



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE (AuD) SYLLABUS

Table 1: Class Information

Semester/Year: Spring 2022	Course: CSAD651 – 3 units	Section: 01
Meeting Days: Tuesday	Meeting Times: 6:00 – 9:00 pm	Location: Folsom 2000
Instructor: Stephanie Cate AuD CCC-A	Email: Stephanie.cate@csus.edu	Phone: 916-278-4867
Office Location: Folsom 2000 or can meet with students via Zoom	Office Hours/Appointments: open virtual office hours every Wednesday 6:30 – 7:30pm. For other times, please set up appointment set up via email or Canvas messaging.	

Catalogue Course Description:

Prerequisite(s): Admission to Doctor of Audiology program; CSAD611, CSAD612, CSAD613, CSAD614, CSAD621, CSAD622, CSAD622L, CSAD623, CSAD624, CSAD631, CSAD632, CSAD641, CSAD641L, CSAD642, CSAD643

Term typically offered: Spring only

Description: This course continues exploration of physiological measures used to assess the auditory system beyond auditory evoked potentials. Students will learn about otoacoustic emissions and their use in the audiologic test battery and screenings, as well as further study of immittance and the auditory brainstem response.

Course description from CSUS catalog: Fundamentals of otoacoustic emissions, and advanced study of immittance testing and the auditory brainstem response with some practical exercises.

Place of Course in Program

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

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.	

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 toward meeting each learning outcome by listing your grades on the table below over the course of the semester.

CSAD651 SPECIFIC STUDENT LEARNING OUTCOMES:

1. Differentiate between types of auditory brainstem response test and their uses
2. Describe the effects of maturation and age on the auditory brainstem response (ABR)
3. Give examples of uses of the ABR for screening and evaluating hearing status
4. Explain the mechanism of the three types of otoacoustic emissions (OAEs)
5. Compare and contrast otoacoustic emission types
6. List the steps in the clinical measurement protocols for otoacoustic emissions
7. Perform DPOAE and TEOAE testing
8. Interpret OAE results for diagnosing and screening hearing status
9. Define “multi-frequency tympanometry” and “wideband reflectance”
10. Discuss the uses of immittance measures for special populations

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

Course Learning Outcome	Components Indicating Competence	Grades Received
1	ABR Lab; Exam #1; Final Exam	
2	Exam #1; Quiz #2; Final Exam	
3	Exam #1; Final Exam	
4	Exam #2; OAE Lab; Quiz #3; Final Exam	
5	Exam #2; OAE Lab; Quiz #3; Final Exam	
6	Exam #2; Final Exam	
7	OAE Lab	
8	Exam # 2; Final Exam	
9	Exam #1; Quiz #1; Final Exam	
10	Exam #1; Final Exam	

Textbooks and Materials:

Required Text:

Hall, J.W., & Swanepoel, D. (2010). *Objective assessment of hearing*. Plural Publishing.

Opitonal Text:

Dhar, & Hall, J. W. (2012). *Otoacoustic emissions: principles, procedures, and protocols* / Sumitrajit Dhar and James W. Hall. Plural Pub.

Hunter, & Shanaz, N. (2014). *Acoustic immittance measures: basics and advanced practice* / Lisa L. Hunter, Navid Shahnaz. Plural Publishing.

Online Resources:

Course Materials are found on Canvas. Quizzes and exams are accessible via Canvas in the Modules for the Class. Reading assignments outside of the required text are accessible on Canvas and all reading material (including required text) can be located via the library resources.

Course Requirements/Components:

Format:

In person lecture.* Class will be held via zoom the first two classes of the semester due to university guidance. *Subject to change based on university guidance.

Preparation:

All students are expected to have performed the required readings in the syllabus at the start of that class meeting and be prepared for discussion. It is the student's responsibility to know the reading material whether discussed in the class meeting or not.

Attendance:

Classroom attendance is necessary to be successful in this course. No more than two unexcused absences are allowed – should more than two occur, there will be a 10-point deduction to the attendance grade. Students are expected to arrive on time as class begins at 6:05 pm. If a student is tardy more than twice without prior notice, it will result in a 5-point attendance reduction each occurrence. Should either or both of the aforementioned occur more than the allowable as aforementioned - it will be required that the student perform an audiology online/CEU course in relation to the course and write a one-page paper summarizing the presentation and how to clinically apply what has been learned. This assignment would be expected to be performed outside of scheduled class time. Should this occur the instructor will provide the student with the full assignment details at the time of the third tardy or unexcused absence via Canvas or Outlook.

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

Assignments:

The course will be graded upon attendance, four quizzes, discussion posts, two labs activities, two exams, and one final exam. Grades and the grading policy is outlined in greater detail below. Late assignments will have a deduction of 20% for every day that an assignment is late, and is to be applied when the assignment is received by the instructor of the course.

Examinations:

Examinations (closed book/note) will be given in-person as half of the meeting time, either at the start of the class or after a meeting break. All students will be informed of the time of each exam two weeks prior to the date that it will be given. As of now exams are scheduled for: March 08, 2022* and April 26, 2022*. Students will have 75 minutes to complete each exam. Examinations will be based on class lectures, assigned readings, class activities/homework, and discussions. Exams may be composed of multiple choice, true/false, matching and/or short answer questions. In the case of a documented medical emergency prior to the exam, you will be required to notify me in advance of the exam and provide documentation of the illness/injury or emergency. A make-up examination is subject to be scheduled during finals examination week. Different questions when compared to the original will be asked and being in a full essay format. If you do not complete one or more of the exams by the last day of the final exam period, you may receive a "0" on your exam(s) as per instructor discretion. Please note that you remain individually responsible for being aware of your exam dates and times posted in the course syllabus.

* Dates are subject to change based on class progression and completion of all required materials.

Recording

Gain permission from instructor and or presenter prior to the start of each class meeting to perform recording.

COVID 19 information:

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	10	05%
Discussion board	20	10%
Labs & Assignments	40	20%
Exam #1 [ABR/ ASSR/ Immittance]	30	15%
Exam #2 [OAEs / Clinical Uses]	30	15%
Quizzes [100 points x 4 quizzes]	40	20%
Final Exam	50	25%
Total	220	100%

Letter grades are assigned according to the following scores:

Table 4: Points, Percentages and Letter Grades

Letter	%	Points
A	93-100%	205-220
A-	90-92.99%	198-204
B+	87-89.99%	191-197
B	83-86.99%	183-190
B-	80-82.99%	176-182
C+	77-79.99%	169-175
C	73-76.99%	161-168
C-	70-72.99%	154-160
D+	67-69.99%	147-153

D	63-66.99%	138-146
D-	60-62.99%	132-137
F	< 60%	<131

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.

I will respond to an email that meets the following guidelines within 8 hours on a weekday (not between the hours of 8:00 PM and 7:00 AM), and up to 48 hours on a weekend. I will not respond during university recognized holidays:

- a. I only respond to emails posing questions that can be answered in no more than 3 sentences. For detailed questions or other discussions, please come to my office hours or make an appointment.
- b. To discuss results on graded materials, please come to my office hours.

TENTATIVE Course Schedule/Outline:

Date	Topic/Class Content	Readings	Assignment	Notes
Jan 24	Introduction to course, Overview of electrophysiology		Read Syllabus and “sign” in Canvas	Class held in Folsom 2316
Feb 1	Review anatomy, neuroanatomy, and immittance	Chapter 1 - Hall, J.W., & Swanepoel, D. (2010). <i>Objective assessment of hearing</i> . Plural Publishing.		Folsom 2316
Feb 8	Wideband acoustic immittance/ immittance with infants	Chapter 2 - Hall, J.W., & Swanepoel, D. (2010). <i>Objective assessment of hearing</i> . Plural Publishing. Aithal, Kei, J., Aithal, V., Manuel, A., Myers, J., Driscoll, C., & Khan, A. (2017). Normative Study of Wideband Acoustic Immittance Measures in Newborn Infants. <i>Journal of Speech, Language, and Hearing Research</i> , 60(5), 1417–1426.	Quiz #1 (to be completed in class)	Folsom 2316
Feb 15	Clinical Applications of AEP/ ABR review	Chapter 5 - Hall, J.W., & Swanepoel, D. (2010). <i>Objective assessment of hearing</i> . Plural Publishing.		Folsom 2316
Feb 22	ABR screenings and maturation	Chapter 5 - Hall, J.W., & Swanepoel, D. (2010). <i>Objective assessment of hearing</i> . Plural Publishing. Jiang, Wu, Y. Y., & Wilkinson, A. R. (2009). Age-related changes in BAER at different click rates from neonates to adults. <i>Acta Paediatrica</i> , 98(8), 1284–1287. https://doi.org/10.1111/j.1651-2227.2009.01312.x	ABR Lab due	Folsom 2316

Mar 1	Mid & Late latency AEP testing Review for Exam 1	Chapter 6 - Hall, J.W., & Swanepoel, D. (2010). <i>Objective assessment of hearing</i> . Plural Publishing.	Quiz #2 (to be completed in class)	Folsom 2316
Mar 8	EXAM #1		Discussion post and 2 replies to peers	Folsom 2316
Mar 15	OAEs Overview Equipment and Calibration	Chapter 3 - Hall, J.W., & Swanepoel, D. (2010). <i>Objective assessment of hearing</i> . Plural Publishing. Kemp, D. (2002). Otoacoustic emissions, their origin in cochlear function, and use. <i>British Medical Bulletin</i> , 63, 223 – 241. https://doi.org/10.1093/bmb/63.1.223		Folsom 2316
Mar 22 --	SPRING RECESS	SPRING RECESS	N/A	BREAK!
Mar 29	SOAEs, DPOAEs	Chapter 3 - Hall, J.W., & Swanepoel, D. (2010). <i>Objective assessment of hearing</i> . Plural Publishing. Penner, Glotzbach, L., & Huang, T. (1993). Spontaneous otoacoustic emissions: Measurement and data. <i>Hearing Research</i> , 68(2), 229–237. https://doi.org/10.1016/0378-5955(93)90126-L		Folsom 2316
April 5	DPOAEs cont, TEOAEs	Chapter 3- Hall, J.W., & Swanepoel, D. (2010). <i>Objective assessment of hearing</i> . Plural Publishing.	Quiz #3 (to be completed in class)	Folsom 2316
April 12	Clinical use and measurement Measurement protocols/	Chapter 7 - Hall, J.W., & Swanepoel, D. (2010). <i>Objective assessment of hearing</i> . Plural Publishing. Ochi, Yasuhara, A., & Kobayashi, Y. (1998). Comparison of distortion product otoacoustic emissions with auditory brainstem response for clinical use in neonatal intensive care unit. <i>Electroencephalography and Clinical Neurophysiology / Evoked Potentials Section</i> , 108(6), 577–583. https://doi.org/10.1016/S0168-5597(98)00038-0	OAE lab due	Folsom 2316
April 19	Review for Exam 2			Folsom 2316
April 26	EXAM # 2			Folsom 2316
May 3	Differential Diagnosis/ Case reviews	Chapter 7 - Hall, J.W., & Swanepoel, D. (2010). <i>Objective assessment of hearing</i> . Plural Publishing.		Folsom 2316

		Liberman, Epstein, M. J., Cleveland, S. S., Wang, H., & Maison, S. F. (2016). Toward a Differential Diagnosis of Hidden Hearing Loss in Humans. <i>PloS One</i> , <i>11</i> (9), e0162726–e0162726. https://doi.org/10.1371/journal.pone.0162726		
May 10	Special testing considerations/ Non-organic hearing loss	Waissbluth, Del Valle, Á., Chuang, A., & Becker, A. (2018). Incidence and associated risk factors for platinum-induced ototoxicity in pediatric patients. <i>International Journal of Pediatric Otorhinolaryngology</i> , <i>111</i> , 174–179. https://doi.org/10.1016/j.ijporl.2018.06.021	Quiz #4 (to be completed in class)	Folsom 2316
May 17	Review for final examination		Discussion post and 2 replies to peers	Folsom 2316
May 24	Comprehensive Final examination		Study prior to exam	Location TBD

Please note that dates, topics, and assignments are subject to change. In the event of a change, you will be given ample notification of the change.

For additional information, please review the CSAD Handbooks website:

<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.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 to this website: <https://www.csus.edu/information-resources-technology/canvas/canvas-for-students.html>

- ***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.

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/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.

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. 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 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 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

Campus Confidential Advocate – Laura Swartzen

Email: 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
- 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>

Knowledge And Skills Acquisition (KASA) For Certification in Audiology

Standard II-A: Foundations of Practice

- A1. Genetics, embryology and development of the auditory and vestibular systems, anatomy and physiology, neuroanatomy and neurophysiology, and pathophysiology of hearing and balance over the life span
- A5. Calibration and use of instrumentation according to manufacturers' specifications and accepted standards
- A6. Standard safety precautions and cleaning/disinfection of equipment in accordance with facility-specific policies and manufacturers' instructions to control for infectious/contagious diseases
- A7. Applications and limitations of specific audiologic assessments and interventions in the context of overall client/patient management
- 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
- A14. Assessment of diagnostic efficiency and treatment efficacy through the use of quantitative data (e.g., number of tests, standardized test results) and qualitative data (e.g., standardized outcome measures, client/patient-reported measures)

Standard II-C: Audiologic Evaluation

- C4. Identifying, describing, and differentiating among disorders of the peripheral and central auditory systems and the vestibular system
- C7. Selecting, performing, and interpreting a complete immittance test battery based on patient need and other findings; tests to be considered include single probe tone tympanometry or multifrequency and multicomponent protocols, ipsilateral and contralateral acoustic reflex threshold measurements, acoustic reflex decay measurements, and Eustachian tube function
- C10. Evaluating basic audiologic findings and client/patient needs to determine differential diagnosis and additional procedures to be used
- C11. Selecting, performing, and interpreting physiologic and electrophysiologic test procedures, including electrocochleography, auditory brainstem response with frequency-specific air and bone conduction threshold testing, and click stimuli for neural diagnostic purposes
- C12. Selecting, performing, and interpreting otoacoustic emissions testing
- C13. Selecting, performing, and interpreting tests for nonorganic hearing loss
- C16. Electrophysiologic testing, including but not limited to auditory steady-state response, auditory middle latency response, auditory late (long latency) response, and cognitive potentials (e.g., P300 response, mismatch negativity response)