



California State University, Sacramento
 Department of Communication Sciences and Disorders
 Bachelor of Science Degree Program
 SYLLABUS & COURSE OUTLINE
 CSAD 130: Introduction to Audiology

Semester/Year: Spring 2025	Course: CSAD 130: Introduction to Audiology	Section: 01
Meeting Days: Mondays, Wednesdays	Meeting Times: 1.00 pm to 2.15 pm	Location: Folsom 1050
Instructor: Soumya Venkitakrishnan, Au.D., Ph.D.	Email: s.venkitakrishnan@csus.edu	
Office Hours: Mondays and Wednesdays , 8.30-9.30 am, Thursdays, 3-4 pm	Location: 2404G, Folsom Hall	

Catalogue Course Description:

CSAD 130 Introduction to Audiology.

3 Units

Prerequisite(s): CHDV 30, [DEAF 51](#), [PSYC 2](#), [STAT 1](#), [CSAD 110](#) and [CSAD 111](#).

Introduction to the field of audiology. Covers the principles of sound, the anatomy and physiology of the auditory system, audiometry, physiological measures of auditory function, disorders of the auditory system, sound and various assessment approaches.

Sacramento State Baccalaureate Learning Goals

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
Competence in the Disciplines: <i>The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</i>	Yes
Knowledge of Human Cultures and the Physical and Natural World <i>through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.</i>	Yes
Intellectual and Practical Skills, Including: <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i>	Yes
Personal and Social Responsibility, Including: <i>civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges</i>	Yes
Integrative Learning**, Including: <i>synthesis and advanced accomplishment across general and specialized studies</i>	Yes

Undergraduate

Mastery of each student-learning outcome listed below is indicated by a grade of C 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 C. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

CSAD 130 specific student learning outcomes:

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

Mastery of each student learning outcome listed below is indicated by a grade of C (73-76%) 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 C. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

1. Outline the history and contemporary practices related to the profession of audiology.
2. Explain the nature of sound, including concepts related to acoustics (e.g., pressure, intensity, frequency) and psychoacoustics (e.g., loudness, pitch, and binaural hearing).
3. Describe the basic principles of and the behavioral and physiological procedures used to assess the auditory and vestibular systems in infants, children, and adults.
4. Perform pure-tone audiometric testing in a sound-treated booth.
5. Interpret behavioral and physiological test results.
6. Describe disorders of the auditory and vestibular system that impact communication.
7. Discuss appropriate assessment and rehabilitation procedures for children and adults with hearing impairment.

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

Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

CSAD 130 Introduction to Audiology

Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: hearing disorders (including the impact on speech and language including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)

Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, screening, and intervention regarding hearing, including the impact on speech and language.

Standard IV-B: Basic Human Communication Processes

The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: biological bases of human communication.

Textbooks, Materials, and Online Resources:

Introduction to Audiology, 13th Edition, Frederick Martin and John Clark (Paperback or ebook)

ISBN: 0134695046

ISBN-13: 9780134695044

Authors: Frederick N Martin John Greer Clark

Course Requirements/Components:

Course Format

Lecture.

Class Preparation

All required readings are for the date listed in the course schedule, not the following class period. Students are responsible for all assigned readings, whether discussed in class or not. Students are expected to actively participate in class discussions and are required to have read the assigned material prior to class meetings.

Audio Recording

Students may audio record lectures only if they have official accommodations.

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 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.

Attendance Policy

Classroom attendance is strongly encouraged for this course. There may be opportunities to earn extra-credit through random attendance checks throughout the semester. Students are expected to arrive on time. Students must email the instructor if they are not able to attend the class and are responsible for learning the material that was covered during their absence.

Course assignments

Quizzes and Exams

There will be 4 quizzes given throughout the semester using multiple-choice questions format. Exams will happen twice in the semester (mid-term and final exam). The mid-term date has been provided in the schedule, and the final exam date will be determined by the university. The mid-term exam will take place in the classroom on the day of the exam or through the testing center on campus. Makeup exams are allowed only with documentation of need (e.g., doctor's note, police report) and must be completed at the testing center (\$6). If you plan to take the exams in the Testing Center, make sure to book at least 2 weeks in advance, for the same day within 1 hour of the scheduled test hour. Exams are closed book with no prepared notes. Students remain individually responsible for being aware of your exam dates and times posted in the course syllabus or announcements in the class or Canvas. Students suspected of misconduct during examinations or for any assignments will be reported to the Office of Student Conduct.

Practical audiometry assignment

Students will be required to conduct an audiometric assessment on one subject and submit the assessment results for this assignment. Demonstration of this testing and further instructions are available on the Canvas website.

Clinical Audiology Procedures Exposure assignment

This assignment allows students to gain firsthand exposure to key audiological procedures by participating in one of three options: a hearing screening, vestibular (balance) screening, or a hearing aid consultation appointment at the Maryjane Rees Center - Audiology Clinic. Students will sign up for their preferred procedure, with an equal number of slots allocated for each. Early sign-ups offer more flexibility in choice, but once a procedure reaches capacity, students must choose from the remaining options.

Participants are required to schedule their appointment by either calling the clinic at (916) 278-4697 or visiting the clinic's front desk. After completing the appointment, students must submit a report on the procedure while ensuring confidentiality by redacting their test results. Additionally, students will answer reflection questions that focus on their experience during the appointment.

Appointments must be scheduled at least 2–3 weeks before the report submission deadline to ensure timely access to the results. This assignment aims to enhance practical knowledge of audiological evaluations and clinical applications, bridging theoretical learning with real-world exposure.

Exploring the Interconnection Between SLP and Audiology Assignment

This assignment provides students with the opportunity to learn about the collaborative relationship between speech-language pathology (SLP) and audiology. Students will engage in a conversation with an SLP or audiology professional or student to discuss their roles, shared responsibilities, and the impact of collaboration on patient care. Afterward, students will write a reflection summarizing the discussion and their insights into the interdependence of the two fields. The activity encourages exploration of interprofessional practice, fosters understanding of collaboration in healthcare, and promotes reflection on its relevance to clinical audiology. The written reflection, worth 30 points, is due online by the specified deadline.

In-class activities

Students are expected to actively participate in class discussions. Some course components (e.g., in-class activities, discussions, etc.) require work in pairs or small groups. Students should be respectful and demonstrate professional behavior during class and in breakout rooms.

Late Assignments

Late assignments are accepted with a 20% penalty per day late up to 5 days late (at which point the grade would be 0%).

Grading Policy:

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

The Final Grade will be based on a percentage of total points (500) and will be assigned as follows:

Table 1: Course Requirements and Grade Distribution

Source	% of grade
Quizzes (x 4)	20
Audiometry assignment	10
Clinical Audiology Procedures Exposure	10
Exploring the Interconnection Between SLP and Audiology Assignment	10
Mid-term exam	20
Final exam	30
Total	100

Table 2: Course Grade Scheme

%	Letter
95– 100	A
90 – 94.99	A-
87 – 89.99	B+
83 – 86.99	B
80 – 82.99	B-
77 – 79.99	C+
73 – 76.99	C
70 – 72.99	C-
67 – 69.99	D+
63 – 66.99	D
60 – 62.99	D-
< 60	F

CSUS Grading Policy

The CSUS Grading Policy (Policy# 11476953) can be found at:
<https://sacramentostate.policystat.com/policy/11476953/latest>

Course Schedule/Outline:

Date	Topic/Class Content	Reading	Assignment
01/20 Mon	<i>Martin Luther King Day: Holiday</i>		
01/22 Wed	Introduction to Course Syllabus review The profession of audiology	Syllabus Chapter 1	
01/27 Mon	The profession of audiology		
01/29 Wed	Sound and its measurement	Chapter 2	
02/03 Mon	Sound and its measurement	Chapter 2	
02/05 Wed	Sound and its measurement	Chapter 2	
02/10 Mon	Anatomy: Outer ear	Chapter 8	Quiz #1
02/12 Wed	Anatomy: Middle ear	Chapter 9	
02/17 Mon	Anatomy: Middle ear	Chapter 9	
02/19 Wed	Anatomy: Inner ear	Chapter 10-11	
02/24 Mon	Anatomy: Inner ear	Chapter 10-11	
02/26 Wed	Hearing, Hearing loss and pure-tone audiometry	Chapter 3	Quiz #2
03/03 Mon	Hearing, Hearing loss and pure-tone audiometry	Chapter 3	
03/05 Wed	Hearing, Hearing loss and pure-tone audiometry	Chapter 3	
03/10 Mon	Demonstration of audiometry		
03/12 Wed	Speech Audiometry and masking	Chapter 4-5	
03/17 Mon	Speech Audiometry and masking	Chapter 4-5	
03/19 Wed	Mid-term review		
03/24 Mon	MID-TERM		
03/26 Wed	<i>AAA conference: Work on:</i> 1. Audiometry assignment 2. Clinical Audiology Procedures Exposure 3. Exploring the Interconnection Between SLP and Audiology Assignment		
03/31 Mon	<i>Spring break: No class</i>		
04/02 Wed	<i>Spring break: No class</i>		

04/07 Mon	Physiological tests: Tympanometry and acoustic reflex	Chapter 6	Exploring the Interconnection Between SLP and Audiology Assignment due
04/09 Wed	Physiological tests: Tympanometry and acoustic reflex	Chapter 6	
04/14 Mon	Physiological tests: ABR	Chapter 6	
04/16 Wed	Physiological tests: ABR	Chapter 6	
04/21 Mon	Physiological tests: OAEs	Chapter 6	
04/23 Wed	Pediatric audiology	Chapter 7	Quiz #3
04/28 Mon	Pediatric audiology	Chapter 7	Clinical Audiology Procedures Exposure assignment due
04/30 Wed	Hearing Aids	Chapter 14	
05/05 Mon	Vestibular disorders	Chapter 13	Quiz #4
05/07 Wed	Vestibular disorders Final review	Chapter 13	Audiometry assignment due

** Course schedule is subject to change as required to accommodate student learning or guest lecture/ material availability.

Hornet Honor Code

<https://www.csus.edu/student-affairs/internal/documents/hornet-honor-code.pdf>

As proud members and representatives of the Sacramento State Hornet community, we commit ourselves to actively promoting honesty, integrity, respect, and care for every person, ensuring a welcoming campus environment, and striving to help every member of our Hornet family feel a strong sense of belonging.

As Hornets, we will:

- Promote an inclusive campus and community
- Listen and respect each other's thoughts, interests, and views Value diversity and learn from one another
- Engage daily with mutual trust, care, and integrity
- Support a culture of honor and adhere to campus policies for honesty, ethics, and conduct
- Be proud to be Sac State Hornets.

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://sacramentostate.policystat.com/policy/11300038/latest>

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, may be reported to the office of student affairs.

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.

C- Grades for Prerequisite Courses

The Academic policy on prerequisite coursework posted in the Sac State Catalog Academic Policies (<https://catalog.csus.edu/academic-policies/>) within the Grading System Policies states:

C- Grades for Prerequisite Courses

A grade of "C-" or better is required for prerequisite courses. If a department requires a "C" or better in a prerequisite course and will not accept a "C-" grade, then the department must specify so in the catalog course description. This policy applies to all undergraduate-level courses.

Students who receive a grade below a "C-" may petition to continue in the CSAD BS program without repeating a major pre-requisite course at the link posted on the CSAD Handbooks: Resources, Forms and Information webpage: <https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.html>

Please note: filing a petition does not guarantee acceptance of prerequisite waiver. Each form will be reviewed on a case-by-case basis.

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 SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Disability Access Center (DAC)** 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 Additional information can be found on the DAC website: <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

Crisis Assistance & Resource Education Support (CARES) Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Crisis Assistance & Resource Education Support (CARES) website to learn more about your options and resources available. <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>

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 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: <https://www.csus.edu/student-life/health-counseling/counseling/>

Campus Confidential Advocate Email: weave@csus.edu

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

WEAVE 24/7 Hotline: 916-920-2952

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/testing/>

Library: <https://library.csus.edu/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

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

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

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>

SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>
