

**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* (13th 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* (5th 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* (4th 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

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>).

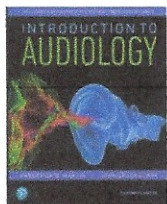
Course Materials: The materials posted on Bb are designed to help guide textbook readings. All readings are necessary for full comprehension of the course material and should be completed prior to completion of assignments/quizzes/exams. Readings, activities, and assignments are described on the course 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.

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* (13th 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

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* (5th 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* (4th 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