



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2026	Course: CSAD504: Audiology Doctoral Project IV	Section: 01
Meeting Days: Tuesdays	Meeting Times: 2:00-2:50pm	Location: Folsom 2204
Instructors: Laura Gaeta, Ph.D. Hamid Motallebzadeh, Ph.D. Soumya Venkitakrishnan, Au.D., Ph.D.	Email: l.gaeta@csus.edu h.motallebzadeh@csus.edu s.venkitakrishnan@csus.edu	Phone: 916-278-4701 916-278-3589 916-278-4899
Office Location: Folsom 2207A (Gaeta) Folsom 2404E (Motallebzadeh) Folsom 2404G (Venkitakrishnan)	Office Hours/Appointments: Gaeta: Tuesday/Thursday 3:00-4:30pm Motallebzadeh: Tuesday 12:00-1:00; Wednesday 12:00-1:00 & 5:15-6:15 (make appointment) Venkitakrishnan: Tuesdays/ Thursdays 9:00-10:30 (make appointment)	

Catalog Course Description:

CSAD 504 Audiology Doctoral Project IV

1 Unit

Prerequisite(s): CSAD 510, CSAD 501, CSAD 502, CSAD 503

Term Typically Offered: Fall only

Independent research conducted under the supervision of audiology faculty members. Must include research questions, literature review, hypotheses, data collection, and analysis. Students are responsible for identifying and recruiting participants, collecting data, and developing a plan for analysis. Case studies and systematic reviews should follow program guidelines.

Place of Course in Program

This course is taken by Doctor of Audiology students who have: 1) passed the progress examination at the end of the first year of the program, 2) completed IRB training, and 3) received approval from their committee and advisor for the introduction and methodology. Students will learn how to plan, perform, and disseminate research in audiology. Students must be enrolled in five consecutive semesters of Audiology Doctoral Project (CSAD 501, 502, 503, 504, 505) after passing the first-year comprehensive examination and meeting advisory and proposal requirements for the doctoral project.

Sacramento State Graduate Learning Goals (GLG)

Addressed by this
course (Y/N)

Disciplinary knowledge: <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	Y
Communication: <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	Y
Critical thinking / analysis: <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	Y
Information literacy: <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	Y
Professionalism: <i>Demonstrate an understanding of professional integrity.</i>	Y
Intercultural / Global Perspectives: <i>Demonstrate relevant knowledge and application of intercultural and / or global perspectives.</i>	Y
Research: <i>Conduct independent research resulting in an original contribution to knowledge in the focused areas of their graduate program</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.

GRADUATE EXPECTED LEARNER OUTCOMES (ELO)

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

1. Collect data for their research project under the guidance of department faculty.
2. Develop plans to analyze data for their research project.
3. Communicate with advising faculty in a timely manner.
4. Be responsible for professionalism and ethical treatment of human subjects and health information, if applicable.

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

Textbooks, Materials, and Online Resources:

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*.
<https://doi.org/10.1037/0000165-000>

This course utilizes Canvas. All course materials will be available on Canvas.

IRB Cayuse

Course Requirements / Components:

Course Format

Research

Class Preparation:

Students will be completing an independent research project through this CSAD 501-505 series. Benchmarks made are for students to set in conjunction with the doctoral project committee chair.

Class Participation:

Students are expected to complete all tasks for their projects, including responding to feedback, data collection, analysis, writing, IRB modifications (if applicable), preparation of materials and methods, participant recruitment and communication, etc.

Class Attendance:

Attendance is necessary for this course. Students are expected to arrive on time in-person or on Zoom (see syllabus for location) every week. Weekly report meetings with the project supervisor can be virtual, based on the student and faculty discretion. Students must email the instructor before the start of class if they are not able to attend and are responsible to learn the material that was covered during their absence. Students who do not attend in the classroom will receive a grade of 0 for that day's attendance and/or activity report (or other assignment) and may have to complete the work in a different modality for feedback (not grading) from the committee chair. A student with a medical excuse and documentation approved by the committee chair may be given an opportunity to complete the meeting or assignment in a different modality with an extension. Greater than two absences or lateness will cause the initiation of an academic performance improvement plan (APIP).

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

Grading Policy:

Points	%	Grade
83-100	83-100%	Complete
82.99	82.99% or below	Incomplete

Class Assignments:

Attendance Meeting with committee chair during class time (on Zoom, in classroom or faculty office)	15 x 1 points = 15 points
Chapter submissions (saved in desktop version of Word; APA format. All comments should be responded and preserved for full credit) For Draft 1: Clean copy For Draft 2: Tracked changes (showing comments with responses) Committee drafts: Clean copy Tracked changes not used; comments not preserved – 2 points Did not respond to all comments –5 points Timely submission –20% per day late	6 x 10 points = 60 points
Defense Presentation	18 points

During class. Order determined by committee. Time (15 minutes) Slides needed (title; background; purpose; hypothesis (if applicable); methods; results (participants, statistics, qualitative findings); discussion; limitations; future research; acknowledgements) (12 points) Presentation file uploaded to Canvas by the class time for group deadline (- 10% per day points if uploaded late; 2 points) Correct template (2 points) Will include Q&A from committee and other students for each student presenters (2 points)	
Question for class defense (asked by student):	5 points (1 question/student)
Semester goals worksheet	2 points

An APIP will be initiated for any issues (e.g., academic, professional, etc.) that arise through this research project.

Au.D. Program Policies

Academic Conduct

Students enrolled in the Au.D. program must adhere to the Department and University policies on academic misconduct. Please see the department's policy on academic misconduct ("Policy on Student Academic and Clinical Conduct"). The following are expectations for professional behavior in the classroom:

- **Ethics:** Students must uphold the ethical standards set forth by professional bodies in the field (see Appendices C and D).
- **Respect:** Students should demonstrate respect to their peers, instructors, and staff.
- **Feedback:** Students are expected to self-reflect and modify their work in response to feedback, while displaying non-defensive behavior to suggestions.
- **Health:** Students should maintain their personal wellness and health, attending to any needs in a timely fashion in order to support their academic and professional growth.
- **Attire:** Students should dress appropriately for class. Classes may be held in clinic space, so students are expected to observe the clinic dress code.
- **Accountability:** Students are expected to be accountable, honest, and professional for their activities and communications. The general principles of ethical behavior should be applied to their coursework, evaluations, and examinations.
- **Language:** Students should demonstrate professional oral and written communication, including emails. Discretion and professional language should be used in all modalities, emphasizing constructive rather than reactive use.
- **Scholarship:** Students should take an active role in their learning, recognizing their deficiencies and seeking to correct them, as part of their commitment to lifelong learning.
- **Effort:** Students should collaborate and work to complete tasks and assignments on time or by the set deadline. Students are expected to follow through on all activities while maintaining professionalism and intellectual curiosity.

Attendance

Students are expected to arrive in class on time, prepared to participate and engage in classroom activities for both in-person and synchronous/virtual interactions. Students must be aware of changes in the class schedule. Students are advised that instructional faculty may include an attendance policy in courses, which may require attendance as part of the student's course grade. These policies will be set in the syllabus.

Given the full-time, intensive nature 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.

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.

TENTATIVE Course Schedule/Outline:

Date	Topic (individual goals will be set between student and committee chairs)	Location	Due Date
9/1	Students to confirm feedback on chapters 1-3 outlines from 503 or via email Meet with Chair about writing chapters based on outlines	Classroom	Semester Goals Worksheet due Attendance
9/8	Meet with Chair about Chapters 1-2	Classroom, faculty office, or Zoom	Activity report Attendance
9/15	Meet with Chair about Chapters 1-2	Classroom, faculty office, or Zoom	Chapters 1 and 2 - Draft 1 due to Chair Activity report Attendance
9/22	Meet with Chair about Chapter 3 writing	Classroom, faculty office, or Zoom	Activity report Attendance
9/29	Chair to return feedback on Chapters 1 and 2 Draft #1 to student by class time Meet with Chair about feedback on Chapters 1-2	Classroom, faculty office, or Zoom	Chapter 3 Draft 1 due to Chair Activity report Attendance
10/6	Chair to return feedback on Chapter 3 Draft Meet with Chair: Chair to discuss feedback on Chapter 3 Draft #1	Classroom, faculty office, or Zoom	Activity report Attendance
10/13	Meet with Chair about Chapters 1-2 Draft #2	Classroom, faculty office, or Zoom	Chapters 1 and 2 Draft #2 due to Chair Activity report Attendance
10/20	Chair to return feedback on Chapters 1-2 Draft #2 LOA administered	Classroom	Chapter 3 Draft 2 due to Chair Activity report Attendance
10/27	Chair to return feedback on Chapter 3 Draft 2 Meet with Chair about Chapter 3 Draft #2 feedback	Classroom, faculty office, or Zoom	Activity report Attendance
11/3	Meet with Chair for defense practice presentation and results and discussion (Chapters 4-5 outlines)	Classroom, faculty office, or Zoom	Chapters 1-3 due to Committee Activity report Attendance
11/10	Meet with Chair for defense practice presentation and Chapters 4-5 outline	Classroom, faculty office, or Zoom	Activity report Attendance
11/17	Meet with Chair for defense practice presentation and Chapters 4-5 outlines	Classroom, faculty office, or Zoom	Outline of Chapter 4 & 5 due to Chair Activity report Attendance
11/24	Committee to return feedback on Chapters 1-3 to student by class time Defense Practice Presentation (Group 1)	Classroom	Defense presentation (Group 1) due Attendance

12/1	Chair to return feedback on Chapters 4-5 outlines by class time Defense Practice Presentation (Group 2)	Classroom	Defense presentation (Group 2) due Attendance
12/8	Defense Practice Presentation (Group 3)	Classroom	Defense presentation (Group 3) due Attendance

Please note that dates, class format/location, topics, and assignments are subject to change. In the event of a change, you will be given ample notice.

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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 - 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.

Sac State's Academic Honesty Policy & Procedures

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades." Read more about Sac State's Academic Honesty Policy & Procedures at the following website: <https://sacramentostate.policystat.com/policy/11300038/latest>

Definitions: At Sac State, "cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means." **Plagiarism** is a form of cheating. At Sac State, "plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution." Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and

plagiarism, may be reported to the office of student affairs.

Department Policy on Use of APA format

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual (7th edition.) 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.

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 Additional information can be found on the DAC website: <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

Crisis Assistance & Resource Education Support (CARES) Support

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

Title IX

The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their experience to me or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

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

Student Health & Counseling Services at The WELL On Campus

Phone Number: 916-278-6461

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

Campus Confidential Advocate Email: weave@csus.edu

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

WEAVE 24/7 Hotline: 916-920-2952

Other Resources

The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>

Testing Center: <https://www.csus.edu/testing/>

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

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

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

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

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

CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>

Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>

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

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 (Exxat for students entering Fall 2026 or later).

Scientific and Research Foundations

- Basic science skills (e.g., scientific methods, critical thinking)

Standard II-A: Foundations of Practice

- 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
- A22. Legal and ethical practices, including standards for professional conduct, patient rights, confidentiality, credentialing, and legislative and regulatory mandates