COMD 4373- Course Syllabus- Spring 2026

Course Information

Course Number/Section	**COMD 4373**
Course Title	**Aural Rehabilitation**
Credits	**3 credit hours**
Term	**Spring 2026**
Days & Times	**Tuesdays/Thursdays- 9:30 am to 10:50 am**
Location	**HPR 262**

Contact Information

Professor	**Andrea Gohmert, AuD, ABAC, CCC-A**
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Office Location	**HPR 251**
Office Hours	**By appointment or Tuesdays and Thursdays- 8:00 am- 9:30 am**

Course Pre-requisites, Co-requisites, and/or Other Restrictions
COMD 3341

Course Description
This course introduces the student to evidence-based practice in the discipline of aural rehabilitation of hard of hearing adults and children who have hearing loss, and the concomitant services provided to their family or loved ones.

Student Learning Objectives/Outcomes
By the end of this course, students will be able to:
1. Understand the scope of practice for speech-language pathologists and audiologists who provide aural rehabilitation services.
2. Understand the basic components of an aural habilitation/rehabilitation plan.
3. Demonstrate knowledge of assessment procedures for determining aural rehabilitation needs, including means for assessing hearing status, auditory and audiovisual speech recognition, hearing-related disabilities, and conversational fluency.
4. Understand how hearing loss affects communication and conversational fluency.
5. Demonstrate knowledge of the psychosocial impact of hearing loss and how it affects counseling of patients.
6. Understanding how to develop and implement aural rehabilitation plans for children, adults, and their family members.
7. Understand the procedures for developing and implementing auditory training for the pediatric population
8. Knowledge about the challenges hearing loss poses for acquiring speech and language and learning to read and related assessments and interventions.

The course objectives align with the American Speech-Language-Hearing Association (ASHA) guidelines for student learning objectives. References for the ASHA Guidelines are indicated below:

Standard III-B

The applicant must demonstrate knowledge of basic human communication processes, including their biological, neurological, acoustic, psychological, development, linguistic, and cultural bases. Specifically, in this course, students will learn about the impact of cultural and linguistic background on adjustment to hearing loss, how hearing loss interplays with both development and the life span, and some of the psychological effects associated with having a hearing loss.

Standard III-C

The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences, including etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates. Specifically, in this course, students will learn about some of the etiologies related to hearing loss, how hearing loss may affect receptive and expressive (phonology, morphology, syntax, semantics, and pragmatics) performance in speaking, listening, reading, writing, and manual modalities, how hearing loss may affect social aspects of communication (e.g., challenging behaviors, conversational fluency, effective and ineffective social skills), and how cognitive aspects of communication (attention, working memory, processing speed, central auditory processing disorder) may affect communication.

Standard III-D

The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication disorders, including consideration of anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlations of the disorders. Specifically, students in this course will study assessment and interventions for hearing loss, assessment and interventions for social aspects of communication including conversational fluency, and interventions for preventing or alleviating difficulties in receptive and expressive language, as well as learn the foundational skills for identifying, diagnosing, and treating hearing-related difficulties in children and adults. They will also study the emotional and social effects of hearing loss, as well as difficulties in speech and language that relate to hearing loss.

Required Textbooks and Materials
Required Texts
***Foundations of Aural Rehabilitation: Children, Adults, and Their Family Members* (6th ed.) (2024), Nancy Tye-Murray, Plural Publishing. ISBN13: 978-1-63550-420-0**
- Available on Amazon for $146.03
- Available as an eBook on Plural Publishing for $164.95
- Available as a rental from Chegg for $54.99 a semester

Required Readings and Materials
There may be additional readings and materials that are available, and these will be posted via eLearning or distributed in class.

Technical Requirements
Although this class will meet in person, you will be required to upload all assignments to eLearning for grading. Access to a scanner or phone app for scanning will be extremely helpful.

There will be some portions of our time in-class that require access to a computer. If you are unable to bring a laptop/device to class, please let me know as soon as possible so alternative arrangements can be made.

Communication
This course will use regular email to your UT Dallas email address for communication. Under normal circumstances, student emails will be answered within 2 business days.

Class Attendance and Participation
Regular and punctual class attendance is expected. Students who fail to 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 will be documented. **Extra credit** points will be available for students who attend each class. **See Extra Credit section below**. Successful participation is defined as consistently adhering to university requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Students with excused absences are responsible for obtaining notes and assignments from classmates and schedule makeup time with Dr. Gohmert for exam or assignment makeup. Excused absences include personal or family illness requiring a physician's assistance or hospitalization, approved religious holy days, or death of a family member. 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.

Class Recordings
Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Course Structure Overview

Your performance in this course will be evaluated based on the following criteria:

Midterm Examination (30% of total grade): A **midterm** (30% of total grade) and a **final examination project** (30% of total grade) will be administered to assess your knowledge/comprehension, application, and analysis/synthesis of the textbook and lecture material. The examinations will include multiple-choice questions, fill in the blank, and short answer questions.

Comprehensive Class Note Binder Check Off- The **final exam grade (30% of total grade)** in the course will be turned into an electronic file or physical notebook with all handouts and notes in an organized manner that could be used as a future resource in clinic or clinical care. See rubric for more details.

Sections for this notebook are as follows: Each section should contain lecture slide deck in pdf form, class noted, and handouts from each Pairs Presentations in Class.

1. Hearing aids
2. Cochlear Implants
3. Hearing Assistive Technology
4. Listening Checks/Troubleshooting Hearing Devices
5. Communication Strategies Training
6. Speechreading Training
7. Cued Speech
8. Adult Aural Rehab Group Therapy
9. Listening and Spoken Language/Auditory Verbal Therapy with Children
10. Digital Therapeutics/Online Aural Rehabilitation
11. Legislation that Affects Infants, School Aged, and Adults who are Deaf or Hard of Hearing
12. Speech, Literacy, and Language in the Deaf and Hard of Hearing
13. Research Journal Article Summary

Journal Article Summaries/Critiques (20% of total grade); *Due on [2/10/2026 at 11:59 pm]:* You may select four journal articles from the <u>reference section</u> of *Foundations of Aural Rehabilitation: Children, Adults, and Their Family Members* **(6th ed.)** or you may submit your own list of four to the instructor. The four articles must pertain to a <u>single topic</u>. Write a three- to four-page summary of the four articles, summarizing each one and synthesizing the major findings into your conclusions. Identify similarities and differences in research methods and experimental designs; note any discrepancies in the findings and then identify directions for additional research.

Pairs Project (20% of total grade); *Topic assigned by 1/27/2025- Presentations begin 3-3-2025 and assigned by Dr. Gohmert:* Each student will pair up with another student and will work together to develop a project pertaining to aural rehabilitation topic below and these will be drawn randomly in class on 1/27/2025 so that each topic is covered by the end of the semester and can serve as a resource for the future. Projects will be presented to the class during **a 20-minute presentation and supporting written materials will be submitted to the instructor following the presentation**. Projects may be a brochure, a handbook, a handout, a lesson plan, a curriculum, or flyer which will be shared with the entire class during the presentation and shared in Canvas with the entire class. See rubric.

Possible topics will be the following:

1. **Speechreading Training**- Develop a speechreading test and describe its merits and how it might overcome the shortcomings of existing tests.
2. **Cued Speech**- Design a cued speech lesson for a school aged child with severe to profound hearing loss.
3. **Adult Aural Rehab Group Therapy**- Develop an aural rehab curriculum for a group of older people with hearing loss.
4. **Communication Strategies Training for Parents-** Develop a communication strategies training program for parents of children who have hearing loss.
5. **Online Aural Rehabilitation Programs**- Develop a brochure for adults on the various online aural rehabilitation programs to include free ones and ones for purchase with the amount and links to the sites.
6. **Transition Resources for Deaf of Hard of Hearing Students**- Create a book for deaf or hearing children who are about to transition from high school to college or the workforce.
7. **Classroom Teacher Training**- Create a program for enhancing a child's entry into a mainstream classroom, including a teacher's handbook and a class presentation for peers.
8. **Caretaker Training on Amplification and Hearing Loss**- Develop a curriculum for teaching nursing home caretakers about hearing loss and how to clean and troubleshoot hearing aids.
9. **Communication Strategies Training for Family and Friends**- Create a brochure for communication partners regarding effective communication strategies, living with a spouse who has a hearing loss, learning to use a hearing aid, and the Americans with Disabilities Act.
10. **Listening and Spoken Language- Auditory Verbal Therapy**- Develop an auditory verbal language lesson for a six-year-old child with severe hearing loss.
11. **Adult Aural Rehab Lesson**- Develop an aural rehab lesson for an adult patient who has recently received a cochlear implant and is in the adjustment phase.
12. **Assistive Devices for Hard of Hearing Patients**- Develop a handout for classroom teachers on the use of assistive technology in the classroom to include an FM/DM system and include how to use them effectively in the classroom.

Course schedule follows on next page.

Course Schedule (Subject to Change)

Week	Readings*/ Materials	Date of Class	Topic	Assignments	Assignments Due
1	Chapter 1 & 2	1/13/2026	Audiology Review/Evidence Based Practice	**Syllabus Quiz (0 points)**	1/13/26
		1/15/2026	Diagnostics & Listening Devices		
2	Chapter 3	1/20/2026	Auditory Only Speech Perception		
		1/22/2026	Auditory Training		
3	Chapter 4	1/27/2026	Audiovisual Speech Perception	**Pairs Project Topic Due**	
		1/29/2026	Speechreading Training		
4	Chapter 5	2/3/2026	Communication Strategies		
		2/5/2026	Conversational Styles		
5	Chapter 6	2/10/2026	Communication Strategies Training	**Journal Article Summaries/Critiques**	**2/10/26- 11:59 pm**
		2/12/2026	Digital Therapeutics		
6	Chapter 7	2/17/2026	Counseling, Psychosocial Support,		
		2/19/2026	Assertiveness Training		
7	Review for Midterm **Midterm Exam**	2/24/2026	Review for Midterm		
		2/26/2026	**Midterm Exam**		
8	Chapters 8 & 9	3/3/2026	Aural Rehabilitation for Adults	**Group 1 Pair Projects Presentation**	3/5/26
		3/5/2026			
9	**Spring Break**	No Class		N/A	N/A
10	Chapter 10	3/17/2026 3/19/2026	Detection and Confirmation of HL in Children	**Group 2 Pair Projects Presentation**	3/19/26

11	Chapter 11	3/24/2026 3/26/2026	Legislation-Infants & Toddlers with HL	**Group 3 Pair Projects Presentation**	3/26/16
12	Chapter 12	3/31/2026 4/2/2026	AR in School Aged Children	**Group 4 Pair Projects Presentation**	4/2/26
13	Chapter 13	4/7/2026 4/9/2026	Auditory Training in Children	**Group 5 Pair Projects Presentation**	4/9/26
14	Chapter 14	4/14/2026 4/16/2026	Language in Children with HL	**Group 6 Pair Projects Presentation**	4/16/26
15	Chapter 15	4/21/2026 4/23/2026	Speech and Literacy in the Deaf and HH Children **Review for Final Exam**		
16	**Final Exam Week**	4/28/2026 4/30/2026			

Grading Policy

This course has a total of **1000 total points**:
- Pairs Project and Presentation (200 points)
- Journal Article Summaries/Critiques (200 points)
- 1 midterm exam (300 points)
- 1 final exam/project (300 points)

Letter grades will adhere to the following percentages and points:

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

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

[1]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.

[2]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.

Course Policies

Missed Class

If a student is unable to attend a scheduled class because of illness or medical emergency, the student should notify the instructor at the earliest possible time to ensure the absence is excused. Missed lecture notes will need to be obtained from fellow classmates.

Unexcused absences may be made up **at the discretion of the faculty** in relation to time, space, personnel and equipment availability. The instructor reserves the right not to provide make-up opportunities for any unexcused absences or absences that did not follow the excused absence policy.

Extra Credit- Attendance

Attendance will be recorded for each class and students will have the opportunity to obtain **2 points per class** attendance with a maximum of **28 points** for perfect attendance that will be added to the final grade score as extra credit

Late Work

Unless otherwise noted, assignments are due on the due date listed on the syllabus at 11:59pm Central Time. All assignments must be uploaded/submitted via the appropriate portal in Canvas. Assignments will be accepted **up to 3 days late**, with a late penalty deducted for each day the

assignment is late. Assignments will have a late penalty of **10 points for each day the assignment is late. It will not be accepted beyond 3 days late.**

Artificial Intelligence Usage (AI)

AI is permitted only for specific assignments or situations, and appropriate acknowledgment is required.

a. Example 1: This course has specific assignments where artificial intelligence (AI) tools (such as ChatGPT or Copilot) are permitted and encouraged. When AI use is permissible, it will be clearly stated in the assignment directions, and all use of AI must be appropriately acknowledged and cited. Otherwise, the default is that AI is not allowed during any stage of an assignment.

b. Example 2: During some class assignments, we may leverage AI tools to support your learning, allow you to explore how AI tools can be used, and/or better understand their benefits and limitations. Learning how to use AI is an emerging skill, and we will work through the limitations of these evolving systems together. However, AI will be limited to assignments where AI is a critical component of the learning activity. I will always indicate when and where the use of AI tools for this course is appropriate.

c. Example 3: Most assignments in this course will permit using artificial intelligence (AI) tools, such as ChatGPT or Copilot. When AI use is permissible, it will be documented in the assignment description, and all use of AI must be appropriately acknowledged and cited. When using AI tools for assignments, add an appendix showing (a) the entire exchange (e.g., prompts used), highlighting the most relevant sections; (b) a description of precisely which AI tools were used, (c) an explanation of how the AI tools were used (e.g. to generate ideas, elements of text, etc.); and (d) an account of why AI tools were used (e.g. to save time, to surmount writer's block, to stimulate thinking, to experiment for fun, etc.). Students shall not use AI tools during in-class examinations or assignments unless explicitly permitted and instructed to do so.

d. Example 4: In this course, we may use AI tools (such as ChatGPT and Copilot) to examine how these tools may inform our exploration of the class topics. You will be notified as to when and how these tools will be used, along with guidance for attribution. Using AI tools outside of these parameters violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such.

UNIVERSITY POLICIES

Resources available to UT Tyler Students

- [UT Tyler Counseling Center](available to all students)
- [My SSP App] (24/7 access to Student Support Program counseling through phone or chat and online wellness resources available in a variety of languages)
- [Student Assistance and Advocacy Center]
- [Military and Veterans Success Center](supports for all of our military-affiliated students)

- [UT Tyler Patriot Food Pantry](#)
- [UT Tyler Financial Aid and Scholarships](#)
- [UT Tyler Registrar's Office](#)
- [Office of International Programs](#)
- [Title IX Reporting](#)
- [Patriots Engage](#) (available to all students. Get engaged at UT Tyler.)