

CS&D 860 section 001 Syllabus (*Subject to minor changes*)

Physiological Assessment in Audiology II

Department of Communication Sciences and Disorders

Physiological Assessment in Audiology II

CS&D 860 001 (2 Credits)

2023 Fall

Description

Advanced study of physiological measures used by audiologists in threshold and diagnostic evaluations, including acoustic immittance, middle and long latency auditory evoked potentials, and P300, and MMN. Course includes an introduction to evaluation of the balance system. Enroll Info: Grad st, cons inst, Com Dis 850, 851, 852, 853, 858, 859, con reg in 861

Prerequisite(s)

Graduate/professional standing

Instruction Mode

In person

Department: Communication Sciences & Disorders

College: Letters and Science

Canvas Course URL: <https://canvas.wisc.edu/courses/359818>

2023 Fall Class

Term Start Date: Wednesday, 6 Sep. 2023

Term End Date: Thursday, 21 Dec 2023

Location and Schedule: GNH Distance Room: Mondays 10:00-11:40AM

CRN: 252004073

Instructor : G. Nike Gnanateja, Ph.D.

- Office: 462 Goodnight Hall
- Email: nikegnanateja.gurindapalli@wisc.edu

Office Hours

- Monday 10:00 AM to 11:40 AM

Instructor Email/Preferred Contact

1. **Slack:** <https://csd-classes.slack.com/archives/C05Q3LSCTUN>
2. **Email:** nikegnanateja.gurindapalli@wisc.edu

Reader/Grader: Jenny Lucke

Email: jlucke@wisc.edu

Methods of communication:

I will communicate with everyone on *slack*. This is the most preferred mode of communication. If you cannot reach me on slack, you can contact me via email.

How the Credit Hours are Met (2 Credits)

The credit standard for this course is met by an expectation of a total of ~1 hr 40 mins classroom engagement, and a minimum of 4 hours of out of class student work each week for approximately fifteen weeks (<https://kb.wisc.edu/apir/page.php?id=110511>). The out of class student engagement include (but are not limited to) reading, studying, hands-on experiences, examinations, and other learning activities.

Grading and Course Materials

Course Website, Learning Management System and Instructional Tools: Canvas

Recommended Textbooks:

- **Durrant, J. D., Fowler, C. G., & Ferraro, J. A. (2020). Basic Concepts of Clinical Electrophysiology in Audiology.**
- Katz, J., Chasin, M., English, K., Hood L. and Tillery, K. (Eds.). (2015). Handbook of Clinical Audiology, 7th Ed.
- Tremblay, K. (2012). Translational perspectives in auditory neuroscience : Hearing across the lifespan - assessment and disorders. Plural Publishing, Inc.

Instructor Objectives:

1. Provide organized, clear content and maximize learning efficiency
2. Come to class prepared to answer your questions to the best of my ability. At times that will include asking questions back to you to help lead you to understand the topic without directly answering your questions.
3. Be available during lab to address questions/concerns.
4. Provide a safe space for students to work outside their comfort zone, to make mistakes and learn from them.

SCHEDULE (Subject to minor changes)

Date	Topic	Reading(s)	Assignment/Quiz (if due)
9/11	Course logistics, survey Special ABR tests: Stacked ABR, CHAMP, Chirp ABR	Class notes. Burkard, R., Eggermont, J., Don, M. (2007). Chapter 1: Electric and Magnetic Fields of Synchronous Neural Activity: Peripheral and Central Origins of Auditory Evoked Potentials. In Auditory Evoked Potentials: Basic Principles and Clinical Application.	
9/18	Auditory middle latency Responses	Chapter 7: Testing midbrain and cortical projection pathways. In Durrant, J. D., Fowler, C. G., & Ferraro, J. A. (2020). Basic concepts of clinical electrophysiology in audiology. Plural Publishing, Incorporated.	Quiz 1
9/25	Auditory Long Latency Responses	Chapter 8: Cortical Level testing. In Durrant, J. D., Fowler, C. G., & Ferraro, J. A. (2020). Basic concepts of clinical electrophysiology in audiology. Plural Publishing, Incorporated.	Quiz 2
10/2	Auditory Long Latency Responses	Chapter 8: Cortical Level testing. In Durrant, J. D., Fowler, C. G., & Ferraro, J. A. (2020). Basic concepts of clinical electrophysiology in audiology. Plural Publishing, Incorporated.	Quiz 3
10/9	Mismatch Negativity (MMN) and P300	Chapter 8: Cortical Level testing. In Durrant, J. D., Fowler, C. G., & Ferraro, J. A. (2020). Basic concepts of clinical electrophysiology in audiology. Plural Publishing, Incorporated.	Quiz 4
10/16	Auditory steady state Responses	Dimitrijevic & Cone (2015). Ch 15, Auditory Steady-State Response. Katz et al. (eds) Handbook of Clinical Audiology, 7 th edition.	Quiz 5
10/23	Acoustic immittance: acoustic reflexes	Wiley T & Block MG. (1984). Acoustic and Nonacoustic Reflex Patterns in Audiologic Diagnosis, in Silman S. (ed.), The Acoustic Reflex: Basic Principles and Clinical	Quiz 6

		<u>Applications</u> , New York: Academic Press, Chap. 11, 387-411.	Deadline to Discuss Assignment 1 case with instructor
10/30	Acoustic immittance: vector tympanometry, Acoustic immittance: multifrequency, component tympanometry	Fowler, C.G., & Shanks, J.E. (2002). Tympanometry, in J. Katz (Ed.). <u>Handbook of Clinical Audiology</u> , Baltimore: Williams & Wilkins, 5th Edition, Chapter 12.	Quiz 7
11/6	Wideband Acoustic Immittance	Withnell, Robert H.; Parent, Pierre; Jeng, Patricia S.; Allen, Jont B.. Using wideband reflectance to measure the impedance of the middle ear. <i>The Hearing Journal</i> : October 2009 - Volume 62 - Issue 10 - p 36,38,40-41 doi: 10.1097/01.HJ.0000361848.81466.97	Quiz 8
11/13	Case presentations – Actual cases	Musiek F. E. & Rintelmann W. F. (1999). <i>Contemporary perspectives in hearing assessment</i> . Allyn and Bacon. (PPTs will be provided)	Deadline to submit Assignment 1 draft
11/20	Case presentations – Actual cases	Musiek F. E. & Rintelmann W. F. (1999). <i>Contemporary perspectives in hearing assessment</i> . Allyn and Bacon. (PPTs will be provided)	Deadline to submit Assignment 1
11/27	Assignment 1 Presentation		
12/4	Assignment 1 presentation		Exam
12/11	Course Wrap-up		Assignment 2 due

Grading

The course is graded as follows: Quizzes= 40%, Assignments = 20%, Class Participation= 10%, Case Discussions = 10%, Exam = 10%, Professionalism = 10%. Quizzes 5, 8, and Exam will be cumulative, and will be used to assess the KASA competencies. The questions from previous units may spill over to assess long-term retention. Each quiz /exam can be attempted ~ 3 times (additional attempts may be given based on quiz difficulty). The best grade across all attempts will be considered as the final grade for the quiz.

Quizzes: Quizzes will be posted at 12PM on the Tuesdays of every quiz-week, and are due at 8 AM the following Monday morning on the following week. The 1 day delay is to ensure that students spend time doing the readings and revising the content before attempting them. The quizzes are designed to assess engagement with the reading materials and class lectures. The time per quiz will vary depending on the quiz difficulty.

Exam: The exam will be conducted during the class period on the last Monday of the semester. The exam will be cumulative and will involve the questions about decision making for the choice of physiological tests across a wide range of case scenarios.

Case Presentation: Students will make one case presentation (5 minutes) to the class. The slides for the case presentations will be provided. The student should present the case to the class as they would be presenting in a professional set up. Slides will be provided 1 week before the presentation. The students have to present only the contents in the slides. Students should be prepared to answer in-depth critical reasoning questions asked by the instructor and fellow students. The students have to provoke and moderate the discussion. Student discussion will be counted towards class participation.

Assignments :

Assignment 1 (50% of assignment grade) (20 pts) : Create a case file where you diagnose/track maturation/rehabilitate a fictitious subject using at least 4 different AEP/immittance/reflexometry tests that you learn throughout this course. The case file should be at least 5 pages long. Justify the choice of the tests and the interpretations for all results. Provide drawings of all the AEPs that you used. Provide the metrics obtained for each of test.

Discuss the case with instructor by 10/23/23. (5 pts)

Deadline for draft – 11/13/23. (5 pts)

Deadline for final submission –

Create PPT and make a case presentation (~7min presentation + 3 min discussion).

Assignment 2 (50% of assignment grade) (20 pts): Prepare a table of AMLR, ALLR, MMN, P300 and all the factors affecting these responses. Template will be provided on 9/18/2023

Class Participation

Class participation is vital for this course. The instructor will engage the students in class discussion, ask pop-questions etc to ensure efficient transmission of information. Class discussion and answering also ensures that the students think deeply about the course material and ensures long term retention. Further doctoral-level class discussions and participation engages in developing newer and creative ideas and fosters a nurturing environment for higher learning.

- Be proactive
- Ask questions about course content, clarifications, and deeper questions related to content. Questions demonstrate willingness to learn and critically think about the content
- Answer questions. While accuracy is important, attempting to answer is very important. Attempting to answer demonstrates deep thinking about the subject.
- Instructor will serve as provocateur and moderate class discussions.
- Discussion among students in silos is discouraged. Any discussions should involve the whole class unless the instructor is organizing break-out group discussions.
- Be independent and not rely on notes when answering questions. This encourages independent thinking and better retention.
- Involve in class discussions even if the information provided is new
- Students will start with 0 points. The number will slowly start to increase until a maximum of 20. The number will be dynamically increased and decreased (can be seen in the gradebook every week). This is to incentivize continuous engagement throughout the course.

Asking questions about course structure, quizzes/exam, schedule etc, do not count towards class participation.

Students will start with 0 points. The number will slowly start to increase to a maximum of 10. The number will be dynamically increased and decreased (can be seen in the gradebook every week). This is to incentivize continuous engagement throughout the course.

Professionalism

All students will begin the semester with 10 professionalism points (10% of grade). These points may be maintained by attending class, refraining from using social media or other apps (except slack for class) in class or on Zoom, and by being considerate of classmates and instructor. Class meets only once a week and lectures will go beyond the course material posted. You may be tested on discussions that took place exclusively in class, so it is in your best interest to attend every lecture. Unless there is a documented emergency, one professionalism point will be deducted for each class absence.

Within the first week of the course, please look at the schedule and identify any days on which you need to miss lecture or lab (e.g., interview, religious observance, university-sanctioned event) and notify the instructor in writing as early as possible. When possible, alternative arrangements for completing assignments/quizzes will be made.

In lectures, attendance will be assessed through various means, including but not limited to, sign-in sheets, participation in online polls, and/or completion of practice quizzes and activities. In the event of a recorded lecture, you are responsible to view the lecture in the class.

Extra Credit: Students can earn 3 extra credit points equivalent to 3% of the total grade. Students need to participate in any research experiment at the university involving auditory evoked potentials/Acoustic immittance/Acoustic Reflexes. Students should write a 200-word essay about the experiment and submit a copy of the consent form to the instructor/reader grader to gain the extra credit points.

Grading Scale:

All grades will be awarded based upon the percentage score earned. Because UW – Madison and UW – Stevens Point have different grading scales, grades will be assigned based upon the home campus of the student using the table below:

UW – Steven Point Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Percentage	100-93	92.9-90	89.9-88	87.9-82	81.9-80	79.9-78	77.9-72	71.9-70	69.9-68	67.9-60	<60
UW – Madison Letter Grade	A	A-B		B	B-C		C		D		F

ADDITIONAL READINGS

Auditory middle and late potentials

Cacace A. & McFarland D. (2015). Ch 17, Middle latency auditory evoked potentials. Katz et al. (Ed.). Handbook of Clinical Audiology, 7th edition

Kraus N, McGee TJ, & Comperatore (1989). MLRs in children are consistently present during wakefulness, stage 1, and REM sleep. *Ear Hear*, 17:419-429

Galambos, Makeig, & Talmachoff, *Proc Natl Acad Sci* 78:2643-2647

Kileny P. & Kimink, (1987). Electrically evoked middle latency auditory evoked potentials in cochlear implant candidates. *Arch Otolaryngol* 113: 1072-1077

Woods D. & Clayworth, (1986) Age related changes in human middle latency auditory evoked potentials. *Electroelectrogr and Clin Neurophysiol* 65-297-303

CORTICAL EVENT RELATED POTENTIALS (MMN AND P300)

Tremblay & Clinard. (2015). Ch 18, Cortical Auditory-Evoked Potentials Katz et al. (Ed.). Handbook of Clinical Audiology, 7th Edition.

Starr & Golob. (2007). Ch. 24, Cognitive Factors Modulating Auditory Cortical Potentials. In Burkard, Donn, & Eggermont (eds).

Polich J, Howard L, Starr A. (1985). Effects of age on the P300 component of the event-related potential from auditory stimuli: peak definition, variation, and measurement. *J Gerontol.* 40(6):721-6

Polich & Herbst (2000). The P300 as a clinical assay: Rationale, Evaluation, and Findings. *Int J Psychophysiol* 38: 3-19.

Naatanen, R. (1995). The mismatch negativity: A powerful tool for cognitive neuroscience. *Ear and Hearing* 16: 6-18

Kutas & Hillyard, (1980). Reading senseless sentences: Brain potentials reflect semantic incongruity. *Science* 207: 203-205

AUDITORY STEADY STATE POTENTIALS

Picton TW et al. (2007). Ch. 21, Audiometry Using Auditory Steady-State Responses. Burkard, Don, & Eggermont (eds).

Rance, Rickards, Cohen, DeVidi, & Clark R, (1998). The automated prediction of hearing thresholds in sleeping subjects using auditory steady state evoked responses. *Ear Hear* 19: 48-61.

Boettcher FA, Poth, EA, Mills, JH, & Dubno, JR. (2001). The amplitude-modulation following response in young and aged human subjects. *Hear Res*, 153(1-2), 32-42.

ACOUSTIC IMMITTANCE: VECTOR TYMPANOMETRY

Hunter & Sanford (2015) Ch 9, Tympanometry and Wideband Acoustic Immittance, in Katz et al (eds): Handbook of Clinical Audiology, 7th edition

Fowler, C.G., & Shanks, J. E. (2002). Tympanometry, in J. Katz (Ed.). Handbook of Clinical Audiology, Baltimore: Williams & Wilkins, 5th Edition, Ch. 12.

Shanks, J.E., Stelmachowicz, P.G., Beauchaine, K.L., & Schulte, L. (1992). Equivalent ear canal volumes in children pre- and post-tympanostomy tube insertion, J Speech Hear Res, 35, 936-941.

ASHA (1997). American Speech-Language-Hearing Association. Guidelines for Audiologic Screening. Rockville, MD: American Speech-Language-Hearing Association, 1. Guidelines for Screening Infants and Children for Outer and Middle Ear Disorders, Birth Through 18 Years, 15-22.

DeChicchis, A.R., Todd, N.W., & Nozza, R.J. (2000). Developmental changes in aural acoustic admittance measurements, J Am Acad Audiol, 11(2), 97-102.

Roup C, Wiley TL, Safady S, & Stoppenbach DT. (1998). Middle-ear screening in adults: Tympanometric norms, Am J Audiol, 7, 1-6.

Wiley, T.W., and Fowler, C.G. (1997). Screening Applications, in Acoustic Immittance Measures in Clinical Audiology: A Primer. San Diego: Singular Publishing Group, Inc., Ch. 7.

Nozza R.J., et al. ((1992). Towards the validation of aural acoustic immittance measures for diagnosis of middle ear effusion in children. *Ear Hear*. 13 (6): 442-453.

Nozza R.J. et al. (1994) Identification of middle ear effusion by aural acoustic admittance and otoscopy. *Ear Hear*. 15 (4): 310-323.

ACOUSTIC IMMITTANCE: MULTIFREQUENCY, COMPONENT TYMPANOMETRY

Fowler, C.G., & Shanks, J.E. (2002). Tympanometry, in J. Katz (Ed.). Handbook of Clinical Audiology, Baltimore: Williams & Wilkins, 5th Edition, Chapter 12.

Calandruccio L, Fitzgerald TS, & Prieve BA. (2006). Normative Multifrequency Tympanometry in Infants and Toddlers. J Am Acad Audiol 17: 470-480.

Colletti, V. (1976). Tympanometry from 200 to 2000 Hz probe tone, Audiology, 15, 106-119.

Shanks, J.E., Wilson, R.H., Cambron, N (1993). Multifrequency tympanometry: Effects of ear canal volume compensation on static acoustic admittance and estimates of middle ear resonance. JSHR 36(1): 178-185

Sprague, B., Wiley, T. L., & Goldstein, R. (1985). Tympanometric and acoustic-reflex studies in neonates, Journal of Speech and Hearing Research, 28, 265-272

Holte, L. (1996). Aging effects in multifrequency tympanometry. Ear Hear 17 (1) 12-18.

Margolis et al. (2003). Tympanometry in newborn infants—1 kHz norms. JAAA 14(7): 383-392.

Zhao et al. (2002) Middle ear dynamic characteristics in patients with otosclerosis. Ear Hear 23 (2): 150-158.

ACOUSTIC IMMITTANCE: ACOUSTIC REFLEXES

Feeney and Schairer SA. (2015). Ch 10, Acoustic Stapedius Reflex Measurements, in J. Katz et al. (Ed.). Handbook of Clinical Audiology, 7th edition.

Wiley TW & Fowler CG. (1997). Stapedial Reflex Measures, in Acoustic Immittance Measures in Clinical Audiology: A Primer. San Diego: Singular Publishing Group, Inc., Ch 6.

Lyon MJ. (1978). The central location of the motor neurons to the stapedius muscle in the cat, Brain Research, 143, 437-444.

Wilson RH. & Margolis RH. (1999). Acoustic-reflex measurements, in Musiek, FE. & Rintelmann, WF. (ed.), Contemporary Perspectives in Hearing Assessment, Chapter 5, 131-165.

Wiley T & Block MG.(1984). Acoustic and Nonacoustic Reflex Patterns in Audiologic Diagnosis, in Silman S. (ed.), The Acoustic Reflex: Basic Principles and Clinical Applications, New York: Academic Press, Chap. 11, 387-411.

Fowler CG & Wilson RH. (1984). Adaptation of the acoustic reflex. Ear Hear, 5, 281-288.

Hunter LL, Ries DT, Schlauch RS, Levine SC, & Ward WD. (1999). Safety and clinical performance of acoustic reflex tests. Ear Hear. 20: 506-514.

Outcome Measures

By the end of the class, students will be able to do the following:

- Describe some of the advanced auditory evoked potentials, including the middle and late auditory evoked potentials and several cognitive potentials
- Explain when and why these electrophysiological potentials are useful in clinical assessments
- Develop an awareness to the recent advances in neurophysiological assessment procedures beyond, middle-late evoked potentials and conventional event-related potentials.
- Describe advanced concepts of middle ear analysis, including multifrequency tympanometry
- Describe when these measures of middle ear function are appropriate in clinical assessment.

KASA/CFCC REQUIREMENTS

The following table shows the CFCC standards that are covered in this course and indicates how they are assessed.

A passing grade is a B or better. If a student fails to complete any of the tasks listed below with a passing grade, they will work with the course instructor to either redo the task or complete an additional task to demonstrate competency with this task. If a student is not able to complete the task, then an improvement plan will be initiated to remediate the skill in question. See the Au.D student handbook section on improvement plans for further details. A passing grade for participation is a rating of 3 or higher.

KASA & CFCC Standards	CSD 860 Physiological Assessment in Audiology II	How standard is met
Standard II-A: Foundations of Practice		
• A1. Genetics, embryology and development of the auditory and vestibular systems, anatomy and physiology, neuroanatomy and neurophysiology, and pathophysiology of hearing and balance over the life span	860	Students must pass Quiz 5 with a grade B or better.
• A5. Calibration and use of instrumentation according to manufacturers' specifications and accepted standards	860	Students must pass Quiz 5 and Quiz 8 with a grade B or better.
Standard II-C: Audiologic Evaluation		
• C7. Selecting, performing, and interpreting a complete immittance test battery based on patient need and other findings; tests to be considered include single probe tone tympanometry or multifrequency and multicomponent protocols, ipsilateral and contralateral acoustic reflex threshold measurements, acoustic reflex decay measurements, and Eustachian tube function.	860	Students must pass quiz 8 with a grade B or better.
• C11. Selecting, performing, and interpreting physiologic and electrophysiologic test procedures, including electrocochleography, auditory brainstem response with frequency-specific air and bone conduction threshold testing, and click stimuli for neural diagnostic purposes.	860	Students must pass Quiz 5 and Exam with a grade B or better.
• C13. Selecting, performing, and interpreting tests for nonorganic hearing loss.	860	Students must pass Quiz 5 and Exam with a grade B or better.
• C15. Selecting, performing, and interpreting tests to evaluate central auditory processing disorder.	860	Students must pass Quiz 5 and Exam with a grade B or better.
• C16. Electrophysiologic testing, including but not limited to auditory steady-state response, auditory middle latency response, auditory late (long latency) response, and cognitive potentials (e.g., P300 response, mismatch negativity response).	860	Students must pass Quiz 5 and Exam with a grade B or better.

Exam Proctoring

Exams and quizzes will be proctored on canvas using HONORLOCK. Students are expected to follow the rules of the quizzes and exams and maintain highest standards of academic integrity.

Privacy of Student Records and the Usage of Audio Recorded Lectures

See information about [privacy of student records](#) and the usage of audio-recorded lectures.

Usage of Audio Recorded Lectures Statement

Lecture materials and recordings are protected intellectual property at UW- Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Other Course Information

ADDITIONAL COURSE INFORMATION AND ACADEMIC POLICIES

- Follow up-to-date UW-Madison prescribed policies for COVID and other contagious disorders

GENERAL COURSE POLICIES (How to succeed in this course)

Graduate school is a great time to continue refining professional skills that will serve you throughout your career.

- Arrive to class on time
- Bring a willingness to learn and be fully present (avoid doing other things during class)
- Avoid talking amongst yourselves during the class unless instructed to engage in group discussion by the instructor
- Share your own experiences
- Treat others with respect when they are sharing
- Do not video or audio record without instructor permission
- Engage with the course material through quizzes and reach out to the instructor and reader-grader for improve understanding of the course material
- Written work must be your best work. Proof-read before submitting work to check for any errors (e.g., spelling, grammar, punctuation, etc.).
- Points will be deducted for inadequate work.
- Turn assignments in on time. Late assignments will attract a penalty unless adequate prior arrangements are made.
- Questions or concerns about course activities, policies, assignments (or anything else) should be referred to the instructor.
- *Reach out to the instructor on slack or during office hours to clarify concepts*
- Read additional readings beyond what is taught in the course and think deeply about course contents and whenever possible engage the clinical supervisors in constructive discussion about the clinical applicability of the contents learned in the course.
- *Adapt flexibility in learning. Flexibility in thinking about concepts in the course instead of just memorizing is vital for comprehensive understanding of the course.*

STUDENTS' RULES, RIGHTS & RESPONSIBILITIES

See: <https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext>

COURSE EVALUATIONS

UW-Madison uses a digital course evaluation survey tool called [AEFIS](#). For this course, you will receive an official email two weeks prior to the end of the semester, notifying you that your course evaluation is available. In the email you will receive a link to log into the course evaluation with your NetID. Evaluations are anonymous. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

ACADEMIC INTEGRITY STATEMENT

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion. If a student is not following the academic integrity standards, they will be required to meet with the instructor and head of the department to discuss appropriate disciplinary action.

See: <https://conduct.students.wisc.edu/student-resources/#rights>

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES STATEMENT

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty [me] of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to provide

reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

DIVERSITY & INCLUSION STATEMENT

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Usage of Lecture Materials

Lecture materials and recordings for CS&D 834 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Course Evaluations

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

Digital Course Evaluation (AEFIS)

UW-Madison uses an online course evaluation survey tool, AEFIS. In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID where you can complete the evaluation and submit it, anonymously. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

Mental Health and Well-Being Statement

Students often experience stressors that can impact both their academic experience and personal well-being. These may include mental health concerns, substance misuse, sexual or relationship violence, family circumstances, campus climate, financial matters, among others. Students are encouraged to learn about and utilize UW-Madison's mental health services and/or other resources as needed. Visit uhs.wisc.edu or call University Health Services at (608) 265-5600 to learn more.