



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

<b>Semester/Year:</b> Summer/2024	<b>Course:</b> CSAD 510: Audiology Progress Exam	<b>Section:</b> 01
<b>Meeting Days:</b> Written: July 1, 15 Clinical: TBD	<b>Meeting Times:</b> See schedule below	<b>Location:</b> Clinician Computer Lab (2nd floor, Folsom Hall)
<b>Instructors:</b> Hamid Motallebzadeh, Ph.D. (Coordinator)  Laura Gaeta, Ph.D.  Soumya Venkitakrishnan, Au.D., Ph.D.  Jithin R Balan, Ph.D., ABAC  Elaine Xu, Ph.D  (Written exam writers: Leigh Ann Higa, Ph.D. and Stephanie Cate, Au.D.)	<b>Email:</b> <a href="mailto:h.motallebzadeh@csus.edu">h.motallebzadeh@csus.edu</a>	<b>Phone:</b> 916-278-3589
<b>Office Location:</b> Contact instructor	<b>Office Hours/Appointments:</b> By appointment; Contact instructor	

**Catalog Course Description:**

**CSAD 510:** Audiology Progress Exam 1 Unit

**Prerequisite(s):** Admission to Doctor of Audiology program; [CSAD 611](#), [CSAD 612](#), [CSAD 613](#), [CSAD 614](#), [CSAD 620](#), [CSAD 620C](#), [CSAD 621](#), [CSAD 622](#), [CSAD 622L](#), [CSAD 623](#), [CSAD 624](#), [CSAD 630](#), [CSAD 630C](#), [CSAD 631](#), [CSAD 632](#).

**Term Typically Offered:** Summer only

**Description:** Formative written and practical exam based on coursework and clinical experiences from the first year of the Doctor of Audiology program.

**Place of Course in Program**

This course assesses first-year Au.D. students' knowledge of the foundations of audiology and clinical skills. Students will complete a written exam and perform various clinical procedures for an examining committee.

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
<b>Disciplinary knowledge:</b> <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	Y
<b>Communication:</b> <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	Y

<b>Critical thinking/analysis:</b> <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	Y
<b>Information literacy:</b> <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	Y
<b>Professionalism:</b> <i>Demonstrate an understanding of professional integrity.</i>	Y
<b>Intercultural/Global Perspectives:</b> <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i>	Y
<b>Research:</b> <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

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. See the program's Academic Performance Improvement Plan (APIP) policy at <https://www.csus.edu/college/health-human-services/communication-sciences-disorders/internal/documents/audiology/csad-apip-policy-spring-2020.pdf>

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

### GRADUATE EXPECTED LEARNER OUTCOMES (ELO)

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

1. Be assessed on their ability to effectively communicate (written and oral) with faculty about core content areas in audiology.
2. Demonstrate understanding of core content presented in the first year of the Doctor of Audiology program.
3. Perform common clinical procedures under supervision of examining faculty.
4. Discuss questions related to academic coursework and clinical experiences with examining faculty.

ELO	Component Indicating Competency	Grade(s) Received
1-4	Exam	

### Textbooks and Materials:

None.

### Online Resources:

None.

### Course Requirements/Components:

**Course**                      **Format**

Comprehensive exam. **Class**

**Preparation:** Written:

Students should review materials covered in coursework in the first year of the Au.D. program across nine areas:

1. Anatomy and Physiology (60 minutes)
2. Acoustics and Psychoacoustics (60 minutes)
3. Audiologic evaluation (30 minutes)
4. Instrumentation (60 minutes)
5. Genetics (30 minutes)
6. Disorders (60 minutes)
7. Amplification (60 minutes)
8. Pediatric/educational audiology (60 minutes)
9. Research Methods (60 minutes)

The clinical exam consists of three components and will be conducted on-site at the clinic, with instructors administering the exam.

1. Hearing evaluation
2. Hearing aids
3. Case study

**Exam Schedule:**

<b>Day</b>	<b>Time</b>		
<b>Written Exam</b>			
<b>Monday, July 1</b>	1:00 – 2:00 pm	Anatomy and physiology (Dr. Motallebzadeh)	
	2:00 – 2:15 pm	<i>Break</i>	
	2:15 – 3:15 pm	Acoustics and psychoacoustics (Dr. Motallebzadeh)	
	3:15 – 3:45 pm	<i>Break</i>	
	3:45 – 4:45 pm	Instrumentation (Dr. Gaeta)	
	4:45 – 5:00pm	<i>Break</i>	
	5:00 – 5:30 pm	Genetics (Dr. Higa)	
	5:30 – 6:00 pm	Audiologic evaluation (Dr. Venkitakrishnan)	
<b>Monday, July 15</b>	1:00 – 2:00 pm	Amplification (Dr. Venkitakrishnan)	
	2:00 – 2:15 pm	<i>Break</i>	
	2:15 – 3:15 pm	Disorders (Dr. Cate)	
	3:15 – 3:45 pm	<i>Break</i>	
	3:45 – 4:45 pm	Pediatrics/educational (Dr. Balan)	
	4:45 – 5:00 pm	<i>Break</i>	
	5:00 – 6:00 pm	Research methods (Dr. Motallebzadeh)	
<b>Practical Exam</b>			
<b>Monday, July 22</b>	1:00 – 1:45 pm	Hearing evaluation (students 1 – 3)	
	2:00 – 2:45 pm	Hearing evaluation (students 4 – 6)	
	3:00 – 3:45 pm	Hearing evaluation (students 7 & 8)	

<b>Monday, July 29</b>	1:00 – 1:45 pm	Hearing aids (students 1 – 3)
	1:45 – 2:00 pm	Case study (students 1 – 3)
	2:00 – 2:45 pm	Hearing aids (students 4 – 6)
	2:45 – 3:00 pm	Case study (students 4 – 6)
	3:00 – 3:45 pm	Hearing aids (students 7 & 8)
	3:45 – 4:00 pm	Case study (students 7 & 8)

Note: During breaks, all testing materials must be left in the room, and students will not have access to cell phones. Cell phones and personal belongings must be taken out of the room during the lunch break. Blank scratch paper may be used, but it must be collected when finished.

### **Class Attendance:**

Testing will be in the clinician computer lab in the clinic (upstairs). All belongings except for a pen/pencil are to be placed at the front of the room under the whiteboard. Students with testing accommodations must arrange with the Testing Center to take the exam on the

main campus. Students who arrive late will not be given additional time to complete the exam; the time on the exam is limited to the times listed above.

### **Proctors:**

July 1 & 15 : Dr. Motallebzadeh

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. You are asked to report any possible COVID related illnesses/exposures to SHCS via this link COVID-19 Illness/Exposure Report Form: <https://sacstateshcs.wufoo.com/forms/covid19-illnessexposure-report/> Expect a call from SHCS within 24 hours. 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>

Remediation and meetings (individual and/or group) will be scheduled by the instructor for the specific area(s) needed. Retakes must be scheduled before the end of the semester to allow time for grading. The student must contact the instructor to schedule a meeting for a Conditional Pass or a No Pass result.

### **Class Assignments:**

Consists of written and clinical portions. Both portions must be passed according to the criteria below:

**Formative written exam:** Based on coursework taken in the first year of the Au.D. program (anatomy and physiology, acoustics and psychoacoustics, instrumentation, audiologic evaluation, amplification, disorders of the auditory system, genetics, research methods, and pediatric and educational audiology). The exam is administered during the summer of the first year. The exam period is over two days, and students will write for up to four hours each day.

1. Faculty will develop questions and scoring rubrics for each of the nine subject areas assessed based on expertise and subject areas taught.
2. Each response will be scored by two faculty members. If two faculty members award different scores (e.g., pass and no-pass), a third faculty member will serve as a tie breaker. Faculty scores are confidential.
3. Upon completion and review by the examiners, each question is given a grade of "Pass," "Conditional Pass, or "No-Pass"
  1. "Pass" indicates a satisfactory completion of the question.
  2. "Conditional Pass" indicates a pass, but the examiners require additional work or remediation. Examiners are required to provide written feedback of the student's responses. Deficiencies can be addressed through an oral exam for further clarification or coursework remediation (reading, independent study, etc.), which is determined by the faculty examiner and Au.D. Program Director. A timeline for this remediation plan and a method for verifying completion of the work must be determined by the faculty examiners, Au.D. Program Director, and the student.
  3. "No-Pass" indicates an unsatisfactory answer. Students are required to meet with the examiners and Au.D. Program Director to review their performance. Students who receive "No-Pass" results on less than or equal to 25% of the questions will meet with the examiners to address deficiencies.
4. Students must receive a "Pass" on all areas of the exam to proceed to the second year.
5. Students receiving conditional "Pass" results on more than 50% of the questions may be placed on academic probation and given the opportunity to retake the exam by the end of the summer semester after completing remediation work. Failure to receive a "Pass" on the second administration of the exam will result in dismissal from the program.

6. Students receiving "No-Pass" results on more than 25% of the questions will be dismissed from the program.

**Clinical exam:** Includes a practical portion and a case study. Students will perform clinical procedures related to the topics presented in CSAD 614: Audiologic evaluation, CSAD 622: Amplification I, CSAD 622L: Amplification I lab, CSAD 631: Amplification II, and CSAD 632: Pediatric and Educational Audiology. Students will perform the evaluation in the presence of an Au.D. faculty member. The second part of the clinical exam will involve the presentation of a case study in which students will discuss their preparation for the appointment, possible diagnostic results, clinical interpretation of findings, and recommendations.

1. Grading

1. Students must pass the clinical portion of the exam at 80% or higher in order to enroll in CSAD 504.
2. Students receiving less than 80% will have one opportunity to re-take the clinical portion of the exam and receive a "Pass" result
3. Students who fail to receive a "Pass" result on the second attempt will be removed from the program

## Au.D. Program Policies

### 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 or on Zoom on time, prepared to participate and engage in classroom activities for both in-person and synchronous/virtual interactions. Students 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.

# 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.

## 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 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. **Sacramento State Services to Students with Disabilities (SSWD)** 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, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. 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](mailto:sswd@csus.edu).

*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 (including pregnancy-related disabilities), 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. Please be advised that disability-related academic adjustments are not retroactive. SSWD is located on the first floor of Lassen Hall 1008. Phone is 916-278-6955 and e-mail is [sswd@csus.edu](mailto:sswd@csus.edu). For a complete listing of services and current business hours visit <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>*

## 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](mailto: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.

Sac State is committed to supporting students and fostering a campus environment free of sexual misconduct and gender-based discrimination. If a student chooses to disclose to a faculty or staff member an experience related to sexual misconduct which includes rape, relationship violence, or stalking, all faculty and staff are obligated to report this disclosure to the university's Title IX Coordinator. Sac State's Title IX Coordinator is Mary Lee Vance. Please email [equalopportunity@csus.edu](mailto:equalopportunity@csus.edu) or (916) 278-5770. Upon receipt of the report, the Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including resolution options for holding accountable the person who harmed you. Students who elect not to discuss their experience with the Title IX Coordinator can speak confidentially to the following confidential resources:

Student Health & Counseling Services at The WELL On Campus

Phone Number: 916-278-6461

Website: [www.csus.edu/shcs](http://www.csus.edu/shcs)

Campus Confidential Advocate – Laura Swartzen

Email: [weave@csus.edu](mailto:weave@csus.edu)

On Campus Phone Number: 916-278-5850 (during business hours)

WEAVE 24/7 Hotline: 916-920-2952

## CSUS Grading Policy

Information for students regarding grading is provided here:

<https://www.csus.edu/umannual/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](mailto:stark@csus.edu)
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- Student Health and Counseling Services: Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost.
- 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): 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. <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>