UT Tyler COMD 3341-Course Syllabus- Fall 2026

Course Information

Course Number/Section	**COMD 3341**
Course Title	***Introduction to Audiology and Aural Rehabilitation***
Term	**Fall, 2026**
Location	**RBN 3038**
Time	**9:30- 10:50 am, Tuesdays and Thursdays**
Type	**In Person and synchronous online**

Professor Contact Information

Professor	Andrea Gohmert, Au D, CCC-A, ABAC, FNAP
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Office Location:	***Main campus-***
Office Hours	Tuesdays and Thursdays, 8:00 am- 9:30 am or by appointment online

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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. Students will learn principles of identification and classification of hearing loss and approaches to aural habilitation and/or rehabilitation. Students develop foundational knowledge of audiology within clinical and interprofessional contexts.

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 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**)
5. Describe the different types of hearing loss. (Standard II B1, C4, C10, C11-AUD; **Standard IV-C-SLP**)
6. The student will 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-B- SLP**

7. The student 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-C-SLP**)
8. The student 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. (**Standard III-D- SLP**)
9. Describe different tests that are used to assess auditory function. (Standard II – B2, B14, C1, C3, C4, C7, C8, C9, C10-AUD)
10. Be able to perform otoscopic inspection of the ear. (Standard C4- AUD)
11. Be able to perform a hearing screening and interpret results (Standard B6-AUD; **Standard V-B-SLP)**
12. Understand the components of the audiometer and how to perform a pure tone audiogram. (Standard II- C8, C9, C10-AUD)
13. Describe the difference between air conduction and bone conduction hearing thresholds. (**Standard V-B- SLP**)
14. Explain the use of masking and why and when it is used. (Standard II- C8, C10-AUD)
15. Know and describe the various types of speech audiometry tests and the valuable information they provide in audiological evaluations. (Standard II- C9-AUD)
16. Describe the different portions of the immittance battery and the importance of the results in the audiological evaluation of hearing. (Standard II- C7-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**)

Required Textbooks and Materials

1. **Simucase Semester Membership for lab assignments-** https://www.simucase.com/pricing

2. **Stach, B. A., & Ramachandran, V. (2022). Clinical audiology: An introduction. Plural Publishing, Incorporated.** *Available free online through Muntz library course reserves.*

3. **Tye-Murray, N. (2024). Foundations of aural rehabilitation: Children, adults, and their family members** (6th ed.). Plural Publishing. *Available free online through Muntz library course reserves.*

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

Technical and Exam Requirements

This course requires regular access to a laptop computer and reliable internet connection for completing assignments, quizzes, and exams through Canvas. Students are expected to bring their laptops to class regularly in order to access lecture slides and complete in-class lab assignments. Students should also have access to a scanner or mobile scanning app (e.g., Adobe Scan, CamScanner, or a built-in phone scanning feature) to upload documents to Canvas as needed.

All exams will be administered using Respondus LockDown Browser. Students are responsible for installing this software and verifying that it functions properly on their laptop during the first week of class. If any technical issues arise, students must promptly contact The University of Texas at Tyler IT support for troubleshooting.

- Important: **Failure to ensure your technology is working correctly** does not exempt you from completing assignments or exams on time, so it is essential to test your setup early.

Communication
This course will use regular email to your UT Tyler email address for communication. Under normal circumstances, student emails will be answered within 24 hours during the week and within 48 hours on weekends.

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 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/Attendance is documented within the first ten minutes of each class period. 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.

Late Work Policy
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 when the assignment is late**. It will not be accepted beyond 3 days late.

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 in class via group and individual participation. 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.

Course Schedule

The course schedule can be found on the next page. The instructor reserves the right to adjust the course schedule as needed.

*"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.

Course Schedule/Calendar

Week/Date	Topic	Reading	Assignments	Due Date
Week 1- 8/25 & 8/27	Course Introduction- Syllabus Review The Profession of Audiology The Basic Physics of Sound How We Hear	Course Syllabus Stach- Ch 1 Stach- Ch.2-pgs. 31-44 Scope of Practice Documents **Auditory Transduction**	**Understanding the Lived Experience of Hearing Loss- Interview**	**Interview Assignment** **9/9**
Week 2- 9/1 & 9/3	Air Conduction Hearing Bone Conduction Hearing Cross Hearing	Stach- Ch. 2- pgs. 61-72 Stach- Ch. 3- pgs. 73-96 Stach- Ch. 6- pgs. 195-198		
Week 3- 9/8 & 9/10	Disorders of the Outer Ear Otoscopy Disorders of the Middle Ear	Stach- Ch. 2- pgs. 45-61 Stach- Ch. 3- pgs. 73-96 Stach- Ch. 4- pgs. 97-111	**Lab 1- Otoscopy Assigned in Simucase**	**Lab #1-Due** **9/16**
Week 4- 9/15 & 9/17	Disorders of the Inner Ear- to include Vestibular System Vestibular & Balance Assessment Introduction to Audiologic Diagnosis-Case History	Stach- Ch. 4- pgs. 112- 137 Stach- Ch 5- pgs 145-169 Ch 18- pgs. 527- 557 Vest. System BPPV VNG Rotary Chair VEMP **vHIT**	**Hearing Disorders Group Presentation Assignment- (SLO2-F)** **Groups & Topics Assigned-** **Lab 2 - Vestibular Lab**	**Disorders Pairs Presentation Due-** **11/11 by 11:59 pm** **Lab #2-Due 9/23**
Week 5- 9/22 & 9/24	Pure Tone Audiometry Speech Audiometry When to Mask?	Stach- Ch. 6- pgs. 171-223 Stach- Ch.7- pgs 201-223	**Lab 3- Hearing Screenings Simucase Audiolab**	**Lab #3- Due 9/30**
Week 6- 9/29 & 10/1	Immittance & Physiologic Measures Otoacoustic Emissions & Electrophysiology	Stach- Ch. 8- pgs.227-253 Stach- Ch. 9- pgs. 255-281		
Week 7-	Test Battery Approach &	Stach- Ch. 10- pgs. 284-343		

10/6 & 10/8	Communicating Audiometric Results	Stach- Ch. 11- pgs. 346-378	Guest Lecture- 10/8	
Week 8- 10/13 & 10/15	Review for Midterm **Midterm Exam**			**Midterm Exam 10/15/2026**
Week 9- 10/20 & 10/22	Introduction to Audiologic Treatment Hearing Loss Treatment- Hearing Aids	Stach- Ch. 12- pgs. 383-404 Stach- Ch. 13- pgs. 405- 434		
Week 10- 10/27 & 10/29	Audiologic Treatment- The Hearing Aid Process Implantable Hearing Technology & Hearing Assistive Technology	Stach- Ch. 16- pgs. 469- 490		
Week 11- 11/03 & 11/5	Aural Habilitation/ Aural Rehabilitation Counseling	Stach- Ch. 14- pgs. 435- 448 Stach- Ch 15- pgs. 449-468 Tye- Murray- Ch. 7		
Week 12- 11/10 & 11/12	Younger Children with Hearing Loss- EHDI & Speech, Language Development Older Children with Hearing Loss Academic & Psychosocial Implications	Tye Murray- Ch. 10 Tye- Murray- Ch. 11, Ch. 12	**Lab 4- Determining Type of Hearing Loss- Simucase Audiolab (SLO4-F)**	**Lab #4- Due 11/18**
Week 13- 11/17 & 11/19	Adults with Hearing Loss Accessibility & Vocational Implications Older Adults with Hearing Loss	Tye- Murray- Ch. 8 Tye- Murray- Ch. 9		
Week 14- 11/24 & 11/26	**Fall Break- No class**	N/A	N/A	**N/A**
Week 15- 12/1 & 12/3	Disorders Project Review/Discussions Final Exam Review			
Week 16- 12/7	**Final Exam - TBD**	Final Exam-(SLO4-S)		

Assignments

1. **Understanding the Lived Experience of Hearing Loss Interview (10% of total grade)-** ***Due on 9/9/2026***- This is a recorded interview assignment in which students engage with an adult who has hearing loss to gain insight into their experiences. Students will prepare questions, conduct a respectful 10-minute recorded interview, and write a 1,000–1,500-word reflective report. Submissions include the report, recording, and consent form, and are evaluated on preparation, insight, communication, and professionalism.

2. **Pairs Project (20% of total grade)***; Topic assigned by 9/17/2026- by Dr. Gohmert,* **Due 11/11/2026 by 11:59 pm** Students will work in pairs to create a 10–15-minute recorded presentation (PowerPoint or video) on an assigned hearing disorder. Both partners must participate and demonstrate understanding of the disorder's causes, prevalence, hearing impact, treatment, and communication effects. Presentations should include clear, well-designed slides with visuals and be supported by 4–6 credible sources cited in APA format. Recordings must feature clear audio and professional delivery and will be evaluated based on content, organization, presentation quality, and proper references. See rubric.

   Disorder topics:

   - Otitis media with effusion
   - Cholesteatoma
   - Otosclerosis
   - Ossicular Chain Discontinuity
   - Barotrauma
   - Glomus Tumor
   - Vestibular Aqueduct syndrome
   - Presbycusis
   - Noise Induced Hearing Loss
   - Meniere's Disease
   - Vestibular Schwannoma
   - Cytomegalovirus
   - Bacterial Meningitis
   - CHARGE Syndrome
   - Waardenburg Syndrome
   - Usher Syndrome
   - Pendred Syndrome
   - Superior Semicircular Canal Dehiscence
   - Auto Immune Inner Ear Disease
   - Auditory Neuropathy Spectrum Disorder

3. **Lab Assignments- (20% of Total Grade)** There are **4** lab assignments that will be started in class with a portion required to complete after class. Each lab is worth **50 pts.** (Learning Outcomes 7-11)

4. **Exams- (50% of Total Grade)** There will be two exams in this course that will be multiple choice, fill in the blank, and short answer.
   - **Midterm Exam (10/15/2026)**- worth 250 points
   - **Final Exam**- worth 250 points

Grading Policy

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

- 4 lab assignments worth 50 points each (200 points)
- 1 pairs project presentation on disorders (200 points)
- 1 impact of hearing loss, recorded interview (100 points
- 1 midterm exam (250 points)
- 1 final exam (250 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.

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.

I encourage you to explore using artificial intelligence (AI) tools, such as ChatGPT, for all assignments and assessments. Any such use must be appropriately acknowledged and cited, following the guidelines established by the APA Style Guide, including the specific version of the tool used. The submitted work should include the exact prompt you used to generate the content and the AI's complete response as an appendix. Because AI-generate content is not necessarily accurate or appropriate, you must assess the validity and applicability of any submitted AI output. You will not earn full credit if inaccurate, invalid, or inappropriate information is found in your work.

https://apastyle.apa.org/blog/how-to-cite-chatgpt