM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 08/25/2022 04:13 PM | College Approval |
| Pending Approval | Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea | 08/25/2022 04:13 PM | ASCCAO Approval |

SYLLABUS: SPHHRNG 4540

INTRODUCTION TO AUDIOLOGY

SPRING 2023

3.0 CREDIT HOURS

Course overview

Instructor

Instructor: Eric Bielefeld

Email address: bielefeld.6@osu.edu

Phone number: 614-292-9436

Office hours: Mondays 3:00-4:00 via Zoom

Office Location: Zoom <https://osu.zoom.us/j/4801629009>

Class Meeting Schedule:

Element 1: Asynchronous Recorded lectures, posted on Tuesdays and Thursdays by noon, EST.

Element 2: Weekly synchronous Zoom meeting Tuesdays 11:30 AM-12:30 PM

Course description

The course is to provide you with an introduction to the profession of audiology and its practice. This will involve instruction on the basic audiometric test techniques, causes and nature of hearing loss, and basic rehabilitation strategies. This course is required for students majoring in Speech and Hearing Science.

Course management

The course will consist of asynchronous recorded lectures of roughly 50-60 minutes in duration. Most weeks will consist of two recordings posted, unless there is a holiday that week on the Tuesday or Thursday. On Tuesdays at 11:30 AM, we will have a live Zoom meeting to expand upon the content included in the recorded lectures, and discuss any related materials or questions and answers. Those meetings will last for one hour per week, and attendance is optional. Summative assessment will consist of weekly quizzes and exams.

Course learning outcomes

- 1) Students will have understanding of the execution and interpretation of the audiogram for diagnosis of hearing loss.

Student Learning Outcomes:

- a. Students will be able to describe the procedure for completing an audiogram.
- b. Students will be able to contrast air conduction and bone conduction testing.
- c. Students will be able to complete an audiogram.
- d. Students will be able to interpret an audiogram in order to make a hearing loss diagnosis.
- e. Students will be to apply masking to an audiogram in order to improve diagnostic accuracy.

- 2) Students will have a basic understanding of the other tests commonly used for diagnostic audiology.

Student Learning Outcomes:

- a. Students will be able to describe the procedures for immittance testing.
 - b. Students will be able to interpret immittance test results.
 - c. Students will be able to describe otoacoustic emissions testing.
 - d. Students will be able to describe basic auditory evoked potentials tests.
 - e. Students will be able to interpret auditory brainstem response results.
- 3) Students will know how injuries/disorders in the auditory system are diagnosed based on changes in auditory test results.

Student Learning Outcomes:

- a. Students will be able to define conductive, sensorineural, and mixed hearing losses.
 - b. Students will be able to describe how outer ear disorders manifest in conductive hearing loss.
 - c. Students will be able to describe how middle ear disorders manifest in conductive or mixed hearing losses.
 - d. Students will be able to describe how cochlear disorders manifest in sensorineural hearing loss.
 - e. Students will be able to describe how retrocochlear pathologies manifest in sensorineural hearing loss.
 - f. Students will be able to identify audiometric results consistent with non-organic hearing loss.
- 4) Students will have a basic understanding of the treatment methods used to aid communication in patients with hearing losses.

Student Learning Outcomes

- a. Students will be able to identify the basic components of a hearing aid and the hearing aids styles patients wear.
 - b. Students will be able to describe the strengths and weaknesses of hearing aids for remediation of hearing losses.
 - c. Students will be able to list alternative or specialized communication devices used in place of, or in conjunction with, hearing aids.
 - d. Students will be able to describe the components and function of cochlear implants.
 - e. Students will be able to list non-device-based communication strategies to aid those with hearing losses.
- 5) Students will develop an appreciation for provision of audiology services across diverse populations.
- a. Students will be describe the unique challenges of working with the pediatric audiology population.
 - b. Students will be able to describe the challenges and needs of the hearing-impaired individual.
 - c. Student will be able to describe process for testing the vestibular system.

How this Online course works

Mode of delivery: This course is 100% online. There will be a mix of asynchronous recorded lectures and synchronous sessions when you must be logged in to Carmen at a scheduled time (Tuesdays 11:30-12:30).

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame. Students are encouraged to work at a pace that best fits their learning and schedule while completing assignments as directed on the syllabus. Students are

responsible for communicating any questions or concerns about the material presented in a timely manner.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST ONCE PER WEEK**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours: OPTIONAL OR FLEXIBLE**
My office hours are optional.
- **Participating in discussion forums: REQUIRED MINIMUM 2 TIMES PER WEEK**
As part of your participation, each week you will be required to post at least twice as part of our substantive class discussion on the week's topics.
- **Live synchronous sessions: FLEXIBLE**
The Zoom synchronous meetings will be the only opportunity to learn about the clinical applications of the material we will discuss. For live presentations, I will provide a recording that you can watch later, but live participation is encouraged since those meetings will provide the basis for the discussion board posts. Attending live will provide you with the best learning experience in the course.

Course materials

Required

Required: Introduction to Audiology, 12th Edition. Frederick Martin and John Greer Clark, Authors. Published by Allyn and Bacon. ISBN: 978-0-13-349146-3.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)

- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- CarmenZoom audio and video chat
- Playing a slide presentation with audio narration
- Proctorio for use during the mid-term and Final exam

Necessary equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Grading and faculty response

Grades

| Assignment or category | Points |
|------------------------|-------------------------|
| 10 Weekly Quizzes | 10 pts each =100 points |
| Midterm 1 | 100 pts |
| Midterm 2 | 100 pts |

| Assignment or category | Points |
|-------------------------------|-------------------|
| Final exam | 100 pts |
| Weekly discussion board posts | 50 pts |
| Total | 450 points |

See course schedule, below, for due dates

Assignment information

Description of the quizzes: Weekly quizzes on Carmen will be conducted in all weeks except those with a midterm exam scheduled. They can be found on the Quizzes tab on the course's Carmen page. They will be held on Thursdays during the week, and will consist of 5-10 questions on the topics of the previous week's lectures. The quiz will be available starting at 8:00 AM on each Thursday and will close at 5:00 PM. The 20 minutes begins when you click the button to begin the quiz.

Students will have 20 minutes to complete each quiz.

Academic integrity and collaboration: You must complete the quizzes yourself, but you are free to access resources (notes, textbook) to help you produce your answers.

Description of the exams: The three exams (two mid-terms and a final) will consist of a mix of multiple choice and short answer questions, and will be timed to 90 minutes per exam. The exams will be administered on Carmen on the Quizzes tab. They will be available starting at 6:00 AM on the relevant dates and will close at 11:00 PM. The 90 minutes begins when you click the button to begin the quiz.

Academic integrity and collaboration: You must complete the exams yourself, without any external help or communication with other students. Students may use external resources (textbook, internet) to support their answers, but the answers must be your own unique writing and free of plagiarism for other students or external sources.

Discussion board posts: Each week, you will be required to post at least twice to the discussion board on topics related to the content of that week's synchronous meeting. I will provide prompts in the synchronous session that you can use to create responses.

Academic integrity and collaboration: Posts can be responses to other posts or students' ideas. However, your posts must reflect your own unique thoughts and opinions, and they cannot be plagiarized from other sources or other students' posts.

Late assignments

Absence and Makeup Policy: Quizzes and exams are due by 9:00 PM on the listed due date,

and no late submissions will be accepted without appropriate explanation and documentation. Any medical or other reasons for late assignments must be approved by the instructor prior to the Quiz/Exam.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Faculty feedback and response time

Email Response: The instructor will email you back within 8 hours during the week, and within 24 hours on weekends/holidays.

Graded Materials Return: Quizzes will be graded by the end of the submission date. Exams will be scored and grades reported within 7 days after the Exam date.

Other course policies

Student academic services

Student academic services offered on the OSU main campus
<http://advising.osu.edu/welcome.shtml>.

Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

Academic integrity policy

Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. Quizzes and exams are not permitted to use student

collaboration, but the student is free to utilize resources from the course (notes, textbook) to answer quiz questions.

- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Ohio State's academic integrity policy:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Mental health statement

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Statement on Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them.

We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential.

Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Course schedule

| <u>Class #</u> | <u>Posting Date</u> | <u>Topic</u> | <u>Readings</u> | <u>Learning Outcomes</u> |
|----------------|---------------------|--|----------------------------------|--------------------------|
| 1 | 1/10 | Course intro; The profession of audiology Zoom meeting 1 | Chapter 1, AAA Scope of Practice | |
| 2 | 1/12 | Review of anatomy and physiology of hearing | Chapter 3 | |
| 3 | 1/17 | Pure Tone Air Conduction Audiometry Zoom meeting 2 | Chapter 4 | 1a; 1b |
| 4 | 1/19 | Quiz 1 on Classes 1 and 2 Pure Tone Bone Conduction Audiometry | Chapter 4 | 1a; 1b |
| 5 | 1/24 | Interpretation of the Audiogram Zoom meeting 3 | Chapter 4 | 1d; 3a |
| 6 | 1/26 | Speech Audiometry Quiz 2 on Classes 3 and 4 | Chapter 2 | 1c; 1d; 5a; 5d |
| 7 | 1/31 | Masking on the audiogram Part 1 Zoom meeting 4 | Chapter 6 | 1e |
| 8 | 2/2 | Masking on the audiogram Part 2 Quiz 3 on Classes 5 and 6 | Chapter 6 | 1e |
| 9 | 2/7 | Exam 1 – will cover units 1-8 | | |
| 10 | 2/9 | Immittance testing: Tympanometry | Chapter 7 | 2a;2b |
| 11 | 2/14 | Acoustic reflex testing and OAEs | Chapter 7 | 2a;2b;2c |

| | | | | |
|----|------|--|------------|----------------|
| | | Zoom meeting 5 | | |
| 12 | 2/16 | Auditory Evoked Potentials Quiz 4 on Class 10 | Chapter 7 | 2d; 2e |
| 13 | 2/21 | Outer Ear Disorders Zoom meeting 6 | Chapter 9 | 3a; 3b |
| 14 | 2/23 | Middle Ear Disorders Quiz 5 on Classes 11 and 12 (available 2/22-2/25) | Chapter 10 | 3a;3c |
| 15 | 2/28 | Inner Ear Disorders Part 1 Zoom meeting 7 | Chapter 11 | 3a; 3d |
| 16 | 3/2 | Inner Ear Disorders Part 2 Quiz 6 on Classes 13 and 14 | Chapter 11 | 3a; 3d |
| 17 | 3/7 | Retrocochlear disorders Zoom meeting 8 | Chapter 12 | 3a; 3e |
| 18 | 3/9 | Non-organic hearing loss Quiz 7 on Classes 15 and 16 | Chapter 13 | 3f |
| | 3/14 | Spring Break | | |
| | 3/16 | Spring Break | | |
| 19 | 3/21 | *No new content- review for Exam 2 Zoom meeting 9 | | |
| 20 | 3/23 | Exam 2 – will cover units 10-18 | | |
| 21 | 3/28 | Pediatric audiology Zoom meeting 10 | Chapter 8 | 1a; 1d; 2a; 5a |
| 22 | 3/30 | Amplification Part 1 No quiz this week | Chapter 14 | 4a |
| 23 | 4/4 | Amplification Part 2 Zoom meeting 11 | Chapter 14 | 4b; 5b |
| 24 | 4/6 | Cochlear Implants Quiz 8 on Classes 21 and 22 | Chapter 14 | 4d; 5a; 5b |
| 25 | 4/11 | Other treatment devices | | |

| | | | | |
|----------------|------|--|------------|--------|
| | | Zoom meeting 12 | Chapter 14 | 4c; 5b |
| 26 | 4/13 | Non-device audiologic treatment Quiz 9 on Class 23 and 24 | Chapter 20 | 4c; 5c |
| 27 | 4/18 | Vestibular audiology Zoom meeting 13 | | 5c |
| 28 | 4/20 | Bonus Zoom meeting to prep for Final Exam – time TBD Quiz 10 on Classes 25 and 26 | | |
| Finals week | | Exam 3 – will cover units 21-27 | | |

SYLLABUS: SPHHRNG 4540

INTRODUCTION TO AUDIOLOGY

SUMMER 2023

3.0 CREDIT HOURS

Course overview

Instructor

Instructor: Christina M. Roup, Ph.D.

Email address: roup.2@osu.edu

Phone number: 614-247-8614

Office hours: Wednesdays 8:00-9:00 PM via Zoom

Office Location: Office hours will be administered via Carmen Zoom <https://osu.zoom.us/>. Zoom invitations will be sent via email if office hours are requested.

Class Meeting Schedule:

Element 1: Asynchronous Recorded lectures, posted on Mondays at 12:00 AM.

Element 2: Weekly synchronous office hour Wednesdays 8:00-9:00 PM

Course description

This course is designed to provide students with an introduction to the clinical practice of audiology. The nature, causes, identification, assessment techniques and rehabilitation of hearing impairment will be covered. This is a required course for students majoring in Speech and Hearing Science.

Course management

The course will be divided into five modules:

- Module 1: Introduction and Review
- Module 2: Basic Tests of Hearing
- Module 3: Advanced Tests of the Auditory System and Hearing
- Module 4: Disorders of the Auditory System
- Module 5: Treatment of Hearing Loss

Modules will consist of asynchronous recorded lectures of roughly 60-70 minutes in duration. Most weeks will consist of three recordings posted.

Course learning outcomes

- 1) Students will have understanding of the execution and interpretation of the audiogram for diagnosis of hearing loss.

Student Learning Outcomes:

- a. Students will be able to describe the procedure for completing an audiogram.
- b. Students will be able to contrast air conduction and bone conduction testing.
- c. Students will be able to complete an audiogram.

- d. Students will be able to interpret an audiogram in order to make a hearing loss diagnosis.
 - e. Students will be able to apply masking to an audiogram in order to improve diagnostic accuracy.
- 2) Students will have a basic understanding of the other tests commonly used for diagnostic audiology.
Student Learning Outcomes:
 - a. Students will be able to describe the procedures for immittance testing.
 - b. Students will be able to interpret immittance test results.
 - c. Students will be able to describe otoacoustic emissions testing.
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Student Learning Outcomes
 - a. Students will be able to describe the unique challenges of working with the pediatric audiology population.
 - b. Students will be able to describe the challenges and needs of the hearing-impaired individual.
 - c. Student will be able to describe processes for testing the vestibular system.

How this Online course works

Mode of delivery: This course is 100% online. There will be a mix of asynchronous recorded lectures and optional synchronous sessions when you must be logged in to Carmen at a scheduled time (Wednesdays 8:00-9:00 PM EST).

Pace of online activities: This course is divided into **weekly modules** that are released at 12:00 AM on the Monday of each week of the course. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame. Students are encouraged to work at a pace that best fits their learning and schedule while completing assignments as directed on the syllabus. Students are responsible for communicating any questions or concerns about the material presented in a timely manner.

Credit hours and work expectations: This is a 3-credit-hour course delivered over an 8-week term. According to Ohio State policy (go.osu.edu/credithours), students should expect around 5.5 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 11 hours of homework (quizzes, reading and assignment preparation, for example) to receive a grade of (C) average.

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST ONCE PER WEEK**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours: OPTIONAL OR FLEXIBLE**
My office hours are optional.
- **Participating in discussion forums: REQUIRED MINIMUM 2 TIMES PER WEEK**
As part of your participation, each week you will be required to post at least twice as part of our substantive class discussion on the week's topics.

Course materials

Required

Required: *Introduction to Audiology*, 12th Edition. Frederick Martin and John Greer Clark, Authors. Published by Allyn and Bacon. ISBN: 978-0-13-349146-3.

Recommended Text

Oeding, Listenberger, & Smith. (2016). *The Audiogram Workbook*. New York: Thieme.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- CarmenZoom audio and video chat
- Playing a slide presentation with audio narration
- Proctorio for use during the mid-term and Final exam

Necessary equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Grading and faculty response

Grades

| Assignment or category | Points |
|---|------------------------|
| Online Quizzes (10/15 quizzes count toward the final grade) | 5 pts each = 50 points |
| Midterm 1 | 75 pts |
| Midterm 2 | 75 pts |
| Final exam | 100 pts |
| Discussion board posts | 50 pts |
| Total | 350 points |

See course schedule, below, for due dates

Assignment information

Quizzes

Chapter Quizzes (50 points)

- There are a total of 15 5-point quizzes, covering each chapter of the Martin & Clark Introduction to Audiology textbook. However, only 10 of the 15 quizzes will count towards your final grade. In other words, ***five quizzes will not count towards your final grade***. This means you can either: 1) drop your lowest five quiz scores, or 2) choose not to take five quizzes. This also ensures that if you have internet connection problems during a quiz, it will not count against you. I encourage each of you to take all quizzes to maximize your score and as a precaution in case of unexpected internet or power outages. Remember, late quizzes are not accepted.
- Quizzes are available in Carmen and can be accessed by clicking “Quizzes” in the left-side navigation bar.
- Quizzes are (obviously) open book; however, *quizzes are timed*. Once you start a quiz on Carmen you will have only 10 minutes to complete it. You are welcome to complete quizzes ahead of schedule, however, **quizzes submitted late will receive a zero – no exceptions!** The quizzes are timed and therefore require you have read the chapter BEFORE starting the quiz. *There is only one attempt for all quizzes.*
- All quizzes are open at the start of the session and can be taken anytime – ***until their due date at 8:00 pm***. Carmen availability for each quiz closes at 8:00 pm on the due date. The due dates are listed in the Class Schedule. Quiz due dates are always Wednesday of the week that the Chapter is assigned reading. For example, Chapter 3 is assigned reading for

June 14th. You **must** take Quiz #3 (on Chapter 3) before 8:00 pm EDT on Wednesday June 16th. All dates are listed in the Carmen calendar to help eliminate any confusion.

- The **only exception** to the above is for Quiz #1 and #2. To give every student the opportunity to purchase the textbook, the first two quizzes will remain open through June 16th.

Examinations

There are two mid-term examinations worth 75 points each, and a final examination worth 100 points. All examinations will be completed in Carmen via the Quiz function. They will be available at least one week prior to their due date. Once you begin the exam, you must complete it. You will have 90 minutes to complete each exam.

- Mid-Term Exam 1: Due Friday June 25th by 10:00 pm EDT – covers Chapters 1-6
- Mid-Term Exam 2: Due Friday July 16th by 10:00 pm EDT – covers Chapters 7-11
- Final Exam: Due Wednesday August 4th 10:00 pm EDT – primarily covers Chapters 12-15, but will include questions from Chapters 1-11.

Exam Policies:

- You must complete the exams yourself, without any external help or communication.
- You must complete the exams yourself, without any external help or communication with other students. Students may use external resources (textbook, internet) to support their answers, but the answers must be your own unique writing and free of plagiarism for other students or external sources.

Discussion Board posts

Each week, you will be required to post at least twice to the discussion board on topics related to the content of that week's content. I will provide prompts on Carmen that you can use to create responses.

Discussion Board Policies:

- Posts can be responses to other posts or students' ideas.
- However, your posts must reflect your own unique thoughts and opinions, and they cannot be plagiarized from other sources or other students' posts.

Late assignments

Absence and Makeup Policy: There will be no partial credit and NO EXCEPTIONS for anything submitted late without prior agreement from the instructor and accompanying medical documentation as needed. Please refer to Carmen and your class schedule for due dates.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Faculty feedback and response time

Email Response: The instructor will email you back within 8 hours during the week, and within 24 hours on weekends/holidays.

Graded Materials Return: Quizzes will be graded by the end of the submission date. Exams will be scored and grades reported within 7 days after the Exam date.

Other course policies

Student academic services

Student academic services offered on the OSU main campus
<http://advising.osu.edu/welcome.shtml>.

Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

Academic integrity policy

Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. Quizzes and exams are not permitted to use student collaboration, but the student is free to utilize resources from the course (notes, textbook) to answer quiz questions.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build

on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Ohio State's academic integrity policy:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Mental health statement

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Statement on Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them.

We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential.

Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Course schedule

Course Schedule

The course schedule is set up to cover 2-3 topics per week. Days and dates are provided for each topic for organizational purposes – you can work at your own pace, but I encourage you not to fall behind. Please keep in mind that quiz and exam dates are firm and will not be changed. EDT = Eastern Daylight Time

| Date | Lecture Topic | Assigned Reading |
|----------------|---|------------------------|
| Week 1 | | |
| June 8 | The Profession of Audiology | Chapter 1 |
| June 9 | The Human Ear: A/P Review | Chapter 2 |
| | <i>Office Hours by Request 8:00-9:00 pm EDT</i> | |
| Week 2 | | |
| June 14 | Sound and Its Measurement 1 | Chapter 3 |
| June 15 | Pure Tone Audiometry | Chapter 4 pgs. 71-88 |
| June 16 | Audiogram Interpretation | Chapter 4 pgs. 88-97 |
| | <i>Quizzes #1, #2, #3, & #4 Due (Carmen availability closes at 8:00 pm)</i> | |
| | <i>Office Hours by Request 8:00-9:00 pm EDT</i> | |
| Week 3 | | |
| June 21 | Speech Audiometry | Chapter 5 pgs. 98-107 |
| June 22 | Speech Audiometry (cont.) | Chapter 5 pgs. 107-124 |
| June 23 | Masking | Chapter 6 |
| | <i>Quizzes #5 & #6 Due (Carmen availability closes at 8:00 pm)</i> | |
| | <i>Office Hours by Request 8:00-9:00 pm EDT</i> | |
| June 25 | <u>Examination 1 DUE (Carmen availability closes at 10:00 pm EDT)</u> | |
| | Examination covers content from Chapters 1-6 | |
| Week 4 | | |

| | | |
|---------|---|------------------------|
| June 28 | Physiologic Tests of the Auditory System: Immittance | Chapter 7 pgs. 150-165 |
| June 29 | Physiologic Tests of the Auditory System: OAEs | Chapter 7 pgs. 165-169 |
| June 30 | Physiologic Tests of the Auditory System: AEPs <i>Quiz #7 Due (Carmen availability closes at 8:00 pm)</i> <i>Office Hours by Request 8:00-9:00 pm EDT</i> | Chapter 7 pgs. 169-183 |

| | |
|---------------|--|
| Week 5 | 4th of July Holiday – Take the week off! |
|---------------|--|

| |
|---------------|
| Week 6 |
|---------------|

| | | |
|---------|---|------------|
| July 12 | Pediatric Audiology | Chapter 8 |
| July 13 | Outer Ear Disorders | Chapter 9 |
| July 14 | Middle Ear Disorders | Chapter 10 |
| | <i>Quizzes #8, #9, and #10 Due (Carmen availability closes at 8:00 pm)</i> <i>Office Hours by Request 8:00-9:00 pm EDT</i> | |

July 16 **Examination 1 DUE (Carmen availability closes at 10:00 pm EDT)**

Examination covers content from Chapters 7-11

| |
|---------------|
| Week 7 |
|---------------|

| | | |
|---------|--|------------|
| July 19 | Inner Ear Disorders | Chapter 11 |
| July 20 | The Auditory Nerve and Central Auditory Pathways | Chapter 12 |
| July 21 | Nonorganic Hearing Loss | Chapter 13 |
| | <i>Quizzes #11, #12 and #13 Due (Carmen availability closes at 8:00 pm)</i> <i>Office Hours by Request 8:00-9:00 pm EDT</i> | |

| |
|---------------|
| Week 8 |
|---------------|

| | | |
|---------|---|-------------------------|
| July 26 | Amplification / Sensory Systems | Chapter 14 pgs. 364-376 |
| July 27 | Amplification / Sensory Systems (cont.) | Chapter 14 pgs. 376-397 |
| July 28 | Audiological Treatment | Chapter 15 |
| | <i>Quizzes #14 and #15 Due (Carmen availability closes at 8:00 pm)</i> <i>Office Hours by Request 8:00-9:00 pm EDT</i> | |

Aug 4 **Final Examination DUE (Carmen availability closes at 10:00 pm EDT)**

**Questions on the Final Examination will come primarily from Chapters 12-15; however, this exam is cumulative and will include some questions from Chapters 1-11.*



Instructor: Eric Bielefeld

Department of Speech and Hearing Science
104C Pressey Hall
614-292-9436
Email: bielefeld.6@osu.edu

Class Meeting Schedule:

Element 1: Tuesdays and Thursdays 11:10 AM-12:30 PM, Gateway 2
Element 2: Office hours Wednesdays 10-12 or by appointment

Course Description: The course is to provide you with an introduction to the profession of audiology and its practice. This will involve instruction on the basic audiometric test techniques, causes and nature of hearing loss, and basic rehabilitation strategies. This course is required for students majoring in Speech and Hearing Science.

Prerequisites: SHS 4440 Introduction to Hearing Science

Course Learning Outcomes:

- 1) Students will have understanding of the execution and interpretation of the audiogram for diagnosis of hearing loss.
Student Learning Outcomes:
 - a. Students will be able to describe the procedure for completing an audiogram.
 - b. Students will be able to contrast air conduction and bone conduction testing.
 - c. Students will be able to complete an audiogram.
 - d. Students will be able to interpret an audiogram in order to make a hearing loss diagnosis.
 - e. Students will be to apply masking to an audiogram in order to improve diagnostic accuracy.
- 2) Students will have a basic understanding of the other tests commonly used for diagnostic audiology.
Student Learning Outcomes:
 - a. Students will be able to describe the procedures for immittance testing.
 - b. Students will be able to interpret immittance test results.
 - c. Students will be able to describe otoacoustic emissions testing.
 - d. Students will be able to describe basic auditory evoked potentials tests.
 - e. Students will be able to interpret auditory brainstem response results.
- 3) Students will know how injuries/disorders in the auditory system are diagnosed based on changes in auditory test results.
Student Learning Outcomes:
 - a. Students will be able to define conductive, sensorineural, and mixed hearing losses.
 - b. Students will be able to describe how outer ear disorders manifest in conductive hearing loss.
 - c. Students will be able to describe how middle ear disorders manifest in conductive or mixed hearing losses.
 - d. Students will be able to describe how cochlear disorders manifest in sensorineural hearing loss.

- e. Students will be able to describe how retrocochlear pathologies manifest in sensorineural hearing loss.
 - f. Students will be able to identify audiometric results consistent with non-organic hearing loss.
- 4) Students will have a basic understanding of the treatment methods used to aid communication in patients with hearing losses.

Student Learning Outcomes

- a. Students will be able to identify the basic components of a hearing aid and the hearing aids styles patients wear.
 - b. Students will be able to describe the strengths and weaknesses of hearing aids for remediation of hearing losses.
 - c. Students will be able to list alternative or specialized communication devices used in place of, or in conjunction with, hearing aids.
 - d. Students will be able to describe the components and function of cochlear implants.
 - e. Students will be able to list non-device-based communication strategies to aid those with hearing losses.
- 5) Students will develop an appreciation for provision of audiology services across diverse populations.
- a. Students will be describe the unique challenges of working with the pediatric audiology population.
 - b. Students will be able to describe the challenges and needs of the hearing-impaired individual.

Course Materials / Software:

Required: Introduction to Audiology, 12th Edition. Frederick Martin and John Greer Clark, Authors. Published by Allyn and Bacon. ISBN: 978-0-13-349146-3.

Grading and Evaluation:

Descriptions for each assignment or category of assignments

| Assignment Name | Points / Weight | Course Grading Scheme | |
|----------------------------|-----------------|-----------------------|---------|
| Exam 1 | 25% | A | 93-100% |
| Exam 2 | 25% | A- | 90-92% |
| Exam 3 | 25% | B+ | 87-89% |
| Laboratory Assignment | 25% | B | 83-86% |
| | | B- | 80-82% |
| | | C+ | 77-79% |
| | | C | 73-76% |
| | | C- | 70-72% |
| | | D+ | 67-69% |
| | | D | 63-66% |
| TOTAL COURSE POINTS | 100% | E | 0-62% |

Attendance / Participation Expectations: Attendance at lectures or office hours will not be recorded, and is therefore at the discretion of the student.

Absence and Makeup Policy: Attendance at the Exams is expected, and any medical or other absences must be approved by the instructor prior to the Exam.

Instructor Feedback and Response Expectations:

Email Response: The instructor will email you back within four hours during the week, and within eight hours on weekends/holidays.

Graded Materials Return: Exam will be scored and grades reported within 7 days after the Exam date.

Course Schedule

| Class # | Dates | Topic | Readings | Learning Outcomes |
|----------------|--------------|---|-------------------------------------|---|
| 1 | 1/8 | Course intro; The profession of audiology | Chapter 1, AAA Scope of Practice | |
| 2 | 1/10 | Review of anatomy and physiology of hearing | Chapter 3 | |
| 3 | 1/15 | Pure Tone Air Conduction Audiometry | Chapter 4 | 1a; 1b |
| 4 | 1/17 | No class | | |
| 5 | 1/22 | Pure Tone Bone Conduction Audiometry | Chapter 4 | 1a; 1b |
| 6 | 1/24 | Interpretation of the Audiogram | Chapter 4 | 1d; 3a |
| 7 | 1/29 | Speech Audiometry | Chapter 5 | 1a |
| 8 | 1/31 | Masking on the audiogram Part 1 | Chapter 6 | 1e |
| 9 | 2/5 | Masking on the audiogram Part 2 | Chapter 6 | 1e |
| 10 | 2/7 | Review for Exam 1 | | |
| 11 | 2/12 | Exam 1 – will cover units 1-9 | | 1a; 1b; 1c; 1d; 1e |
| 12 | 2/14 | Immittance testing: Tympanometry | Chapter 7 | 2a; 2b |
| 13 | 2/19 | Acoustic reflex testing and OAEs | Chapter 7 | 2a; 2b; 2c |
| 14 | 2/21 | Auditory Evoked Potentials | Chapter 7 | 2d; 2e |
| 15 | 2/26 | Outer Ear Disorders | Chapter 9 | 3a; 3b |
| 16 | 2/28 | Middle Ear Disorders | Chapter 10 | 3a; 3c |
| 17 | 3/5 | Inner Ear Disorders Part 1 | Chapter 11 | 3a; 3d |
| 18 | 3/7 | Inner Ear Disorders Part 2 | Chapter 11 | 3a; 3d |
| | 3/12 | Spring Break | | |
| | 3/14 | Spring Break | | |
| 19 | 3/19 | Retrocochlear disorders | Chapter 12 | 3a; 3e |
| 20 | 3/21 | Review for Exam 2 | | |
| 21 | 3/26 | Exam 2 – will cover units 11-19 | | 2a; 2b; 2c; 2d; 2e; 3a; 3b; 3c; 3d; 3e |
| 22 | 3/28 | Non-organic hearing loss | Chapter 13 | 3f |
| 23 | 4/2 | Pediatric audiology | Chapter 8 | 1a; 1d; 2a; 5a |
| 24 | 4/4 | Amplification Part 1 | Chapter 14 | 4a |
| 25 | 4/9 | Amplification Part 2 | Chapter 14 | 4b; 5b |
| 26 | 4/11 | Cochlear Implants | Chapter 14 | 4d; 5a; 5b |
| 27 | 4/16 | Other treatment devices and Vestibular Audiology | Chapter 14 | 4c; 5b |
| 28 | 4/18 | 1) Non-device audiologic treatment; 2) Review for final 3) Lab Exercise Due | Chapter 14 | 1) 4e 4) 1a; 1b; 1c; 1d |
| Finals week | | Exam 3 – will cover units 22-27 | | 1a; 1d; 3f; 4a; 4b; 4c; 4d; 4e; 5a; 5b |

Lab Assignment

Lab Exercise – Pure Tone Audiometry (25% of grade: Due April 23, 2015)

- Consists of:
 - Air conduction threshold testing
 - Bone conduction threshold testing
 - Air conduction threshold testing with ear occluded
- Testing will be completed at Pressey Hall, Room 048 (SHS 540 Lab) in the basement. You will need to sign-up for available lab times. A sign-up sheet of available lab times will be provided in the next few weeks. You will need the keypad code to enter the basement (Code will be posted on Carmen). **The basement doors will be locked during Spring semester.**
- You will actually be measuring a person's hearing. I believe the experience of having your hearing tested is beneficial as you take this course. You will be expected to sign up for a lab time with one of your fellow students. A two-hour block will be required. This schedule will be available in the coming weeks and you will be expected to sign up early. We have a large class so this lab will begin as soon as we cover the appropriate material in lecture.
- Testing will be supervised by Emily or me. You will not be left alone!
- **Very important:** You must be in attendance for the lab time for which you have signed up. If you are unable to attend it due to illness or conflict, you **MUST** contact Emily prior to the lab time. If you do not attend your lab time, your partner will be unable to complete his/her lab assignment. Anyone who fails to attend their lab time and does not contact Emily beforehand will be penalized one full letter grade on their lab assignments with no exceptions.
- **Also very important:** Although you will be working in pairs during the lab exercise, the write-up for the lab assignment must be completed independently as your independent work.

University Policies

Disability Accommodations

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614-292-3307, slds@osu.edu

Statement on Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Statement on Mental Health

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's

Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org

Academic Misconduct

Academic misconduct is a violation of the code of student conduct and is required to be reported to the Committee on Academic Misconduct (faculty rule 3335-31-02). Academic misconduct is defined by the University as any activity that compromises the academic integrity of the university or subverts the educational process. Examples include but are not limited to: plagiarism, cheating on examinations, violation of course rules outlined in this syllabus. Consult student handbook for further information. Any student caught cheating or giving assistance to another student on an exam will automatically receive a zero for that exam.

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.



- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.

I have completed and signed off on the preliminary distance learning review for the **SPHHRNG 4540: Introduction to Audiology (14 week offering)** course approval proposal (see signed Cover Sheet attached). This syllabus includes all required syllabus elements and provides a comprehensive overview of the course expectations.

I have a few *recommendations* to improve your syllabus that I hope will be helpful:

- Additional information about the administration of the quizzes and exams would be helpful. Specifically, I recommend adding:
 - o the time each quiz opens and closes each Thursday
 - o How will exams be administered? On Carmen? If so, how long will exams be open (recommend minimum 24 hours)

- Relating to the 1 hour weekly synchronous meeting and the point values assigned for attending these sessions, I recommend some further elaboration or restructuring of this part of the course. There are a few different ways to approach this, but some sort of clarification about expectations for the required weekly session and the ways in which students will interact with classmates would improve the syllabus.

Since these weekly sessions are the only opportunity for students to interact with one another, they are vital for facilitating a community of learners. Rather than merely allotting points for attendance, perhaps a weekly discussion forum post leading into the topic for the week or reflecting on the discussion from prior the synchronous session would provide a further opportunity for this kind of student interaction asynchronously. Another way of approaching this would be to divide the points for this graded component into 1) participation in the live session 2) follow up posts/comments on the discussion forum.

- On page 4 of the syllabus, the statement under necessary equipment is outdated, here is the current recommended statement:

Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection

The ASC Office of Distance Education strives to be a valuable resource to instructors and departments in the College of Arts and Sciences. In addition to managing the [DL course review](#) process, [hosting ASC Teaching Forums](#), and developing an ever-expanding catalog of [instructor support resources](#), we also provide one-on-one instructional design consultation to ASC instructors interested in redesigning any aspect of their online course. If your department or any of your individual instructors wish to [meet with one of our instructional designers](#) to discuss how we can provide advice, assistance, and support, please do let me know.