

**From:** [Smith, Randy](#)  
**To:** [Bielefeld, Eric](#)  
**Cc:** [Leite, Fabio](#); [Reed, Katie](#); [Smith, Randy](#); [Miriti, Maria](#); [Duffy, Lisa](#); [Hunt, Ryan](#); [Vankeerbergen, Bernadette](#); [Martin, Andrew](#); [King, Ryan](#)  
**Subject:** Proposal to revise the Doctor of Audiology program  
**Date:** Sunday, February 25, 2024 9:03:46 AM  
**Attachments:** [image001.png](#)

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Eric:

The proposal from the Department of Speech and Hearing Science to revise the Doctor of Audiology program was approved by the Council on Academic Affairs at its meeting on February 21, 2024. Thank you for attending the meeting to respond to questions/comments.

No additional level of internal review/approval is necessary. This action will be included in the Council's next Annual Activities Report to the University Senate (July 2024).

The Office of the University Registrar will work you with any implementation issues.

Please keep a copy of this message for your file on the proposal and I will do the same for the file in the Office of Academic Affairs.

If you have any questions please contact the Chair of the Council, Professor Fábio Leite (.11), or me.

Randy



**W. Randy Smith, Ph.D.**

Vice Provost for Academic Programs

**Office of Academic Affairs**

University Square South, 15 E. 15<sup>th</sup> Avenue, Columbus, OH 43201

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**Assisted by:**

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TO: Randy Smith, Vice Provost for Academic Programs

FROM: Graduate School Curriculum Services

DATE: **2/06/2024**

RE: Proposal to **Revise the Doctor of Audiology** in **College of Arts and Sciences**

The **Speech and Hearing Sciences** in the **College of Arts and Sciences** is proposing a **Revision to the Doctor of Audiology**.

The proposal was received by the Graduate School on **11/08/2023**. The combined GS/CAA subcommittee first reviewed the proposal on **1/31/2024** and requested revisions. Revisions were received on **2/06/2024**. The proposal is recommended for elevation to CAA for review.



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1070 Carmack Road  
Columbus, OH 43210-1002

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**February 5, 2024**

From: Eric Bielefeld, Chair of the Department of Speech and Hearing Science

To: Graduate School/CAA Combined Sub-Committee

Re: Proposal for Changes to the Doctor of Audiology (AuD) curriculum

As noted below, the department of Speech and Hearing Science is requesting revision to the doctor of audiology (AuD) curriculum. We received a revision request dated February 5, 2024 from your subcommittee to include a calculation of the percent change to the program. On page 5, please see the new sub-heading 'Percent change requested' under the Executive Summary heading.

Sincerely,

Eric Bielefeld, Ph.D.  
Professor and Chair  
Dept of Speech and Hearing Science  
The Ohio State University

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110 Pressey Hall  
1070 Carmack Road  
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**October 9, 2023**

From: Eric Bielefeld, Chair of the Department of Speech and Hearing Science

To: Arts and Sciences Curriculum Committee

Re: Proposal for Changes to the Doctor of Audiology (AuD) curriculum

On behalf of the Doctor of Audiology program faculty, the department is requesting revisions to the AuD program. The rationale for the changes are presented below. The goal is for the changes to go into effect starting with the first-year class in Autumn semester 2024.

Please reach out to me with any questions or concerns as the proposal moves through the college and university review bodies. Thanks very much.

Sincerely,



Eric Bielefeld, Ph.D.  
Professor and Chair  
Dept of Speech and Hearing Science  
The Ohio State University



## **Background**

The AuD is a four-year clinical doctorate program in the Department of Speech and Hearing Science. It is the entry-level degree into the field of audiology. Our curriculum consists of three years of coursework, two of which also include precepted clinical education experiences. The fourth year is an externship experience off campus in an audiology clinic.

Our programmatic assessments include a Qualifier Exam at the end of spring semester of Year 1 of the program, a Professional Exam in the summer of Year 2, a capstone project defended in Year 3 or 4, and exit interviews with the department chair for graduating students.

## **Proposed changes and rationale**

We are proposing to change course requirements in the AuD program. The most recent update occurred in 2022 (curriculum sheet presented in Appendix A), and the proposed curricular changes are highlighted in red in Appendix B. The proposed changes are motivated by programmatic assessment data and exit interview feedback we received from graduates that centered around three central points:

- 1) The program needs more content in the area of vestibular diagnosis and management.
- 2) The program would benefit from more content in the area of cochlear implants.
- 3) Placing statistics content in the first year of the program made it difficult to retain when it came time to apply the statistics tests in year 3 of the program during their capstone projects.

The proposed revisions involve changes to the didactic courses in Years 1-3:

- 1) Add Advanced Vestibular Diagnostics and Management (SPHHRNG 7500) to Year 2 of the program as a required course.

Rationale: Vestibular and balance testing and management as a sub-area of audiology has grown significantly since the AuD program was founded. The current curriculum includes one 3-credit course (SPHHRNG 6707 Diagnostics III) in vestibular assessment. This is no longer adequate to meet the educational needs of our students. The additional course (SPHHRNG 7500 – see proposed syllabus in Appendix C with pending approval from the ASC Curriculum Committee) will expand on the current offerings. To accommodate the course in the curriculum, SPHHRNG 7825 Speech Perception in the Normal and Impaired Ear will be moved to the third year of the program. The addition of SPHHRNG 7500 will not lengthen time to degree or prohibit students from completing any graduate minors or interdisciplinary specializations they might want to pursue.

- 2) Revise the current 2-credit Cochlear Implants (SPHHRNG 8931) course into an expanded 3-credit course that is moved to Year 1 of the curriculum.

Rationale: Similar to vestibular content, cochlear implants as therapy devices for hearing loss have grown in their clinical applications. The program currently offers a 2-credit course in cochlear implants that the AuD students take in either Year 2 or Year 3 of the program. Feedback from the students has indicated that they need more cochlear implants content, and they need it earlier in the program. Revising the current cochlear implants course (SPHHRNG 8931 – see proposed revised syllabus in Appendix D with pending approval from the ASC Curriculum Committee) and placing it in Spring of Year 1 will give the students a stronger foundation in this important area of the field before they begin clinical practicum experiences.

- 3) Remove Statistics in Speech and Hearing Science (SPHHRNG 6786) from the curriculum.

Rationale: Statistics in Speech and Hearing Science is currently taught to the students in Year 1 of the curriculum as a 3-credit course. Feedback from the students and programmatic assessment data indicate that the retention of that information to later in the program is poor. Because the students are not yet strong consumers of research literature in hearing and audiology in Year 1 of the program, application of the statistics tests and interpretation of results is challenging. Therefore, we plan to remove SPHHRNG 6786 from the curriculum and add statistics content to a different course (see below).

- 4) Expand SPHHRNG 8935 Research to Practice from 2 credits to 3.

Rationale: Delivery of statistics content as a standalone course in Year 1 has not proven to be effective. Research to Practice (SPHHRNG 8935) is a course that teaches the students about consuming and evaluating research literature as a practicing clinician. The proposed change (pending ASC Curriculum Committee approval) would add more formal statistics content to the course, where it can then be applied and examined in the context of the literature being read and discussed. We anticipate this being more meaningful statistics training that will suit the students better as future clinicians. The proposed revised syllabus for SPHHRNG 8935 can be found in Appendix E.

## **Executive Summary**

The proposed changes are requested in response to ongoing programmatic assessment. The changes will add a net increase of two credits to the program by increasing two required courses from two credits to three, adding a new 3-credit required course, and removing one



3-credit required course. It will have no impact on time to degree for the AuD students, nor will it necessitate changes to the program goals.

*Percent change requested*

Although the program can be completed with a variable number of credit hours, the typical program is 94 credit hours total. The proposed changes include removing one 3-credit course (SPHHRNG 6786) and adding another (SPHHRNG 7500). This results in a change to 3 credits. We are also requesting increasing two 2-credit courses to 3 credits each. This results in a change to 2 additional credits. Thus, we calculate changes to a total of 5 credits in the program. This translates to a percentage of 5.3%.

**Transition Plan**

The proposed changes will affect Years 1-3 of the program. The complete set of changes will go into effect for all classes beginning in Autumn 2024.

- The addition of SPHHRNG 7500 will go into effect in Autumn 2024, and it will immediately become part of the curriculum for our current first-year students, who will then be in their second year in the program. Interested third-year students will have the option of taking SPHHRNG 7500 as an elective course if they have interest in vestibular work.
- Removal of SPHHRNG 6786 will affect new incoming classes only.
- The changes to the cochlear implants course will require a transitional offering in which current students in Years 2 or 3 will take the course alongside students in Year 1. Once that transitional offering has been completed, the course will be offered to incoming students in Year 1 only.
- The expansion of SPHHRNG 8935 will begin in Spring 2025 with current students taking the expanded version of the course.

**Learning Outcomes Assessment**

The program goals for the AuD will not change with these proposed changes. The statistics content will still be delivered, but in a different way. Cochlear implant and vestibular content are part of our current goals and accreditation requirements. Our current assessment measures (a qualifying exam in Year 1 of the program, a professional exam in Year 3, and exit interviews at the end of Year 4) have indicated that the students are not learning as much cochlear implants or vestibular content as they need in a dynamic profession that has changed markedly over the last ten years. Therefore, the changes will not alter our goals or assessment approach, but we do believe they will improve the program's performance on our assessment metrics.

**Process**

The proposal was generated by the department's Audiology Oversight Committee. It was presented to the department faculty and unanimously approved on October 6, 2023.





**Appendix A: Current Curriculum sheet approved in 2022**

**Au.D. Curriculum**

**Year 1: Autumn Semester**

| Course #      | Course Title             | Credits   |
|---------------|--------------------------|-----------|
| 6143          | Professional Issues      | 2         |
| 6705          | Audiologic Assessment I  | 3         |
| 6775          | Anatomy & Physiology     | 4         |
| 6850          | Advanced Hearing Science | 4         |
| <b>Total:</b> |                          | <b>13</b> |

**Year 1: Spring Semester**

| Course #      | Course Title   | Credits   |
|---------------|--|-----------|
| 6243          | Professional Issues  | 2         |
| 6706          | Audiologic Assessment II   | 3         |
| 6735          | Hearing Aids I   | 3         |
| 6786          | Statistics in Speech and Hearing Science                         | 3         |
| 7343          | Clinical Seminar in Hearing Disorders: Counseling/Report Writing | 1         |
| <b>Total:</b> |  | <b>12</b> |

**Qualifying Examination (Finals Week)**

*If a student fails the Qualifying Examination, they will be withheld from Clinical Practicum. Options if a student fails: 1) retake the exam during summer session; OR 2) retake the following spring semester, which will result in a one year delay in the final externship placement and graduation.*

**Year 1: Summer Session**

| Course #      | Course Title              | Credits  |
|---------------|---------------------------|----------|
| 6707          | Audiologic Assessment III | 3        |
| 6843          | Practicum in Audiology    | 3        |
| 7835          | Hearing Aids II           | 3        |
| <b>Total:</b> |                           | <b>9</b> |

**Year 2: Autumn Semester**

| <u>Course #</u> | <u>Course Title</u>   | <u>Credits</u> |
|-----------------|---|----------------|
| 6708            | Audiologic Assessment IV  | 3              |
| 6843            | Practicum in Audiology  | 3              |
| 7143            | Clinical Seminar in Hearing Disorders: Hearing Aid Applications | 1              |
| 7805            | Pediatric Audiology I   | 3              |
| 7806            | Adult Hearing Disorders   | 3              |
| 7825            | Speech Perception in the Normal and Impaired Ear                | 3              |
| <b>Total:</b>   |   | <b>16</b>      |

**Year 2: Spring Semester**

| <u>Course #</u> | <u>Course Title</u>   | <u>Credits</u> |
|-----------------|---|----------------|
| 6733            | Adult Audiologic Rehabilitation                                   | 3              |
| 6843            | Practicum in Audiology  | 3              |
| 7243            | Clinical Seminar in Hearing Disorders: Ethics/Evidence Based Prac | 1              |
| 7807            | Pediatric Audiology II  | 4              |
| 8931            | Cochlear Implants (odd years)                                     | 2              |
| 8933            | Tinnitus (even years)   | 2              |
| 8934            | Hearing Conservation (even years)                                 | 2              |
| 8997            | Capstone Project  | variable       |
|                 | Specialization Coursework (Specialization Capstone)               | variable       |
| <b>Total:</b>   |   | <b>15+</b>     |

**Year 2: Summer Session**

| <u>Course #</u> | <u>Course Title</u>   | <u>Credits</u> |
|-----------------|---|----------------|
| 6843            | Practicum in Audiology  | 3              |
| 7891            | Clinical Seminar in Hearing Disorders: Resumes & Interviewing | 1              |
| 8936            | Practice Management in Audiology                              | 3              |
| 8997            | Capstone Project  | variable       |
|                 | Specialization Coursework (Specialization Capstone)           | variable       |
| <b>Total:</b>   |   | <b>7+</b>      |



**Year 3: Autumn Semester**

| Course # | Course Title  | Credits   |
|----------|---|-----------|
| 7843     | Practicum in Audiology                              | 3         |
| 8935     | Seminar: Research to Practice                       | 2         |
| 8997     | Capstone Project                                    | variable  |
|          | Specialization Coursework (Specialization Capstone) | variable  |
|          | <b>Total:</b>                                       | <b>8+</b> |

**Professional Doctoral Examination (1<sup>st</sup> week of semester)**

*If a student fails any portion of the examination, they will be required to rewrite. If the rewrite is unsatisfactory, the student will be given the option of retaking the examination. If a student fails the retake, the Department will ask the Graduate School to deny the student further enrollment in the Au.D. program.*

**Year 3: Spring Semester**

| Course # | Course Title  | Credits   |
|----------|---|-----------|
| 7843     | Practicum in Audiology                              | 3         |
| 8931     | Cochlear Implants (odd years)                       | 2         |
| 8934     | Hearing Conservation (even years)                   | 2         |
| 8933     | Tinnitus (even years)                               | 2         |
| 8997     | Capstone Project                                    | variable  |
|          | Specialization Coursework (Specialization Capstone) | variable  |
|          | <b>Total:</b>                                       | <b>9+</b> |

**Externship Commences**

**Year 3: Summer Session**

| Course # | Course Title                        | Credits   |
|----------|-------------------------------------|-----------|
| 8943     | Externship in Audiology             | 3         |
| 8997     | Capstone Project (if not completed) | 1         |
|          | <b>Total:</b>                       | <b>3+</b> |

**Year 4: Autumn Semester**

| Course # | Course Title                        | Credits   |
|----------|-------------------------------------|-----------|
| 8943     | Externship in Audiology             | 3         |
| 8997     | Capstone Project (if not completed) | 1         |
|          | <b>Total:</b>                       | <b>3+</b> |

**Year 4: Spring Semester**

| Course # | Course Title                        | Credits   |
|----------|-------------------------------------|-----------|
| 8943     | Externship in Audiology             | 3         |
| 8997     | Capstone Project (if not completed) | 1         |
|          | <b>Total:</b>                       | <b>3+</b> |

**\*Year 4: Summer Session**

| Course # | Course Title                        | Credits  |
|----------|-------------------------------------|----------|
| 8943     | Externship in Audiology             | 3        |
| 8997     | Capstone Project (if not completed) | 1        |
|          | <b>Total:</b>                       | <b>3</b> |

**Final Oral Examination:**

*To be completed no later than March of the 4<sup>th</sup> year in order to be eligible for graduation spring semester.*

*\*Completion of the Au.D. program and graduation depends upon the start and completion dates of the 4<sup>th</sup> year externship. The 4<sup>th</sup> year externship is the equivalent of one year (minimum 11 months). For example, a student who begins in May and finishes in April is eligible for spring commencement. On the other hand, a student who begins in July and finishes in June is eligible for summer commencement.*



**Appendix B: New Curriculum sheet requested for approval**

**Au.D. Curriculum**

**Year 1: Autumn Semester**

| Course #      | Course Title             | Credits   |
|---------------|--------------------------|-----------|
| 6143          | Professional Issues      | 2         |
| 6705          | Audiologic Assessment I  | 3         |
| 6775          | Anatomy & Physiology     | 4         |
| 6850          | Advanced Hearing Science | 4         |
| <b>Total:</b> |                          | <b>13</b> |

**Year 1: Spring Semester**

| Course #      | Course Title   | Credits   |
|---------------|--|-----------|
| 6243          | Professional Issues  | 2         |
| 6706          | Audiologic Assessment II   | 3         |
| 6735          | Hearing Aids I   | 3         |
| 8931          | Cochlear Implants  | 3         |
| 7343          | Clinical Seminar in Hearing Disorders: Counseling/Report Writing | 1         |
| <b>Total:</b> |  | <b>12</b> |

**Qualifying Examination (Finals Week)**

*If a student fails the Qualifying Examination, they will be withheld from Clinical Practicum. Options if a student fails: 1) retake the exam during summer session; OR 2) retake the following spring semester, which will result in a one year delay in the final externship placement and graduation.*

**Year 1: Summer Session**

| Course #      | Course Title              | Credits  |
|---------------|---------------------------|----------|
| 6707          | Audiologic Assessment III | 3        |
| 6843          | Practicum in Audiology    | 3        |
| 7835          | Hearing Aids II           | 3        |
| <b>Total:</b> |                           | <b>9</b> |

**Year 2: Autumn Semester**

| <u>Course #</u> | <u>Course Title</u>   | <u>Credits</u> |
|-----------------|---|----------------|
| 6708            | Audiologic Assessment IV  | 3              |
| 6843            | Practicum in Audiology  | 3              |
| 7143            | Clinical Seminar in Hearing Disorders: Hearing Aid Applications | 1              |
| 7805            | Pediatric Audiology I   | 3              |
| 7806            | Adult Hearing Disorders   | 3              |
| 7500            | Advanced Vestibular Diagnosis and Management                    | 3              |
| <b>Total:</b>   |   | <b>16</b>      |

**Year 2: Spring Semester**

| <u>Course #</u> | <u>Course Title</u>   | <u>Credits</u> |
|-----------------|---|----------------|
| 6733            | Adult Audiologic Rehabilitation                                   | 3              |
| 6843            | Practicum in Audiology  | 3              |
| 7243            | Clinical Seminar in Hearing Disorders: Ethics/Evidence Based Prac | 1              |
| 7807            | Pediatric Audiology II  | 4              |
| 8933            | Tinnitus (odd years)  | 2              |
| 8934            | Hearing Conservation (even years)                                 | 2              |
| 8997            | Capstone Project  | variable       |
|                 | Specialization Coursework (Specialization Capstone)               | variable       |
| <b>Total:</b>   |   | <b>13+</b>     |

**Year 2: Summer Session**

| <u>Course #</u> | <u>Course Title</u>   | <u>Credits</u> |
|-----------------|---|----------------|
| 6843            | Practicum in Audiology  | 3              |
| 7891            | Clinical Seminar in Hearing Disorders: Resumes & Interviewing | 1              |
| 8936            | Practice Management in Audiology                              | 3              |
| 8997            | Capstone Project  | variable       |
|                 | Specialization Coursework (Specialization Capstone)           | variable       |
| <b>Total:</b>   |   | <b>7+</b>      |



**Year 3: Autumn Semester**

| Course # | Course Title  | Credits   |
|----------|---|-----------|
| 7825     | Speech Perception in the Normal and Impaired Ear    | 3         |
| 7843     | Practicum in Audiology                              | 3         |
| 8935     | Seminar: Research to Practice                       | 3         |
| 8997     | Capstone Project                                    | variable  |
|          | Specialization Coursework (Specialization Capstone) | variable  |
|          | <b>Total:</b>                                       | <b>9+</b> |

**Professional Doctoral Examination (1<sup>st</sup> week of semester)**

*If a student fails any portion of the examination, they will be required to rewrite. If the rewrite is unsatisfactory, the student will be given the option of retaking the examination. If a student fails the retake, the Department will ask the Graduate School to deny the student further enrollment in the Au.D. program.*

**Year 3: Spring Semester**

| Course # | Course Title  | Credits   |
|----------|---|-----------|
| 7843     | Practicum in Audiology                              | 3         |
| 8934     | Hearing Conservation (even years)                   | 2         |
| 8933     | Tinnitus (odd years)                                | 2         |
| 8997     | Capstone Project                                    | variable  |
|          | Specialization Coursework (Specialization Capstone) | variable  |
|          | <b>Total:</b>                                       | <b>5+</b> |

**Externship Commences**

**Year 3: Summer Session**

| Course # | Course Title                        | Credits   |
|----------|-------------------------------------|-----------|
| 8943     | Externship in Audiology             | 3         |
| 8997     | Capstone Project (if not completed) | 1         |
|          | <b>Total:</b>                       | <b>3+</b> |

**Year 4: Autumn Semester**

| Course # | Course Title                        | Credits   |
|----------|-------------------------------------|-----------|
| 8943     | Externship in Audiology             | 3         |
| 8997     | Capstone Project (if not completed) | 1         |
|          | <b>Total:</b>                       | <b>3+</b> |

**Year 4: Spring Semester**

| Course # | Course Title                        | Credits   |
|----------|-------------------------------------|-----------|
| 8943     | Externship in Audiology             | 3         |
| 8997     | Capstone Project (if not completed) | 1         |
|          | <b>Total:</b>                       | <b>3+</b> |

**\*Year 4: Summer Session**

| Course # | Course Title                        | Credits   |
|----------|-------------------------------------|-----------|
| 8943     | Externship in Audiology             | 3         |
| 8997     | Capstone Project (if not completed) | 1         |
|          | <b>Total:</b>                       | <b>3+</b> |

**Final Oral Examination:**

*To be completed no later than March of the 4<sup>th</sup> year in order to be eligible for graduation spring semester.*

*\*Completion of the Au.D. program and graduation depends upon the start and completion dates of the 4<sup>th</sup> year externship. The 4<sup>th</sup> year externship is the equivalent of one year (minimum 11 months). For example, a student who begins in May and finishes in April is eligible for spring commencement. On the other hand, a student who begins in July and finishes in June is eligible for summer commencement.*





# **SYLLABUS: SPHHRNG 7500**

## **ADVANCED VESTIBULAR DIAGNOSTICS AND MANAGEMENT**

### **AUTUMN 2024**

### **3.0 CREDIT HOURS**

## **Course overview**

### **Instructor**

Instructor: TBD

Email address: TBD

Phone number: TBD

Course Zoom link:

Office hours: Mondays 5:00-6:00 via Zoom ([link here](#))

### **Class Meeting Schedule:**

Element 1: Synchronous meetings on Zoom 5:30-8:10 PM

Wednesdays

Element 2: Weekly virtual office hour Mondays 5:00-6:00 PM (Optional)

Element 3: In person lab meeting

### **Course description**

The course is to provide the students with advanced training in the diagnosis and management of vestibular disorders. While SPHHRNG 6707 Assessment III focused on anatomy/physiology of the vestibular system and the use of videonystagmography for diagnosing vestibular disorders, this course will expand the battery of tests used by vestibular audiologists for diagnostics and discuss interpretation and management. The course will utilize case studies in support of the diagnostic and management topics discussed. This course is required course for the Doctor of Audiology program.

### **Course learning outcomes**

At the conclusion of the course, students will be able to:

- 1) Describe the anatomy and physiology of the auditory system relevant to vestibular

and electrophysiologic assessment and treatment.

- 2) Interpret advanced vestibular and electrophysiologic measures, including:
  - a. Electrocochleography,
  - b. Vestibular Evoked Myogenic Potentials,
  - c. Rotational Chair Testing,
  - d. Video Head Impulse Test,
  - e. Computerized Dynamic Posturography.
- 3) Apply vestibular and electrophysiologic findings to pediatric and geriatric populations within their appropriate environments.
- 4) Recognize and implement additional functional bedside testing for advanced patient assessment.
- 5) Differentiate common and complex vestibular disorders by describing the anatomical structures and physiological processes involved.
- 6) Recognize the role of vestibular rehabilitation and treatment of vestibular disorders, as well as identify and implement appropriate assessments, referrals, treatment, and recommendations concerning auditory and balance disorders.

## How this hybrid course works

### Mode of delivery

The course will consist of online synchronous meetings of 2 hours 40 minutes one day a week. Attendance is optional, but class participation will contribute to the final grade. There will be one mandatory in-person lab exercise (see course schedule for date of this lab). Summative assessment will consist of class quizzes, lab assignment, case study project, and a final exam.

## Student participation requirements

Because this is a predominantly an online 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*.
- **Synchronous class sessions: HIGHLY RECOMMENDED**  
All live, scheduled events for the course are not required, but highly encouraged. For these synchronous Zoom presentations, I will provide the session recording if a student



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cannot attend the session. However, class participation is expected and will be part of your grade for the course.

- **In Person Lab Exercise: REQUIRED**

- **Office hours: OPTIONAL**

All office hours, are optional. Attendance is not required or expected, and attendance will not affect your grade for the course.

## Course communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** Remember that on formal assignments you should use good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics (e.g., emails).
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For assignments, please follow APA citation style.

## Course materials and technologies

### Required

Jacobson, G.P., Shepard, N.T., Barin, K., Burkard, R.F., Janky, J., & McCaslin, D. (Eds). Third Edition. (2020). *Balance Function Assessment and Management*. San Diego: Plural Publishing, Inc.

Additional material/readings posted online.

### Recommended (non-required) Supplementary Text

Honaker, J. (2020). *Diagnostic Vestibular Pocket Guide: Evaluation of Dizziness, Vertigo, and Imbalance*. San Diego: Plural Publishing, Inc.

## 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](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

## Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](http://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](http://go.osu.edu/zoom-meetings))

## Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

## Required software

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](http://go.osu.edu/office365help).

## Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](http://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

# Grading and instructor response

## How your grade is calculated

| Assignment or category       | Points                |
|------------------------------|-----------------------|
| <b>3 Mid-term Quizzes</b>    | <b>50 points each</b> |
| <b>Lab assignment</b>        | <b>50 pts</b>         |
| <b>Case study assignment</b> | <b>100 pts</b>        |
| <b>Class participation</b>   | <b>50 pts</b>         |
| <b>Final exam</b>            | <b>150 pts</b>        |
| <b>Total</b>                 | <b>500 points</b>     |

*See course schedule, below, for due dates*

## Description of course assignments

**Quizzes:** There will be three quizzes administered during the semester covering lecture materials and assigned readings. The quizzes will be completed on Carmen on Wednesdays during Weeks 3, 6, and 8 of the course and will consist of 10-20 questions on the topics of the previous weeks of content. Students will have 20 minutes to complete each quiz beginning at 5:10 pm and ending at 5:30 pm. Class will begin immediately after the quiz session has ended. Each quiz will contribute 10% of the final grade.

**Lab:** There will be a mandatory lab conducted in person to review and perform vHIT & functional bedside assessment. Students will generate a one-page reflection on the lab experience, including descriptions of how they would utilize the tests in clinical settings. The lab will account for 10% of the final grade.

**Case Study:** Each student will analyze a case to apply knowledge from this course. Students will be given a clinical description and medical history to create differential diagnosis. Pertinent test results from previous coursework will be provided (i.e. VNG, audiometry, etc.) for interpretation. The student will be expected to formulate a clinical plan including test measures from this course (i.e. Rotary Chair and vHIT, etc.). Students will then provide the expected results of testing. Students must justify their test selection and formulate final thoughts/impressions. The case study will be announced in class at least one week prior to administration. The case study will account for 20% of the final grade.

**Class participation:** Attendance is expected at all synchronous meetings. Participation will be evaluated by presence in the class and questions asked or answers to questions offered. Each class meeting will contribute 2 points to the 50-point total for participation. Participation will account for 10% of the final grade.

**Examination:** There will be a final written examination covering lecture materials and assigned readings. The examination will be held during the final week of the course. The exam will be conducted on Carmen. The exam will consist of a mix of multiple choice and short answer questions, and will be timed to 90 minutes per exam. Students will have a 12-hour window 9:00 AM to 9:00 PM in which to complete the exam. Once the exam is started, it will be timed to the 90-minute time limit. Final examination will account for 30% of the final grade.

## Late assignments

**Absence and Makeup Policy:** Quizzes are due by 5:30 PM on the listed due date, and the final exam is due by 9:00 PM on its listed submission date. 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 24 hours during the week, and within 48 hours on weekends/holidays.

Graded Materials Return: Quizzes will be graded by the end of the submission date. Exams, the Lab reflection, and the Case Study will be scored and grades reported within 7 days after the due date.

## Academic 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 quizzes and final exams yourself, without any external help or communication.
- **Case study:** You must complete the case study yourself, without any external help or communication.
- **Lab reflection:** The lab experience will be conducted in a group, and you are permitted to discuss the experience with other students as you write the reflection. The reflection must be in your own words and reflect your own thoughts.
- **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/>.

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](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

## Copyright for instructional materials

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.

## 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](mailto:titleix@osu.edu).

## Commitment to a diverse and inclusive learning environment

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.

## Land acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

## Your 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 or someone you know are 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](https://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 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

## **Accessibility accommodations for students with disabilities**

### **Requesting accommodations**

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](https://slds.osu.edu).

### **Religious accommodations**

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

## Course schedule

| <u>Week #</u> | <u>Date</u> | <u>Topic</u>   | <u>Readings</u>   | <u>Learning Outcomes</u> |
|---------------|-------------|--|---|--------------------------|
| 1             | 8/21        | Syllabus & Course Review<br><br><i>Anatomy &amp; Physiology: Brief Review</i>  | Previous course materials<br><br>Optional: Honaker Chapter 1    | 1; 4                     |
| 2             | 8/28        | <i>Videonystagmography: Brief Review</i>   | Previous course materials<br><br>Optional: Honaker Chapter 5    | 1;2; 3                   |
| 3             | 9/4         | <i>Cervical Vestibular Myogenic Potential: Introduction, Assessment, Clinical Application, &amp; Case Study Review</i><br><br><b>9/6: Quiz #1: A&amp;P and VNG Application</b> | Jacobson, et. al. Chapter 16<br><br>Optional: Honaker Chapter 8 | 2b; 3; 5<br><br>1;2; 3   |
| 4             | 9/11        | <i>Ocular Vestibular Myogenic Potentials: Introduction, Assessment, Clinical Application, &amp; Case Study Review</i>  | Jacobson, et. al. Chapter 16<br><br>Optional: Honaker Chapter 8 | 2b; 3; 5                 |
| 5             | 9/18        | <i>Electrocochleography: Introduction, Assessment, Clinical Application for Vestibular Cases, &amp; Case Study Review</i>  | Jacobson, et. al. Chapter 17                                    | 2a; 3; 5                 |



|    |       |   |  |                          |
|----|-------|---|--|--------------------------|
| 6  | 9/25  | <i>Rotational Chair Testing</i> : Introduction, Assessment, Clinical Application, & Case Study Review<br><br><b>9/27: Quiz #2: ECOG &amp; VEMPs</b>   | Jacobson, et. al.<br>Chapter 13<br><br>Optional:<br>Honaker Chapter 6  | 2c; 3; 5                 |
| 7  | 10/2  | <i>Video Head Impulse Test</i> : Introduction, Assessment, Clinical Application, & Case Study Review<br><br><i>Computerized Dynamic Posturography</i> : Introduction, Assessment, Clinical Application, & Case Study Review                         | Jacobson, et. al.<br>Chapter 16<br><br>Optional:<br>Honaker Chapter 7 & 9  | 2d; 3; 5<br><br>2e; 3; 5 |
| 8  | 10/9  | Clinical Decision Making with Practice Case Studies<br><br><b>10/11: Quiz #3: Rotary Chair, vHIT, &amp; CDP</b>   | Additional article uploaded:<br><i>Vestibular disorders: A case-study approach to diagnosis &amp; treatment</i> by Furman et. al.) | 3; 5                     |
| 9  | 10/16 | <i>Functional Bedside Testing</i> : Introduction, Assessment, & Clinical Application<br><br><i>Advanced Testing &amp; Treatment for Benign Paroxysmal Positional Vertigo (BPPV)</i> : Introduction, Assessment, Clinical Application, & Case Review | Additional articles & videos uploaded<br><br>TBD   | 4                        |
| 10 | 10/23 | <i>Pediatric &amp; Geriatric Considerations</i> : Introduction & Clinical Application<br><br><i>Anxiety &amp; Dizziness</i> : Introduction & Case Study Review  | Jacobson, et. al.<br>Chapters 18, 19, 25<br><br>Optional: Honaker Chapter 10   | 2; 3<br><br>5            |
| 11 | 10/30 | <b>In-person Lab: vHIT &amp; Functional Bedside Testing</b>   | N/A  | 2d; 4                    |
| 12 | 11/6  | <i>Vestibular Rehabilitation</i> : Introduction, Exam, & Treatment<br><br><b>Assigned Case Study with Vestibular Panel</b>  | Additional articles uploaded<br><br>(TBD)  | 6                        |

|    |       |  |   |      |
|----|-------|--|---|------|
|    |       | <b>Week 11 Lab Assignment Due</b>  |   |      |
| 13 | 11/13 | <i>Special Topics &amp; Complex Vestibular Cases such as:</i><br>Cervicogenic Dizziness<br>Vestibular Migraine<br>Functional Movement Disorder<br>Persistent Postural Perceptual Dizziness<br>Mal de DeBarquement Syndrome<br>Central Positional Nystagmus | Additional articles uploaded<br><br>(TBD) | 1; 5 |
| 14 | 11/20 | Review for Final Exam  |   |      |
| 15 | 11/27 | <b>Final Exam</b>  |   |      |



# Cochlear Implants

SPHHRNG 8931, Spring 2025

## Course Information

- **Course times and location:** TBD (2 80-minute classes/week) in Pressey Hall
- **Credit hours:** 3
- **Mode of delivery:** In-Person
- **Required Textbooks:**
  - Wolfe, J. (2020). *Cochlear Implants: Audiologic Management and Considerations for Implantable Hearing Devices*. San Diego, CA: Plural Publishing.
  - Sevier, J. D. (2023). *Complex Cochlear Implant Cases: Management and Troubleshooting*. San Diego, CA: Plural Publishing.
- **Required Readings:** Primary literature will be posted to CarmenCanvas
- **Textbook Support:** Many textbooks can be reserved through OSU libraries and the Ohio Link system. Additionally, the department has some textbooks available for borrowing. Please inform your instructor if you need help accessing these resources.

## Instructor

- **Name:** Rachael Frush Holt, Ph.D., CCC-A
- **Pronouns:** She/Her/Hers
- **Email:** holt.339@osu.edu
- **Office location:** 136 Pressey Hall
- **Office hours:** By appointment
- **Preferred means of communication:**
  - My preferred method of communication for questions is **email**.
  - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

# Land Acknowledgement

The Department of Speech and Hearing Science acknowledges the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. As a land grant institution, we want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

## Course Prerequisites

Graduate standing or permission of instructor.

## Course Description

In this course students will have the opportunity to learn about electrical hearing, cochlear implant design and processing, current cochlear implant candidacy requirements, surgical considerations, electrophysiological measures with cochlear implants and their clinical applications, the latest research on neurocognitive and psychosocial development in children with cochlear implants, outcomes in adults, factors that contribute to outcomes in cochlear implant recipients, troubleshoot and manage complex cases, and carry out hands-on programming.

## Learning Outcomes

Upon completion of this course, students will be able to achieve the following objectives:

- Identify differences between acoustic and electric hearing
- Differentiate among current cochlear implant processing strategies
- Describe the development of cochlear implant processing strategies
- Apply candidacy requirements to clinical practice
- Outline the application of electrophysiological measures of cochlear implants for clinical use
- Recall cutting-edge outcomes of the latest research on neurocognitive and psychosocial development, and factors that contribute to these areas of development in children who have received cochlear implants and describe how this relates to clinical work with children and their families
- Recall results of research on outcomes in adults and describe how this relates to clinical work with adults and their families
- Conduct introductory-level cochlear implant programming
- Apply what is learned in this course and integrate it with previous coursework to complex cochlear implant case studies



# How This Online Course Works

**Mode of delivery:** This course is an in-person course. All class sessions are required and will be offered in person in Pressey XX on Y and Z each week from time A to time B. The rest of your work is found in Carmen and can be completed around your own schedule during the week.

**Credit hours and work expectations:** This is a 3-credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credithours) (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.

**Attendance and participation requirements:** Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

**In-Person meetings: Required**

All live, scheduled events for the course are required.

**Engaging in the assigned readings: At least twice per week**

You are expected to engage in active reading of the assigned articles posted to the Carmen site, as well as the textbook, twice every week.

# Course Materials, Fees and Technologies

**Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection that can have cochlear implant software loaded onto it

**Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at [go.osu.edu/student-tech-access](https://go.osu.edu/student-tech-access).

## Required Software

**Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

## CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.

Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.

[Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

## Technology Skills Needed for This Course

Basic computer and web-browsing skills

[Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)





**THE OHIO STATE UNIVERSITY**

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## Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** [go.osu.edu/it](https://go.osu.edu/it)
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)

# Grading and Faculty Response

## How Your Grade is Calculated

| Assignment Category   | Points |
|-----------------------|--------|
| Midterm Examination   | 30%    |
| Final Examination     | 30%    |
| Complex Cases Project | 40%    |

See [Course Schedule](#) for due dates.

## Descriptions of Major Course Assignments

### Examinations

**Description** There will be 1 midterm examination and 1 final examination, each worth 30% of the final grade. The midterm exam will be administered on **February 14** and the final exam on **April 30**. Questions will include short answer, multiple-choice, and short essay questions. They will cover lectures, guest lectures, assigned readings, videos, and class discourse. Notes, readings, class materials including PowerPoint slides, the internet, and knowledge from other people are **not** allowed to be used during tests.

### Complex Cases Project

**Description** The entire last month of this course will be dedicated to integrating what is learned during the first 3 months of the course with other coursework and applying it to complex cochlear implant clinical cases. The cases have been compiled by Sevier in the assigned text, *Complex Cochlear Implant Cases: Management and Troubleshooting*. The cases were selected and written by clinical audiologists who specialize in cochlear implants and work at high-volume cochlear implant centers. Students will review the cases from the assigned text, noting which ones are of particular interest, and on **March 8** we will determine case assignments. The assignment has three parts:

- 1) **5- to 6-page literature review and reflection** that: details the specific etiology of deafness and/or combination of hearing-related, health-related, developmental, and environmental factors that together make the case selected complicated; uses an evidence-based approach to critique the



decisions made in each case; and discusses the prognosis and/or future issues that could arise and why. This document should be prepared and written independently and is worth 20% of the overall course grade. Below are the specific writing guidelines (do not deviate from them):

- 1-inch margins,
- Single-spaced
- 12-point Times New Roman font
- No cover page
- Pay close attention to grammar, spelling (and typos)
- Use APA citation style
- **Submit via CarmenCanvas the day of your discussion (see below)**

2) **Facilitate a meaningful and engaging 35-minute in-class discussion about the case.** Each student is expected to determine how to best lead a meaningful and engaging discussion about the case. Discussions could contain PowerPoint slides with relevant test results or background information. Two cases will be presented each day (**please see the day-by-day schedule below to know when your case is to be presented**). The discussion is worth 15% of the overall course grade.

3) **Contribute meaningfully and regularly to in-class discussions about each case.** Every student must read and be prepared to provide meaningful insights, questions, and comments about each case (**again, please see the day-by-day schedule to know which cases are being discussed each day**). Being prepared for case discussions and providing meaningful answers to group questions, asking insightful questions, and sharing your own thoughts about cases is worth 5% of the overall course grade.

**Academic integrity and collaboration:** Your written assignments should be your own original work, including the literature review and reflection, any PowerPoints used (appropriately credit figures or tables used), and exam answers. In formal assignments (literature review and reflection), you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

## Late Assignments

Please refer to CarmenCanvas and this syllabus for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. In general, late assignments will not be accepted, as the due dates for all assignments are known throughout the semester. If there are circumstances that are out of your control that require an extension, please contact the professor immediately to discuss the situation.

# Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

**Preferred contact method:** If you have a question, please contact me first through my Ohio State email address ([holt.339@osu.edu](mailto:holt.339@osu.edu)). I will reply to emails within 24 hours on weekdays when class is in session at the university. Messages sent over the weekend or a holiday will be answered the following work day.

**Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](#) ([go.osu.edu/canvas-notifications](http://go.osu.edu/canvas-notifications)) to ensure you receive these messages.

**Grading and feedback:** I will provide feedback and grades within seven days of the due date.

## 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

## Other Course Policies

### Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

**Writing style:** Remember that on formal assignments you should use good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics (e.g., emails).

**Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm



doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.

**Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For assignments, please follow APA citation style.

## Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this class.

### Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](#) ([studentconduct.osu.edu](http://studentconduct.osu.edu)), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**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](http://go.osu.edu/coam) ([go.osu.edu/coam](http://go.osu.edu/coam))

[Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

[Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

## Copyright for Instructional Materials

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.

## Supporting Equity and Creating Inclusive Environments

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. University policies and other resources may be found here:

<http://www.studentaffairs.osu.edu/bias/>

## Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

Online reporting form at [equity.osu.edu](http://equity.osu.edu),



## THE OHIO STATE UNIVERSITY

Call 614-247-5838 or TTY 614-688-8605,

Or email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

## Your 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. 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 mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:6142925766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://www.nationalsuicideline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:18002738255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

## Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the

course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

# Accessibility Accommodations for Students with Disabilities

## Requesting Accommodations

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 \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

## Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: [slds.osu.edu](http://slds.osu.edu)
- Email: [slds@osu.edu](mailto:slds@osu.edu)
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

## Accessibility of Course Technology

This online course requires use of CarmenCanvas (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 as early as possible.

[CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))

Streaming audio and video

[CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))





# Course Schedule

Subject to change. Any changes will be announced in class.

| Tentative Date | Required Readings  | Topics(s) and Items Due  |
|----------------|--|--|
| 1/8            | NAD Pos. Stmt. (2000)<br>Wolfe Ch. 1 (1-6)                               | Introduction to the course and review of syllabus<br>Cochlear implants and Deaf culture  |
| 1/10           | Wolfe Ch. 8 (229-239)<br>Zeng (2022)                                     | Speech acoustics   |
| 1/15           | No Class   | No Class: Martin Luther King, Jr. Holiday  |
| 1/17           | Wolfe Ch. 1 (pp. 6-24)<br>Wolfe Ch. 2                                    | (Brief) History of CIs<br>Electrical hearing   |
| 1/22           | Wolfe Ch. 7 (pp. 191-215)<br>Croghan et al. (2017)                       | Cochlear implant design  |
| 1/24           | Wolfe Ch. 8 (pp. 239-254)  | Signal processing in cochlear implants   |
| 1/29           | Moore (2003)<br>Liu et al. (2017)  | Signal processing in cochlear implants   |
| 1/31           | Wolfe Ch. 3 (pp. 92-99),<br>Wolfe Ch. 4                                  | Cochlear implant regulatory approval   |
| 2/5            | Wolfe Ch. 5<br>Varadarajan et al. (2021)                                 | Candidacy for cochlear implants: Adults  |
| 2/7            | Wolfe Chs. 6 & 13  | Candidacy for cochlear implants: Children  |
| 2/12           | Wolfe Chs. 12 & 24<br>Trecca et al. (2020)                               | <i>Guest lecture: Oliver Adunka, MD</i><br>CI surgery, intracochlear electrocochleography  |
| <b>2/14</b>    | <b>No Readings</b>   | <b>Midterm Exam</b>  |
| 2/19           | Wolfe Ch. 18<br>He et al. (2018)   | <i>Guest lecture: Shuman He, MD, PhD</i><br>Biophysics and physiology: ERPs and CI programming   |
| 2/21           | Wolfe Chs. 7 (pp. 216-225),<br>11 (browse), & 17<br>Davidson et al. 2021 | <i>Charlie Moubray, Au.D.</i><br><i>Shana Lucius, M.A., CCC-SLP, LSLs Cert. AVT</i><br>MED-EL CI programming and aural (re-)habilitation |
| 2/26           | Wolfe Chs. 10 (browse), 14,<br>& 16                                      | <i>Guest lecture: Chelsea Bates, Au.D., CCC-A</i><br>Cochlear Corporation CI programming   |
| 2/28           | Wolfe Chs. 19 & 21   | Adult outcomes I   |
| 3/4            | Moberly et al. 2020  | Adult outcomes II  |
| <b>3/8</b>     | Wolfe Ch. 23<br>Sevier Appendix A & B<br>Look over Sevier cases          | <b>In-Class preparation for Complex Cochlear Implant Cases Project</b>   |
| 3/11-13        | <b>No Readings No</b>  | <b>No Class – Spring Break</b>   |
| 3/18           | Wolfe Ch. 22<br>JAAA Clinical Practice<br>Guidelines                     | Child outcomes I   |

| <b>Tentative Date</b> | <b>Required Readings</b>   | <b>Topics(s) and Items Due</b>   |
|-----------------------|--|--|
| 3/20                  | Jung & Houston (2020)<br>Wang et al. (2020)<br>Thomas & Zwolan (2019)    | Child outcomes II  |
| 3/25                  | Castellanos et al. (2017)<br>Kral et al. (2016)<br>Houston et al. (2022) | Child outcomes III   |
| 3/27                  | Wolfe Ch. 22<br>Holt Family Dynamics<br>Chapter                          | Sources of individual differences in pediatric outcomes  |
| 4/1                   | Sevier Chs. 1 & 2  | Complex Cases Projects:<br>- Middle Ear Status (Ch. 1)<br>- Fluctuating Impedance (Ch. 2)                            |
| 4/3                   | Sevier Chs. 5 & 6  | Complex Cases Projects:<br>- Facial N. Stimulation (Ch. 5)<br>- Management of Facial N. Stimulation and Pain (Ch. 6) |
| 4/8                   | Sevier Chs. 3 & 4  | Complex Cases Projects:<br>- Pitch-confused electrodes (Ch. 3)<br>- Odd perceptions (Ch. 4)                          |
| 4/10                  | Sevier Chs. 7 & 8  | Complex Cases Projects:<br>- NF2 (Ch. 7)<br>- Surgical revision (Ch. 8)  |
| 4/15                  | Sevier Chs. 9 & 10   | Complex Cases Projects:<br>- Changes in perception I (Ch. 9)<br>- Changes in perception II (Ch. 10)                  |
| 4/17                  | Sevier Chs. 11 & 12  | Complex Cases Projects:<br>- Pediatric programming (Ch. 11)<br>- Overstimulation (Ch. 12)                            |
| 4/22                  | Sevier Chs. 13 & 14  | Complex Cases Projects:<br>- SSD (Ch. 13)<br>- EAS (Ch. 14)  |
| 4/30                  | <i>No Readings</i>   | <b>Final Exam</b>  |



**Appendix E: Proposed revised syllabus for SPHHRNG 8935**

**Syllabus**

**Issues in Audiology and Hearing Science: Research to Practice  
Autumn Semester 2023**

Professor: Christina Roup

E-mail [roup.2@osu.edu](mailto:roup.2@osu.edu)

Carmen Website [carmen.osu.edu](http://carmen.osu.edu)

Course Time: Thursday 9:00 am – 12:00 pm

Office Hours: TBD, or by appointment

Room: Room 27, Pressey Hall

**Preferred contact method:** If you have a question, please contact me through my Ohio State email address. I will reply to emails within 24 hours on days when class is in session at the university.

**Class announcements:** I will send all important class-wide messages via OSU email.

**Grading and feedback:** You can generally expect feedback within seven days.

**Course Design:**

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This course is designed to address ‘research to practice’ in two ways: 1) didactic lectures and class exercises on topics related to research methods and statistical analysis, and 2) seminar-based sessions in which students present clinical cases and a discussion of how research is related to the clinical case. Please note, we will be **discussing the research articles in detail, especially how they relate to the case study**. In addition, the clinical case presentations are to be considered *formal and professional*. Consider this class a safe environment to practice your formal presentation skills.

**Course Goals:**

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1. Students will learn research methods and statistical analyses commonly used in speech and hearing research.
2. Students will learn to use the evidence-based practice PICO (population, intervention, comparison, outcome) framework to evaluate the literature and answer a clinical question related to their clinical case study.
3. Students will learn to present a clinical case study and to conduct clinical grand round discussions in an interesting and professional manner.

**Course Learning Objectives:**

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Students will be able to:

1. Distinguish between different types of research methodologies.
2. Define common parametric statistical analyses and apply them appropriately to data sets.
3. Apply the PICO framework to a clinical question.
4. Present a clinical case study in multiple formats.



## How this Course Works

### Mode of Delivery:

This course is 100% in-person. Attendance is expected and participation is a significant portion of the final grade. The course will be supplemented by materials posted on **Carmen**.

- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).
- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

*Should in-person classes be canceled, we will meet virtually via CarmenZoom during our regularly scheduled time. I will share any updates via email.*

### Course Organization:

#### Lectures

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- The first half of semester will be devoted to didactic lectures, class exercises and assignments related to research methods and statistical analysis.
- Lecture material will be available as links to PowerPoint presentations.
- Assigned readings should be completed prior to reading the posted lectures.

#### Clinical Case Presentations

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- The second half of semester will be devoted to clinical case presentations and research article discussion.
- Each student will be responsible for giving a case presentation in two formats: formal power point presentation and a poster presentation.
- Each student will be responsible for selecting related research articles related to their clinical case to be read and discussed by the class.

#### Description of Assignments

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##### *1. Statistical Analyses (20 points each)*

Each of the following statistics will be covered in-class, including in-class exercises. Students will be provided with a data set for each assignment. For each assignment, students will use Excel or SPSS to conduct the appropriate statistical analysis. Students will turn in their excel and/or SPSS outputs along with a brief written summary of the results for each of the following:

- Descriptive Statistics
- T-tests
- ANOVA
- ANCOVA
- Chi Square
- Correlations
- Regression

## ***2. Clinical Case Study Presentations and Research Discussion***

Students are responsible for giving two formal and professional case study presentations on clinical cases of interest. Cases can be selected from either the OSU Speech-Language and Hearing Clinic or from an outside clinical placement. Each student will be assigned two class meetings over the course of the semester (see Class Schedule). For each assigned class meeting, students are responsible for:

- 1) Selecting and presenting a clinical case study, and
- 2) Selecting two related research articles, and with my assistance, leading a class discussion of the articles and how they relate to the case.

### **Case Study Presentation Rubric: 40 Points**

Students must prepare a 15-20 minute power point presentation on their selected case that includes the following:

1. Case history information (5 points)
2. Audiologic test results (including images) (5 points)
3. Treatment recommendations and/or outcomes (5 points)
4. Influence (or lack) of research on the case ( 5 points)
5. Student interest in the case (5 points). Students should be sure to point out what made their case unusual, significant, education, or interesting to them.

Students will be graded on *presentation style* (i.e., knowledge of the case, comfort with the case material, professionalism while presenting) (15 points), and inclusion and coverage of the required content (see above).

### **Research Articles Selection:**

Each student will be responsible for selecting two research articles per clinical case. The articles should be from peer-reviewed journals and should relate to the case in some way. This requirement is purposefully intended to be flexible, since not all case topics will have a rich research literature. The research articles selected will be read and discussed by the class. If you have difficulty finding or deciding on articles, I can help! Just schedule a meeting and we can work together.

- [How to Search for External Evidence in Communication Sciences and Disorders](#)

Selected research articles are to be emailed to me (Dr. Roup; pdf versions). Once received, they will be posted on the Carmen course site. Research articles are to be submitted no later than **TBD due date**.

## ***3. Clinical Case Poster Presentation***

Students will prepare a clinical poster presentation for each of their case studies. A clinical poster presents a summary of the relevant case study information in a poster format. Using the templates provided on Carmen, students will create a “poster” in power point. See the class schedule for dates of poster presentations. Each poster presentation should approximately 5-7 minutes and no longer than 10 minutes.

### **Case Study Poster Rubric: 40 Points**

- 1) Suggested Poster 3-Column Format
  - o Column 1: Brief introduction and case history description
  - o Column 2: Audiologic test results
  - o Column 3: Treatment recommendations and outcomes

\*Use of images (e.g., audiograms, test result tables, smart art diagrams, etc.) is highly encouraged



2) Grading Criteria

**10 points** – Technical Merit: correct grammar, spelling, punctuation, etc.

**30 points** – Inclusion of required content

*4. Participation in Class Discussions*

30% of your grade is based on **participation** in the 1) clinical case and research discussions, and 2) the Carmen discussion posts. Because this is primarily a seminar course, it has been designed with an emphasis on student participation for the in-class discussions. Therefore, you are expected to attend each class and actively participate. Please contact Dr. Roup if an emergency arises. If you are unable to attend a class due to another reason (e.g., externship interview), please complete the discussion posts for the week. In these instances, you will not receive in-class participation points.

- **In-Class Participation:** For full participation points, students are expected to contribute to the class discussion of the clinical case and research studies. Contributions to the class discussion can take the form of questions, things you found interesting, sharing of similar experiences, etc.
- **Carmen Discussion Posts:** Students are responsible for reading the articles prior to class time. To ensure a meaningful discussion of the articles, each student will post a minimum of two questions and/or comments *per article* in the Carmen discussion thread by the end of the day on Wednesday's prior to the class meeting on Tuesday. For example, for the class meeting on Thursday September 21<sup>st</sup>, your questions/comments must be posted in Carmen by Wednesday September 20<sup>th</sup> no later than 11:59 pm. Examples of questions would be issues related to subject selection, study design, data interpretation, etc. Examples of comments might be remarks related to the conclusions drawn by the author(s) or observations on how the article relates to clinical practice. Students should be prepared to share their questions and comments regarding the research articles in-class.

**Late Assignments**

There will be no credit for anything submitted late with the exception of personal illness or emergencies. Please contact me as soon as possible if you are ill or have an emergency that prevents meeting a class deadline. Please refer to Carmen and your class schedule for due dates.

**Grading: Evaluation of Student Performance**

| Assignment  | Points                              | Weight |
|---|-------------------------------------|--------|
| #1 Statistical Analyses   | 20 points each<br>(140 total)       | 20%    |
| #1 Case Presentation & Discussion Lead  | 40 points each<br>(80 points total) | 25%    |
| #2 Case Study Poster Presentation   | 40 points each<br>(80 points total) | 25%    |
| #3 Participation:<br>Discussion Posts for research articles<br>In-Class Participation (class presentations days only) | 10 points each<br>10 points each    | 30%    |

### Grading Scale (in %)

|           |        |           |       |           |       |          |       |
|-----------|--------|-----------|-------|-----------|-------|----------|-------|
| <b>A</b>  | 93-100 | <b>B</b>  | 83-86 | <b>C</b>  | 73-76 | <b>D</b> | 60-66 |
| <b>A-</b> | 90-92  | <b>B-</b> | 80-82 | <b>C-</b> | 70-72 | <b>E</b> | <60   |
| <b>B+</b> | 87-89  | <b>C+</b> | 77-79 | <b>D+</b> | 67-69 |          |       |

### Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For statistical analysis assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university (Monday – Friday)**. Generally, I will not respond to emails on weekends unless it is an emergency.

### Course Policies

#### Academic Misconduct

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/>.

#### Disability Services and Requesting Accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

#### Religious Accommodations

It is Ohio State’s policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.





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Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

### **Mental Health Statement**

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 or someone you know are 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](http://ccs.osu.edu) or calling [614-292-5766](tel: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](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

### **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](mailto:titleix@osu.edu)

### **Diversity Statement**

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. <http://www.studentaffairs.osu.edu/bias/>

## Class Schedule

| <u>Date</u> | <u>Topic &amp; Assigned Reading(s)</u>  |
|-------------|---|
| Week 1      | <p>Evidence-Based Practice in Audiology</p> <p><u>Readings:</u></p> <ol style="list-style-type: none"><li>1. The Clinical Practice Guidelines Development Process. Developed by the American Academy of Audiology. <a href="https://www.audiology.org/practice-resources/practice-guidelines-and-standards/clinical-practice-guidelines-development-process/">https://www.audiology.org/practice-resources/practice-guidelines-and-standards/clinical-practice-guidelines-development-process/</a></li><li>2. Practice Guidelines and Standards. Developed by the American Academy of audiology. <a href="https://www.audiology.org/practice-resources/practice-guidelines-and-standards/">https://www.audiology.org/practice-resources/practice-guidelines-and-standards/</a></li><li>3. Hickson, L., Laplante-Lévesque, A., &amp; Wong, L. (2013). Evidence-based practice in audiology: rehabilitation options for adults with hearing impairment. <i>American Journal of Audiology</i>, 22:329-331.</li></ol> |
| Week 2      | <p>Research Methods in Audiology &amp; Hearing Science</p> <p><u>Readings:</u></p> <p>Understanding Research Designs and External Scientific Evidence.<br/><a href="https://www.asha.org/research/ebp/research-designs/">https://www.asha.org/research/ebp/research-designs/</a></p> <p>Case Studies in Audiology</p> <p><u>Readings:</u></p> <ol style="list-style-type: none"><li>1. Guidelines to Writing a Clinical Case Report (Heart Views, 2017)</li><li>2. Zapala, D.A., Shaughnessy, K., Buckingham, J., &amp; Hawkins, D.B. (2008). The importance of audiologic red flags in patient management decisions. <i>JAAA</i>, 19, 564-570.</li><li>3. Roup, C.M., Ross, C., Whitelaw, G. (2020). Hearing difficulties as a result of traumatic brain injury. <i>JAAA</i>, 31, 137-146.</li></ol> <p>Descriptive Statistics</p> <ul style="list-style-type: none"><li>● Distribution, measures of central tendency, and measures of variability</li></ul>   |
| Week 3      | <p>Inferential Statistics: Comparing Means</p> <ul style="list-style-type: none"><li>● T-tests</li><li>● ANOVA / ANCOVA</li><li>● Chi Square</li></ul>  |
| Week 4      | <p>Statistics: Comparing Relationships</p> <ul style="list-style-type: none"><li>● Correlation and Regression</li></ul>   |
| Week 5      | <p>Student Case Study Presentations &amp; Discussion</p> <p>Readings: TBD (see Carmen)</p>  |
| Week 6      | <p>Student Case Study Presentations &amp; Discussion</p> <p>Readings: TBD (see Carmen)</p>  |
| Week 7      | <p>Student Case Study Presentations &amp; Discussion</p> <p>Readings: TBD (see Carmen)</p>  |



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- Week 8      Student Case Study Presentations & Discussion  
Readings: TBD (see Carmen)
- Week 9      Student Poster Presentations for Case Study #1
- Week 10     Student Case Study Presentations & Discussion  
Readings: TBD (see Carmen)
- Week 11     Student Case Study Presentations & Discussion  
Readings: TBD (see Carmen)
- Week 12     Student Case Study Presentations & Discussion  
Readings: TBD (see Carmen)
- Week 13     Student Case Study Presentations & Discussion  
Readings: TBD (see Carmen)
- Week 14     Student Poster Presentations for Case Study #2



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# Curriculum Proposal Checklist

**Title of Program:**

**Effective term:**

**College:**

**New/Establish:**

**Secondary Major Eligible:**

**Academic Unit:**

**Revise:**

**50% Revision:**

**Mark Up:**

**Program Contact:**

**Terminate:**

**Suspend:**

**Certificate Category\*:**

**Degree/Credential:**

**Program of Study :**

**Title:**

**Code:**

**Program Focus\*:**

**Credit hours to degree/credential:**

**Is this a change to the current total?**

**Yes No**

**Program offered only online?**

**Yes No**

**If yes, is there a signed MOU with ODEE?**

**Yes No**

**Campus(es) where offered:**

**Columbus**

**ATI**

**Lima**

**Mansfield**

**Marion**

**Newark**

**Rationale:**

**Student Curriculum Sheet Required:**

**Four Year (or appropriate) Plan:**

**Academic Unit Curriculum Committee approval date:**

**College Curriculum Committee approval date:**

**Graduate School Council approval date\*:**

**Regional Campus approval date\*:**

**Council on Academic Affairs approval date:**

**University Senate approval date\*:**

**Board of Trustees approval date\*:**

**ODHE approval date\*:**

\* If applicable