



California State University, Sacramento  
Department of Communication Sciences and Disorders  
Doctor of Audiology (Au.D.)  
SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2026	Course: CSAD 622L: Amplification Lab	Section: 01
Meeting Days: Thursdays	Meeting Times: 8.00 am to 8.50 am	Location: Audiology Clinic
Instructor: Soumya Venkitakrishnan, Au.D., Ph.D.		Email: <a href="mailto:s.venkitakrishnan@csus.edu">s.venkitakrishnan@csus.edu</a>
Office Hours: Mondays, Tuesdays (zoom), Wednesdays 11:00 am – 12:00 pm, Make appointment		Location: 2404G, Folsom Hall

### Catalogue Course Description:

**CSAD 622L Amplification I Lab.**

**1 Unit**

**Prerequisite(s):** Admission to Doctor of Audiology program; [CSAD 611](#), [CSAD 612](#), [CSAD 613](#), and [CSAD 614](#).

**Corequisite(s):** [CSAD 622](#).

Laboratory component of [CSAD 622](#): Amplification I. Hands-on experience with concepts presented in [CSAD 622](#).

### Sacramento State Graduate Learning Goals (GLG)

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

## Expected Learning Outcomes (ELO)

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

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

### CSAD 622L SPECIFIC STUDENT LEARNING OUTCOMES:

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

1. Identify major components of hearing aids
2. Verify features of hearing aids and relate the feature to the function
3. Perform an electroacoustic analysis with various hearing aid styles
4. Determine whether hearing aids are in calibration according to ANSI standards
5. Analyze hearing aids using probe-mic measures to verify settings
6. Determine fitting practices and patient needs/considerations based on case studies and patient scenarios
7. Provide hearing aid orientation based on patient needs and considerations
8. Report procedures and results for clinical record-keeping

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## Textbooks, Materials, and Online Resources:

Required textbook:

Publication Manual of the American Psychological Association: 7th Edition, 2020; ISBN-13: 978-1433832178, ISBN-10: 1433832178

Other articles on Canvas.

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## Course Requirements/Components:

### Course Format

Lab

### **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.**

### **Class Participation:**

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

## **Class Assignments**

Course grades will be based on different assignments:

**Lab#1: Counseling in the hearing aid consultation appointment:** This lab involves practicing the counseling skills required for a hearing aid consultation appointment with a mock patient. Students will record their interaction and upload it to Canvas for review. This exercise aims to enhance communication, patient engagement, and counseling techniques in a simulated clinical setting.

**Lab #2: Pre-fitting tests using frequency specific/ speech measures:** This lab focuses on performing pre-fitting tests using frequency-specific and speech measures. Students will conduct these tests on a mock patient or classmate and explore the range of tests available on clinic instruments, enhancing familiarity with equipment and procedures.

**Lab #3: Hearing aid styles/ components:** Students will identify different hearing aid styles and components using physical hearing aids and reference images. The lab includes case-study-based questions to guide clinical decision-making about selecting styles and components, requiring justification. Additionally, students will create a poster about a specific hearing aid style and present it to their classmates.

**Lab #4: Electroacoustic and other quality control techniques:** This lab involves performing electroacoustic and quality control checks on hearing aids at full-on gain and reference test gain (RTG) levels. Students will test different hearing aid styles to gain hands-on experience with quality control procedures.

**Lab #5: Probe microphone measures:** Students will perform various probe microphone measures, including speech mapping, real ear occluded response (REOR), real ear to coupler difference (RECD), digital noise reduction (DNR), and frequency lowering. This hands-on lab will familiarize students with essential real-ear measurement techniques for hearing aid verification.

**Lab #6: Ear impressions:** This will contain the following components: 1. Obtaining ear impressions of mock patients to practice ear impression skills. 2. Answering questions about selection of earmolds based on case studies.

**Lab #7: Listening check (conventional + CROS):** Students will familiarize themselves with the components of various hearing aids, including conventional and CROS systems. They will conduct thorough listening checks to evaluate the functionality and performance of these devices. This lab emphasizes practical skills in identifying and troubleshooting issues in hearing aids.

**Lab #8: HAT and accessories:** Students will work in pairs to explore two assigned hearing aid companies each and create a resource (video) demonstrating how to use one accessory from one of the companies assigned. They will also compile a list of all accessories available from the two assigned companies. Additionally, students will research and summarize two alerting or common HAT devices. These resources will be shared with other students and can be added to the students' book of knowledge. This collaborative activity helps students become familiar with a variety of hearing assistive technologies and their practical applications.

**Attendance and professionalism:** Classroom participation includes asking/ answering questions and engaging in discussion discussions throughout the semester. **Professionalism** will include timely arrival in class, timely and professional response to emails (within 48 hours), engaging in the class, timely submission of assignments, no mobile phone use in the class except for emergencies, use of professional language in class, and with classmates, not interrupting other students/ faculty, and utilizing appropriate turn-taking skills, etc.

For more information on the assignments and rubrics, please refer to Canvas.

## Grading Policy:

*Table 1: Course Requirements and Grade Distribution*

Source	% of Grade
<b>Lab#1:</b> Counseling in the hearing aid consultation appointment	10%
<b>Lab #2:</b> Pre-fitting tests with frequency-specific and speech materials	10%
<b>Lab #3:</b> Hearing aid styles lab + activity	15%
<b>Lab #4:</b> Electroacoustic and other quality control techniques	10%
<b>Lab #5:</b> Probe microphone measures	15%
<b>Lab #6:</b> Ear impressions	10%
<b>Lab #7:</b> Listening check (conventional + CROS)	10%
<b>Lab #8:</b> HAT and accessories	15%
Attendance and Professionalism	5%
Total	100%

Letter grades are assigned according to the following scores:

*Table 2: Points, Percentages and Letter Grades*

%	Letter
93-100%	A
90-92.99%	A-
87-89.99%	B+
<b>83-86.99%</b>	<b>B</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>

## Attendance Policy

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. **Greater than two absences will cause the initiation of an academic performance improvement plan (APIP).**

Given the full-time, intensive nature of 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.

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

## 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.

## Course Policies/Procedures:

### 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. *Writing, analytical, and critical thinking skills are part of the learning outcomes of this course, and so, all assignments should be prepared by the student. AI-generated submissions are not permitted and will be treated as plagiarism and will be reported to the office of student conduct.*

**Late work/ regrading:**

All assignments must be submitted by the scheduled deadline. In the case that life events or other reasons prevent the student from submitting the assignment on time, contact the instructor to request an extension. This request should be made one week in advance, or as early as possible. This extension will not be provided more than twice during the semester and will not be provided for the final assignment. This extension will not be provided if the student does not request this in advance. Late submission will result in reduction in 10% points per day of delay in submission. Grades will not be changed under any circumstances to elevate a grade level (e.g. B to B+) and no emails regarding the same will be entertained.

**Recording:** To facilitate students' learning (practice in notetaking) and out of respect for fellow classmates (to allow all students to feel comfortable actively participating in class discussion), students are not permitted to audio or video record lectures. If students require an accommodation and additional support in notetaking, please see the instructor.

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## Course Schedule/Outline:

Date	Class/ Lab	Topic/Class Content	Reading  Book: Ricketts, Bentler & Mueller	Assignment: Class  (check dates on Canvas)	Assignment: Lab
01/26 Mon	Class	Course overview/ Expectations  History and laws in Audiology	- Chapter 2  - Cavitt, K. (2015, August). Pricing strategies and delivery models for audiology items and services. AudiologyOnline, Article 14936. Retrieved from <a href="https://www.audiologyonline.com">https://www.audiologyonline.com</a>		
01/29 Thu	Lab	<b>Lab #1:</b> Counseling in the hearing aid consultation appointment		Notes 1: Chapter 2	
02/02 Mon	Class	History and laws in Audiology  Determining candidacy for HAs- Understanding the hearing aid candidate	Chapter 3  Article: 20Q: Social and emotional impacts of hearing loss—Empowering audiologists. AudiologyOnline, Article 28651. <a href="https://www.audiologyonline.com/articles/20q-social-and-emotional-impacts-28651">https://www.audiologyonline.com/articles/20q-social-and-emotional-impacts-28651</a>  Article: The Experience of a First Hearing Aid Fitting: Perspectives From Adults With Hearing Loss, Their Relatives, and Hearing Care Professionals	Notes 2: Chapter 3	
02/05 Thu	Lab	Self-assessment scales- review and ask questions	Chapter 7  Chapter 19  Article: Patient-Reported Outcome Measures for Hearing Aid Benefit and Satisfaction: Content Validity and Readability	Notes 3: Chapter 5	
02/09 Mon	Class	Determining candidacy for HAs – Other assessments-	Chapter 5  Article: Using Cognitive Screening Tests in Audiology		

		<p>cognitive assessments</p> <p>Pre-fitting tests using frequency specific measures</p>	<p>Article: Factors Associated With Hearing Aid Outcomes</p> <p>Article: Feasibility and Repeatability of an Abbreviated Auditory Perceptual and Cognitive Test Battery</p> <p>Article: Digital screening for cognitive decline in the Spanish language for older adults</p>		
02/12 Thu	Lab	<b>Lab #2:</b> Pre-fitting tests with frequency-specific and speech materials	<p>Article: 20Q: Word Recognition Testing - Let's Just Agree to do it Right!</p> <p><a href="https://www.audiologyonline.com/articles/20q-word-recognition-testing-lets-just-agree-to-do-it-right-26478?fbclid=IwZXh0bgNhZW0CMTEAAR61LTu0moLXxfBvAiDTvYDULspq22DQvDdXhlFJbMQSrW828zf09GaXPBqGA_aem_E5nlkGoyxy7VL0ETekw0tA">https://www.audiologyonline.com/articles/20q-word-recognition-testing-lets-just-agree-to-do-it-right-26478?fbclid=IwZXh0bgNhZW0CMTEAAR61LTu0moLXxfBvAiDTvYDULspq22DQvDdXhlFJbMQSrW828zf09GaXPBqGA_aem_E5nlkGoyxy7VL0ETekw0tA</a></p> <p>Article: 20Q: Speech-in-Noise Testing - Too Useful to be Ignored!</p> <p><a href="https://www.audiologyonline.com/articles/20q-speech-in-noise-testing-28760">https://www.audiologyonline.com/articles/20q-speech-in-noise-testing-28760</a></p>	Notes 4: Chapter 6	Lab #1: Video on HA consultation due
02/16 Mon	Class	<b>Quiz # 1</b>  Pre-fitting testing using speech material	<p>Chapter 6</p> <p>Article: Audible Contrast Threshold (ACT™) Test: A Complete Guide <a href="https://www.interacoustics.com/academy/audiometry-training/advanced-tests/audible-contrast-threshold-test">https://www.interacoustics.com/academy/audiometry-training/advanced-tests/audible-contrast-threshold-test</a></p> <p>Article: The Audible Contrast Threshold (ACT) test: A clinical spectro-temporal modulation detection test</p>		
02/19 Thu	Lab	<p><b>Lab #2:</b> Pre-fitting tests with frequency-specific and speech materials</p> <p><b>Lab #3:</b> Hearing aid styles lab +</p>			



		activity (Time for discussion)			
02/23 Mon	Class	<p>Student presentations on Self-assessment scales</p> <p>HA selection- Hearing aid styles and fitting applications- Introduction</p>	<p>Chapter 8</p> <p>Article: The Next Best Thing in Hearing Tech Might Be Glasses  <a href="https://hearinghealthmatters.org/find-hearing/2025/hearing-loss-glasses-nuance-xander-hearsight/">https://hearinghealthmatters.org/find-hearing/2025/hearing-loss-glasses-nuance-xander-hearsight/</a></p>	Self-assessment scales presentation	
02/26 Thu	Lab	<b>Lab #3:</b> Hearing aid styles activity		Notes 5: Chapter 8	
03/02 Mon	Class	HA selection- Hearing aid styles and fitting applications	<p>Article: Open-Fit Domes and Children with Bilateral High-Frequency Sensorineural Hearing Loss: Benefits and Outcomes</p> <p>Article: Why Open Hearing Aid Fittings are Often Not the Best Choice for the Patient</p> <p>Article: Dos and Don'ts of Open Fittings</p> <p>Article: Open Fit Hearing Aids Explained: Styles, Pros and Cons  <a href="https://www.soundly.com/blog/open-fit-hearing-aids">https://www.soundly.com/blog/open-fit-hearing-aids</a></p>		
03/05 Thu	Lab	<p><b>Lab #2:</b> Pre-fitting tests with frequency-specific and speech materials</p> <p><b>Lab #3:</b> Hearing aid styles lab</p>		Notes 6: Chapter 13	Lab #2: Pre-fitting tests due
03/09 Mon	Class	<p><b>Quiz # 3</b></p> <p>Electroacoustic and other</p>	Chapter 13		

		quality control techniques  Review for mid-term	Audiology Online course: The Basics of Electroacoustic Analysis  <a href="https://www.audiologyonline.com/audiology-ceus/course/basics-electroacoustic-analysis-35817">https://www.audiologyonline.com/audiology-ceus/course/basics-electroacoustic-analysis-35817</a>		
03/12 Thu	Lab	<b>Lab #4:</b> Electroacoustic and other quality control techniques			
03/16 Mon	Class	<b>MID-TERM</b>  Electroacoustic and other quality control techniques			
03/19 Thu	Lab	<b>Lab #4:</b> Electroacoustic and other quality control techniques			Lab #3: HA styles due
03/23 Mon	Class	<i>Spring break: No class</i>			
03/ 26 Thu	Lab	<i>Spring break: No class</i>		Notes 7: Chapter 16+17	
03/30 Mon	Class	Fitting and verification of hearing aids- probe microphone measures	Chapter 16  Chapter 17  Article: Verification and Validation: Just the Standards, Jorgensen & Novak  Article: Why Are Speech Mapping Targets Sometimes Below the Patient's Thresholds?  <a href="https://www.audiologyonline.com/ask-the-experts/why-speech-mapping-targets-sometimes-19331?fbclid=IwZXh0bgNhZW0CMTEAAR3KYoj_OvGlpDfuKldjXTGcfToav0apu7uK5Smnn9fogdn2II-24pokwuU_aem_Aadp3EsNFfNsxco">https://www.audiologyonline.com/ask-the-experts/why-speech-mapping-targets-sometimes-19331?fbclid=IwZXh0bgNhZW0CMTEAAR3KYoj_OvGlpDfuKldjXTGcfToav0apu7uK5Smnn9fogdn2II-24pokwuU_aem_Aadp3EsNFfNsxco</a>		

			<a href="https://doi.org/10.1016/j.jheh.2025.100000">c5Pipkq2Bepb5vB8PoxeBCGzURUfNWSRvo6daKCCigAO13sYqjSD_ERiUAOPf_pUHUizchQ8</a>  Article: The Speech Intelligibility Index: Tutorial and Applications for Children Who Are Deaf and Hard of Hearing  Article: Real-Ear-to-Coupler Difference: Top 10 Questions Answered  <a href="https://hearinghealthmatters.org/hearing-in-private-practice/2025/reced-audiology-hearing-aid-questions/">https://hearinghealthmatters.org/hearing-in-private-practice/2025/reced-audiology-hearing-aid-questions/</a>  Article: The Importance of Audibility in Successful Amplification of Hearing Loss		
04/02 Thu	Lab	<b>Lab #5:</b> Probe microphone measures		Notes 8: Chapter 18: HA Orientation	Lab #4: Electroacoustic analyses due
04/06 Mon	Class	After fitting HAs- HA orientation, counseling  Lab #4, Lab #5, review article	Chapter 18: HA Orientation  Article: Auditory Profile-Based Hearing Aid Fitting: Self-Reported Benefit for First-Time Hearing Aid Users		
04/09 Thu	Lab	<b>Lab #5:</b> Probe microphone measures		Notes 9: Chapter 9	
04/13 Mon	Class	Ear impressions, earmolds, and associated plumbing	Chapter 9		
04/16 Thu	Lab	<b>Lab #6:</b> Ear impressions			Lab #5: Probe microphone measures due
04/20 Mon	Class	<b>Quiz # 4</b>  Ear impressions, earmolds, and	Article: Earmolds and More: Maximizing Patient Satisfaction		

		<p>associated plumbing</p> <p>Listening checks</p> <p>Hearing Assistive Technology</p> <p>HA Accessories</p>			
04/23 Thu	Lab	<p>AAA Conference</p> <p><b>Lab #6:</b> Ear impressions</p>			
04/27 Mon	Class	<p><b>Quiz # 5</b></p> <p>Hearing Assistive Technology</p> <p>HA Accessories</p>	<p>Article: HAT- ASHA</p> <p>Webpage:  <a href="https://www.hearingloss.org/find-help/hearing-assistive-technology/">https://www.hearingloss.org/find-help/hearing-assistive-technology/</a> </p> <p>Article: Hearing Assistive Technology Considerations for Older Individuals With Dual Sensory Loss</p>		
04/30 Thu	Lab	<p><b>Lab #7:</b> Listening check (conventional + CROS)</p> <p><b>Lab #8:</b> HAT and accessories-group activity</p>			
05/04 Mon	Class	<p>Hearing Assistive Technology</p> <p>HA Accessories</p> <p>Billing and coding for hearing aid services</p>	<p>Phonak:  <a href="https://www.phonak.com/en-us/hearing-devices/accessories">https://www.phonak.com/en-us/hearing-devices/accessories</a> </p> <p>Starkey:  <a href="https://www.starkey.com/hearing-aids/accessories">https://www.starkey.com/hearing-aids/accessories</a> </p> <p>ReSound:  <a href="https://www.resound.com/en-us/hearing-aids/accessories/tv-hearing-aid">https://www.resound.com/en-us/hearing-aids/accessories/tv-hearing-aid</a> </p>		

			<a href="https://www.resound.com/en-us/hearing-aids/accessories/multi-mic">https://www.resound.com/en-us/hearing-aids/accessories/multi-mic</a>  <a href="https://www.resound.com/en-us/hearing-aids/accessories/remote-control-2">https://www.resound.com/en-us/hearing-aids/accessories/remote-control-2</a>  Oticon: <a href="https://www.oticon.com/solutions/accessories">https://www.oticon.com/solutions/accessories</a>  Widex: <a href="https://www.widex.com/en-us/hearing-aids/accessories/">https://www.widex.com/en-us/hearing-aids/accessories/</a>  Signia: <a href="https://www.signia.net/en-us/chargers-and-accessories/">https://www.signia.net/en-us/chargers-and-accessories/</a>  <a href="https://www.asha.org/practice/reimbursement/medicare/aud_coding_rules/">https://www.asha.org/practice/reimbursement/medicare/aud_coding_rules/</a>  - New Procedures ... But No Codes  <a href="https://www.asha.org/practice/reimbursement/coding/hcps_aud/">https://www.asha.org/practice/reimbursement/coding/hcps_aud/</a>		
05/07 Thu	Lab	<b>Lab #7:</b> Listening check (conventional + CROS)  <b>Lab #8:</b> HAT and accessories-group activity		Notes 10: Articles for billing and tele-audiology	
05/11 Mon	Class	Tele-audiology in hearing aid services  Catch up  Final Review  <b>Lab #8:</b> HAT and accessories-group activity	<a href="https://www.asha.org/practice/reimbursement/reimbursement-of-telepractice-services/">https://www.asha.org/practice/reimbursement/reimbursement-of-telepractice-services/</a>  Article: Teleaudiology hearing aid fitting follow-up consultations for adults  Article: A Scoping Review of Technology and Infrastructure Needs in the Delivery of Virtual Hearing Aid Services.  Article: Feasibility and Assessment of a Hybrid Audiology Service Delivery Model for Older Adult Hearing Aid Users: A Pilot Study		Lab #6: Ear impressions due

05/14 Thu	Lab	<b>Lab #7:</b> Listening check (conventional + CROS)  <b>Lab #8:</b> HAT and accessories- group activity			Lab #7: Listening check due  Lab #8: HAT/ Accessories
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\*\* Course schedule is subject to change as required to accommodate student learning or guest lecture/ material availability.

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# 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.

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## 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.

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## 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.

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## 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.

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## 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 (7<sup>th</sup> edition.) All assignments are to be composed using APA format and style unless otherwise noted.

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## 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.

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## 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 (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](mailto:dac@csus.edu) Additional information can be found on the DAC website: <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>



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## 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/>

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

Campus Confidential Advocate 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

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## 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>

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# Knowledge And Skills Acquisition (KASA) For Certification in Audiology

ASHA Knowledge And Skills Acquisition (KASA) tracking for courses and clinics in the AuD program can be found online in the student's CALIPSO account.

## Scientific and Research Foundations

- Basic science skills (e.g., scientific methods, critical thinking)
- The basics of communication sciences (e.g., acoustics, psychoacoustics and neurological processes of speech, language, and hearing)

## Standard II-A: Foundations of Practice

- A4. Principles, methods, and applications of acoustics, psychoacoustics, and speech perception, with a focus on how each is impacted by hearing impairment throughout the life span
- A5. Calibration and use of instrumentation according to manufacturers' specifications and accepted standards
- 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

## Standard II-E: Audiologic Rehabilitation Across the Life Span

- E8. Selecting and fitting appropriate amplification devices and assistive technologies
- E9. Defining appropriate electroacoustic characteristics of amplification fittings based on frequency-gain characteristics, maximum output sound-pressure level, and input-output characteristics
- E10. Verifying that amplification devices meet quality control and American National Standards Institute (ANSI) standards
- E11. Conducting real-ear measurements to (a) establish audibility, comfort, and tolerance of speech and sounds in the environment and (b) verify compression, directionality, and automatic noise management performance
- E13. Conducting individual and/or group hearing aid orientations to ensure that clients/patients can use, manage, and maintain their instruments appropriately
- E17. Identifying the need for—and fitting—electroacoustically appropriate hearing assistive technology systems (HATS) based on clients'/patients' communication, educational, vocational, and social needs when conventional amplification is not indicated or provides limited benefit
- E18. Providing HATS for those requiring access in public and private settings or for those requiring necessary accommodation in the work setting, in accordance with federal and state regulations
- E19. Ensuring compatibility of HATS when used in conjunction with hearing aids, cochlear implants, or other devices and in different use environments
- E25. Monitoring and assessing the use of ear-level and/or environmental sound generators and the use of adaptive coping strategies to ensure treatment benefit and successful outcome(s)

## Standard II-F: Pediatric Audiologic (Re)habilitation

- F5. Selecting age/developmentally appropriate amplification devices and HATS to minimize auditory deprivation and maximize auditory stimulation

F6. Instructing parents and/or child(ren) regarding the daily use, care, and maintenance of amplification devices and HATS

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# ACAE Competencies

## Foundations

The student will be able to:

8. Explain the impact of hearing disorders on communication for newborns, infants, children, adolescents, adults, elderly and individuals with special needs.

## Diagnosis and Management

The student will be able to:

6. Formulate a treatment plan and understand the implications of various treatment options.
7. Explain any relevant limitations for diagnosis and treatment and formulate a plan for consultation or referral, as appropriate.
10. Plan and implement treatment and rehabilitation methods used for the management of auditory and vestibular disorders, including all forms of personal amplification and hearing assistance technology.

## Communication

The student will be able to:

1. Communicate effectively, both orally and in written form, with patients, families, caregivers, and other healthcare and service providers.
2. Produce professional written reports on the diagnoses, evaluations and consultations encountered during clinical experiences.
4. Demonstrate understanding and respect for all individuals encountered in audiologic practice, regardless of disability, income, gender, sexual orientation, race, religion, culture or national origin.
5. Safeguard the privacy and confidentiality of a patient's medical record information.
6. Maintain accurate and complete up-to-date patient records, with clear and appropriate documentation of each patient encounter.
7. Advocate for patient-centered care and shared decision-making by teaching self-advocacy skills to patients and family members.

## Professional responsibilities and values

The student will be able to:

1. Adhere to professional ethics as they relate to the practice of audiology.
2. Demonstrate sensitivity to the psychosocial dynamics of the doctor/ patient relationship.
5. Describe and apply practice management strategies and principles that are relevant to audiology.