

# FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Biology Date September 12, 2020

Course No. or Level 216 Title Ichthyology

Semester hours 4 Clock hours: Lecture 3 Laboratory 3

Prerequisites Biol 105/115 or 107 and 106 or 108 or permission of department

Enrollment expectation 12

Indicate any course for which this course is a (an)

modification None  
(proposed change in course title, course description, course content or method of instruction)

substitute None  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate None  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Jason Doll

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature Peter King

Date of Implementation \_\_\_\_\_

Date of School/Department approval \_\_\_\_\_

**Catalog description:** The study of fish with emphasis on identification, classification, evolution, anatomy and physiology, and ecology. Emphasizes will be on South Carolina species but other important species will be included.

Purpose: 1. **For Whom (generally?)** Biology Majors

2. **What should the course do for the student?**

**Upon successful completion of this course, students should be able to:**

1. Communicate science effectively
2. Read, understand, and critique literature
3. Develop testable hypotheses

4. Demonstrate lab and field skills
5. Demonstrate broad familiarity with fishes from freshwater environments
6. Demonstrate ability to identify unknown fish species by structure and systematic placement
7. Recognize basic anatomy and know the reasons for different structures (evolutionary relationships and specific adaptations)

**Teaching method planned:** Three hours of lecture and three hours of lab each week. Lectures will be a combination of PowerPoint and classroom activities. Classroom activities will include discussion about fish form and function, fish anatomy and physiology, and fish ecology. Labs will consist of hands-on fish dissections, fish identification, and fish sampling at the Freshwater Ecology Center.

**Textbook and/or materials planned (including electronic/multimedia):**

- Helfman, G., B.B. Collette, D.E. Facey, and B.W. Bowen. 2009. The Diversity of Fishes: Biology, Evolution, and Ecology, 2<sup>nd</sup> edition, Wiley,
- Rohde, F.C., R.G. Arndt, J.W. Foltz, and J.M. Quattro. 2009. The Freshwater Fishes of South Carolina. University of South Carolina Press, Columbia, SC.

**Course Content:** (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement.  
Include a syllabus for the course.)

Please see attached syllabi

**MODIFY** on page 63 of the current catalog to include this course as an option for student's organismal class in the Biology major.

**FROM:**

3. One course in organismal biology (either 201, 202, 206, 207, 208, 209, 303, 307, 311, 312, 313, 315, or 320

**TO:**

3. One course in organismal biology (either 201, 202, 206, 207, 208, 209, 216, 303, 307, 311, 312, 313, 315, or 320

**MODIFY** on page 64 of the current catalog to include this course as an option for student's animal class in the Environmental Science Option in Biology.

**FROM:**

Organismal (Animal): one course from  
Biology 201, 202, 204, 209, 312, 315.....4

**TO:**

Organismal (Animal): one course from  
Biology 201, 202, 204, 209, 216, 312, 315.....4

**ADD** on page 65 of the current catalog the new course

**216 Ichthyology (4)** (Prerequisite: 105/115 or 107 and 106 or 108 or higher or permission of department) AS. The study of fish with emphasis on identification, classification, evolution, anatomy and physiology, and ecology. Emphasizes will be on South Carolina species but other important species will be included.

**Rationale:** This proposal outlines a plan for the formation of a new biology course at Francis Marion University – *Ichthyology*. This course will expand organismal course offerings for biology students and enhance available course offerings to compliment the Freshwater Ecology Center. Ichthyology will also compliment fisheries science and management. Fisheries science and management emphasizes fish population dynamics, habitat requirements, and human dimensions; ichthyology will teach students the physiological, ecological, and behavior adaptations of fishes to life in water as well as evolutionary relationships among this very diverse group. This course will also expand the offerings in the biology department so that students could become eligible for professional certification through the American Fisheries Society.

No additional faculty are needed for this course.

Equipment needs to support this course are either currently available or will be addressed in the development of the Freshwater Ecology Center.

**When completed, forward to the Office of the Provost.**

Ichthyology - Biology 216

Lecture Room:

Lab Room:

**Instructor:** Dr. Jason Doll

**Office:** MSB 301C

**Phone :** 843-661-1481

**Email:** jason.doll@fmarion.edu

**Office Hours**

T/TH 10:00am-11:00am

\* and by appointment

I have an open door policy. Please do not hesitate to come to my office anytime. Usually I am available in my office when not in class. Or, I would be happy to set up an appointment that is suitable for you.

**Course Description:** The study of fish with emphasis on identification, classification, evolution, anatomy and physiology, and ecology. Emphasizes will be on South Carolina species but other important species will be included.

**Course Objectives:** When you complete this course, you should be able to:

1. Identify ~100 common South Carolina fish species by sight and know scientific and common name.
2. Use a dichotomous key to identify unknown fish species.
3. Have working knowledge of fish classification, systematics, speciation and evolution.
4. Identify internal and external structures of fish
5. Have working knowledge of basic fish physiology, including: respiration, circulation, osmoregulation, sensory perception, reproduction, growth.
6. Identify the relationship between fish form and function.
7. Evaluate biotic and abiotic influences on fish (fish ecology).
8. Discuss the importance of fishes to global biodiversity
9. Effectively communicate science using both written and oral methods.

**Student Learning Outcomes (SLO)**

**Upon successful completion of this course, students should be able to:**

8. Communicate science effectively
9. Read, understand, and critique scientific literature
10. Develop testable hypotheses
11. Demonstrate lab and field skills
12. Demonstrate broad familiarity with fishes from freshwater environments
13. Demonstrate ability to identify unknown fish species by structure and systematic placement
14. Recognize basic anatomy and know the reasons for different structures (evolutionary relationships and specific adaptations)

**Means of Assessment**

***These outcomes will be indicated by successful:***

1. Students will complete an independent research project to include a final report and presentation. (SLO 1-3)
2. Students will conduct field survey of fish during labs and for independent research project (SLO 4-6)
3. Students will be tested over anatomy of fish (SLO 7)
4. Students will write a review of one species of fish to demonstrate knowledge of fish adaptations, conservation, and management (SLO 5 and 7)



**Disability Services:** I am happy to make accommodations for students with special needs; however, you first must provide proper documentation from the Office of Counseling and Testing. You must also notify me of your needs one week prior to an assignment/quiz/test/etc. to allow time to arrange for the appropriate accommodations

**Required Textbooks:**

- Helfman, G., B.B. Collette, D.E. Facey, and B.W. Bowen. 2009. The Diversity of Fishes: Biology, Evolution, and Ecology, 2<sup>nd</sup> edition, Wiley,
- Rohde, F.C., R.G. Arndt, J.W. Foltz, and J.M. Quattro. 2009. The Freshwater Fishes of South Carolina. University of South Carolina Press, Columbia, SC.

**Course Grade:**

Your course grade will be based on the following:

Assignments	150 points
Lecture exams 5 @ 100 points	500 points
Lab test 3 @ 50 points	150 points
Final research report	100 points
Final group project presentation	100 points

**Total** **700 points**

Grades will be assigned according to the following scale:

4 = 90 - 100%	3+ = 87 - 89%	3 = 80 - 86%
2+ = 77 - 79%	2 = 70 - 76%	1+ = 67 - 69%
1 = 60 - 66%	NC = below 60%	

Grades will be posted on the course Blackboard site

**Exams:**

The five lecture exams will each be worth 100 points. The information included in each will come primarily from the lecture. However, some questions may come from the assigned reading that is not covered elsewhere. The final exam will be comprehensive. The three lab exams will each be worth 50 points. The first lab exam will be fish anatomy. The remaining two lab exams will be fish identification.

**Assignments and Assigned Readings:**

You are expected to read the appropriate chapters in the text and assigned journal articles prior to the lecture. Most of the assignments will require you to read the book prior to class time. Assignments will include critique of journal articles, critical thinking exercises, and a report on your favorite fish observed during the aquarium field trip (see field trips below). This report will detail the fish's adaptation to this environment and its conservation or management importance.

**Attendance:**

Attendance is required and you will be responsible for all material presented during lecture and lab sessions. The only effective way to learn the material is to attend all lecture and laboratory sessions. Failure to do so could seriously affect your grade. In-class assignments may not be made up. If, for some reason you can't attend an exam, please, contact me prior to the exam. Be prepared to document your absence.

**Classroom behavior:**

No cell phones unless you are told by your instructor

Do not pack before the class officially ends (I will let you know)

Emails:

- Include a subject and class number (e.g. Homework 10 in BIO216) in the “subject” line and any attached document.
- Start your email with Dr./Professor/Greeting and follow it with a courteous and polite text.  
YES: Hello Dr. Doll / Good morning / Professor Doll  
NO: What’s up / Hey / “blank space”
- When you reply, include previous exchanges in the email reply.
- I will do my best to reply emails quickly but be *reasonable*.

**Policy for Cheating and Plagiarism:**

Students are encouraged to work together (NOT simply copying work) on regular homework assignments. Collaborative learning can be a great help for students who have trouble learning difficult concepts. However, exercises that appear too similar will be deemed plagiarism and all students involved will receive a ZERO grade for that exercise and a formal letter detailing your academic dishonesty will be filed for potential further action. If you are caught cheating on an examination you will receive zero points for that exam and a formal notification will be filed.

**Field Trips:**

During the semester we will be collecting fish from Goodson Pond (FMU Freshwater Ecology Center), the Great Pee Dee River and other nearby streams during the lab period. Wear appropriate clothing (stuff that can get wet!!!). Two full day field trips are planned that will require travel. The first will be to the South Carolina aquarium and the second will be a field collection trip to either a large reservoir in southern South Carolina, a stream in western South Carolina, or a coastal South Carolina field trip.

**Animal Collection Ethics:**

The use and handling of fish or other animals for research and teaching necessitates the utmost respect for the animal and the researcher. We will follow standard animal care and use protocols during this course and practice good protocol outlined for the safe and ethical use of fishes in research and teaching as outlined by the American Fisheries Society, American Society of Ichthyologists and Herpetologists, and the Animal Care and Use Committee.

**Research Paper Information:**

As practicing scientists we are constantly generating and testing hypotheses. This assignment is your opportunity to describe and follow the process through! Come up with a question that you can effectively test using class data from the lab collections you made or from collections made outside of class (with me). Write a scientific paper (~5-10 pages double spaced) including an abstract, introduction, methods, results, conclusion, and literature cited section that can take a reader through your hypothesis, data collection, statistical tests, and conclusions. Study topics can include questions like: 1) Does species richness vary by collection site based on some habitat feature?, 2) Are more Spottail Shiners found in specific tributaries?, or 3) Do I catch more species with more seine hauls (e.g., species accumulation curve) – is this simple pattern infinite? This will effectively constitute one lab report for all of the collections and help you to think critically about the fish collections that you made! You must form your group and decide on a topic by the end of the 2nd week. You must present an outline to me by the end of the 3rd week. I will serve as an advisor to each group but remember that

this is YOUR TOPIC and YOUR STAGE – so take time in what you are researching and convey your excitement and knowledge on the subject matter to the scientific community!

### Group Research Projects/Presentation Information:

The last week of the semester you will be presenting your research project to the class as a group. The purpose of this is so you can relate your findings of your research project to interested scientists. Each group will present a 15 minute platform presentation to an open audience during lecture.

### Lecture, Lab and Test Schedule

Ichthyology

Biology 216

Week	Lecture Topic	Chapters	Lab
1	Introduction to fishes	1	Meristics and Animal Ethics (IACUC)
2	Form and Function	2	Identification of fish species
3	Form and Function	2	Field trip ( <i>location TBD</i> )
4	Respiration	3	Fish dissection
5	Exam 1		Field trip ( <i>location TBD</i> )
	Blood and Circulation	4	
6	Buoyancy and Thermal Regulation	5	First lab test, fish dissection
			Identification of fish species
7	Feeding, Nutrition, Digestion, and Growth	7	Field trip ( <i>location TBD</i> )
8	Growth	8	Identification of fish species
			Second lab test ~50 species
9	Growth	8	Field trip ( <i>location TBD</i> )
	Exam 2		
10	Reproduction	9	Identification of fish species
11	Sensory Perception	10	Field trip ( <i>location TBD</i> )
12	Behavior	11	Identification of fish species
13	Exam 3		Field trip ( <i>location TBD</i> )
	Ecology	27, 28, 29	
14	Ecology	27, 28, 29	Identification of fish species
15	Conservation	37	Third lab test ~50 species
16	Exam 4		
	Group presentations		
Final Exam: TBD			

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

**Department/School:** School of Health Sciences Healthcare Administration Program

**Date:** 10/1/2020

**Course No. or Level:** IPHC 380 **Title:** Introduction to Public Health

**Semester hours:** 3 **Clock hours:** Lecture: 3 Laboratory: 0

**Prerequisites:** None

**Enrollment expectation:** 35

**Indicate any course for which this course is a (an)**

modification \_\_\_\_\_

(proposed change in course title, course description, course content or method of instruction)

Substitute X (Replacing Sociology 375)

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_

(The proposed new course can be taken as an alternate to an existing course.)

**Name of person preparing course description:** Dr. Sarah H. Kershner

**Department Chairperson's/Dean's Signature** \_\_\_\_\_ *Karen K. Dittling*

**Provost's Signature** \_\_\_\_\_ *Peter King*

**Date of Implementation** Fall 2021

**Date of School/Department approval** September 30, 2020

**Catalog description:** This course is designed to introduce the basic theories, applications, current statistics and definitions of public health, including integrating public health with other health professions. It will provide a history of public health, current events and an overview of how historical events and threats to public health have informed the evolution of public health. Students will compare public health in the United States to other countries to realize the global nature of the discipline. Students will learn how public health researchers and practitioners work to prevent disease and promote global health through scientific research, policy development, and health education. This course will also provide an introduction to biostatistics, epidemiology and using Excel to interpret data trends.

- Purpose:**
1. **For Whom (generally?)** Healthcare administration students
  2. **What should the course do for the student?** This course will meet the needs of the growing Healthcare Administration department and fulfill a need for an introductory public health course to prepare alumni for employment in traditional public health sites such as a hospital, community health organization or federally qualified health center.

This course will include concepts such as public health theory, introduction to biostatistics, epidemiology and current health trends.

**Teaching method planned:** Teaching strategies will consist of instructor videos, PowerPoint presentations shared on Blackboard, audio-visual aids, discussions, group work, presentations, written assignments, video projects and online tests.

**Textbook and/or materials planned (including electronic/multimedia):**

American Psychological Association. (2020). *Manual of the American Psychological Association* (7th ed.).

American Psychological Association. <https://doi.org/10.1037/0000165-000>. ISBN-13: 978-1433832161.

Schneider, M.J. (2020). *Introduction to Public Health* (6<sup>th</sup> ed.). Jones and Bartlett Learning. ISBN-13: 978-1284197594.

**Course Content:** (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

- Public health: science, politics and prevention
- Epidemiology: the basic science of public health
- Epidemiologic principals and methods
- Problems and limits of epidemiology
- Statistics: making sense of uncertainty
- The role of data in public health
- The conquest of infectious diseases
- The resurgence of infectious diseases
- The biomedical bases of chronic diseases
- Genetic diseases and other inborn errors
- How psychosocial factors affect health behavior
- Public health enemy number one: tobacco
- Public health enemy number two: poor diet and physical activity
- Injuries are not accidents
- Maternal and child health as a social problem
- Maternal health: public health includes healthy minds
- A clean environment: the basis of public health
- Safe food and drugs: an ongoing regulatory battle
- Population: the ultimate environmental health issue
- Health services research: finding what works
- Public health and the aging population
- Emergency preparedness
- Public health in the 21 century: achievements and challenges

*See attached syllabus for course outline.*

**When completed, forward to the Office of the Provost.**





**School of Health Sciences  
Healthcare Administration (HCA)**

**Course Title:** Introduction to Public Health  
**Course Number:** IPHC 380  
**Credit Hours:** 3  
**Semester and Year:** Fall and Spring  
**Prerequisites:** None  
**Faculty:** Dr. Sarah Kershner  
**Office Number:** LNB 128  
**Office Phone:** 843-661-1694  
**E-mail:** skershner@fmarion.edu  
**Office Hours:** Tuesdays and Thursdays; 9:00-11:00am

**Catalog description:** This course is designed to introduce the basic theories, applications, current statistics and definitions of public health, including integrating public health with other health professions. It will provide a history of public health, current events and an overview of how historical events and threats to public health have informed the evolution of public health. Students will compare public health in the United States to other countries to realize the global nature of the discipline. Students will learn how public health researchers and practitioners work to prevent disease and promote global health through scientific research, policy development, and health education. This course will also provide an introduction to biostatistics, epidemiology and using Excel to interpret data trends.

**Program Outcomes:**

**The Bachelors of Science in Healthcare Administration prepares the graduate to:**

1. Utilize the liberal education courses as the cornerstone for study and practice as a healthcare professionals and leaders.
2. Incorporate the knowledge and skills in leadership, quality improvement, and patient safety in the provision of high quality healthcare.
3. Provide safe and effective care to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice.
4. Incorporate information management, patient care technologies, and communication devices in providing safe and effective patient care.
5. Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional practice.

6. Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal and written communication skills to practice individual accountability, patient advocacy, conflict resolution principles, and teambuilding strategies.
7. Integrate knowledge and skill derived from the physical sciences, bio-psycho-social sciences, and humanities in the provision to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
8. Demonstrate and utilize principles of legal ethical core values of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity, and social justice in the delivery of patient care.
9. Utilize the roles of provider of care, manager/coordinator of care, and member of the profession in developing and providing safe and effective care to all patients across the lifespan with diverse multicultural needs, including; but is not limited to cultural, spiritual, ethnic, gender, and sexual orientation to diversity.

**Course Outcomes: At the completion of this course, the student will be able to:**

1. Outline the various components of the public health system.
2. Describe interrelationships among different components of the public health system.
3. Identify eras in the historical development of public health and ways that public health affects everyone's daily life.
4. Explain the basic principles of epidemiology, including rates, risk factors, disease determinants, causation, and public health surveillance.
5. Apply measures of population health and illness, including risk factors, to community health improvement initiatives.
6. Outline the role of law and government in promoting and protecting the health of the public and identifying specific functions and roles of governmental public health agencies in assuring population health.
7. Identify criteria for evaluating health systems, including matters of access, quality, and cost.
8. Describe the impact of the environment and describe how communicable diseases, including animal and food-borne diseases, impact health.
9. Explain how various occupations, professions, and careers contribute to carrying out public health's core functions and essential services.

**Course Access and Navigation:** This course was developed using Blackboard (Bb). To access the course, go to <https://blackboard@fmarion.edu>. Click on the Login button and use your username and password. If you do not have a password, follow the prompt to create them. If you have problems at any time with logging in, or with the Bb system, contact Technical Support at Francis Marion University at 843-661-1111 for help.

**Teaching Strategies:** Teaching strategies will consist of powerpoint presentations, readings, audio-visual aids, discussions, video lectures, presentations, discussion boards, and written assignments.

**Textbook(s):**

American Psychological Association. (2020). *Manual of the American Psychological Association*. (7th ed.). American Psychological Association.

<https://doi.org/10.1037/0000165-000>. ISBN-13: 978-1433832161.

Schneider, M.J. (2020). *Introduction to Public Health* (6<sup>th</sup> ed.). Jones and Bartlett Learning.  
ISBN-13: 978-1284197594.

**Methods of Evaluation:** In order to progress in the *Bachelor of Science in Healthcare Administration program*, the student must receive a grade of “D” (1.0 on a 4.0 scale) to receive credit for the course.

**Course Evaluation Methods:**

Assignment	Percent of Final Grade
Syllabus Quiz	5%
Quizzes (6)	30%
Zoom Discussion Group	10%
Excel assignment	10%
Article Response PPT	20%
Research Paper	25%

**Grading Scale:**

Alphabetic	Raw Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
D+	76-79
D	73-75
F	72 or below

**NOTE:** Only FINAL course grades will be rounded, final course grades of 0.50 or greater will be rounded up to the next whole numeric value. To receive credit for the course, students must earn a final grade of 72.5, rounded to a 73. Individual assignment scores will not be rounded and will be entered in Blackboard to the nearest hundredth of a percent.

**Assignment Explanations:** The student will find detailed descriptions and explanations for all assignments within Bb.

**Online Attendance Policy:** To be considered present for a week/module, students must log on at least one time and make some meaningful contribution to classmates' learning during the week/module. A student who does not sign in and/or does not provide any meaningful input will be considered absent and may be at risk for failing the course.

A faculty member may withdraw a student from his/her course for a violation of the stated attendance policy at any time during a semester. Prior to the completion of 33 % of a course, a faculty member may withdraw a student from a course for a violation of the stated attendance policy and the grade recorded will be "W". After the completion of 33 % of a course, a faculty member may still withdraw a student from a course for violation of the stated attendance policy but the grade recorded will be "F" or "W" based on the academic average at the time of withdrawal. When a faculty member withdraws a student from a course, the withdrawal is not complete until the faculty member fills out an Automatic Dropping of Student's Form, obtains the signature of the Dean of the School of Health Sciences, and delivers the form to the Registrar's Office.

**Zoom Discussion Groups Participation:** The student will be evaluated on the quality of contributions, insights, and contributions to the virtual discussion group. Virtual discussion groups will be scheduled for groups of 10 students at a time so students can choose one of the four time slots offered for each discussion group. Each discussion group will last approximately 30 mins. Students will be expected to actively participate one virtual discussion group with the course faculty and peers, and follow the below guidelines:

- Students must sign-on to the Zoom discussion group at the time they signed up for (using WiKi table in Bb);
- Students must have a webcam or phone camera to virtually participate in the session;
- Appropriate dress is required (no pajamas or revealing clothing);
- Make appropriate eye contact during conversation;
- Be sure you have a quiet environment to participate in session - no kids or friends in background, no pets in background and no music in background, etc.;
- Sign-in on time and stay duration of the session;
- Verbally introduce yourself during session;
- Do not use the phone or engage in other activities during session;
- Actively engage in conversation as appropriate;
- Do not interrupt other students or faculty.

**Communication Policy for Blackboard:** Online classes require a special set of guidelines to enable equal participation for all students, and to assure privacy, respect, and accountability are maintained. The intent of discussion boards are to replace the sharing that would occur between students in the classroom, to allow faculty to identify student learning and correct misconceptions, and to share in the educational process as professionals. To help the student become accustomed to working in an on-line classroom, the following guidelines are listed:

- Students are expected to check their email daily and discussion board at least every two days for student posts and faculty updates.
- Professional respect requires students to respond to discussion board questions directed to them specifically by their peers. Students are expected to use a positive and respectful tone in online communication.
- Some courses will require the students to work in groups. A designated group discussion site will be made available for these discussions. It is highly encouraged that the students use the Bb group discussion site for their team communications.

- Students should not dominate the discussion. If a student has something to address that is off-topic, email the person directly. General questions can be posted in the Faculty Forum section of the discussion board.
- Abusive comments will not be tolerated. The student may lose points or this may be grounds for being asked to leave the course. If the student is dealing with a sensitive or controversial topic, take time to reflect and write the response in WORD first before posting so there is no regret later.
- Typing in WORD before posting will help the student eliminate spelling and grammatical errors. Using all caps to highlight a point is generally considered “shouting” online.
- Reference all information used in a post that is not the student’s own knowledge.
- Although information shared online cannot be assumed to be private, please respect the examples and information shared by others.
- Each course faculty will monitor and respond to discussion board posts as appropriate. However, the discussion board itself is intended to be student-directed.

**Definition of Unprofessional Behavior:** Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

**Disciplinary Action for Unprofessional Behavior:** Unprofessional or disruptive behavior demonstrated by a School of Health Sciences student towards another student, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The



complainant should document the attempted resolution and forward to his/her course coordinator. Student violations will warrant a warning for unprofessional behavior.

2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Director of Healthcare Administration and use the procedures as referred to in the *University Catalog and Student Handbook*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Chair for the School of Health Sciences and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

***\*All warnings (regardless of the reason received) are cumulative throughout the program.***

### **Written Paper Requirements:**

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling. Proficiency in English grammar is an expectation.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and follow APA guidelines.
- All written assignments must be submitted in Bb unless instructed otherwise.
- If an assignment is submitted (paper, presentation, case study, etc.) that has already been submitted in this class previously or another class, this behavior is considered **self-plagiarism** and could result in an automatic ZERO. Additionally, if information is copied and pasted from another source without direct quotes and appropriate reference(s) and/or information is paraphrased without an in-text citation, this is also considered **plagiarism**. This is a serious academic infraction and could result in a zero for the assignment and reported to the Provost according to the Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*.

**Grading Rubrics:** Grading rubrics are used to provide appropriate assignment feedback to the online student, and to maintain consistency in assigning grades. Grading rubrics for each individual assignment can be found on Bb.

**Work Turned in Late:** Any assignments that are due in the assigned week will be considered on time if submitted by midnight of the assigned due date. **Failure to submit an assignment by the designated due date will result in a 10 point deduction for each day the work is not submitted.** If the need for an extension arises, permission from faculty must be obtained PRIOR to the due date in order to avoid any point deduction. If not submitted on the new due date, 10 points will be deducted each day the assignment is not submitted.

**Feedback on submitted assignments:** The course faculty will return assignments with feedback and assigned earned grade within one week (7 days) of assignment submission. There may be some cases where faculty need additional time to review and assign grades for larger assignments such as research papers and powerpoint presentations but this will be communicated with the students when necessary.

**Disclaimer:** Faculty members have the prerogative to schedule extra learning activities, change course content and quizzes/test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner; verbally in class and/or on the announcement page of Blackboard and/or by email.

### **ACADEMIC INFORMATION**

**Americans with Disabilities Act (ADA):** If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook, current edition*).

Accommodations will be made with proper documentation from the University Counseling and Testing Center. The student must provide documentation to all course instructors of classes in which the student would like to use the accommodations. If at any time during the semester the student's accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

**Student Responsibilities:** Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog and the University Student Handbook*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

**Grievance Procedure:** The program adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*.

**Academic Dishonesty:** See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

If an assignment is submitted (paper, presentation, case study, etc.) that has already been submitted in this class previously or another class, this behavior is considered **self-plagiarism** and could result in an automatic ZERO. Additionally, if information is copied and pasted from another source without direct quotes and appropriate reference(s) and/or information is paraphrased without an in-text citation, this is also considered **plagiarism**. This is a serious academic infraction and could result in a zero for the assignment and reported to the Provost according to the Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*.

**Email:** Electronic mail is an essential component of communication between the Faculty, administration, and students; therefore, all students are required to have an active email account. Email responses to faculty are expected within 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.”

**Phone Usage and Messaging:** Students are only to call faculty or text faculty in an emergency situation. Faculty will not use verbal phone conversations or texting to discuss any issues with students.

**Social Networking Policy:** Students are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and /or pictures about the program, faculty, other students, internship experiences, and patient information, in any format, are not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

**FMU Non-Discrimination Policy:** Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights ([www.ed.gov/ocr](http://www.ed.gov/ocr)). Specific questions may be referred to the University’s Title IX Coordinator ([titleixcoordinator@fmarion.edu](mailto:titleixcoordinator@fmarion.edu)).

**Computer Use:** Every healthcare student is required to have his or her own laptop or portable computer. The minimum configuration should include:

- Updated versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- Other hardware specifications consistent with the Internet provider.

**Computer Access on Campus:** FMU’s Academic Computer Center and the Computer/ Student Lounge in the LNB are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper. The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

**Acceptable Uses of the Internet:** Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website ([www.fmarion.edu](http://www.fmarion.edu)).

**Printing:** Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

**ADDITIONAL FRANCIS MARION UNIVERSITY RESOURCES**

Sidney Coker, Nursing Administrative Assistant	(843) 661-1690
Rogers Library	(843) 661-1310
Counseling and Testing Center	(843) 662-8263
Technical Support	(843) 661-1111
Writing Center	(843) 661-1654

**Course Content Outline:**

Week	Topic	Readings	Assignments Due
Week 1:	Overview of the course - assignments, due dates & expectations		Syllabus Quiz
Week 2:	Part I: What is public health? 1. Public health: science, politics and prevention 2. Why is public health controversial? 3. Powers and responsibilities of the government	Chapters 1, 2 & 3	Quiz #1 (Chapters 1, 2 & 3)
Week 3:	Part II: Analytical Methods of Public Health 4. Epidemiology: the basic science of public health 5. Epidemiologic principals and methods	Chapters 4 & 5	
Week 4:	Continued Part II: Analytical Methods of Public Health 6. Problems and limits of epidemiology	Chapter 6	Quiz #2 (Chapters 4, 5 & 6)
Week 5:	Continued Part II: Analytical Methods of Public Health 7. Statistics: making sense of uncertainty 8. The role of data in public health	Chapters 7 & 8	Quiz #3 (Chapters 7 & 8)
Week 6:	Part III: Biomedical Basis of Public Health 9. The conquest of infectious diseases 10. The resurgence of infectious diseases	Chapters 9 & 10	Excel Assignment
Week 7:	Continued Part III: Biomedical Basis of Public Health 11. The biomedical bases of chronic diseases 12. Genetic diseases and other inborn errors	Chapters 11 & 12	Quiz #4 (Chapters 11 & 12)
Week 8:	Part IV: Social and Behavioral Factors in Health 13. Do people choose their own health? 14. How psychosocial factors affect health behavior	Chapters 13 & 14	Zoom Discussion Group
Week 9:	Continued Part IV: Social and Behavioral Factors in Health 15. Public health enemy number one: tobacco 16. Public health enemy number two: poor diet and physical activity	Chapters 15 & 16	Quiz #5 (Chapters 13, 14, 15 & 16)
Week 10:	Continued Part IV: Social and Behavioral Factors in Health 17. Injuries are not accidents 18. Maternal and child health as a social problem 19. Maternal health: public health includes healthy minds	Chapters 17, 18, & 19	
Week 11:	Part V: Environmental Issues in Public Health 20. A clean environment: the basis of public health 21. Clean air: is it safe to breathe? 22. Clean water: a limited resource	Chapters 20, 21, & 22	Article Response PPT
Week 12:	Continued Part V: Environmental Issues in Public Health 23. Solid and hazardous wastes: what to do with garbage? 24. Safe food and drugs: an ongoing regulatory battle 25. Population: the ultimate environmental health issue	Chapters 23, 24 & 25	Quiz #6 (Chapters 20, 21, 22, 23, 24 & 25)
Week 13:	Part VI: Medical Care and Public Health 26. Is the medical care system a public health issue?	Chapters 26 & 27	

	27. Why the US medical system needs reform		
Week 14:	Continued Part VI: Medical Care and Public Health 28. Health services research: finding what works 29. Public health and the aging population	Chapters 28 & 29	<b>Research Paper</b>
Week 15:	Part VII: The Future of Public Health 30. Emergency preparedness 31. Public health in the 21 century: achievements and challenges	Chapters 30 & 31	



**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE OR MODIFICATION OF AN EXISTING COURSE**

X New Course           Modification

Department/School: Speech Language Pathology/School of Health Sciences    Date: 10/07/2020

Graduate or Undergraduate Course: Graduate

Course No. or Level: SLP 509- Title: Introduction to Audiology

Semester hours: 3    Clock hours:    Lecture: 3    Laboratory: N/A

Prerequisites: None

Enrollment expectation 25

Indicate any course for which this course is a (an)

modification \_\_\_\_\_  
(proposed change in course title, course description, course content or method of instruction)

Substitute SLP 509-- will replace SLP 508

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Dr. Michele L. Norman

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Spring 2021

Date of School/Department approval: 10/30/2020

- I. Catalog description: This course provides an overview of the structure and function of the auditory and vestibular systems, the physics and psychophysics of sound, audiometric evaluation and screening procedures, types and causes of hearing loss, and an overview of audiologic intervention tools.

- Purpose:
1. Graduate-level students in Speech-Language Pathology.
  2. This course is an introduction to the auditory and vestibular systems, how to evaluate them and an overview of audiologic intervention tools.

Teaching method planned: Multiple strategies incorporating direct instruction, collaborative learning groups, and interactive group discussion.

**Textbook and/or materials planned (including electronic/multimedia):**

Martin, F.N. & Clark, J.G. (2019). *Introduction to Audiology* (13<sup>th</sup> Ed.). Boston: Pearson Education, Inc. ISBN-13: 9780134694900

Course Content: This course will provide a brief overview of the profession of audiology and its relationship to speech-language pathology; vestibular structure, function, and assessment; audiologic intervention/aural (re)habilitation, including counseling, amplification, cochlear implants, and assistive devices; common disorders of the auditory system, including site of dysfunction and characteristics of the resulting hearing loss; auditory processing and auditory processing disorders, their basic assessment, interpretation of test results, and remediation strategies; risk factors for hearing loss and prevention opportunities within the scope of practice of SLP across the lifespan; hearing screening procedures across the lifespan;

**When completed, forward to the Office of the Provost.**

## X New Course      Modification

I. **Catalog description:** This course provides an introduction to the theory of the effects of hearing loss on perception, speech, language, and on psychosocial aspects. Evaluation and intervention techniques for speech reading, auditory training, amplification, counseling, and collaboration with other professionals are emphasized.

- Purpose:
1. Graduate-level students in Speech-Language Pathology.
  2. This course provides an introduction to the theory of the effects of hearing loss and techniques for evaluation, intervention, counseling, and collaboration with other professionals.

Teaching method planned: Multiple strategies incorporating direct instruction, collaborative learning groups, and interactive group discussion.

**Textbook and/or materials planned (including electronic/multimedia):**

**Required:** Tye Murray, Nancy. (2020). *Foundations of Aural Rehabilitation: Children, Adults, and Their Family Members* (5<sup>th</sup> Ed.). Plural Publishing. ISBN 978-1-63550-073-8

**Recommended:** Daniel, L.L. and Bharadwaj, S.V. (2021). *Video-Based Aural Rehabilitation Guide: Enhancing Listening and Spoken Language in Children and Adults*. Plural Publishing. ISBN 978-1-63550-112-4

Cole, E.B. and Flexer, C. (2020). *Children with Hearing Loss: Developing Listening and Talking-Birth to Six* (4<sup>th</sup> Ed.). Plural Publishing. ISBN 987-1-63350-154-4

Course Content: This course will provide a brief review of the profession of audiology and its relationship to speech-language pathology; vestibular structure, function, and assessment. The course will focus on audiologic intervention/aural (re)habilitation, including amplification, cochlear implants, assistive devices, acoustic environments, and hearing aid checks

**When completed, forward to the Office of the Provost.**





Francis Marion University  
School of Health Sciences  
Speech-Language Pathology Program

**COURSE NUMBER:** SLP 509

**COURSE TITLE:** Introduction to Audiology

**SEMESTER:** Spring 2021.

**LEVEL:** Graduate

**CREDITS:** 3.0

**INSTRUCTOR:** Mani Aguilar, Au.D., CCC-A, Audiologist

Email: [mani.aguilar@fmarion.edu](mailto:mani.aguilar@fmarion.edu)

Phone: (843-661-1847)

**COURSE DESCRIPTION:** This course provides an overview of the structure and function of the auditory and vestibular systems, the physics and psychophysics of sound, audiometric evaluation and screening procedures, types and causes of hearing loss, and an overview of audiologic intervention tools.

**COURSE PRE-REQUISITES:** None.

**COURSE OBJECTIVES:** After completing this course, students should be able to:

Course Objective	Learning Activities
1. Describe the profession of audiology and its relationship to speech-language pathology.	Module 1
2. Describe the main components of the structure and function of the peripheral and central auditory systems.	Module 2.1
3. Discuss the basic, physical and psychophysical attributes of sound and their relationship to speech intelligibility.	Modules 3.1, 3.2, and 4
4. Discuss the basic, audiologic subjective and objective assessments and their clinical applications across the lifespan.	Modules 2.2, and 5.1 through 10
5. Describe hearing screening procedures across the lifespan.	Modules 9, 10, and 11.2
6. Discuss risk factors for hearing loss and prevention opportunities within the scope of practice of SLP across the lifespan.	Module 11.1
7. Describe common disorders of the auditory system, including site of dysfunction and characteristics of the resulting hearing loss.	Modules 12 through 14



8. Define auditory processing and auditory processing disorders, their basic assessment, interpretation of test results, and remediation strategies.	Module 15
9. Describe an overview of audiologic intervention/aural (re)habilitation, including counseling, amplification, cochlear implants, and assistive devices.	Module 16
10. Describe a brief overview of vestibular structure, function, and assessment.	Module 17

**STUDENT LEARNING OUTCOMES (SLOs):** Upon successful completion of this course, students will be able to:

SLOs	Learning Activities
1. Create an “elevator pitch” of audiology as a profession and provide examples of the collaboration between audiologists and speech-language pathologists.	Module 1 Assignment 1
2. Describe the basic anatomy and physiology of the human auditory system.	Module 2.1
3. Given case studies, explain the objective and subjective test procedures used to assess hearing across the lifespan.	Modules 2.2. and 5.1 through 10
4. Given case studies, demonstrate how to interpret the results of a complete audiologic evaluation (demonstrating understanding of speech recognition ability, dynamic range, tympanometric findings, and the type/degree/configuration of peripheral hearing losses and their effect on speech intelligibility).	Modules 2.2 and 5.1 through 10
5. Considering risk factors associated with hearing loss, discuss primary, secondary, and tertiary prevention opportunities for individuals across the lifespan.	Module 11.1
6. Demonstrate how to conduct a pure-tone hearing screening.	Modules 10 and 11.2. Assignment 2
7. Given case studies, determine the site of dysfunction and discuss the possible associated hearing loss pathology(ies), signs-symptoms, and the degree/type/configuration of the hearing loss.	Modules 12 through 14
8. Recognize the signs of a possible auditory processing disorder, as well as the referral criteria for screening and evaluation of that disorder.	Module 15
9. List the parts of a digital hearing aid, a cochlear implants, and several assistive listening devices.	Module 16
10. Provide an overview of assessments available for individuals who have a vestibular disorder.	Module 17

All SLOs are designed to meet the required Knowledge Skills and Standards of the American Speech-Language-Hearing Association (2017; Revised 2020). This course addresses Standard 3.0-B (<http://caa.asha.org/wp-content/uploads/Accreditation-Standards-for-Graduate-Programs.pdf>).

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

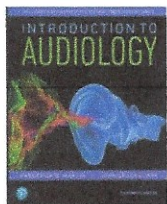
**Blackboard (Bb):** Bb will be the venue for this class. This course is fully online and is asynchronous, i.e., there are no regular class meeting times. All announcements, course documents, assignments, and class discussions will take place on Bb, <https://Bb.fmarion.edu>. If you are not familiar with the features in Bb, once you are logged into Bb and in the course Homepage, go to ‘Help,’ the last item on the left of the page. Please note that the date and time of every activity on Bb is logged by the system, e.g., each time you log in, each area of the course you visit, each assignment submission, and so forth.

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## COMPUTER/TECHNOLOGY REQUIREMENTS:

- Microsoft Office (specifically PowerPoint and Word)
- Reliable, high-speed internet service
- Students are responsible for purchasing or borrowing a reliable computer (with working speakers, webcam, and a microphone) that is suitable for working with online assignments. Class materials should be accessed well in advance of formative assessments. Students who wait until close to the deadline, make themselves vulnerable to unforeseen events such as forgotten assignments from other classes, loss or breakdown of equipment, shortage or unavailability of required resources, etc.

## REQUIRED eTEXTBOOK:



Martin, F.N. & Clark, J.G. (2019). *Introduction to Audiology* (13<sup>th</sup> Ed.). Boston: Pearson Education, Inc. ISBN-13: 9780134694900

You must purchase the “Enhanced Pearson eText -- Access Card Package” in order to have access to the “Supplemental Materials” that come with the eTextbook

<https://www.pearson.com/store/p/introduction-to-audiology/P100000849395/9780134694900>

**ADDITIONAL READINGS AND ASSIGNMENTS:** As described in this syllabus and as posted on Bb.

## UNIVERSITY and CLASS POLICIES:

- **Academic Integrity:**
  - All students at Francis Marion University are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):
    - Cheating (including copying other’s work)
    - Plagiarism (representing another person’s words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
    - Falsification of documents
    - Disclosure of test or other assignment content to another student
    - Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members involved
    - Unauthorized academic collaboration with others
    - Conspiracy to engage in academic misconduct
  - Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions
  - If a faculty member or departmental proctor determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of “XF” for the course, which will be on the student’s transcript with the notation “Failure due to academic misconduct.”
  - For more details, please see the University’s Honor Code on page 42 of the *2019-2020 Student Handbook* <https://www.fmarion.edu/catalogs/>. Note that repeated acts of academic misconduct will lead to expulsion from the University.

**The Academic Honor Pledge must be written out and signed or verbalized (if a video assignment) on all assignments:** “As a student at Francis Marion University, I pledge to obey the FMU Honor Code and civil/criminal laws. I pledge not to lie, cheat, or steal. I will encourage others to respect the Honor Code and will exhibit reasonable judgment in reporting students who violate it.” **Failure to include your name and/or Academic Honor Pledge will result in a 10% grade reduction.**

- **Services for Students Who Have Disabilities:**



- If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, they should contact the Office of Counseling and Testing (OCT) for information on appropriate policies and procedures
  - Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students may contact the OCT if they are not certain whether a medical condition/disability qualifies. Address: 121 S. Evander Drive, Florence, SC 29506. Phone: (843)661-1841
  - Individuals who have a hearing loss can contact the OCT using the South Carolina Relay Service. The Relay Service may be reached by dialing 711.
- **Attendance:** This course is bound by the University's Class Attendance Policy (please see page 49 of the *2019-2020 Student Handbook* <https://www.fmarion.edu/catalogs/>, which states: "If a student is absent more than twice the number of required class... sessions per week during regular semesters,...a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor." **For this course, missing more than a total of six, individual DB posts/assignments, will result in a grade of F or W, unless absences have been excused for cause by the instructor.**
- **Teaching/Learning Strategies:**
    - **Lectures:** Students will be given an overview of the content and its significance in the course and of its relationship to their existing knowledge. Each subsequent lecture will begin with a similar overview linking the particular content of the presentation to the general overview.
    - **Cooperative Learning:** Periodically, students will be required to work in pairs or small groups to complete assignments. Cooperative learning experiences promote higher achievement than their competitive or individualistic counterparts. Cooperative activities also tend to promote the development of higher-order levels of thinking, essential communication skills, improved motivation, positive self-esteem, social awareness, and tolerance for individual differences.
    - **Teaching for Understanding:** Throughout the semester the students will engage in a long-term, thinking-centered process as it relates to Aural Re(habilitation). There will also be occasions of assessment throughout the learning process from beginning to end. Sometimes the assessment may involve feedback from the instructor, sometimes from peers, sometimes from students' self-evaluation. On some occasions, the teacher may give criteria; on others, students will define their own criteria. The constant factor will be the frequent focus on criteria, feedback, and reflection throughout the learning process.
- **Remediation:**
    - As per the *Francis Marion University School of Health Sciences Master of Speech-Language Pathology (MSLP) Program Graduate Student Handbook*, page 57), "...any time a student achieves a grade of below 80% on any assignment, paper, quiz, exam, or project within a particular course or fails to demonstrate a competency required for an academic or clinical course, the student should initiate a meeting to discuss the situation with the course instructor." Also, as per the Handbook (page 58), "Failure to complete any remediation plan successfully or any pattern of concerns across courses may lead to the initiation of a formal review based on the SHSP Satisfactory Academic Progress Policy."
    - A remediation plan shall be developed and followed until the desired level of competency is achieved. Remedial suggestions may include case scenarios, additional readings, additional clinical assignments, and/or further academic courses.
    - Anytime a graduate student has questions, they are encouraged to contact the instructor
- **Questions Related to Course Content:** Please post any questions, the answers from which will benefit the entire class, in the "I need an answer quickly" DB on Bb. The instructor will try to respond within 48 hours on weekdays (Monday-Friday).
  - **Email Correspondence:** For questions other than those which are course-content related, please email the instructor. The instructor will try to respond to email questions within 48 hours on weekdays (Monday-Friday). Please note that all email correspondence from the instructor to the student will be sent to the student's University

email address. Therefore, please make sure your FMU email address is working and you are able to access it regularly or you have it forwarded to an account that is monitored regularly. Not having a valid FMU email account will not excuse missed information. Certain communications may be time sensitive. Students who fail to check their email on a regular basis are responsible for any resulting consequences.

**Responding to emails from the instructor:** Professional behavior includes responding to emails in a timely manner. **Students must respond to emails from the instructor within, at most, 48 hours. Failure to do so will result in a grade reduction of 15 points per instance.** Please be aware that Bb keeps a detailed log all activities, including when the instructor sends emails to students and that FMU's Information Technology Dept. is able to trace the sending and receipt of every email.

- **Feedback on Assignments:** The instructor will provide feedback on all assignments within approximately one week after the due date
- **Class Participation/ Student Responsibilities:**
  - Students must be willing to accept the responsibilities of being graduate students by reading the materials, exploring assigned web pages, taking the quizzes, completing learning activities, and participating appropriately in class
  - Each student is required to contribute to online class discussions by posting to the discussion threads
  - **DB posts are due on Saturdays and Tuesdays**
  - Some classwork and homework will be assigned from time to time for practice and monitoring attention and progress even if not counted directly in the final grade
  - Professional behavior is expected of all students, as outlined in the *Graduate Student Handbook*. "Behavioral and/or Social Fundamental Capabilities" include:
    - "Manag[ing] the use of time effectively to complete professional and technical tasks within realistic time constraints.
    - Accept[ing] appropriate suggestions and constructive criticism and respond by modification of behaviors." **Blaming others and blaming circumstances** does not meet the spirit of this bullet point or the one immediately above. Certainly, students may offer explanations for certain situations but the main point is to modify your behavior after receiving appropriate suggestions and constructive criticism from the instructor.
- **Policy on Late Assignments:**
  - It is critical that throughout the course you keep up with the readings/assignments/DB posts. In order to receive full credit, all assignments, quizzes, and DB posts are due by the date posted on the syllabus.
  - Work submitted late, without prior arrangement with the instructor, **will not be graded**
  - Sometimes special circumstances arise. If you anticipate that you will have to be late with an assignment, you **must contact the instructor before** the assignment due date to make alternative arrangements with the instructor and avoid late penalties
  - Partial credit for late assignments will be given only if you contacted the instructor in advance
  - At the discretion of the instructor, there may be 10% grade-reduction penalty for each day work is submitted late
  - Work handed in after the end of the course cannot be accepted unless prior arrangements have been made for a grade of "Incomplete." Please contact the instructor immediately if an emergency situation arises.
  - Please see pages 6-7 of this syllabus for further details on receiving credit for DB posts
- **Dealing with Technical Problems:** If you experience technical difficulties while trying to submit a DB post or assignment by the deadline, **you must:**
  - Contact the Help Desk for assistance
  - Email the instructor with an explanation of the difficulty and the date/time you contacted the Help Desk



- **Other University Resources available to students:** As first-year graduate students, you may find that you are very busy. There is a lot to do in graduate school. Time management can be an issue at this point in a student's career. If time management is a concern for you, I encourage you to seek assistance possibly on time management and possibly on stress management from the University's Office of Counseling and Testing, <https://www.fmarion.edu/counselingandtesting/>. This office also provides students with stress management strategies related to the current pandemic.

## **COURSE REQUIREMENTS:**

Information regarding each assignment (assignment description, grading rubrics, point values, etc.) can be found within each assignment on Bb.

- **Introduction Activities/Getting Started with the Course:**
  - Log into Bb
  - Enter the MSLP 508 course Bb site, which takes you to the course Home Page
  - On the left-hand side of the screen, go to "Content"
  - The first item in "Content" is the course syllabus: Review it carefully and make a note of all due dates
  - The second item in "Content" is "Start Here: Items for First Day of Class"
    - Complete your Self-introduction
    - Review the DB Expectations and Grading Rubric file
- **Learning Activities:** The learning activities to deliver course content and achieve course objectives include but are not limited to, the assigned readings (textbook, PowerPoint lectures, websites), discussion boards, quizzes, exams, case studies, virtual clinical observations, as well as hand-on experiences.
- **Course Learning Modules:** The course consists of 17 Learning Modules. There may be one or more Learning Modules assigned per week. The course materials are arranged by "Weeks". For the purposes of the Learning Modules, the "Week" begins on a Wednesday and ends on the following Tuesday. Learning Modules consist of some or all of the components below:
  - Learning outcomes
  - Textbook and/or other readings
  - Specific websites
  - Assignments
  - Study Guide(s)
  - Bb Discussion Board posts by the students (sometimes by the instructor).
  - Journal Entries: Student self-assessment of learning. This is recommended but optional and not graded. Only the author of the Journal and the instructor can access what you write in the Journal.
  - A quiz
  - **Guest Lectures:** There are a few virtual, guest lectures throughout the semester. **Attending the guest lectures is mandatory. The dates will be announced by the instructor. Failing to attend a guest lecture will result in an automatic grade reduction of 5% of the overall grade for the course.** As mentioned earlier, sometimes special circumstances arise. If you anticipate that you will be unable to attend a guest lecture, you **must contact the instructor before** the lecture to avoid the grade reduction.
- **Course Work Routine:** The following work routine should be adopted:
  - **Days 1, 2, and 3 (Wed, Thu, and Fri):** Study the PowerPoint presentation(s), then any other items posted under Course Documents for that week's Module(s), and finally, read the assigned portions of the textbook
  - No later than **Day 4 (Sat)** of each week – Complete your initial DB post
  - No later than **Day 7 (Tue)** – Complete at least one response to classmates' DB posts
  - **Day 7 (Tue)** - The quiz for the week (if one is posted) will be completed on campus, Carter Center, Room 329 (please see next page for more details on quizzes)
  - Make a note of due dates for assignments as there are penalties for late submissions

- **Discussion Board Participation (108 points total):** The purpose of the DBs is to provide opportunities for you to apply the concepts presented in an interactive discussion. Think of the DBs as classroom activities in which you would participate in a face-to-face class. Ideally, each student completes the readings and study guides between Wednesday and Saturday of each Course Week. Each student must complete an initial post to the topic(s) by Saturday of each week. We then spend a few days responding to DB posts. Credit for DB participation is earned by completing the required posts during the appropriate course week. Grade reductions are applied for late posts. Also, please note: **For each Course Week, posts submitted after Tuesday will not earn any credit at all**
  - Due on Saturdays: An initial, thoughtful response to a topic related to each week's Learning Module(s)
  - Due on Tuesdays: At least one follow-up post to responses posted by classmates
  - **Students are expected to read all the posts from their peers in order to gain full understanding of class material**
  - **For each Course Week, posts submitted after Tuesday will not earn any credit at all for that/those posts**
  - On weeks when the instructor posts Answer Keys, **Weeks 4, 6, 11 and 12:**
    - **Answer Keys will be posted by 2:00 PM on Sundays**
    - **Your first post must be completed BEFORE the answer key is posted. If your first post is completed after the Answer Key is posted, you will not receive any credit for any Discussion Board post for that week.**
    - **Your second post must include a detailed analysis/detailed comparison of the contents of your first post with those from the Answer Key, as well as a response to a classmate's post.**
    - **If your second post does not include a detailed analysis/detailed comparison between your responses and the Answer Key, you will not receive credit for the second post**
  - Student posts will be graded based on completing the assigned number of posts and on the quality of those posts. Online participation will be monitored throughout the course. There is a Discussion Board Grading Rubric posted on Bb under "Start Here."
  - Ideally, each student completes the readings and study guides between Wednesday and Saturday of each Course Week. We then spend a few days responding to Discussion Board posts. Credit for Discussion Board participation is earned by completing the required posts during the appropriate Course Week. Grade reductions are applied for late posts.
  - **Important:** Please note that Bb will not show you the due dates for the majority of the Discussion Boards. This is a technical issue beyond our control: Because all but the first and the last Discussion Board assignments have two due dates (the first post and the second post which are usually due on Saturdays and Tuesday, the Bb system does not allow for showing two due dates for the same assignment. Please be sure to mark all Discussion Board due dates on your personal calendar.
- **Formative and Summative Assessments:** Formative experiences will measure your acquisition of knowledge and skills and are assessed throughout the semester. This may include but not be limited to DBs, quizzes, and assignments. The summative experience will consist of your final assignment and the final exam, both of which will assess your ability to acquire and synthesize the knowledge and skills learned in class.
  - **Quizzes and Exams (765 points total):**
    - 6 Quizzes (120 points)
    - Midterm Exam (250 points)
    - Final Exam (395 points)
    - Will be administered online, through Bb, using the University's "honor" software, Respondus LockDown Browser and Respondus Monitor (**laptop, web cam, and microphone are needed**)
    - Are "closed book" and "closed notes." While you are taking a quiz, you may not access any electronic device, notes, PowerPoints, etc. Further information on Respondus LockDown Browser is posted on Bb, under "Start Here."
    - **Must be completed by the due dates/times specified on this syllabus**
    - Will be available at a time other than that specified on the syllabus *\*only\** in extreme circumstances and *\*only\** by prior arrangement with the instructor.
    - Quizzes are posted on Tuesdays at 12:01 AM. They are due on Wednesdays by 11:59 PM.
    - Will be available at a time other than that specified on the syllabus *\*only\** in extreme circumstances and *\*only\** by prior arrangement with the instructor



- Quizzes generally require about 15 minutes to complete and they cover the Learning Modules for that week or as listed on this syllabus
  - Quizzes must be completed within one session, i.e., you **have only one attempt**, and they must be completed within 25 minutes of starting it. Once you start or open a quiz or exam, the timer starts to run and you **must** finish the entire quiz or exam within the allotted time.
  - **The Midterm and Final Exams are available four days before the due date** and they **must** be completed within three hours of starting them
  - The Midterm covers all the material discussed up to that point; the Final Exam, is comprehensive, i.e., it covers **\*all\*** course material
  - Feedback on student performance on quizzes and exams is immediate, directly from Bb. Also, The instructor typically reviews all quizzes within one week.
- **Assignments (127 points total):** There are five assignments:
    - Assignment 1 - Video-"Elevator Pitch" Assignment (23 points points)
    - Assignment 2 - Hearing Loss Experience (23 points points)
    - Assignment 3 - Video: Explaining Audiologic Results (23 points points)
    - Assignment 4 - Video-Perform a Hearing Screening (23 points points)
    - Assignment 5 - Virtual Observation of a Complete Hearing Evaluation (35 points).
    - Some assignments must be completed individually and independently; for these assignments, students are not permitted to work together. However, other assignments will be completed in pairs. Specific instructions on how to complete and submit each assignment are posted on Bb. Students must write their name and Honor Pledge (or verbalize the Honor Pledge on the videos) on each assignment before submitting the files.

The following Honor Pledge is required on all assignments: "As a student at Francis Marion University, I pledge to obey the FMU Honor Code and civil and criminal laws. I pledge not to lie, cheat, or steal. I will encourage others to respect the Honor Code and will exhibit reasonable judgment in reporting students who violate it." **Failure to include your name and/or Academic Honor Pledge will result in a 10% grade reduction.**

- **A Note on Study Guides and Journal Entries:**
  - Study Guides do not need to be submitted for grading. However, there is a section called "Study Guides" on the Discussion Board, where students are welcome to share each other's Study Guides. Think of this as a "study group."
  - Journal Entries reflecting on what you have learned each week are not mandatory and are not graded.

- **Summary of Course Requirements and Due Dates** More information regarding each learning activity (assignment description, rubrics, point values, supplemental documents, etc.) can be found on Bb, under the "Content" tab, under each Module or Week Number. Students are expected to complete all course requirements (readings, assignments, DB postings, quizzes, and exams) within the specified time described in this syllabus. **All work is expected to be completed by each student, individually, unless otherwise specified.**

Requirement (All due by 11:59 PM ET)	Point Value	All Due Dates TBD
Self-introduction	-	
Respondus Lockdown Browser Practice Quiz	-	
Study Guides	Not graded; they are for your benefit	
Journal Entries	Not graded; they are for your benefit	Due each Tuesday.
Discussion Week 1 - The Profession of Audiology/ Auditory Anatomy & Physiology	12	First Post: Second Post:
Quiz 1	20	
Discussion Week 2 - The Physics of Sound	12	First Post: Second Post:
Quiz 2	20	
Discussion Week 4 - Case Study (Part I)	12	First Post: (Answer Key posted on TBD) Second Post:
Quiz 3	20	
Assignment 1 - Video-"Elevator Pitch" Assignment (individual assignment)	23	
Discussion Week 6 - Case Study (Part II)	12	First Post: Answer Key posted on TBD) Second Post:
Assignment 2 - Hearing Loss Experience	23	
Discussion Week 8 - Case Study (Part III)	12	First Post: Second Post:
Assignment 3 - Video-Explaining Audiologic Results (individual assignment)	23	
Quiz 4	20	
Midterm Exam	250	(Becomes available on TBD)
Discussion Week 10 - Prevention of Hearing Loss	12	First Post: Second Post:
Quiz 5	20	



Requirement (All due by 11:59 PM ET)	Point Value	All Due Dates TBD
Assignment 4 - Video-Perform a Hearing Screening (in pairs)	23	
Discussion Week 11 - Outer Ear and Middle Ear Auditory Disorders	12	First Post: (Answer Key posted on TBD) Second Post:
Discussion Week 12 - Inner Ear/Central Auditory Disorders	12	First Post: (Answer Key posted on TBD) Second Post:
Quiz 6	20	
Discussion Week 15 - What have you learned from this course?	12	First Post: Second Post:
Assignment 5 - Virtual Observation of a Hearing Evaluation (individual assignment)	35	
Final Exam	395	(Becomes available on TBD)
TOTAL (Quizzes/exams/discussions/assignments)	1000	

- **Grading Scale:** Students earn their grades through organization, diligence, planning, and execution. Students are expected to assume individual responsibility for the quality, presentation, and timeliness of their own work.
  - Grades are assigned based on how the student's overall performance aligns with the established rubrics
  - It is imperative that students review the grading rubrics before submitting assignments
  - Individual requests for extra credit will not be honored
  - All readings, DB postings, quizzes, and assignments are expected to be completed by the dates posted
  - Quizzes are graded immediately after completion. All other assignments will be graded within about one week of completion.
  - The FMU School of Health Sciences grading scale will be used for final grades
  - The grading scale below reflects the grade that will be earned based on the total number of points earned:

○

A	900-1000 points = 90%-100%
B+	850-899 points = 85%-89%
B	800-849 points = 80%-84%
C+	750 -799 points = 75%-79%
C	700-749 points = 70%-74%
F	699 points and below



**Francis Marion University  
School of Health Sciences  
Speech-Language Pathology Program**

**COURSE NUMBER:** SLP 571

**COURSE TITLE:** Aural Rehabilitation

**SEMESTER:** Spring

**LEVEL:** Graduate

**CREDITS:** 3.0

**INSTRUCTOR:** Mani Aguilar, Au.D., CCC-A, Audiologist

Email: [mani.aguilar@fmarion.edu](mailto:mani.aguilar@fmarion.edu)

Phone: Please ask Department's Administrative Assistant (843-661-1847) to relay your message to the instructor

**INSTRUCTOR AVAILABILITY:** By email at any time; please expect a response within, at most, 48 hours Monday through Friday. To relay a phone message to the instructor, please ask the Dept.'s administrative assistant to relay your message to the instructor.

Students are encouraged to post questions/comments regarding course material through the Discussion Board (DB) called "I need an answer quickly" on Blackboard (Bb), rather than emailing the instructor. Through Bb, a peer may be able to address the question and all students benefit from the Q & A.

**COURSE PRE-REQUISITES:**

- Pre-professional prerequisite courses
- Competency in Introduction to Audiology course content, i.e., anatomy and physiology of the auditory system, objective and behavioral audiologic procedures to screen for and diagnose hearing loss across the lifespan, as well as pathologies that cause hearing loss and risk factors that places individuals of all ages at risk for hearing loss.

**COURSE DESCRIPTION:** This course provides an introduction to the theory of the effects of hearing loss on perception, speech, language, and on psychosocial aspects. Evaluation and intervention techniques for speech reading, auditory training, amplification, counseling, and collaboration with other professionals are emphasized.

**COURSE OBJECTIVES:** Upon successful completion of this course, students will be able to:

Course Objective	Learning Activities
1. Define aural habilitation and aural rehabilitation using the World Health Organization's International Classification of Functioning, Disability and Health system.	Module 1
2. Discuss the components of an aural (re)habilitation plan and its use with individuals across the lifespan.	Modules 3-11
3. Explain the major components and features of digital hearing instruments, cochlear implants, and assistive listening devices, as well as candidacy for each of the devices.	Module 3.2
4. Explain the impact of the acoustic environment on hearing.	Module 4
5. Discuss specific, age-related, aural (re)habilitation needs of infants, children, adults, and older adults.	Modules 3-15
6. Explain the effect of hearing loss on communication, academics, cognition, and psychosocial aspects.	Module 4

**STUDENT LEARNING OUTCOMES (SLOs):** Upon successful completion of this course, students will:



SLO	Learning Activities
1. Demonstrate how to interpret an audiogram.	Module 2.1
2. Demonstrate how to complete a hearing aid check.	Module 3.1
Given case studies:	
3. Discuss technology solutions available to individuals who have a hearing loss.	Module 3.1 and 3.2
4. Explain the effects of hearing loss on communication, academics, cognition, and psychosocial aspects.	All Modules
5. Propose aural (re)habilitation evaluation procedures for children and adults.	All Modules
6. Design therapeutic approaches for aural (re)habilitation of children and adults.	All Modules
7. Demonstrate understanding of the effect of the acoustic environment on hearing and hearing loss.	Module 9
8. The student will discuss the importance and nature of counseling individuals who are deaf/Deaf or hard-of-hearing or their parents/caregivers.	Module 10

All SLOs are designed to meet the required Knowledge Skills and Standards of the American Speech-Language-Hearing Association (2017; Revised 2020). This course addresses Standard 3.0-B (<http://caa.asha.org/wp-content/uploads/Accreditation-Standards-for-Graduate-Programs.pdf>).

**Blackboard (Bb):** Bb will be the venue for this class. This course is fully online and is asynchronous, i.e., there are no regular class meeting times. All announcements, course documents, assignments, and class discussions will take place on Bb, <https://Bb.fmarion.edu>. If you are not familiar with the features in Bb, once you are logged into Bb and in the course Homepage, go to 'Help,' the last item on the left of the page. Please note that the date and time of every activity on Bb is logged by the system, e.g., each time you log in, each area of the course you visit, each assignment submission, and so forth.

#### COMPUTER/TECHNOLOGY REQUIREMENTS:

- Microsoft Office (specifically PowerPoint and Word)
- Reliable, high-speed internet service
- Students are responsible for purchasing or borrowing a reliable computer (with working speakers, webcam, and a microphone) that is suitable for working with online assignments. Class materials should be accessed well in advance of formative assessments. Students who wait until close to the deadline, make themselves vulnerable to unforeseen events such as forgotten assignments from other classes, loss or breakdown of equipment, shortage or unavailability of required resources, etc.

#### TEXTBOOKS:

**Required:** Tye Murray, Nancy. (2020). *Foundations of Aural Rehabilitation: Children, Adults, and Their Family Members* (5<sup>th</sup> Ed.). Plural Publishing. ISBN 978-1-63550-073-8

**Recommended:** Daniel, L.L. and Bharadwaj, S.V. (2021). *Video-Based Aural Rehabilitation Guide: Enhancing Listening and Spoken Language in Children and Adults*. Plural Publishing. ISBN 978-1-63550-112-4

and  
Cole, E.B. and Flexer, C. (2020). *Children with Hearing Loss: Developing Listening and Talking-Birth to Six* (4<sup>th</sup> Ed.). Plural Publishing. ISBN 978-1-63350-154-4

**ADDITIONAL READINGS AND ASSIGNMENTS:** As described in this syllabus and as posted on Bb.

#### UNIVERSITY and COURSE POLICIES:

- **Academic Integrity**
  - All students at Francis Marion University are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):
    - Cheating (including copying other's work)
    - Plagiarism (representing another person's words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
    - Falsification of documents
    - Disclosure of test or other assignment content to another student



- Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members involved
- Unauthorized academic collaboration with others
- Conspiracy to engage in academic misconduct
- Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions
- If a faculty member or departmental proctor determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of “XF” for the course, which will be on the student’s transcript with the notation “Failure due to academic misconduct.”
- For more details, please see the University’s Honor Code on page 42 of the *2019-2020 Student Handbook* <https://www.fmarion.edu/catalogs/>. Note that repeated acts of academic misconduct will lead to expulsion from the University.

**The Academic Honor Pledge must be written out and signed or verbalized (if a video assignment) on all assignments:** “As a student at Francis Marion University, I pledge to obey the FMU Honor Code and civil/criminal laws. I pledge not to lie, cheat, or steal. I will encourage others to respect the Honor Code and will exhibit reasonable judgment in reporting students who violate it.” **Failure to include your name and/or Academic Honor Pledge will result in a 10% grade reduction.**

- **Services for Students Who Have Disabilities:**

- If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, they should contact the Office of Counseling and Testing (OCT) for information on appropriate policies and procedures
- Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students may contact the OCT if they are not certain whether a medical condition/disability qualifies. Address: 121 S. Evander Drive, Florence, SC 29506. Phone: (843)661-1841
- Individuals who have a hearing loss can contact the OCT using the South Carolina Relay Service. The Relay Service may be reached by dialing 711.

- **Attendance:** This course is bound by the University’s Class Attendance Policy (please see page 49 of the *2019-2020 Student Handbook* <https://www.fmarion.edu/catalogs/>, which states: “If a student is absent more than twice the number of required class... sessions per week during regular semesters,...a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor.” **For this course, missing more than a total of six, individual DB posts/assignments, will result in a grade of F or W, unless absences have been excused for cause by the instructor.**

- **Teaching/Learning Strategies:**

- **Lectures:** Students will be given an overview of the content and its significance in the course and of its relationship to their existing knowledge. Each subsequent lecture will begin with a similar overview linking the particular content of the presentation to the general overview.
- **Cooperative Learning:** Periodically, students will be required to work in pairs or small groups to complete assignments. Cooperative learning experiences promote higher achievement than their competitive or individualistic counterparts. Cooperative activities also tend to promote the development of higher-order levels of thinking, essential communication skills, improved motivation, positive self-esteem, social awareness, and tolerance for individual differences.
- **Teaching for Understanding:** Throughout the semester the students will engage in a long-term, thinking-centered process as it relates to Aural Re(habilitation). There will also be occasions of assessment throughout the learning process from beginning to end. Sometimes the assessment may involve feedback from the instructor, sometimes from peers, sometimes from students’ self-evaluation. On some occasions, the teacher may give criteria; on others, students will define their own criteria. The constant factor will be the frequent focus on criteria, feedback, and reflection throughout the learning process.

- **Remediation:**



- As per the *Francis Marion University School of Health Sciences Master of Speech-Language Pathology (MSLP) Program Graduate Student Handbook*, page 57), “...any time a student achieves a grade of below 80% on any assignment, paper, quiz, exam, or project within a particular course or fails to demonstrate a competency required for an academic or clinical course, the student should initiate a meeting to discuss the situation with the course instructor.” Also, as per the Handbook (page 58), “Failure to complete any remediation plan successfully or any pattern of concerns across courses may lead to the initiation of a formal review based on the SHSP Satisfactory Academic Progress Policy.”
  - A remediation plan shall be developed and followed until the desired level of competency is achieved. Remedial suggestions may include case scenarios, additional readings, additional clinical assignments, and/or further academic courses.
  - Anytime a graduate student has questions, they are encouraged to contact the instructor
- **Questions Related to Course Content:** Please post any questions, the answers from which will benefit the entire class, in the “I need an answer quickly” DB on Bb. The instructor will try to respond within 48 hours on weekdays (Monday-Friday).
  - **Email Correspondence:** For questions other than those which are course-content related, please email the instructor. The instructor will try to respond to email questions within 48 hours on weekdays (Monday-Friday). Please note that all email correspondence from the instructor to the student will be sent to the student’s University email address. Therefore, please make sure your FMU email address is working and you are able to access it regularly or you have it forwarded to an account that is monitored regularly. Not having a valid FMU email account will not excuse missed information. Certain communications may be time sensitive. Students who fail to check their email on a regular basis are responsible for any resulting consequences.
    - **Responding to emails from the instructor:** Professional behavior includes responding to emails in a timely manner. **Students must respond to emails from the instructor within, at most, 48 hours. Failure to do so will result in a grade reduction of 15 points per instance.** Please be aware that Bb keeps a detailed log all activities, including when the instructor sends emails to students and that FMU’s Information Technology Department is able to trace the sending and receipt of every email.
  - **Feedback on Assignments:** The instructor will provide feedback on all assignments within approximately one week after the due date
  - **Class Participation/ Student Responsibilities:**
    - Students must be willing to accept the responsibilities of being graduate students by reading the materials, exploring assigned web pages, taking the quizzes, completing learning activities, and participating appropriately in class
    - Each student is required to contribute to online class discussions by posting to the discussion threads
    - **DB posts are due on Saturdays and Tuesdays**
    - Some classwork and homework will be assigned from time to time for practice and monitoring attention and progress even if not counted directly in the final grade
    - Professional behavior is expected of all students, as outlined in the *Graduate Student Handbook*. “Behavioral and/or Social Fundamental Capabilities” include:
      - “Manag[ing] the use of time effectively to complete professional and technical tasks within realistic time constraints.
      - Accept[ing] appropriate suggestions and constructive criticism and respond by modification of behaviors.” **Blaming others and blaming circumstances** does not meet the spirit of this bullet point or the one immediately above. Certainly, students may offer explanations for certain situations, but the main point is to modify your behavior after receiving appropriate suggestions and constructive criticism from the instructor.
  - **Policy on Late Assignments:**
    - It is critical that throughout the course you keep up with the readings/assignments/DB posts. In order to receive full credit, all assignments, quizzes, and DB posts are due by the date posted on the syllabus.

- Work submitted late, without prior arrangement with the instructor, **will not be graded**
  - Sometimes special circumstances arise. If you anticipate that you will have to be late with an assignment, you **must contact the instructor before** the assignment due date to make alternative arrangements with the instructor and avoid late penalties
  - Partial credit for late assignments will be given only if you contacted the instructor in advance
  - At the discretion of the instructor, there may be 10% grade-reduction penalty for each day work is submitted late
  - Work handed in after the end of the course cannot be accepted unless prior arrangements have been made for a grade of "Incomplete." Please contact the instructor immediately if an emergency situation arises.
  - Please see pages 6-7 of this syllabus for further details on receiving credit for DB posts
- **Dealing with Technical Problems:** If you experience technical difficulties while trying to submit a DB post or assignment by the deadline, **you must:**
    - Contact the Help Desk for assistance
    - Email the instructor with an explanation of the difficulty and the date/time you contacted the Help Desk
- **Other University Resources available to students:** As first-year, graduate students, you may find that you are very busy. There is a lot to do in graduate school. Time management can be an issue at this point in a student's career. If time management is a concern for you, I encourage you to seek assistance possibly on time management and possibly on stress management from the University's Office of Counseling and Testing, <https://www.fmarion.edu/counselingandtesting/>. This office also provides students with stress management strategies related to the current pandemic.

#### **COURSE REQUIREMENTS:**

- **Competency in Basic Audiology Concepts:** By the end of the first week of this course, students are expected to have taken and passed with a grade of 80% or better the Audiology Competency Exam.
- **Introduction Activities/ Getting Started with the Course:**
  - Log into Bb
  - Enter the MSLP 570 course Bb site, which takes you to the course Home Page
  - On the left-hand side of the screen, go to "Content"
  - The first item in "Content" is the course syllabus: Review it carefully and make a note of all due dates
  - The second item in "Content" is, "Start Here: Items for First Day of Class"
    - Complete your Self-introduction
    - Review the DB Expectations and Grading Rubric file
- **Course Materials:** The materials posted on Bb are designed to help guide your textbook readings. All readings are necessary for full comprehension of the course material and should be completed prior to completion of assignments/quizzes/exams. Readings, activities, and assignments are described on the course syllabus and posted on Bb. Please review the announcement section on a daily basis for any new information.
- **Course Learning Modules:** The course consists of 15 Learning Modules. There may be one or more Learning Modules assigned per week. The course materials are arranged by "Weeks". For the purposes of the Learning Modules, the "Week" begins on a Wednesday and ends on the following Tuesday. Learning Modules consist of some or all of the components below:
  - Learning outcomes
  - Textbook and/or other readings
  - Specific websites
  - Learning activities
  - Bb DB posts by the students (sometimes by the instructor)



- Journal Entries: Student self-assessment of learning. This is recommended but optional and not graded. Only the journal author and the instructor can access what you write in the journal.
- A quiz
- **Guest Lectures:** There are a few, virtual, guest lectures throughout the semester. **Attending the guest lectures is mandatory. The dates will be announced by the instructor. Failing to attend a guest lecture will result in an automatic grade reduction of 5% of the overall grade for the course.** As mentioned earlier, sometimes special circumstances arise. If you anticipate that you will be unable to attend a lecture, you **must contact the instructor before** the lecture to avoid the grade reduction.
- **Course Work Routine:** The following work routine should be adopted:
  - **Days 1, 2, and 3 (Wed, Thu, and Fri):** Study the PowerPoint presentation(s), then any other items posted under Course Documents for that week's Module(s), and finally, read the assigned portions of the textbook
  - No later than **Day 4 (Sat)** of each week – Complete your initial DB post
  - No later than **Day 7 (Tue)** – Complete at least one response to classmates' DB posts
  - **Day 7 (Tue)** - The quiz for the week (if one is posted) will be completed on campus, Carter Center, Room 329 (please see next page for more details on quizzes)
  - Make a note of due dates for assignments as there are penalties for late submissions
- **Discussion Board Participation (180 points total):** The purpose of the DBs is to provide opportunities for you to apply the concepts presented in an interactive discussion. Think of the DBs as classroom activities in which you would participate in a face-to-face class. Ideally, each student completes the readings and study guides between Wednesday and Saturday of each Course Week. Each student must complete an initial post to the topic(s) by Saturday of each week. We then spend a few days responding to DB posts. Credit for DB participation is earned by completing the required posts during the appropriate course week. Grade reductions are applied for late posts. Also, please note: **For each Course Week, posts submitted after Tuesday will not earn any credit at all.**
  - Due on Saturdays: An initial, thoughtful response to a topic related to each week's Learning Module(s)
  - Due on Tuesdays: At least one follow-up post to responses posted by classmates
  - **Students are expected to read all the posts from their peers in order to gain full understanding of class material**
  - Student posts will be graded based on completing the assigned number of posts and on the quality of those posts. Online participation will be monitored throughout the course. There is a Discussion Board Grading Rubric posted on Bb under "Start Here."
  - Ideally, each student completes the readings and study guides between Wednesday and Saturday of each Course Week. We then spend a few days responding to Discussion Board posts. Credit for Discussion Board participation is earned by completing the required posts during the appropriate Course Week. Grade reductions are applied for late posts.

**Beginning on Week 2 until the end of the course, there is an additional DB forum called "Ongoing DB," to which each student must contribute weekly. There is no requirement to complete a "second post" for this particular DB, although you are encouraged to do so. As mentioned above, students are expected to read all the posts from their peers in order to gain full understanding of class material.**

**Important:** Please note that Bb will not show you all the due dates for the DBs. This is a technical issue beyond our control: Because all but the first and the last DB assignments have two due dates (the first post and the second post which are usually due on Saturdays and Tuesdays, respectively), the Bb platform does not allow for showing two due dates for the same assignment. Therefore, only the due date for the second post shows on Bb. **Please be sure to mark all DB due dates on your personal calendar.**

- **Formative and Summative Assessments:** Formative experiences will measure your acquisition of knowledge and skills and are assessed throughout the semester. This may include but not be limited to DBs, quizzes, and assignments. The summative experience will be your final project which will assess your ability to acquire and synthesize the knowledge and skills learned in class.
  - **Quizzes and Exams (720 points total):**
    - **6 Quizzes (180 points total)**



- **Midterm Exam** (190 points)
  - **Final Exam** (350 points)
  - Will be administered online, through Bb, using the University's "honor" software, Respondus LockDown Browser and Respondus Monitor (**laptop, web cam, and microphone are needed**)
  - Are "closed book" and "closed notes." While you are taking a quiz, you may not access any electronic device, notes, PowerPoints, etc. Further information on Respondus LockDown Browser is posted on Bb, under "Start Here."
  - Quizzes are posted on Tuesdays at 12:01 AM. They are due on Wednesdays by 11:59 PM.
  - Will be available at a time other than that specified on the syllabus *\*only\** in extreme circumstances and *\*only\** by prior arrangement with the instructor
  - Quizzes generally require about 15 minutes to complete and they cover the Learning Modules for that week or as listed on this syllabus
  - Quizzes must be completed within one session, i.e., you **have only one attempt**, and they must be completed within 25 minutes of starting it. Once you start or open a quiz or exam, the timer starts to run and you **must** finish the entire quiz or exam within the allotted time.
  - **The Midterm and Final Exams are available four days before the due date** and they **must** be completed within three hours of starting them
  - The Midterm covers all the material discussed up to that point; the Final Exam, is comprehensive, i.e., it covers *\*all\** course material
  - Feedback on student performance on quizzes and exams is immediate, directly from Bb. Also, The instructor typically reviews all quizzes within one week.
- **Assignments** (100 points total): There are four assignments:
    - Assignment 1 - Video-Complete a Hearing Aid Check (25 points)
    - Assignment 2 - Interview an Individual Who Has a Hearing Loss (25 points)
    - Assignment 3 - Acoustic Environment Project (25 points)
    - Assignment 4 - Cochlear Implant/Hearing Aid Website Detailed Exploration (25 points)
    - Some assignments must be completed individually and independently; for these assignments, students are not permitted to work together. However, other assignments will be completed in pairs or in small groups. Specific instructions on how to complete and submit each assignment are posted on Bb. Students must write their name and Honor Pledge (or verbalize the Pledge on the video) on each assignment before submitting the files.

The following Honor Pledge is required on all assignments: "As a student at Francis Marion University, I pledge to obey the FMU Honor Code and civil and criminal laws. I pledge not to lie, cheat, or steal. I will encourage others to respect the Honor Code and will exhibit reasonable judgment in reporting students who violate it." **Failure to include your name and/or Academic Honor Pledge will result in a 10% grade reduction.**
  - **Journal Entries:** Journal Entries reflecting on what you have learned each week are not mandatory and are not graded
  - **Learning Activities Summary:** More information regarding each learning activity (assignment description, rubrics, point values, supplemental documents, etc.) can be found on Bb, under the "Content" tab, under each Module or Week Number. Students are expected to complete all course requirements (readings, assignments, DB postings, quizzes, and exams) within the specified time described on pages 8-12 of this syllabus. **All work is expected to be completed by each student, individually, unless otherwise specified.**



Learning Activities/Assignments	Point Values	All Due Dates TBD
Self-introduction	-	
13 DB Assignments	130 points total	Various dates throughout the term
"Ongoing DB"	50 points	Weekly throughout the term, beginning on Week 2
Weekly Journal Entries	Not graded; they are for your benefit	Due each Tuesday
6 Quizzes	120 points	
Learning Activity 1: Video: Hearing Aid Check (individual assignment)	25 points	
Midterm Exam	190	
Learning Activity 2: Interview an Individual Who Has a Hearing Loss (student pairs)	25 points	
Learning Activity 3: Acoustic Environments Project (groups of three students)	25 points	
Learning Activity 4: Exploration of Cochlear Implant Websites (group assignment)	25 points	
Final Exam (comprehensive)	350 points	
Total	1000 points	

- **Grading Scale:** Students earn their grades through organization, diligence, planning, and execution. Students are expected to assume individual responsibility for the quality, presentation, and timeliness of their own work.
  - Grades are assigned based on how the student's overall performance aligns with the established rubrics
  - It is imperative that students review the grading rubrics before submitting assignments
  - Individual requests for extra credit will not be honored
  - All readings, DB postings, quizzes, and assignments are expected to be completed by the dates posted
  - Quizzes are graded immediately after completion. All other assignments will be graded within about one week of completion.
  - The FMU School of Health Sciences grading scale will be used for final grades
  - The grading scale below reflects the grade that will be earned based on the total number of points earned:

A	900-1000 points = 90%-100%
B+	850-899 points = 85%-89%
B	800-849 points = 80%-84%
C+	750 -799 points = 75%-79%
C	700-749 points = 70%-74%
F	699 points and below