California State University, Sacramento
Department of Communication Sciences and Disorders
GRADUATE (AuD) SYLLABUS

Semester/Year: Fall 2021	Course: CSAD 642: Industrial audiology and hearing conservation	Section: 01
Meeting Days: Monday and Wednesday	Meeting Times: 6:00 PM – 7:15 PM	Location: Folsom 2604
Instructor: Robert Ivory, Au.D.	Email: robert.ivory@csus.edu	Phone: 916-267-1233
Office Location: PT faculty offices are in Nursing on the second floor of Folsom Hall	Office Hours/Appointments: By appointment	

Catalogue Course Description:

Prerequisite(s): Admission to Doctor of Audiology program;
Corequisite(s): CSAD 611, CSAD 612, CSAD 613, CSAD 614, CSAD 621, CSAD 622, CSAD 622L, CSAD 623, CSAD 624, CSAD 631, CSAD 632.
Term typically offered: Fall only

Place of Course in Program

CSAD 642: Study of the effects of noise on the auditory system and measurement of noise levels. Theories and resources for the implementation of hearing conservation programs for recreational/leisure noise exposure, industrial settings, and schools.

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
Disciplinary knowledge: *Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.*	Y
Communication: *Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.*	Y
Critical thinking/analysis: *Demonstrate the ability to be creative, analytical, and critical thinkers.*	Y
Information literacy: *Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.*	Y
Professionalism: *Demonstrate an understanding of professional integrity.*	Y
Intercultural/Global Perspectives: *Demonstrate relevant knowledge and application of intercultural and/or global perspectives.*	N
Research: *Conduct independent research resulting in an original contribution to knowledge in the focused areas of their graduate program*	Y

Course Learning Outcomes:

GRADUATE

Mastery of each student-learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

CSAD 642 SPECIFIC STUDENT LEARNING OUTCOMES:

1. State the historical milestones in the efforts for hearing conservation

2. Describe the impact of noise on the peripheral and central auditory systems and speech understanding

3. Describe mechanism of noise-induced damages to the auditory system

4. Evaluate environments for noise measurement

5. Measure noise levels

6. Calculate noise dosages based on environments and level measurements

7. State national regulations for the monitoring of noise levels

8. State criteria for evaluating hearing sensitivity for employees in vocational/occupational settings

9. Describe characteristics, risks, and management of various types of noise exposure

10. Explain the synergistic effects of noise exposure and various pharmaceuticals and industrial solvents.

11. Develop a hearing conservation program that includes measures of its effectiveness.

12. Differentiate between types of hearing protection.

13. Outline key components of hearing conservation programs, including those used for occupational settings and in the schools.

14. Evaluate a case study for auditory fitness for duty

Course Learning Outcome	Components Indicating Competence	Grades Received
1 State the historical milestones in the efforts for hearing conservation	Exam #1, Exam #2, Exam #3	
2 Describe the impact of noise on the peripheral and central auditory systems and speech understanding	Exam #1, Exam #3	
3 Describe mechanism of noise-induced damages to the auditory system	Exam #1	

4 Evaluate environments for noise measurement	Exams #1 Sound Level App and Noise Measurement Projects	
5 Measure noise levels	Exams #1 Sound Level App and Noise Measurement Projects	
6 Calculate noise dosages based on environments and level measurements	Exams #1	
7 State national regulations for the monitoring of noise levels	Exam #1, Exam #2, Exam #3	
8 State criteria for evaluating hearing sensitivity for employees in vocational/occupational settings	Exam #3	
9 Describe characteristics, risks, and management of various types of noise exposure	Exam #1, Exam #2, Exam #3	
10. Explain the synergistic effects of noise exposure and various pharmaceuticals and industrial solvents.	Exam #2, Exam #3	
11. Develop a hearing conservation program that includes measures of its effectiveness	Exam #1, Exam #2, Exam #3 Project	
12. Differentiate between types of hearing protection	Exam #2, Exam #3, HPD Attenuation Measurement Project	
13. Outline key components of hearing conservation programs, including those used for occupational settings and in the schools.	Exam #2, Exam #3, Hearing Conservation Program Project	
14. Evaluate a case study for auditory fitness for duty	Exam #3, Auditory Fitness for Duty Project	

Textbooks and Materials:

Textbooks and Materials:

Rawool, V.W. (2011). Hearing conservation in occupational, recreational, educational, and home settings. Thieme. (required)

Chasin, M. (2009). Hearing loss in musicians: prevention and management. Plural Publishing. (required)

Katz, J. (2014). *Handbook of clincial audiology* (7th ed.) (M. Chasin, K. English, L. Hood, K.L. Tillery, Eds.). Wolters Kluwer. (required)

Berger, E.H., Royster, L.H., Royster, J.D., Driscoll, D.P., Layne, M. (2003) *The Noise Manual* (5th ed.) American Industrial Hygiene Association. (recommended)

Musiek, F.E. & Baran, J.A. (2020). *The auditory system: anatomy, physiology, and clinical correlates* (2nd ed.). Plural Publishing. (recommended)

Musiek, F.E, Baran, J.A., Shinn, J.B., & Jones, R.O. (2021). *Disorders of the auditory system (2nd ed.)* Plural Publishing. (recommended)

American Psychological Association. (2020). *Publication manual of the american psychological association* (7th ed.) (required)

1. Thurston, F.E. (2013). The worker's ear: A history of noise-induced hearing loss. *American Journal of Industrial Medicine*, 56(3), 367-377.
2. The American Academy of Audiology. (2003). Preventing noise-induced occupational hearing loss.
3. Themann, C.L., Masterson, E.A. (2019). Occupational noise exposure: a review of its effects, epidemiology, and impact with recommendations for reducing its burden. *The Journal of the Acoustical Society of America*, 146(5), 3879 – 3905.
4. Basner, M., Babisch, W., Davies, A., Brink, M., Clark, C., Stansfeld, S. (2014). Auditory and non-auditory effects of noise in health. *The Lancet*, 383(9925), 1352 – 1332. https://doi.org/10.1016/S0140-6736(13)61613-X.
5. Münzel, T., Gori, T., Babisch, W., Basner, M. (2014) Cardiovascular effects of environmental noise exposure, *European Heart Journal*, 35(13) 829 – 836. https://doi.org/10.1093/eurheartj/ehu030
6. Henderson, D., Bielefeld, E.C., Harris, K.C., Hu, B.H. (2006). The role of oxidative stress in noise-induced hearing loss. *Ear and Hearing,* 27(1) 1-19. Doi: 10.1097/01.aud.0000191942.36672.f3.
7. Kurabi, A., Keithley, E.M., Housley, G.D., Allen, F.R., Wong, A.C.-Y. (2017). Cellular mechanisms of noise-induced hearing loss. *Hearing Research*, 349, 129-137.
8. Kujawa, S., Liberman, M.C. (2006). Acceleration of age-related hearing loss by early noise exposure: evidence of a misspent youth. *Journal of Neuroscience*, 26(7), 2115-2123.
9. Dobie, R.A. (2008), The burdens of age-related and occupational noise-induced hearing loss in the United States. *Ear & Hearing* 29(4), 565-577.
10. Rosenhall, U. (2003). The influence of ageing on noise-induced hearing loss. *Noise and Health*, 5(20), 47-53.
11. Dobie, R.A. (2014). Does occupational noise cause asymmetric hearing loss?. *Ear and Hearing*, 35(5), 577 – 579. doi: 10.1097/AUD.0000000000000043.
12. Kujawa, S., & Liberman, M.C. (2009). Adding insult to injury: Cochlear nerve degeneration after "temporary" noise-induced hearing loss. *Journal of Neuroscience*, 29(45), 14077-14085.
13. Pienkowski, M. (2017). On the etiology of listening difficulties in noise despite clinically normal audiograms. *Ear and Hearing*, 38(2), 135 – 148. doi: 10.1097/AUD.0000000000000388.
14. Johnson, P.T. (2009). Noise exposure: explanation of OSHA and NIOSH safe exposure limits and the importance of noise dosimetry. Etymotic Research.
15. Sriwattanatamma, P., Breysse, P. (2000). Comparison of NIOSH noise criteria and OSHA hearing conservation criteria. *American Journal of Industrial Medicine*, 37, 334-338.
16. Fava, G., Oliveira, G., Baglione, M., Pimpinella, M., & Spitzer, J.B. (2016). The use of sound level meter apps in the clinical setting. *American Journal of Speech-Language Pathology*, 25(1), 14-28.
17. Kovalchik, P.G., Matetic, R.J., Smith, A.K., Bealko, S.B. (2008) Application of prevention through design for

hearing loss in the mining industry. *Journal of Safety Research*, 39 (2). 251-254.
18. Daniell, W.E., Stover, B.D., Takaro, T.K., (2003) Comparison of criteria for significant thresholds shift in workplace hearing conservation programs. *Journal of Occupational and Environmental Medicine*, 45(30), 295-304.
19. Biabani, A., Aliabadi, M., Golmohammadi, R. Farhadianm R. (2017). Individual fit testing of hearing protection devices based on microphone in real ear. *Safety and Health at Work*, 8(4), 364-370.
20. Nakashima, A., Sarray, S. Fink, N. (2017) Insertion loss of hearing protection devices for military impulse noise. *Canadian Acoustics,* 45(3) 148 -149.
21. Nakashima, A., McDavid, K. (2018). Protecting the hearing-impaired worker: speech understanding with electronic hearing protection devices. *Journal of Military, Veteran and Family Health*, 4(1) 42 – 50.
22. Dogbe, K., Glyde, H., Nguyen, T., Papathemistocleous, T., Marquand, K., Bennett, P. (2020). Smart hard hat: exploring shape changing hearing protection. CHI Conference on Human Factors in Computing Systems, 1 -6. https://doi.org/10.1145/3334480.3383063.
23. Morata, T.C., & Meinke, D. (2016). Uncovering effective strategies for hearing loss prevention. *Acoustics Australia*, 44(1), 67-75
24. Griest, S.E., Folmer, R.L., & Martin, W.H. (2007). Effectiveness of "Dangerous Decibels," a school-based hearing loss prevention program. *American Journal of Audiology*, 16(2), S165- S181.
25. Dell, S.M., & Holmes, A.E. (2012). The effect of a hearing conservation program on adolescents' attitudes toward noise. *Noise and Health*, 14(56), 39-44.
26. Morata, Thais C. PhD Chemical Exposure as a Risk Factor for Hearing Loss, Journal of Occupational and Environmental Medicine: July 2003 - Volume 45 - Issue 7 - p 676-682 doi: 10.1097/01.jom.0000071507.96740.70
27. Chang, Y.S., Bang, K.H., Jeong, B., Lee, G.G. (2017) Effects of early intratympanic steroid injection in patients with acoustic trauma caused by gunshot noise, *Acta Oto-Laryngologica*, 137(7), 716-719, DOI: 10.1080/00016489.2017.1280850.
28. Lafere`, P., Vanhoutte, D., Germonpre`, P. (2010) Hyperbaric oxygen therapy for acute noise-induced hearing loss: evaluation of different treatment regimens. *Diving and Hyperbaric Medicine,* 40(2) 63- 67.
29. Alvarado, J.C., Fuentes-Santamaria, V., Juiz, J.M. (2020) Antioxidants and vasodilators for treatment of noise induced hearing loss: are they really effective?. *Frontiers in Cellular Neuroscience*, 14, 1-7.
30. Sakat, M.S., Kilic, K. & Bercin, S. (2016) Pharmacological agents used for treatment and prevention in noise-induced hearing loss. *Eur Arch Otorhinolaryngol,* **273,** 4089–4101. https://doi.org/10.1007/s00405-016-3936-2
31. G.D. Chen, D.M. Daszynski, D. Ding, H. Jiang, T. Woolman, K. Blessing, P.F. Kador, R. Salvi. (2019). Novel oral multifunctional antioxidant prevents noise-induced hearing loss and hair cell loss. *Hearing Research*, 388, 1-10.
32. Audiology Online 20Q: Auditory Fitness for Duty (2014)
33. Tufts, J.B., Vasil, K.A., Briggs, S. (2009). Auditory fitness for duty: a review. *Journal of the American Academy of Audiology*, 20(9), 539-557. DOI: 10.3766/jaaa.20.9.3
34. Giguère, C., Laroche, C., Soli, S.D., Vaillancourt, V. (2008). Functionally-based screening criteria for hearing-critical jobs based on the hearing in noise test. *International Journal of Audiology*, 47(6), 319-328. DOI: 10.1080/14992020801894824
35. Kraaijenga, V.J.C., van Munster, J.J.C.M., van Zanten, G.A. (2018). Association of behavior with noise-induced hearing loss among attendees of an outdoor music festival: a secondary analysis of a randomized clinical trial. *JAMA Otolaryngology Head Neck Surg,* 144(6), 490–497. doi:10.1001/jamaoto.2018.0272.
36. Roberts, B., Neitzel, R.L. (2019) Noise exposure limits for children in recreational settings: review of available evidence. *The Journal of the Acoustical Society of America*, 145(5), 3922 – 3933.
37. Neitzel, R.L., Fligor, B.J. (2019) Risk of noise-induced hearing loss due to recreational sound: review and recommendations. *The Journal of the Acoustical Society of America*, 146 (5), 3911 – 3921.
38. Tepe, V., Papesh, M., Shoshannah, R., Lewis, M.S., Pryor, N., Guillory, L. (2020) Acquired central auditory processing disorders in service members and veterans. *Journal of Speech, Language, and Hearing Research*, 63(3), 834-857.
39. Gallun, F.J., Diedesch, A.C., Kubli, L.R., Walden, T.C., Folmer, R.L., Lewis, M.S., McDermott, D.J., Fausti, S.A., Leek, M.R. (2012) Performance on tests of central auditory processing by individuals exposed to high-intensity blasts. *Journal of Rehabilitation Research & Development*, 49(7), 1005-1025.
40. Tepe, V., Smalt, C., Nelson, J., Quatieri, T., Pitts, K. (2017). Hidden hearing injury: the emerging science and military relevance of cochlear synaptopathy. *Military Medicine*, 182(9), e1785 – e1795. https://doi.org/10.7205/MILMED-D-17-00025arhadian.

41. Jokel, C., Yankaskas, K, Robinette. (2019). Noise of military weapons, ground vehicles, planes and ships. *The Journal of the Acoustical Society of America*. 146, 3832 – 3838. https://doi.org/10.1121/1.5134069.
42. Yong, J.S., & Wang, D. (2015). Impact of noise on hearing in the military. *Military Medical Research*, 2(6.
43. American Academy of Audiology (Academy) Task Force. (2020) Audiological services and prevention of hearing disorders in musicians and music industry personnel.
44. Wartinger, F., Malyuk, H., Portnuff, C.D.F. (2019). Human exposures and their associated hearing loss profiles: music industry professionals. *The Journal of the Acoustical Society of America*, 145(5), 3906 - 3910.

Online Resources:

CANVAS

Audiology Online

CAOHC (www.caohc.org)

NIOSH (www.cdc.gov/niosh)

OSHA (www.osha.gov)

Course Requirements/Components:

All required readings are for the date(s) listed in the course schedule. Note some lectures are more than one session and I have grouped all the readings for the sessions into one. Students are responsible for all assigned readings, whether discussed in class or not, unless otherwise indicated.

Class Participation: Students are expected to actively participate in class discussions and are required to have read the assigned material prior to class meetings.

Class Attendance: Classroom attendance is necessary for this course. No more than three unexcused absences are allowed. Students are expected to arrive on time as class begins at 6:00 PM. Consequences for missing more than 3 classes will be a reduction in class participation grade and the initiation of an Academic Performance Improvement Plan (APIP.

There will be 3 exams (final inclusive). The exams will cover material covered up to that point however the nature of this course does not allow the subject to be neatly compartmentalized and concepts studied in prior sections requires thorough understanding and application in each subsequent section. Exam absences: No make-up examinations will be given unless there is a documented emergency for which you have written proof. Any approved make-up exams will be scheduled for a later date and may be administered in a different format from the original exam.

There are 5 projects due in this class.

Sound Level App Project. Research sound level meter smart phone apps and choose one. This app will also be used in your Noise Measurement Project.

Noise Measurement Project – Perform noise measurements with a SLM and the app from above.

HPD Attenuation Measurement Project – Perform HPD attenuation measurements

Auditory Fitness for Duty Project. – provide a auditory fitness for duty report.

Hearing Conservation Program Project / Hearing Conservation Program Project Presentation – design a complete hearing conservation program and then present it to the class.

You will choose one of the disorders and write a research paper about it. Requirements: 5 – 7 pages, double spaced, 12 font. Please be sure to cite literature using the APA format.
Assignment is due Friday 5/14 at 5 PM. See rubric in Canvas grading criteria.

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

If a faculty member is not available during the semester, students will be contacted and advised how the course will proceed. This may include a change in instructor or modality."

Student Travel Policy: Class cannot be cancelled for students to attend any professional conference.

https://www.csus.edu/college/health-human-services/communication-sciences-disorders/_internal/_documents/policy/csad-student-travel-policy.pdf

Grading Policy:

Source	Points	% of Grade
Noise Measurement Project	100	10
HPD Attenuation Project	100	10
Hearing Conservaion Program Project and Presentation	200 (150 for the project and 50 for the presentation)	20
Sound Level App Project	60	6
Auditory Fitness for Duty Project	100	10
Exam 1	100	10
Exam 2	100	10
Exam 3	100	10
Particpation	140	14

Letter grades are assigned according to the following scores:

Points	%	Letter
1000 - 930	100% – 93%	A
929.9 - 900	92.99% - 90%	A-
899.9 - 870	89.99% - 87%	B+
869.9 - 830	86.99% - 83%	B
829.9 - 800	82.99% - 80%	B-
799.9 - 770	79.99% - 77%	C+
769.9 - 730	76.99% - 73%	C
729.9 - 700	72.99% - 70%	C-
699.9 - 670	69.99% - 67%	D+
669.9 - 630	66.99% - 63%	D
629.9 - 600	62.99% - 60%	D-
< 599.9	< 60%	F

Grading

Letter	%
A	93-100%
A-	90-92.99%
B+	87-89.99%
B	83-86.99%
B-	80-82.99%
C+	77-79.99%
C	73-76.99%
C-	70-72.99%
D+	67-69.99%
D	63-66.99%
D-	60-62.99%
F	< 60%

Course Policies/Procedures:

***These are Au.D. program policies. You can also add your course policies and procedures here.

Academic conduct

Students enrolled in the Au.D. program must adhere to the Department and University policies on academic misconduct. Please see the department's policy on academic misconduct ("Policy on Student Academic and Clinical Conduct"). The following are expectations for professional behavior in the classroom:

- Ethics: Students must uphold the ethical standards set forth by professional bodies in the field (see Appendices C and D).
- Respect: Students should demonstrate respect to their peers, instructors, and staff.
- Feedback: Students are expected to self-reflect and modify their work in response to feedback, while displaying non-defensive behavior to suggestions.
- Health: Students should maintain their personal wellness and health, attending to any needs in a timely fashion in order to support their academic and professional growth.
- Attire: Students should dress appropriately for class. Classes may be held in clinic space, so students are expected to observe the clinic dress code.
- Accountability: Students are expected to be accountable, honest, and professional for their activities and communications. The general principles of ethical behavior should be applied to their coursework, evaluations, and examinations.
- Language: Students should demonstrate professional oral and written communication, including emails. Discretion and professional language should be used in all modalities, emphasizing constructive rather than reactive use.
- Scholarship: Students should take an active role in their learning, recognizing their deficiencies and seeking to correct them, as part of their commitment to lifelong learning.

- Effort: Students should collaborate and work to complete tasks and assignments on time or by the set deadline. Students are expected to follow through on all activities while maintaining professionalism and intellectual curiosity.

Attendance

Students are expected to arrive in class on time, prepared to participate and engage in classroom activities for both in-person and synchronous/virtual interactions. Students are responsible for class content, lecture materials, assignments, announcements, and must be aware of changes in the class schedule. Students are advised that instructional faculty may include an attendance policy in courses, which may require attendance as part of the student's course grade. These policies will be set in the syllabus.

Given the full-time, intensive nature this doctoral program, it is important that students contact instructors if they are absent or are anticipating absence, especially over an extended period of time. In the case of the latter, the Au.D. Program Director must also be notified. Attendance for clinical practical is outlined in the clinic handbook.

Email

Students in the Au.D. program are required to maintain an active CSUS email address, which is linked to the student ID number. Official emails will be sent through CSUS email. Students are expected to regularly check their CSUS emails.

TENTATIVE Course Schedule/Outline:

Date	Topic/Class Content	Readings	Assignment/Activities	Notes
08/30	Introduction to Course History of Hearing Conservation	Chapter 1 Reading 1,2,3	Class Participation	
09/01	Noise and the auditory System Non auditory effects of noise	Chapter 1 Reading 4 - 13	Class Participation	
09/06	Labor Day			
09/08	Noise and the auditory System Non auditory effects of noise	Chapter 1 Reading 4 - 13	Class Participation	
09/13	Documenting Hazardous Noise Levels and Exposures	Chapter 2 Readings 14 - 18	Class Participation	
09/15	Documenting Hazardous Noise Levels and Exposures	Chapter 2	Class Participation	
09/20	Noise Control	Chapter 3	Class Participation	
09/24			Sound Level Meter App project due.	
09/22	Monitoring	Chapter 4	Class Participation	
09/24	CAA			
09/27	Exam 1			
09/29	Monitoring	Chapter 5	Class Participation	
10/04	Hearing Protection and Enhancement Devices	Chapter 6 Readings 19 - 22	Class Participation	
10/06	Hearing Protection and Enhancement Devices	Chapter 6 Readings 19 - 22	Class Participation	
10/11	Hearing Conservation Programs	Chapter 7	Class Participation	

		Reading 23		
10/13	Hearing Conservation Programs	Chapter 8 Reading 23	Class Participation	
10/15			HPD attenuation measurement project due	
10/18	Educational Settings	Chapter 13 Readings 24, 25	Class Participation	
10/20	Ototoxins	Chapter 1 Reading 26	Class Participation	
10/25	Therapeutics	Chapter 14 Readings 27 - 30	Class Participation	
10/27	Workers Comp	Chapter 11	Class Participation	
11/01	Exam 2			
11/03	TBD		Class Participation	
11/08	Support for NIHL / Auditory Fitness for Duty	Chapter 12 Readings 32 - 34	Class Participation	
11/10	Nonoccupational settings/Recreational Noise	Chapter 10 Chasin Chapter 5 Readings 35 - 37	Class Participation	
11/15	Nonoccupational settings/Recreational Noise	Chapter 10 Chasin Chapter 5 Readings 35 - 37	Class Participation	
11/17	Military	Readings 38 - 40	Class Participation	
11/22	Military	Readings 38 - 40	Class Participation	
11/28			Auditory Fitness for Duty project due.	
11/24	Musicians	Chapter 9 Chasin 1, 3 Readings 43 - 44	Class Participation	
11/29	Musicians Hearing Protection and in the ear monitors/ room and stage Acoustics	Chapter 9 Chasin 6, 7, 8	Class Participation	
12/01	Musicians Hearing Aids / CI	Chasin, 10, 11	Class Participation	
12/03			Noise Measurement Project due Written component of the Hearing Conservation Program Project due	
12/06	Hearing Conservation Program Presentations		Class Participation	
12/08	Hearing Conservation Program Presentations		Class Participation	
12/13	Finals			
12/15	Finals			

Online Learning

For additional information, please review the CSAD Handbooks website
https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html

Zoom/ Online Instruction privacy and relevant rights and responsibilities:

Any time that a class session is recorded during the COVID-19-related Remote Instruction Period, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:
Only students enrolled in the subject class during the Remote Instruction Period may view the recording.

- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

Important Tips for Success as an Online Learner

There are some basic technical skills and requirements that you will need to have to be successful in this online course. If you have difficulties using Canvas, please go through the Canvas Student Tour.

- ***Begin planning now for private, uninterrupted time in your schedule*** to complete the assignments – preferably in at least one-hour blocks and at least three times a week. It can be easy to fall behind!
- *Check your email account regularly* for updated information. We will be using your Saclink email account for communication. Use Saclink e-mail for private messages to the instructor and other students.
- Read directions carefully.
- For online communication, conventions of on-line etiquette ("netiquette"), which include a courtesy to all users, will be observed. Please see Guidelines for Online Discussions.

Attitudes & Technical Skills Required

You will find that the following attitude will significantly contribute to your success in this online class:

- A positive attitude towards technology
- An open mind towards online education
- Willingness to share your experiences with others
- Strong analytical and critical thinking skills for when you "get stuck"
- Resourcefulness - don't be afraid to click on links and explore and ask questions
- Time management

Online learning requires only basic technical skills:

- Be competent with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Possess internet navigation skills
- Update your Internet browser
- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

Technical Assistance

Seek help when you can't access Canvas or class materials.

- For technical assistance, contact the IRT Help Desk. Visit AIRC 2005 during open hours to speak with the IRT Service Desk Team, or call (916)278-7337. IRT website.
- For assistance with course materials, contact your instructor

Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: Don't Fall for a Phishing Scam
- Use anti-virus, anti-spyware, and anti-malware software. Sac State's Software and Tools available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone. Use strong passwords that include a combination of letters and numbers that no one can guess.

Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities. Visit the Mobile section of the Canvas Guides website for more information.

Additional Information

Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State's Academic Honesty Policy & Procedures:

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades." Read more about Sac State's Academic Honesty Policy & Procedures at the following website: https://www.csus.edu/umanual/student/stu-100.htm

Definitions: At Sac State, "cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means." **Plagiarism** is a form of cheating. At Sac State, "plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution." Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the Office of Student Conduct.

Department Policy on Use of APA format

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Prefer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy. Information for students regarding drop and withdrawal from classes is provided here:

https://www.csus.edu/academic-affairs/internal/_internal/_documents/drop-and-withdrawal-policy.pdf

Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

Equal Access:

Services to Students with Disability (SSWD): Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class, please immediately contact Services for Students with Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start**.**

Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the CARES website.

Title IX

The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their experience to me or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

CSUS Grading Policy

Information for students regarding grading is provided here:
https://www.csus.edu/umanual/acad/umg05150.htm

Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: https://www.csus.edu/center/
- Testing Center: https://www.csus.edu/student-affairs/centers-programs/testing-center/

- Library: https://library.csus.edu/ for consultation : Rachel Stark, MS, AHIP, stark@csus.edu
- Services to Students with Disabilities: https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/
- Student Health and Counseling Services at The WELL: https://www.csus.edu/student-life/health-counseling/
- Student Academic Success and Education Equity Programs: https://www.csus.edu/student-affairs/retention-academic-success/
- Crisis Assistance and Resource Education Support (CARES): https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/
- CHHS Student Success Center: https://www.csus.edu/college/health-human-services/student-success/
- Reading & Writing Center: https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html
- Peer & Academic Resource Center: https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/
- SMART Thinking (tutoring resource): https://www.csus.edu/student-affairs/centers-programs/degrees-project/_internal/_documents/smarthinking.pdf

Knowledge And Skills Acquisition (KASA) For Certification in Audiology

Standard II-A: Foundations of Practice

- A2. Effects of pathogens, and pharmacologic and teratogenic agents, on the auditory and vestibular systems
- A4. Principles, methods, and applications of acoustics, psychoacoustics, and speech perception, with a focus on how each is impacted by hearing impairment throughout the life span
- A5. Calibration and use of instrumentation according to manufacturers' specifications and accepted standards
- A10. Effects of hearing impairment on educational, vocational, social, and psychological function throughout the life span
- A19. Health care, private practice, and educational service delivery systems
- A21. Advocacy for individual patient needs and for legislation beneficial to the profession and the individuals served
- A22. Legal and ethical practices, including standards for professional conduct, patient rights, confidentiality, credentialing, and legislative and regulatory mandates

Standard II-B: Prevention and Screening

- B1. Educating the public and those at risk on prevention, potential causes, effects, and treatment of congenital and acquired auditory and vestibular disorders
- B3. Participating in programs designed to reduce the effects of noise exposure and agents that are toxic to the auditory and vestibular systems
- B4. Utilizing instrument(s) (i.e. sound-level meter, dosimeter, etc.) to determine ambient noise levels and providing strategies for reducing noise and reverberation time in educational, occupational, and other settings
- B6. Conducting hearing screenings in accordance with established federal and state legislative and regulatory requirements
- B7. Participating in occupational hearing conservation programs
- B14. Evaluating the success of screening and prevention programs through the use of performance measures (i.e., test sensitivity, specificity, and positive predictive value)

Standard II-C: Audiologic Evaluation

- C13. Selecting, performing, and interpreting tests for nonorganic hearing loss

Standard II-D: Counseling

- D5. Addressing the specific interpersonal, psychosocial, educational, and vocational implications of hearing impairment for the client/patient, family members, and/or caregivers to enhance their well-being and quality of life

Standard II-E: Audiologic Rehabilitation Across the Life Span

- E18. Providing HATS for those requiring access in public and private settings or for those requiring necessary accommodation in the work setting, in accordance with federal and state regulations
- E22. Counseling clients/patients regarding the audiologic significance of tinnitus and factors that cause or exacerbate tinnitus to resolve misconceptions and alleviate anxiety related to this auditory disorder

Standard II-F: Pediatric Audiologic (Re)habilitation

- F12. Evaluating acoustics of classroom settings and providing recommendations for modifications