

## **UT Tyler COMD 3341-Course Syllabus- Fall 2025**

### **Course Information**

<i>Course Number/Section</i>	<b>COMD 3341</b>
<i>Course Title</i>	<b><i>Introduction to Audiology</i></b>
<i>Term</i>	<b>Fall, 2025</b>
<i>Location</i>	<b>Soules College of Business, Rm 214</b>
<i>Time</i>	<b>9:30- 10:50 am, Tuesdays and Thursdays</b>
<i>Type</i>	<b>In Person</b>

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### **Professor Contact Information**

<i>Professor</i>	Andrea Gohmert, Au D, CCC-A, ABAC, FNAP
<i>Office Phone</i>	903-877-5309
<i>Email Address</i>	<a href="mailto:Andrea.Gohmert@uttyler.edu">Andrea.Gohmert@uttyler.edu</a>
<i>Office Location:</i>	<b><i>Main campus- HPR 251 or UT Tyler HSC- D250.1 (other days- appt)</i></b>
<i>Office Hours</i>	Tuesdays and Thursdays, 8:00 am- 9:30 am or by appointment

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### **Course Description**

This course is designed to serve as an introduction to the broad field of audiology which is a profession devoted to the diagnosis and treatment of hearing and balance disorders. It has been designed to ensure that students demonstrate required knowledge of the basic anatomy and physiology of the auditory system. We will cover instrumentation and calibration standards for audiology practice; the development and application of standard diagnostic audiology procedures; and administration and interpretation of standard audiometric tests.

### **Course Prerequisites**

None

### **Course Objectives/ASHA Learning Competencies:**

The course objectives align with the American Speech-Language-Hearing Association (ASHA) guidelines for student learning objectives for the certificate of clinical competence in Audiology or Speech Language Pathology. References to the ASHA Guidelines are indicated via parentheses in the list below.

By the end of this course, students will be able to:

1. Define the profession and scope of practice of an audiologist as well as the various environments in which audiologists practice (Standard II A18, A19- AUD)
2. Define the profession and scope of practice of an audiology assistant as well as the various environments in which audiology assistants practice. (Standard II A18, A19- AUD)
3. Define the properties of sound and how they are used to describe hearing ability. (Standard II-A4, A10- AUD)
4. Describe the basic anatomy and physiology of the auditory system. (Standard II A1- AUD; **Standard IV-B- SLP**)
5. Describe how disruptions to different sites along the auditory pathway can lead to hearing loss. (Standard II- B1, B2, B4, B5, B6, B9, C4- AUD; **Standard IV-B- SLP**)
6. Describe the different types of hearing loss. (Standard II B1, C4, C10, C11-AUD; **Standard IV-C-**

## **SLP)**

7. Describe different tests that are used to assess auditory function. (Standard II – B2, B14, C1, C3, C4, C7, C8, C9, C10-AUD)
8. Be able to perform otoscopic inspection of the ear. (Standard C4- AUD)
9. Be able to perform a hearing screening and interpret results (Standard B6-AUD; **Standard V-B-SLP)**
10. Understand the components of the audiometer and how to perform a pure tone audiogram. (Standard II- C8, C9, C10-AUD)
11. Describe the difference between air conduction and bone conduction hearing thresholds. (**Standard V-B- SLP)**
12. Explain the use of masking and why and when it is used. (Standard II- C8, C10-AUD)
13. Know and describe the various types of speech audiometry tests and the valuable information they provide in audiological evaluations. (Standard II- C9-AUD)
14. Describe the different portions of the immittance battery and the importance of the results in the audiological evaluation of hearing. (Standard II- C7-AUD)
15. Describe the various auditory evoked potentials and their common uses (Standard II C11, C16-AUD)
16. Describe otoacoustic emissions and how they are used clinically. (Standard II- C12-AUD)
17. Communicate the parts of the audiogram and explain the results of audiometric testing to a layperson (**Standard IV-B-SLP).**
18. Describe the implications of hearing loss for different populations, including pediatrics and adults. (Standard II – D1, D2, D3, D4, D5, D6, D7, D8, D12-AUD; **Standard IV-C-SLP)**
19. Describe the basic rehabilitation options that are available to improve communication for individuals with hearing loss, including hearing aids, cochlear implants, assistive devices, and aural rehabilitation. (Standard II – D4, D4, D6, D7, D8, D12-AUD)

## **Required Textbooks and Materials**

**Martin, F. N. & Clark, J. G. (2019). *Introduction to Audiology: 13th edition*. Pearson: Boston. ISBN: 0134694902 or 97801344694900.**

- Available as an eText rental on [www.pearsonplus.com](http://www.pearsonplus.com) for \$8.49 a month or semester rate (current 06/20/2025)
- Available on Amazon eTextbook for \$89.99 (current as of 06/20/25)
- Available on Amazon to buy used for \$102.34 (current as of 06/20/2025)
- Available on Amazon to buy new for \$111.00 (current as of 06/20/2025)

### *Required Readings and Materials*

There may be additional readings and materials that are available, and these will be posted via Canvas.

## **Technical Requirements**

Although this class will meet in person, you will be required to upload all assignments to Canvas for grading. Computer and internet access is required for this course and portions of weekly lab assignments completed in class will require computer and internet access. Please bring laptops to class regularly where you can access the lecture slides and complete lab assignments. Access to a scanner or phone app may be helpful as well.

## **Communication**

This course will use regular email to your UT Tyler email address for communication. Under normal circumstances, student emails will be answered within three business days.

## **Class Attendance/Participation**

Regular and punctual class attendance is expected. Many of the assignments have a hands-on laboratory component that will be completed in class using specialized equipment and materials. Students who fail to

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participate in class regularly are inviting scholastic difficulty. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the labs. Class participation is documented by faculty. Successful participation is defined as consistently adhering to university requirements, as presented in this syllabus and per university attendance policy requirements: [University of Texas at Tyler - Class Attendance/Excused Absences](#)

**Students with excused absences are responsible for obtaining notes and assignments from classmates and schedule makeup time with Dr. Gohmert for hands-on lab makeup. Some hands-on portions cannot be made up due to equipment and space availability. In such cases, an alternative assignment may be provided.** Excused absences include personal or family illness requiring a physician's assistance or hospitalization, approved religious holy days, death of a family member, and a planned university event. Advance notice is required for planned absences that will result in missed assignments; for unplanned absences, students should notify the instructor as soon as possible. Unexcused absences may be made up **at the discretion of the instructors** in relation to time, space, personnel, and equipment availability. The instructors reserve the right not to provide make-up opportunities for unexcused absences or absences that did not follow the excused absence policy.

### **Course Structure Overview**

This course will follow a flipped-classroom approach, which means that you are expected to do the readings outside of class and be able to answer questions before you come to class. Brief lectures in class will be focused on key topics for review from the readings and clarifications. A portion of most classes will be dedicated to activities for hands-on learning, with written assignments to be submitted after the activity. Two exams will test you on the material from readings, labs, in-class lectures, and activities. They will be held in class, open notes, and proctored.

### **Course Schedule**

The course schedule can be found on the next page.

\*"pgs" refers to textbook pages; links direct you to videos; and "see Canvas" indicates you will have pdfs uploaded to Canva that you need to download and read for that week. Although the readings/materials pertain to topics for both Tuesday and Thursday, your reading quiz that is due weekly on Sunday before classes may pull from material for either the Tuesday or Thursday class.

## Course Schedule/Calendar

Week	Readings*/ Materials	Reading Quiz Due	Date of Class	Topic	Assignments/Labs	Assignments Due
1	Chapter 1	N/A	8/26/2025	Introduction The Profession of Audiology and Audiology Assistants	Syllabus Quiz (0 points)	8/26/2025
	Chapter 2 <a href="#">Auditory Transduction</a>		8/28/2025	The Physics of Sound Overview of How We Hear	Dangerous Decibels Lab #1	9/3/2025
2	Chapter 3	8/31/2025	9/2/2025	Air Conduction Hearing Bone Conduction Hearing	Tuning Fork Lab #2	9/10/25
			9/4/2025	Hearing Screenings		
3	Chapter 4 Chapter 5	9/7/2025	9/9/2025 9/11/2025	Speech Audiometry Cross Hearing/Masking Pure-Tone Audiometry	Screen a Partner Lab #3	9/17/2025
4	Chapter 6-pgs 161-176 Chapter 8 Chapter 9	9/14/2025	9/16/2025 9/18/2025	Anatomy of the Outer Ear Outer Ear Assessment & Disorders Anatomy of the Middle Ear Middle Ear Assessment & Disorders	Otoscopy Lab #4	9/24/2025
5	Chapter 10	9/21/2025	9/23/2025	Anatomy of the Inner Ear Inner Ear Assessment & Disorders	Extra credit explained	12/02/2025
	Chapter 12 Chapter 6-pgs 177-180		9/25/2025	Nonorganic Hearing Loss Otoacoustic Emissions		
6	Ch. 13 <a href="#">Vest. System</a> <a href="#">BPPV</a> <a href="#">VNG</a> <a href="#">Rotary Chair</a> <a href="#">VEMP</a> <a href="#">vHIT</a>	9/28/2025	9/30/2025  10/2/2025	Anatomy of the Vestibular System  Vestibular Assessment & Disorders/Tinnitus Treatment	Informal Balance Testing Lab #5	10/08/2025

7	Chapter 11 Chapter 6 pg 180-194	10/05/2025	10/7/2025 10/9/2025	Anatomy of the Central Auditory System CANS Assessment and Disorders Electrophysiologic Evaluations (TEAMS lecture- TAA)	N/A	
8	Review	N/A	10/14/2025 <b>10/16/2025</b>	Review for Midterm <b>Midterm</b>	N/A	
9	Chapter 7, pg 195-215	10/19/2025	10/21/2025 10/23/2025	Younger Children with Hearing Loss EHDI & Speech, Language Development	N/A	
10	Chapter 7 pg 215-221	N/A	10/28/2025 10/30/2025	Older Children with Hearing Loss Academic & Psychosocial Implications	N/A	
11	Chapter 12  See readings in Canvas	N/A	11/4/2025 11/6/2025	Adults with Hearing Loss Accessibility & Vocational Implications Older Adults with Hearing Loss Cognitive & Falls Risk Implications	Reflection on HL- Interview Lab #6	11/12/2025
12	Chapter 14, pgs 388-424	11/9/2025	11/11/2025 11/13/2025	Auditory Technology - Hearing Aids A Basic Hearing Aid Appointment	Case Studies Lab #7	11/19/2025
13	Chapter 14, pgs 388-424	N/A	11/18/2025 11/20/2025	Auditory Technology - Cochlear Implants A Basic Cochlear Implant Appointment (TEAMS lecture- ASHA)		
14	<b>NO CLASS Thanksgiving Break</b>	N/A	<b>11/25/2025 11/27/2025</b>			
15	Chapter 15, Pgs. 425-470	N/A	12/2/2025  12/4/2025	Aural Rehabilitation for Adults Aural Habilitation for Children  Final Exam Review		
16	<b>Final Exam Week</b>	12/8/2025-12/12/25	TBD	<b>Final Exam</b>		

## **Assignments**

1. **Reading Quizzes**- There will be **8** scheduled reading quizzes that will be completed **at home** and will involve answering discussion questions after reading the text. Each quiz is worth **25 pts.** (Learning Outcomes 1-13)
2. **Lab Assignments**- There are **7** lab assignments that will be started in class with a portion required to complete after class. Each lab is worth **50 pts.** The lowest lab grade will be dropped. (Learning Outcomes 7-11)
3. **Exams**- There will be two exams in this course that will be multiple choice, fill in the blank, and short answer.
  - **Midterm Exam (10/16/2025)**- worth 250 points
  - **Final Exam**- worth 250 points
4. **Extra Credit**- Additional credit can be added to the Final Exam and the assignment will be given mid semester for **25 points** added to the final exam grade.

## **Grading Policy**

This course has a total of **1000 total points**:

- 8 reading quizzes worth 25 points each (200 points)
- 7 assignments worth 50 points each, with the lowest grade dropped (300 points)
- 1 midterm exam (250 points)
- 1 final exam (250 points)

Letter grades will adhere to the following percentages and points:

Grade	Percentage <sup>1</sup>	Points required (out of 1000) <sup>2</sup>
A	94%	940
A-	90%	900
B+	87%	870
B	84%	840
B-	80%	800

Grade	Percentage <sup>1</sup>	Points required (out of 1000) <sup>2</sup>
C	74%	740
C-	70%	700
D+	67%	670
D	64%	640
D-	60%	600
F	<60%	≤599

<sup>1</sup>Minimum percentage required to earn a given letter grade is based on the default template grading scale set up by the University in the eLearning system.

<sup>2</sup>This is the minimum number of points that must be earned to receive a given letter grade. There is no rounding to the next higher point or the next higher percent if these minimums are not met.

## **UNIVERSITY POLICIES**

### **A. UT Tyler Honor Code:**

1. Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. Students Rights and

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Responsibilities To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

**B. Campus Carry:** 1. We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

**C. UT Tyler a Tobacco-Free University:** 1. All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

**D. Academic Honesty Policy:** Students will adhere to the highest standards of academic honesty. Anyone caught cheating will earn a “0” for that assignment and will be subject to academic and disciplinary action. Plagiarism (the use of written and oral words or ideas of another person, including another student, without the expressed acknowledgment of the speaker’s or writer’s indebtedness to that person) will not be tolerated. This includes the use of papers or other materials previously submitted to instructors in other classes, as well as video and audio recordings. Students caught plagiarizing will fail this class and be subject to academic and disciplinary action.

## **E. Student Standards of Academic Conduct**

1. Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

a. “Cheating” includes, but is not limited to:

- i copying from another student’s test paper;
- ii using, during a test, materials not authorized by the person giving the test;
- iii failure to comply with instructions given by the person administering the test;
- iv possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes.” The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- v using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- vi collaborating with or seeking aid from another student during a test or other assignment without authority;

vii discussing the contents of an examination with another student who will take the examination; viii divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student; ix substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;  
x paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;  
xi falsifying research data, laboratory reports, and/or other academic work offered for credit; xii taking, keeping, misplacing, or damaging the property of the University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and  
xiii misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

b. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

c. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty. d. All written work that is submitted will be subject to review by plagiarism software.

Additional Examples of academic dishonesty and plagiarism:

-Copying part or all of a colleague's assignment and submitting it as if it were your own work. In this situation both students will be penalized.

-Putting information from a book, article, etc. into a written assignment without clearly attributing the information to the source and documenting the source in the body of the assignment. -

Copying, printing or sharing online quizzes

-Submitting assignments that were previously used for another course.

-Sharing information about exams and/or quizzes with other students

These are just examples of acts of dishonesty that lead to failing the course and further disciplinary action.

Assignments will be submitted via the Safe Assign anti-plagiarism online system, which will immediately trace any words a student plagiarizes from any source out there. Any violations will be taken very seriously.

**F. The U-T Tyler Writing Center** provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-

long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning, as you will be asked to discuss your work during your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix, repair, or operate on your paper. Location: BUS 202. Appointments: 903-565-5995.

#### **G. Disability/Accessibility Services:**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler/> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email [saroffice@uttyler.edu](mailto:saroffice@uttyler.edu), or call 903.566.7079."

#### **H. Student Resources: [TimelyCare](#)**

- Provides online mental health counseling (in the moment TalkNow or Scheduled), health coaching, psychiatry (for students in counseling), and self-help resources to all students 24/7 no matter where you are.
- TimelyCare is confidential and only shares information with the Student Counseling Center in order to provide the best continuity of care for our students.
- To register, go to [timelycare.com/uttyler](https://timelycare.com/uttyler) or download the app on the apple app store or google play.
- Students can register and log-in with their single-sign-on user name and password

**G. UT Tyler AI Use:** UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

1. Students can use AI platforms to help prepare for assignments and projects. You can use AI tools to revise and edit your work (e.g., identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or correct citations). When submitting work, students must identify any writing, text, or media generated by AI. In this course, sections of assignments generated by AI should appear in a different colored font, and the relationship between those sections and student contributions should be discussed in a cover letter that accompanies the assignment when submitted.