



California State University, Sacramento

Department of Communication Sciences and Disorders

UNDERGRADUATE SYLLABUS

Table 1: Class Information

Semester/Year: Fall/2026	Course: CSAD 130: Introduction to Audiology	Section: 01
Meeting Days: Monday & Wednesday	Meeting Times: 4:00 PM-5:15 PM	Location: Folsom Hall 1050
Instructor: Hamid Motallebzadeh, Ph.D.	Email: h.motallebzadeh@csus.edu	Phone: 916-278-3589
Office Location: 2404E	Office Hours/Appointments: Tuesday 12:00-1:00; Wednesday 12:00-1:00 & 5:15-6:15 <u>by appointment only.</u>	

Catalogue Course Description

CSAD 130: Introduction to Audiology

3 Units

Prerequisite(s): CHDV 30, STAT 1

Term Typically Offered: Fall, Spring.

Description: 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.

Place of Course in Program

This course is ideally placed in the second semester of the junior year. Following CSAD 110 Physics of Sound and Phonetics and CSAD 111 Anatomy and Physiology of the Speech Mechanism, this course will use that knowledge and expand on it. This will then ready them for CSAD 133 Introduction to Aural Rehabilitation. This is important to ensure that the students have an intimate knowledge of the auditory mechanism, its normal and abnormal function, and how to evaluate it. This is essential when assessing the receptive language systems.

Table 2: Sacramento State Baccalaureate Learning Goals (BLG)

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
Competence in the Disciplines: 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.	Yes
Knowledge of Human Cultures and the Physical and Natural World through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.	Yes
Intellectual and Practical Skills, Including: inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and	Yes

problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.	
Personal and Social Responsibility, Including: 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	Yes
Integrative Learning**, Including: synthesis and advanced accomplishment across general and specialized studies	Yes

Course Learning Outcomes

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.

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 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:

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.

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Quiz 1	
2	Quiz 1, midterm and final exams	
3	Midterm and final exams, clinical project	
4	Clinical project	
5	Clinical project, class activities, quiz 3, midterm and final exams	
6	Quiz 2, midterm and final exams	
7	Quiz 4 and final exam	

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

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 and Materials

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

This textbook is **recommended, not required**. Lectures cover the material you are responsible for, and exams and quizzes are drawn from what is presented in class and posted on Canvas. The textbook is there for depth and clarification. Chapter readings are listed in the course schedule so you know where to look, and if a topic is unclear after lecture, it is your responsibility to consult the chapter, work through it, and come to office hours with specific questions. Students who use the text tend to do better on the exams.

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.

Policy on attendance:

Attendance is required on the following dates: all quiz dates, the mid-term, the final exam, all clinic sessions, and all class activity dates. These are marked in the course schedule. Work on these dates cannot be made up except with documentation of need (e.g., doctor's note, police report), so check the schedule now and plan around it.

Attendance on other dates is not mandatory, but it is strongly advised. Much of the information reviewed in class is not available anywhere else. A sign-in sheet is circulated each class period; students who miss no more than three sessions across the semester earn extra credit. Signing in for another student is a violation of the Academic Honesty Policy.

Exams & Makeups

Exams take place in the classroom on the day of the exam or through the testing center on campus. Makeups are allowed only with documentation of need (e.g., doctor's note, police report). within two weeks of the original exam date, and no later than the last day of instruction. 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.

Discussions

Student Meet Up! This is present for you to be able to communicate with each other outside of class.

Assignments

Use the Assignments section of Canvas to access and submit the assignments.

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%). This is true for both individual and group assignments.

Clinical project

This project runs during the clinic sessions marked in the course schedule, held in the Audiology Clinic under AuD student supervision. Working in pairs, you will obtain a 1000 Hz threshold, complete a screening at 20 dB HL (1, 2, and 4 kHz), and observe speech audiometry. You will submit your partner's completed audiogram together with a short interpretation of the results. The due date is listed in the course schedule.

Classroom Conduct

If you need to speak to your classmate on an issue not pertaining to the lecture, please leave the room. If it pertains to the class, please ask me, or address the entire class. Please keep your behavior in class professional.

Cell Phone Policy

Please keep your cell phones turned off during class. If you absolutely need it to be on, please keep it on "vibrate" mode and sit near the exit. If you need to take a call, please leave the classroom silently and come back when you are finished. You do not need to ask permission to leave or enter the class.

Drop/Add

Students may drop and add classes only according to University Policy. You must go through the online system to add or drop. Students must fill out appropriate forms and meet University deadlines to drop or add classes.

Accommodations

Please seek assistance from [Disability Access Center \(DAC\)](#).

Readings

Chapter readings are listed in the course schedule for each class date. The textbook is recommended rather than required, and you will be tested on the material presented in class and posted on Canvas. Reading the chapter before class will make the lecture easier to follow, and reading it afterward is the fastest way to clear up anything that did not land. Any material distributed only on Canvas is required.

Remediation

If your midterm grade is below a C-, it is your responsibility to email the instructor and schedule an office hour appointment, either in person or via Zoom, within one week of receiving your grade.

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. If you are experiencing symptoms of illness, contact Student Health & Counseling Services at 916-278-6461 for guidance.

TENTATIVE Course Schedule/Outline

Table 3: Course schedule and outline

Date	Topic/Class Content	Reading	Assignment
8/31	Introduction to Course Syllabus review The profession of audiology	Syllabus Ch. 1	Survey How much do you know about audiology?
9/2	The profession of audiology	Ch. 1	
9/7	No class (Labor Day)		
9/9	Sound and its measurement	Ch. 2	
9/14	Sound and its measurement	Ch. 2	
9/16	Sound and its measurement	Ch. 2	
9/21	Anatomy and Disorders I	Ch. 8	Quiz #1 (Sound and its measurement)
9/23	Anatomy and Disorders II	Ch. 9	
9/28	Anatomy and Disorders III	Ch. 9	
9/30	Anatomy and Disorders IV	Ch. 10	
10/5	Anatomy and Disorders V	Ch. 10 & 11	
10/7	Hearing, Hearing loss and pure-tone audiometry	Ch. 3	Quiz #2 (Anatomy and Disorders)
10/12	Clinic session: pure-tone thresholds <i>Audiology Clinic</i>	Ch. 3	Clinical assignment
10/14	Clinic session: screening audiometry <i>Audiology Clinic</i>	Ch. 3	Clinical assignment
10/19	Masking and speech audiometry <i>Guest lecturer</i>	Ch. 4 & 5	Assignment #1: Choosing Terms for Hearing Disabilities (Canvas submission)
10/21	Clinic session: speech audiometry	Ch. 4 & 5	
10/26	Mid-term		
10/28	Physiological tests I	Ch. 6	Class activity 1: What could be the issue? (subjective tests)
11/2	Physiological tests II	Ch. 6	
11/4	Physiological tests III	Ch. 6	
11/9	Physiological tests IV	Ch. 6	Class activity 2: What could be the issue? (objective tests)
11/11	No class (Veterans Day)		
11/16	Pediatric audiology	Ch. 7	Quiz #3 (Physiological tests)
11/18	Pediatric audiology	Ch. 7	
11/23	Hearing aids	Ch. 14	
11/25	Hearing aids	Ch. 14	
11/30	Vestibular disorders	Ch. 13	Quiz #4 (Pediatric audiology & HAs)
12/2	Vestibular disorders	Ch. 13	
12/7	Cochlear implants and noise-induced hearing loss		Assignment #2: Interconnection Between SLP and Audiology
12/9	Final review		
12/16	Final exam (3:00 PM – 5:00 PM)		

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

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 (100) and will be assigned as follows:

Table 4: Course Requirements and Grade Distribution

Source	Point	% of grade
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Quizzes	4x5	20
Exams	2x20	40
Assignments	2x5	10
Clinical project	20	20
Class activities	2x5	10
Total	100	100

Table 5: 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

Online Resources

CSUS Library

Access the CSUS Library is a requirement of this course. Please become familiar with library access and login information as quickly as possible. As a CSUS student you should have free access to the library and its resources. The Department has access to the Health Sciences Librarian Rachel Stark. She is available to you for assistance and questions on how to utilize the library effectively. <https://library.csus.edu/directory/rachel-stark>

CANVAS

This course is posted on CANVAS. All lecture material and required readings not in the textbook will be available only on CANVAS. Access to CANVAS is a requirement of this course. Laptops are available to loan out as needed. Please contact the Department for further information. Grades and statistics for the tests will be posted on CANVAS. Please forward interesting links to me as I will post them for the benefit of the entire class. Written submissions must be in MS Word. Audiograms may be submitted as PDF or image..

Additional Information

Attitudes & Technical Skills Required:

You will find that the following attitude will significantly contribute to your success in this class:

- A positive attitude towards technology.
- An open mind towards online resources.
- Willingness to share your experiences with others.
- Strong analytical and critical thinking skills for when you "get stuck".
- Resourcefulness - don't be afraid to explore and ask questions.
- Time management

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.

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 Disability Access Center (DAC), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to DAC and meet with a DAC counselor to request special accommodation before classes start.

Sacramento State Disability Access Center offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, DAC provides consultation and serves as the information resource on disability related issues to the campus community. DAC is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at dac@csus.edu

Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the [CARES website](#).

Title IX

As an instructor, one of my primary responsibilities is to help foster a safe learning environment in the classroom and throughout our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. Making a personal connection with the topics addressed in this class can be meaningful.

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 call (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 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/umanual/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
- Disability Access Center: <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>
- Crisis Assistance and Resource Education Support (CARES): <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>
- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>