



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE (AuD) SYLLABUS

Table 1: Class Information

Semester/Year: Spring 2024	Course: CSAD502: Audiology Doctoral Project II	Section: 01
Meeting Days: Mondays	Meeting Times: 4:30-5:20 PM	Location: Folsom 2604 / Faculty Office
Instructor: Laura Gaeta, Ph.D. Hamid Motallebzadeh, Ph.D. Soumya Venkitakrishnan, Au.D., Ph.D. Elaine Xu, Ph.D.	Email: l.gaeta@csus.edu h.motallebzadeh@csus.edu s.venkitakrishnan@csus.edu c.xu@csus.edu	Phone: 916-278-4701 916-278-3589 916-278-4899 916-278-4898
Office Location: Folsom 2207A (Gaeta) Folsom 2404E (Motallebzadeh) Folsom 2404G (Venkitakrishnan) Folsom 2306A (Xu)	Office Hours/Appointments: Gaeta: Monday 12-1 pm, Tuesday, 2-4 pm Motallebzadeh: TBD (make appointment) Venkitakrishnan: Mondays 11.30-1 pm and Thursdays 12-1.30 pm (Make appointment) Xu: Monday and Wednesday 1:30-3 pm	

Catalogue Course Description:

CSAD 502 Audiology Doctoral Project II

1 Unit

Prerequisite(s): CSAD 510, CSAD 501

Term typically offered: Spring only

Description: Independent research conducted under the supervision of audiology faculty members. Must include research question, literature review, hypotheses, data collection, and analysis. Students are responsible for identifying and recruiting participants, collecting data, and developing a plan for analysis. Case studies and systematic reviews should follow program guidelines.

Place of Course in Program

Table 2: Sacramento State Graduate Learning Goals for the 21st Century (GLG)

This course is taken by Doctor of Audiology students who have: 1) passed the progress examination at the end of the first year of the program, 2) completed IRB training, and 3) received approval from their committee and advisor for the introduction and methodology. Students will learn how to plan, perform, and disseminate research in audiology.

Students must be enrolled in five consecutive semesters of Audiology Doctoral Project (CSAD 501, 502, 503, 504, 505) after passing the first-year comprehensive examination and meeting advisory and proposal requirements for the doctoral project.

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

Course Learning Outcomes:

GRADUATE LEARNING OUTCOMES

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.

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

CSAD 502 SPECIFIC STUDENT LEARNING OUTCOMES:

Upon completion of this course, students will be able to:

1. Collect data for their research project under the guidance of department faculty
2. Communicate with advising faculty in a timely manner
3. Be responsible for professionalism and ethical treatment of human subjects and health information

Table 2: Course Learning Outcomes, Components, and Grades Received

Course Learning Outcome	Components Indicating Competence	Grades Received
1-3	Doctoral project	

Textbooks and Materials:

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*. <https://doi.org10.1037/0000165-000>

Online Resources:

This course utilizes Canvas. All course materials will be available on Canvas.

IRB Cayuse

Course Requirements/Components:

Course Format:

Research

Class Preparation:

Students will be completing an independent research project through this CSAD 501-505 series. Benchmarks made are for students to set in conjunction with the doctoral project committee chair.

Committee Assignments

Students	Committee Chair	Committee Members
Elimar Alvarado Martinez	Dr. Balan (co-chaired by Drs. Gaeta/Motallebzadeh/Venkitakrishnan for Spring 2024)	Dr. Motallebzadeh Dr. Xu
Noemi Celio	Dr. Gaeta	Dr. Motallebzadeh Dr. Xu
Riley Kinder	Dr. Venkitakrishnan	Dr. Gaeta Dr. Balan
Kevin Liu	Dr. Gaeta	Dr. Motallebzadeh Dr. Xu
Monique Merrill	Dr. Xu	Dr. Gaeta Dr. Venkitakrishnan
Mallory Sellens	Dr. Motallebzadeh	Dr. Venkitakrishnan Dr. Balan
Elizabeth Wyllie	Dr. Motallebzadeh	Dr. Venkitakrishnan Dr. Balan

Class Participation:

Students are expected to complete all tasks for their projects, including responding to feedback, data collection, analysis, writing, IRB modifications (if applicable), preparation of materials and methods, participant recruitment and communication, etc.

Class Attendance:

Attendance is necessary for this course. Students are expected to arrive on time as class begins at 4:30 pm. Students must email the instructor if they are not able to attend the class and are responsible to learn the material that was covered during their absence. Greater than two absences or lateness will cause the initiation of an academic performance improvement plan (APIP).

Student travel policy: <https://www.csus.edu/college/health-human-services/communication-sciences-disorders/internal/documents/policy/csad-student-travel-policy.pdf>

If you are sick, stay home and do not attend class. Notify your instructor. Please self-diagnose if you are experiencing any COVID- like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care. The CDC provides a good source of information regarding COVID-19 and a way to self-check symptoms:

<https://www.cdc.gov/coronavirus/2019-ncov/index.html>

Students must adhere to COVID-19 policies regarding mask wearing and vaccinations as described on the CSUS website. Please see <https://www.csus.edu/compliance/risk-management/coronavirus.html> and <https://www.csus.edu/return-to-campus/return-to-campus-faq.html> for more information and updates.

Grading Policy:

Table 3: Course Requirements and Grade Distribution

Source	Points	% of Grade
Attendance (11 × 2) • Meeting with committee chair	22	22
Semester goal worksheet	3	3
Activity reports (10 × 3) • Goals for the week • Plans for the next week • Report on the progress and issues.	33	33
Presentations (3 × 13) • Class presentation • Presentation file	36	36
Data entry assignment	6	6
Total	100	100%

An AP/IP will be initiated for any issues (e.g., academic, professional, etc.) that arise through this research project.

Letter grades are assigned according to the following scores:

Table 4: Points, Percentages and Letter Grades

Points	%	Grades
83-100	83-100%	Complete
82.99 or below	82.99% or below	Incomplete

Course Policies/Procedures:

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 practica 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 (<u>individual goals will be set between student and committee chairs</u>)	Due Date
01/22	Syllabus review and course schedule	Semester goal worksheet
01/29	Meeting with committee chair	Attendance & activity report
02/05	Meeting with committee chair	Attendance & activity report
02/12	Meeting with committee chair	Attendance & activity report
02/19	Meeting with committee chair	Attendance & activity report
02/26	Presentation (data collection and report)	Presentation
03/04	Meeting with committee chair	Attendance & activity report
03/11	Meeting with committee chair (Data entry)	Data entry assignment
03/18	Spring break	
03/25	Presentation (data collection and report)	Presentation
04/01	Meeting with committee chair	Attendance & activity report
04/08	Meeting with committee chair	Attendance & activity report
04/15	Meeting with committee chair	Attendance & activity report

04/22	Meeting with committee chair	Attendance & activity report
04/29	Meeting with committee chair	Attendance & activity report
05/06	Presentation of progress; CSAD 503 plans	Presentation

Please note that dates, class format/location, topics, and assignments are subject to change. In the event of a change, you will be given ample notice.

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/umannual/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. Refer 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.

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.

Locations of gender-neutral restrooms on campus:

Equal Access:

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 Disability Access Center (DAC), 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 DAC and meet with a DAC counselor to request special accommodation before classes start. **Sacramento State Disability Access Center** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, DAC provides consultation and serves as the information resource on disability related issues to the campus community. DAC 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 dac@csus.edu

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](#).

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
- Disability Access Center: <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>
- 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

Scientific and Research Foundations

- Basic science skills (e.g., scientific methods, critical thinking)

Standard II-A: Foundations of Practice

- A13. Principles of research and the application of evidence-based practice (i.e., scientific evidence, clinical expertise, and client/patient perspectives) for accurate and effective clinical decision making
- A22. Legal and ethical practices, including standards for professional conduct, patient rights, confidentiality, credentialing, and legislative and regulatory mandates

ACAE Competencies

Foundation:

12. Critically evaluate the research foundation for hearing, balance and communication sciences.