

# COMD 438 - Hearing Tests + Measures

## Winter 2015

Section 001: 177 TLRB on M W F from 8:00 am - 8:50 am

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### Instructor/TA Info

#### Instructor Information

**Name:** David McPherson

**Office Location:** 129 TLRB

**Office Phone:**

(801) 422-6458

**Email:** david\_mcpherson@byu.edu

#### TA Information

**Name:** Allyson Roscher

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**Name:** Aubrey Hatch

**Email:** aehatch12@gmail.com

### Course Information

#### Description

The complete syllabus may be viewed by clicking on this link.

(<http://syllabus.byu.edu/uploads/mvxh9iR1c9Qa.docx>)

This course is required for all undergraduate students majoring in Audiology and Speech-Language Pathology. This course meets the American Speech-Language-Hearing Association's (ASHA) certification requirements for course work in assessment and pathologies of the auditory system.

This course presents primary skill development in the administration and interpretation of basic tests of auditory disorders including pure tone air- and bone-conduction threshold testing, speech audiometry, fundamentals of middle ear and inner ear measurements, and rehabilitative devices and techniques.

#### COURSE OUTCOMES

- 1.The student will demonstrate a theoretical and practical knowledge of hearing tests and measurements in the field of communicative disorders.
- 2.The student will become proficient in the administration of standard audiological testing in adults and older children.
- 3.The student will develop an understanding of the role of hearing and hearing disorders to the broader area of communication disorders.

### Mapping of Course Outcomes

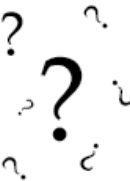
Course Outcomes	Assessment	Feedback	ASHA Mapping	Department Outcome Mapping
1. The student will demonstrate a theoretical and practical knowledge of hearing tests and measurements in the field of communicative disorders.	1a. On-line quizzes. 1b. Interim written exams. 1c. Final examination.	Class review of items 1a and 1b. Individual review upon request of item 1c within two weeks of the term following the examination.		1. Hearing: explain the processes of normal hearing, including key anatomic structures and neural systems along with their function in perceiving and interpreting environmental and speech sounds.
2. The student will become proficient in the administration of standard audiological testing in adults and older children.	2a. On-line quizzes. 2b. Interim written exams. 2c. Final examination. 2d. Laboratory exercises with the Virtual audiometer.	Class review of items 2a and 2b Individual review upon request of item 2c within two weeks of the term following the examination. Submission and written review of item 2d.		2. Describe the assessment of hearing in adults and children and demonstrate the ability to create and interpret audiograms. Describe basic aspects of intervention in remediating the effects of hearing impairment.
3. The student will develop an understanding of the role of hearing and hearing disorders to the broader area of communication disorders.	3a. On-line quizzes. 3b. Interim written exams. 3c. Final examination.	Class review of items 3a and 3b. Individual review upon request of item 3c within two weeks of the term following the examination.		

<http://learningoutcomes.byu.edu/#college=pS5G0s4R9yjQ&department=UAGmxkouY0LG>

### Prerequisites

ComD 334, *Hearing Science*, is a prerequisite for this course. Students that have *not completed* this prerequisite are required to discontinue ComD 438 (this course) until such time the prerequisite course has been completed. The instructor reserves the right to dis-enroll students that do not meet these prerequisites. English 315 or 316 is strongly recommended.

### Materials

Item	Price (new)	Price (used)
 <u>ESSEN OF AUDIOLOGY 3E - Required</u> by GELFAND, S	74.99	56.25
 <u>VIRTUAL AUDIOMETRIC DVD - Required</u> by MCPHERSON, D	49.00	

### Grading Scale

Grades	Percent
A	96%
A-	92%
B+	88%
B	84%

B-	81%
C+	78%
C	75%
C-	70%
D+	70%
D	65%
D-	65%
E	64%

## Learning Outcomes

### Administering Audiological Testing

Become proficient in the administration of standard audiological testing in adults and older children.

### Hearing Tests and Measurements

Demonstrate a theoretical and practical knowledge of hearing tests and measurements in the field of communicative disorders.

### Hearing's Role in Communication Disorders

Demonstrate an understanding of the role of hearing and hearing disorders to the broader area of communication disorders.

### Theoretical Bases of Hearing Measurement

The student will demonstrate a theoretical and practical knowledge of hearing tests and measurements in the field of communicative disorders.

### Role of Hearing Disorders in Communication Disorders

The student will develop an understanding of the role of hearing and hearing disorders to the broader area of communication disorders.

### Administration of Hearing Tests

The student will become proficient in the administration of standard audiological testing in adults and older children.

## Participation Policy

The student is expected to be prepared. This includes having read the material prior to class. Students that are not prepared may be penalized 2% of the final course grade for each occurrence. Absence from class, except for medical purposes, is considered unprepared. Excessive absences may result in the instructor dis-enrolling the student from the course.

## Attendance Policy

Students are expected to attend each class session according to the course syllabus. No, it is not all right to miss class. I do not give examinations other than the posted times. Please make your lifestyle arrangements according to the University calendar. The instructor reserves the right to dis-enroll or fail students that do not attend class or fail to submit assignments in a timely manner. Please review the first two paragraphs under the heading "General Academic Requirements."

## General Academic Requirements

All assignments must be typewritten unless otherwise noted. If computer generated, an easily readable font must be used. Originals and copies must be clear with dark print using a 12pt font. Unless otherwise noted, all assignments are due by the beginning of the class period on the due date. If late assignments are accepted, penalties may be assigned based on the assignment and the time it was submitted to the instructor. No assignments are accepted after the last day of class.

Reading assignments are to be completed prior to the beginning of the class period. Students that are

unprepared may be penalized up to 2% of the final course grade for each occurrence. Absence from class is considered not being prepared.

Assignments due at 8:00am are late at 8:01am, etc.

## ASHA Code of Ethics

A copy of the ASHA code of Ethics may be downloaded from our departmental website. Students will be required to read and take a quiz on this document. Throughout the term ethical discussions will occur where we will integrate this document into case presentations.

## Personal Testimony



I have a deep and abiding knowledge of the Gospel of Jesus Christ. I have received personal revelation that God lives and He is our Eternal Father, that Jesus came to this earth, atoned for our sins, was resurrected, and appeared to His apostles and to the people of the American continent as told in the New Testament and the Book of Mormon. I have read the Book of Mormon, the Pearl of Great Price, and the Doctrine and Covenants and have prayed about those writings and have been given a testimony of their divinity and truth.

I support and sustain President Monson as Prophet, Seer, Revelator, and as the President of the Church of Jesus Christ of Latter-Day Saints. I recognize him as the only person on this earth authorized to hold and exercise all of the sacred keys of the Priesthood. I further testify that the other members of the First Presidency and the Quorum of the Twelve Apostles are Prophets, Seers, and Revelators, and sustain all those that have been appointed to serve under their direction.

I have applied the teachings and counsels given in the Bible, Book of Mormon, Doctrine and Covenants, Pearl of Great Price, Conference Reports, and many other writings and sayings by the Prophets and their chosen leaders. I have found them to be central in my life. I know that through careful study of the written works and the spoken counsel of these individuals that we will not only be able to return to our Father in Heaven as promised, but also have a fulfilling and joyful life in our mortal existence.

I believe all that has been given and all that will be given is true and correct, and that through exactness we may obtain the eternal blessings of our Father in Heaven.

I write this testimony with the Spirit of our Lord Jesus Christ and in his name I bear the truthfulness thereof.

David McPherson  
Provo, April 16, 2000  
Provo, August 15, 2010

## Grading Standard

GRADING SCALE

## GRADING SCALE

The grade equivalent is based on the following percentages:

<b>A</b>	<b>96-100 %</b>	<b>C+</b>	<b>78-80 %</b>
<b>A-</b>	<b>92-95 %</b>	<b>C</b>	<b>75-77 %</b>
<b>B+</b>	<b>88-91 %</b>	<b>C-</b>	<b>70-74 %</b>
<b>B</b>	<b>84-87 %</b>	<b>D</b>	<b>65-69 %</b>
<b>B-</b>	<b>81-83 %</b>	<b>E</b>	<b>64 % &amp; below</b>

\*Note: This grade scale is slightly different than the one posted under the "Grades" section. The course follows this grade scale, not the one under the "Grades" tab!

## GRADING PROCEDURE

### I. Adjustment Procedure for Assessments

Individual assessment functions (i.e., quizzes, exams) may be adjusted to account for:

1. The two highest scores on the assessment.
2. Assessment difficulty.
3. Assessment ambiguity.

This is accomplished by discounting the highest two scores on the assessment and using the third highest score as the adjusted maximum score. Adjusted individual scores are then computed by dividing the individual raw score by the adjusted maximum score and multiplying the product by 100. For example:

<b>A</b>	<b>B</b>	<b>C</b>
<b>Student</b>	<b>Raw Score</b>	<b>Adjusted Score</b>
1	38	82.6
2	50	108.7
3	<b>46</b>	<b>100.0</b>
4	48	104.3
<b>5</b>	<b>45</b>	<b>97.8</b>
5	32	69.6
6	15	32.6
7	43	93.5
8	36	78.3
9	29	63.0
10	40	87.0

The highest two scores were 50 and 48, respectively. The third highest score was **46**. The adjusted score (column C) were computed by dividing the values in column B by 46 and multiplying the product by 100. Using standard rounding techniques student no. **5** obtained a raw score of **45** and an adjusted score of **97.5**.

### II. Final Weighted Grades\*

Since each assessment may have different point values to adjust the weighting of that particular assessment to the final grade, a weighting factor is assigned each assessment and adjusted accordingly.

#### Possible Weighted Score

1. Multiply each possible point by the weighted factor (as a decimal)

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2. Sum the possible weighted points which results in the Possible Weighted Score.

#### Earned Weighted Score

1. Multiply each earned point by the weighted factor (as a decimal).
2. Sum the earned weighted point to obtain the Earned Weighted Score.

#### Weighted Percentage

1. Divide the Earned Weighted Score by the Possible Weighted score.
2. Multiply the product by 100 to obtain the Weighted Percentage.
3. Compare Weighted Percentage with the course grade rule.

For example:

A	B	C	D	E	F	G
Assignment	Percent Weight	Decimal Weight	Possible pts	Weighted Possible pts	Earned pts	Weighted Earned pts
				$C*D$		$C*F$
1	8%	0.08	35	0.28	33	0.264
2	20%	0.2	120	2.4	105	2.1
3	10%	0.1	95	0.95	90	0.9
4	12%	0.12	10	0.12	9	0.108
5	50%	0.5	150	7.5	97	4.85
Sum	100%	1.0	410	11.25	334	8.22

The Weighted Percentage then equals (for this example):  $[8.22/11.25]*100 = 73.08$ .

Using standard rounding techniques, this would have a Final Weighted Earned Score for the course of **73**. Using the table below, this would give the student a **C-** in the course.

A	96-100 %	C+	78-80 %
A-	92-95 %	C	75-77 %
B+	88-91 %	C-	70-74 %
B	84-87 %	D	65-69 %
B-	81-83 %	E	64% & below

*Please be advised that weighting factors may be adjusted at the end of the term based on changes in assignments (additions or deletions).*

\*Since an electronic grade book is used, there may be, and usually is, some variations in the final calculated value. The values calculated by the electronic grade book are used to determine the final grade.

#### EXTRA CREDIT

In some instances extra credit may be given, at the discretion of the instructor, for participating in projects, attending seminars or other professional experiences. Extra credit is not given for purposes of grade deficiencies. Extra credits are included at the end of the term and added to individual grades, thus not penalizing those that did not participate in the experience.

### Helpful Tips to Make Your Life Easier

There are a few things that will help your workflow and make your life easier:

1. On all emails in the "Subject" box always use the convention, Lastname, Firstname followed by purpose (Lab07, Video02, Question, etc.) and **ComD438**. For example: Finn, Huckleberry Reading question ComD438. This goes to a designated mailbox that I check several times each day. Failure to do so may get a significantly delayed answer or a late assignment penalty. See heading "ELECTRONIC SUBMISSION OF MATERIALS" below.

2. This course uses MS Word 2010 and PowerPoint 2010. If you do not have these releases you can download a free software plug-in that will allow you to open these files (I can open files in earlier versions so you do not need to upgrade the actual software). The compatibility pack is available at: <http://www.microsoft.com/downloads/details.aspx?FamilyId=941B3470-3AE9-4AEE-8F43-C6BB74CD1466&displaylang=en> (<http://www.microsoft.com/downloads/details.aspx?FamilyId=941B3470-3AE9-4AEE-8F43-C6BB74CD1466&displaylang=en>)

3. Extensive use of Blackboard is used in this course and it is your responsibility to be familiar with its use. Online quizzes are given through Blackboard as well as laboratory downloads. Likewise, you will be sending me attachments through email. Basic computer literacy is assumed and necessary for this course.

4. Exams and assignments are due as scheduled unless they are changed for the entire class. The only exception is for medical situations. Exams and assignments are NOT given at alternate times for weddings, cruises, Disneyland, Home Comings, Farewells, work schedules, or non-approved BYU activities. Some immediate “family” situations may be considered, except as noted above.

### **ELECTRONIC SUBMISSION OF MATERIALS**

File naming structure for Labs and other assignments attached to an email:

Lastname, Firstname Assignment ComD438

For example:

- Finn, Huckleberry Essay01
- Finn, Huckleberry Exam02
- Finn, Huckleberry Lab02

Subject heading in emails:

Subject headings should follow the same format except with a one word description for non-assignment emails. Most important is that ComD438 occurs in the subject heading with topic information; for example

For example:

- Finn, Huckleberry Reading question ComD438 (is used for general communication)
- Finn, Huckleberry Exam02 ComD438 (is used for specific assignments)
- ComD 438 Lab01

Virtual Audiometric Suite has two file extensions, .vap2 and **.vas2**. I email you, or you download from Blackboard, patient protocols that have the .vap2 extension. You save your work as a session and email me the **.vas2** file. Do not return the .vap2 file. It does **not** save your work and you will not receive credit for the assignment. The **.vas2** file is the only file extension that saves your work.

Why this naming structure? I teach, depending on the term, upwards of three courses and over 100 students, sometimes in more than one department. Likewise, I receive over 30 to 50 emails per day. Each course has its own “mailbox” based on the course title, i.e., *ComD438*, and directs that email to the correct box. Failure to follow these constructs may result in credit not being given, late receipt of assignments even though you emailed them to me on time, and receipt penalty.

You may only submit assignments and other communications using your name which appears on Blackboard. Mixing names (married vs. unmarried) will most likely result in lost communications, grade posting errors and subsequent penalties, and frustration on your part.

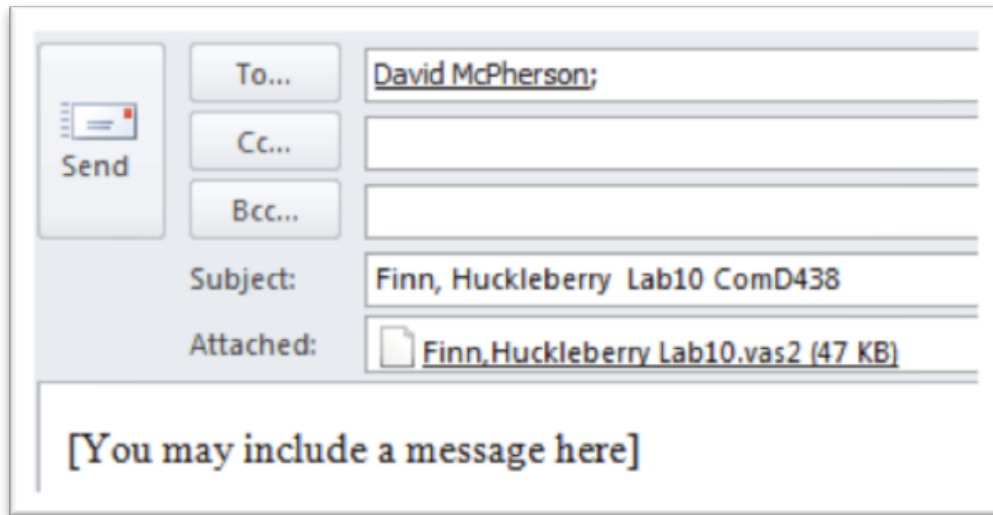
As with many things, the finish line is well defined and permanently affixed. Likewise, so are assignment deadlines. An assignment due at 8:00am is late at 8:01am.

This course does not teach computer usage. As a student in an upper division or graduate level course it is an expectation that you are computer literate, familiar with, and have a working

knowledge of, Microsoft Word (including uploading and downloading attachments), have an active email account recognized by the University (i.e., is used for your Route Y email), and capable of internet access and general computer program operation. Variance to policies will not occur because of “computer problems.” You must always email assignments and other communications from your personal email account since the account which I receive communications is the account I reply to using the “Reply” feature of Microsoft Outlook: Even if you give me a different email address in the body of the email.

Okay, rules are no fun; but, these guidelines and requirements are meant to see you get proper credit for what is done and assists me in receiving and grading the assignments. It helps and protects both of us. I really appreciate your cooperation on this matter.

#### EXAMPLE OF LAB SUBMISSION EMAIL



The image shows a screenshot of an email composition window. On the left is a 'Send' button with an envelope icon. To the right are fields for 'To...', 'Cc...', and 'Bcc...'. The 'To...' field contains 'David McPherson;'. Below these are the 'Subject:' and 'Attached:' fields. The 'Subject:' field contains 'Finn, Huckleberry Lab10 ComD438'. The 'Attached:' field contains a document icon and the text 'Finn, Huckleberry Lab10.vas2 (47 KB)'. At the bottom of the window is a large text area with the placeholder text '[You may include a message here]'.

#### Course Description

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### Mapping of Course Outcomes

Course Outcomes	Assessment	Feedback	ASHA Mapping	Department Outcome Mapping
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<http://learningoutcomes.byu.edu/#college=pS5G0s4R9yjQ&department=UAGmxkouY0LG>

## Archiving of Student Work

All materials not claimed by the end of the fourth week following the end of the term will be destroyed. After that date, it will not be possible to contest scores or grades, except according to University policy. The instructor reserves the right to fully review all contested material and adjust scores accordingly.

## Case Study Presentation

Explanation of Assignment here:

SAMPLE CASE HISTORY AND REPORT.docx [Download \(plugins/Upload/fileDownload.php?fileId=dadefc2f-J6fh-RVc8-t6BC-Yi46b3b0c23b&pubhash=XoeYp6YcG23UeLa1C1thtiJRsgCw\\_Xf1TND3DNCK7aGL11lionkaVV8loUZn-7AsUSYw-FBXVoZutO5AIFXtA==\)](http://learningoutcomes.byu.edu/#college=pS5G0s4R9yjQ&department=UAGmxkouY0LG)

## Appointment Scheduling

My office hours are primarily by appointment; however, if I am not involved in some activity you are welcome to see me at any time. If you call my office telephone and leave a message be sure to leave a time and phone number that you will be available for me to return your telephone call. I will make one attempt at returning your telephone call. If you contact me using e-mail be sure to put the course number (i.e. ComD 438, etc.) **in the subject heading**. I prioritize my e-mail by subject heading, with no heading getting the lowest priority. My home telephone is for 'emergencies' and is not to be used to schedule appointments or leave messages. I do not mind being contacted at home for specific questions.

To schedule an appointment to see me you must use the following internet link and complete the self-scheduling procedure: <https://my.timedriver.com/HG6FR> (<https://my.timedriver.com/HG6FR>)

## About Professor McPherson





### **PERSONAL TESTIMONY**

I have a deep and abiding knowledge of the Gospel of Jesus Christ. I have received personal revelation that God lives and He is our Eternal Father, that Jesus came to this earth, atoned for our sins, was resurrected, and appeared to His apostles and to the people of the American continent as told in the New Testament and the Book of Mormon. I have read the Book of Mormon, the Pearl of Great Price, and the Doctrine and Covenants and have prayed about those writings and have been given a testimony of their divinity and truth.

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I have applied the teachings and counsels given in the Bible, Book of Mormon, Doctrine and Covenants, Pearl of Great Price, Conference Reports, and many other writings and sayings by the Prophets and their chosen leaders. I have found them to be central in my life. I know that through careful study of the written works and the spoken counsel of these individuals that we will not only be able to return to our Father in Heaven as promised, but also have a fulfilling and joyful life in our mortal existence.

I believe all that has been given and all that will be given is true and correct, and that through exactness we may obtain the eternal blessings of our Father in Heaven.

I write this testimony with the Spirit of our Lord Jesus Christ and in his name I bear the truthfulness thereof.

David McPherson  
Provo, April 16, 2000  
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### **CONTACTING PROFESSOR MCPHERSON- APPOINTMENT SCHEDULING**

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To schedule an appointment to see me you must use the following internet link and complete the self-scheduling procedure: <https://my.timedriver.com/HG6FR> (<https://my.timedriver.com/HG6FR>)

## **Classroom Policies**

### **ATTENDANCE**

Students are expected to attend each class session according to the course syllabus. No, it is not all right to miss class. I do not give examinations other than the posted times. Please make your lifestyle arrangements according to the University calendar. The instructor reserves the right to dis-enroll or fail students that do not attend class or fail to submit assignments in a timely manner. Please review the first two paragraphs under the heading "General Academic Requirements."

### **COURSE PARTICIPATION**

The student is expected to be prepared. This includes having read the material prior to class. Students that are not prepared may be penalized 2% of the final course grade for each occurrence. Absence from class, except for medical purposes, is considered unprepared. Excessive absences may result in the instructor dis-enrolling the student from the course.

### **GENERAL ACADEMIC REQUIREMENTS**

All assignments must be typewritten unless otherwise noted. If computer generated, an easily readable font must be used. Originals and copies must be clear with dark print using a 12pt font. Unless otherwise noted, all assignments are due by the beginning of the class period on the due date. If late assignments\* are accepted, penalties may be assigned based on the assignment and the time it was submitted to the instructor. No assignments are accepted after the last day of class.

Reading assignments are to be completed prior to the beginning of the class period. Students that are unprepared may be penalized up to 2% of the final course grade for each occurrence. Absence from class is considered not being prepared.

\*Assignments due at 8:00am are late at 8:01am.

### **CLASS PRAYER**

Students will be called upon to offer a prayer at the beginning of the class. As Brigham Young counseled Karl G. Maeser, the first head of the then Brigham Young Academy, "...neither the alphabet nor the multiplication tables were to be taught without the Spirit of God." Realizing that prayer is personal, and that it is not unusual for individuals not to prefer to offer public prayer, if any student is not comfortable to offer a class prayer the instructor should be confidentially informed, preferable at the beginning of the term, or prior to class.

### **DEVOTIONALS**

Brigham Young University provides devotionals and forums throughout the year on most Tuesdays from 11:00 am to 11:50 am. On days that these enriching experiences are provided, the instructor is not available nor should any of the facilities be used as part of this course during that time period.

### **ARCHIVING OF STUDENT WORK**

All materials not claimed by the end of the fourth week following the end of the term will be destroyed. After that date, it will not be possible to contest scores or grades, except according to University policy. The instructor reserves the right to fully review all contested material and adjust scores accordingly.

## **Assignments**

### **EXAMS**

Examinations will be essays, short answers, or multiple choice. Additional points on each question may be awarded for exceptional answers without penalizing other students. Students are encouraged to meet with the instructor following examinations to discuss each question/answer.

However, this must be within two weeks of the examination being returned to the student.

Examinations are given as scheduled.

### LABORATORY ASSIGNMENTS

The laboratory assignments will be practical experiences in audiometric assessment. Most laboratory assignments require the use of the Virtual Audiometer, a simulation program for teaching audiometric testing procedures to beginning students. A few of the laboratory assignments may require the scheduling of lab times in which the TAs will be available to assist you in using the equipment. Each laboratory assignment will be announced in class and is posted on the syllabus with its due date. If you wait until the last day to complete the assignment technical problems or scheduling problems may occur and you might not be able to complete the assignments by the due date. This is not generally accepted as a justification for submitting the assignment late.

### READING ASSIGNMENTS AND QUIZZES

Quizzes are open book and open note. The quizzes have a 30 minute time limit and are generally 30 questions. Quizzes are due before 8am on the day designated in the schedule. See Schedule Tab for assigned reading dates and the dates for the reading quizzes.

### CASE STUDY PRESENTATION

SAMPLE CASE HISTORY AND REPORT.docx [Download](#)

([https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=dadefc2f-J6fh-RVc8-t6BC-](https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=dadefc2f-J6fh-RVc8-t6BC-Yi46b3b0c23b&pubhash=XoeYp6YcG23UeLa1C1thtiJRsaqCw_Xf1TND3DNCK7aGL11lionkaVV8loUZn-7AsUSYw-FBXVoZutO5AIFXtA==)

[Yi46b3b0c23b&pubhash=XoeYp6YcG23UeLa1C1thtiJRsaqCw\\_Xf1TND3DNCK7aGL11lionkaVV8loUZn-7AsUSYw-FBXVoZutO5AIFXtA==](https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=dadefc2f-J6fh-RVc8-t6BC-Yi46b3b0c23b&pubhash=XoeYp6YcG23UeLa1C1thtiJRsaqCw_Xf1TND3DNCK7aGL11lionkaVV8loUZn-7AsUSYw-FBXVoZutO5AIFXtA==))

### GRADING BREAKDOWN

Each assignment will be weighted according to the following percentages:

Assignment	Note	%	
<i>Examinations</i>			
1 Exam 1	Lecture numbers 1-22	15%	
2 Exam 2	Lecture numbers 25-34	15%	
4 Final Exam	Comprehensive (Exam and Final VA Profile)	30%	60%
<i>Quizzes</i>			
1 Quiz 1	Blackboard: Chapters 1-3 & Pre-requisites	3%	
2 Quiz 2	Blackboard: Lecture numbers 1-10	3%	
3 Quiz 3	Blackboard: Lecture numbers 11-14	3%	
4 Quiz 4	Blackboard: ASHA Code of Ethics	3%	
5 Quiz 5	Blackboard: Lecture numbers 15-29	3%	
6 Quiz 6	Blackboard: Lecture numbers 30-33	3%	18%
<i>Laboratory</i>			
1 Lab 1	Pure tone AC	2%	
2 Lab 2	Pure tone AC & BC	2%	
3 Lab 3	Pure tone AC & BC w/masking	2%	
4 Lab 4	SRT & WRS	2%	
5 Lab 5	SRT & WRS w/masking	2%	
6 Lab 6	Tympanometry	2%	
7 Lab 7	Tympanometry & ART	2%	
8 Lab 8	Tympanometry, ART, ARD	2%	
9 Lab 9	Complete Case	2%	
10 Lab 10	Complete Case	2%	
11 Lab 11	Complete Case	2%	22%
			<b>100%</b>

Students will be called upon to offer a prayer at the beginning of the class. As Brigham Young counseled Karl G. Maeser, the first head of the then Brigham Young Academy, "...neither the alphabet nor the multiplication tables were to be taught without the Spirit of God." Realizing that prayer is personal, and that it is not unusual for individuals not to prefer to offer public prayer, if any student is not comfortable to offer a class prayer the instructor should be confidentially informed, preferable at the beginning of the term, or prior to class.

## Assignments

### Assignment Description

#### Quiz 1

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Jan  
15

Due: Thursday, Jan 15 at 8:05 am

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This quiz covers information from ComD 334: Hearing Science and from chapters 1-3 in the text book.

#### Lab 1

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Jan  
30

Due: Friday, Jan 30 at 8:00 am

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Laboratory exercise.

#### Quiz 2

---

Jan  
30

Due: Friday, Jan 30 at 8:00 am

---

This quiz covers chapter 4 (pp. 109-126) and chapter 5 (pp. 127-154).

#### Lab 2

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Feb  
06

Due: Friday, Feb 06 at 8:00 am

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Download lab file from the CONTENT area of Learning Suite.

#### Quiz 3

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Feb  
06

Due: Friday, Feb 06 at 8:00 am

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This quiz covers Chapter 2 (pp. 34-42) Chapter 5 (pp. 150-155), , Chapter 6 (p. 173), and Chapter 9 (pp.274-297).

#### Lab 3

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Feb  
13

Due: Friday, Feb 13 at 8:00 am

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Download lab file from the CONTENT area of Learning Suite.

#### Quiz 4

Feb  
17

Due: Tuesday, Feb 17 at 8:00 am

This quiz covers the ASHA Code of Ethics, the link to which can be found under the Content tab. It is open "book," but please do not discuss it with anyone else.

### Exam 1 Lab

Mar  
02

Due: Monday, Mar 02 at 8:00 am

Upload you VAS file here

### Exam 1

Mar  
02

Due: Monday, Mar 02 at 11:59 pm

### Lab 4

Mar  
04

Due: Wednesday, Mar 04 at 8:00 am

Download lab file from the CONTENT area of Learning Suite.

### Quiz 5

Mar  
06

Due: Friday, Mar 06 at 8:00 am

This quiz will cover Chapter 8 (pp. 239-269), Chapter 6 (p.159), and Chapter 9 (p. 278-299).

### Lab 5

Mar  
11

Due: Wednesday, Mar 11 at 8:00 am

Download lab file from the CONTENT area of Learning Suite.

### Lab 6

Mar  
16

Due: Monday, Mar 16 at 8:00 am

Download lab file from the CONTENT area of Learning Suite.

### Exam 2 Lab

Mar  
25

Due: Wednesday, Mar 25 at 8:00 am

### Exam 2

Mar

Due: Wednesday, Mar 25 at 11:59 pm

**25**

Due: Wednesday, Mar 25 at 11:59 pm

**Lab 7****Apr  
06**

Due: Monday, Apr 06 at 8:00 am

Download lab file from the CONTENT area of Learning Suite.

**Lab 8****Apr  
08**

Due: Wednesday, Apr 08 at 8:00 am

Download lab file from the CONTENT area of Learning Suite.

**Quiz 6****Apr  
10**

Due: Friday, Apr 10 at 8:00 am

This quiz covers Chapter 7 (pg. 205-234) and Chapter 13 (pg. 381-400).

**Lab 9****Apr  
13**

Due: Monday, Apr 13 at 8:00 am

Download lab file from the CONTENT area of Learning Suite.

**Final Exam Lab****Apr  
14**

Due: Tuesday, Apr 14 at 7:00 am

**Final Exam****Apr  
14**

Due: Tuesday, Apr 14 at 11:00 pm

Final Exam

Categories	Percent of Grade
On-Line Quizzes	15%
Laboratory Assignments	10%
Final Exam	25%
Exam 2	25%
Exam 1	25%

**Schedule**

Date	Schedule	Activity
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Week 1		
M Jan 05 Monday	<b>Course Introduction</b>	A. Course Introduction B. Quiz 1 Opens (Chapters 1-3 exclude "Immittance" pp. 23-27) (Pre-requisites)
W Jan 07 Wednesday	<b>The Audiometer &amp; Test Environment</b>	A. Chapter 4
F Jan 09 Friday	<b>Case History &amp; Otoscopy II</b>	A. Text pp. 158, 361-362
Week 2		
M Jan 12 Monday	<b>Pure Tone Audiometry I - The Audiogram</b>	A. Chapter 5
T Jan 13 Tuesday		
W Jan 14 Wednesday	<b>Pure Tone Audiometry II - The Virtual Audiometer</b>	
Th Jan 15 Thursday		
F Jan 16 Friday	<b>Pure Tone Audiometry III - Air Conduction</b>	
Week 3		
M Jan 19 Monday	<b>Martin Luther King Jr. Holiday</b>	
W Jan 21 Wednesday	<b>Pure Tone Audiometry IV - Air Conduction</b>	
F Jan 23 Friday	<b>Pure Tone Audiometry V - Bone Conduction</b>	Quiz 2 Chapter 4 pg. 109-126 and Chapter 5 pp. 127-154
Week 4		
M Jan 26 Monday	<b>VA: Case Study 1: AC &amp; BC</b>	
W Jan 28 Wednesday	<b>Clinical Masking I - Theory</b>	A. Chapter 9 (pp. 274-297)
F Jan 30 Friday	<b>Clinical Masking II - Pure Tone AC</b>	
Week 5		
M Feb 02 Monday	<b>Clinical Masking III - Pure Tone BC</b>	
W Feb 04 Wednesday	<b>Clinical Masking IV - Follow-up</b>	Quiz 3 (Chapter 2-pp. 34-42; Chapter 5-pp. 150-155; Chapter 6-pp. 173; Chapter 9-pp. 274-



		pp. 170, Chapter 8 pp. 277-297)
F Feb 06 Friday	<b>Speech Audiometry I - Theory</b>	Chapter 8
Week 6		
M Feb 09 Monday	<b>Speech Audiometry II - SRT &amp; WRS</b>	
W Feb 11 Wednesday	<b>Speech Audiometry III - Virtual Audiometer</b>	
F Feb 13 Friday	<b>Speech Audiometry IV - Masking</b>	A. ASHA Code of Ethics (topic for Quiz 4 (see Readings)
Week 7		
M Feb 16 Monday	<b>President's Day Holiday</b>	
T Feb 17 Tuesday	<b>Monday Instruction</b> <b>Speech Audiometry V - VA: SRT &amp; WRS with masking</b>	
W Feb 18 Wednesday	<b>Speech Audiometry VI - MCL, LDL, RCL</b>	
F Feb 20 Friday	Virtual Audiometer (Speech Audiometer) Lab 3 review	A. Chapter 9 (pp. 298-299)
Week 8		
M Feb 23 Monday	<b>Summary Case Study</b>	
W Feb 25 Wednesday	<b>Auditory-System and Related Disorders</b>	A. Chapter 6
F Feb 27 Friday	<b>Review for Exam I</b>	
Week 9		
M Mar 02 Monday	<b>Exam 1 (in class)</b>	
W Mar 04 Wednesday	<b>Acoustic Immittance</b>	A. pp. 23-27 B. Chapter 7
F Mar 06 Friday	<b>Tympanometry</b>	
Week 10		
M Mar 09 Monday	<b>Acoustic Reflex I</b>	A. Quiz 5: Chapter 8-pp. 239-269; Chapter 6-pg. 159; Chapter

		9-pp. 278-299
W Mar 11 Wednesday	<b>Acoustic Reflex II</b>	
F Mar 13 Friday	AR VAS Testing	
Week 11		
M Mar 16 Monday	<b>Otoacoustic Emissions</b>	A. Chapter 11 (pp. 346-353)
W Mar 18 Wednesday	Virtual Audiometric Suite Case Study (part I)	Lab 7 includes all testing including the AR (both threshold and decay)
F Mar 20 Friday	Virtual Audiometric Suite Case Study (part II)	
Week 12		
M Mar 23 Monday	Review for Exam II	
W Mar 25 Wednesday	<b>Exam 2--in class</b>	Exam 2 lab includes all testing <u>except</u> the acoustic reflex
F Mar 27 Friday	<b>Assessment of Infants and Children</b>	A. Chapter 11 & 12
Week 13		
M Mar 30 Monday	<b>Audiological Screening</b>	A. Chapter 13 B. Quiz 6 (Chapter 7-pp. 205-234 and Chapter 13-pp. 381-400)
W Apr 01 Wednesday	<b>Behavioral Tests for Audiological Diagnosis I</b>	
F Apr 03 Friday	<b>Physiological Methods (Evoked Potentials &amp; Vestibular Assessment) I</b>	A. Chapter 10
Week 14		
M Apr 06 Monday		
W Apr 08 Wednesday	<b>Physiological Methods (Evoked Potentials &amp; Vestibular Assessment) II</b>	
F Apr 10 Friday	<b>Testing the Patient I--Virtual Audiometer and Tympanometer</b>	
Week 15		
M Apr 13 Monday	<b>Testing the Patient II--Virtual Audiometer &amp; Tympanometer</b>	Last day of class

	<b>Audiometer &amp; Tympanometer</b> Audiological Case Studies I Audiological Case Studies II LAST DAY OF CLASS	Quiz 6 closes  Final lab opens at 1:00pm. The Final Lab includes all testing
T Apr 14 Tuesday	<b>Final Exam for 11 AM section 11 am- 2 pm, 177 TLRB</b>  <b>Final Exam for 8 AM section: 7 am-10 am, 177 TLRB</b>	
W Apr 15 Wednesday	<b>Exam Preparation Day</b>	
F Apr 17 Friday		
Week 16		
M Apr 20 Monday		
W Apr 22 Wednesday		

## University Policies

### Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

### Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional

concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution

through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

## **Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

## **Devotional Attendance**

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

## **Inappropriate Use Of Course Materials**

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

## **Plagiarism**

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community.

Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism

Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete

attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

## **Respectful Environment**

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010