



California State University, Sacramento
Department of Communication Sciences and Disorders
Doctor of Audiology (Au.D.)
SYLLABUS & COURSE OUTLINE
CSAD 611: Anatomy and Physiology of the Auditory and
Vestibular system

Semester/Year: Fall 2026	Course: CSAD 611: Anatomy and Physiology of the Auditory and Vestibular System	Section: 01
Meeting Days: Tuesdays/ Thursdays	Meeting Times: 3:00 – 4:15 pm	Location: Folsom 2604
Instructor: Soumya Venkitakrishnan, Au.D., Ph.D.	Email: s.venkitakrishnan@csus.edu	
Office Hours: Tuesdays/ Thursdays 9:00-10:30 am (make appointment)	Location: 2404G, Folsom Hall	

Catalogue Course Description:

CSAD 611. Anatomy and Physiology of the Auditory and Vestibular Systems.

3 Units

Prerequisite(s): Admission to the Doctor of Audiology program

Term Typically Offered: Fall only

Description: Anatomical, physiological, and neurological bases of the auditory system and central nervous system. Covers embryologic development, including genetic factors, and normal structure and function. Anatomical and physiological bases of the vestibular system, including congenital, peripheral and central, and neurologic factors will also be introduced.

Place of Course in Program

This course is designed to provide first-year Doctor of Audiology students with an understanding of the anatomy and physiology of the peripheral and central auditory and vestibular systems. The focus of this course will be on the structure and function of normal auditory and vestibular systems. Basic neuroscience, including the biochemistry of hearing and balance, will also be discussed.

Sacramento State Graduate Learning Goals (GLG)

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.

CSAD 611 SPECIFIC STUDENT LEARNING OUTCOMES:

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

1. Identify key structures of the peripheral and central auditory system and vestibular system
2. Describe the normal developmental anatomy of the various structures in the auditory and vestibular systems
3. Explain the physiology of key anatomical structures
4. Explain the role and interaction of various structures in the transduction and perception of sound

Table 1: Course Learning Outcomes, and Components

Course Learning Outcome	Assessments/Evidence of Competence	Student Progress Record	Mastery Status
1. Identify key structures of the peripheral and central auditory system and vestibular system	Quizzes; Midterm; Final; Labeling Assignments; 3D Model	Quiz(s): _____ Midterm: _____ Labeling: _____ Final: _____	☐ Mastered ☐ Needs Review

2. Describe normal developmental anatomy of auditory and vestibular structures	Quizzes; Midterm; Final; 3D Model	Quiz(s): _____ Midterm: _____ Model: _____ Final: _____	☐ Mastered ☐ Needs Review
3. Explain the physiology of key anatomical structures	Quizzes; Midterm; Final; 3D Model	Quiz(s): _____ Midterm: _____ Model: _____ Final: _____	☐ Mastered ☐ Needs Review
4. Explain the role and interaction of structures in sound transduction and perception	Quizzes; Midterm; Final; Application Activities	Quiz(s): _____ Midterm: _____ Final: _____	☐ Mastered ☐ Needs Review

Textbooks, Materials, and Online Resources:

Required textbook:

Musiek, F.E. & Baran, J.A. (2020). *The auditory system: anatomy, physiology, and clinical correlates* (2nd ed.). Plural Publishing.

Optional Textbook:

Seikel, J. A. (2020). *Neuroanatomy and neurophysiology for speech and hearing sciences*. Plural Publishing Inc.

Order Plural textbooks directly from the Plural Publishing [website](#) at a **15% discount** using promo code **ST15**. The discount applies to both print and eBook purchases.

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

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 reading materials are accessible on Canvas.



Bookstore Link for CSAD 611

https://www.bkstr.com/csusacramentostore/course-materials-results?shopBy=course&divisionDisplayName=&departmentDisplayName=CSAD&courseDisplayName=611§ionDisplayName=01&programId=1346&termId=100092864&utm_medium=email&utm_source=follett&utm_campaign=rush_fall-2026-syllabus

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**. 10% of the assessment questions for all tests will be from the textbook.

Class Participation:

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

Exams/Quizzes

Exam/Quizzes absences: No make-up examinations will be given unless there is a documented emergency for which you have written proof. Although emergencies are unforeseen, I must be notified before the exam takes place. Any approved make-up exams may be administered in a different format from the original exam.

Class Assignments

Course grades will be based on different assignments:

Labelling assignment: Two labeling assignments will be completed during the semester: Pinna and Central Auditory Nervous System (CANS). These assignments are designed to reinforce identification of key anatomical structures discussed in class and to help students prepare for quizzes and examinations. Students will be expected to accurately identify and label the required structures using the terminology presented in class and assigned readings. Additional instructions, including the structures that must be labeled, the format of the assignment, and the due date, will be provided in Canvas. Assignments must be completed independently unless otherwise specified and submitted by the posted deadline. Accuracy, completeness, and appropriate anatomical terminology will be considered when grading.

3D Model project: The project involves creating a 3D model representing a specific anatomical or physiological aspect of the auditory or vestibular system. Students may select their own topic; however, the topic must be approved by the instructor before beginning the project to avoid duplication and to ensure that the selected topic is appropriate for the course. Students may use materials of their choice to construct the model. The model should accurately represent the important structures and/or physiological relationships associated with the selected topic and should demonstrate the student's understanding of the relevant anatomy and physiology rather than simply reproduce an existing illustration. Appropriate structures should be clearly identified or labeled, and the model should be organized in a way that allows viewers to understand the relationships among the structures represented. Students will present their model during the week prior to finals. During the presentation, students should be able

to identify the major structures represented in their model, explain their functions, and describe how the structures relate to the broader auditory or vestibular system.

Quizzes: Quizzes (closed book/note) will be given in-person at the beginning of class time- students will have 20-30 minutes to complete it. Quizzes will be on Canvas and will utilize the lockdown browser. It is the students' responsibility to download and verify the working of the lockdown browser. Quizzes (5 in number) will be given on the dates listed on the syllabus. **Your final quiz grade will be calculated using your 4 highest scores (lowest score dropped).** *In case a student has accommodations and wants to give the exam in the testing center, it is the student's duty to do the following: schedule the quiz at the test center on the same day before the class with enough time to come to class for the lecture following the quiz. The student should ensure the test center is booked in advance so that the exam can be taken at the chosen day/ time.* Quizzes will be based on class lectures, assigned readings (10%), class activities/homework, and discussions and the topics assessed in the quiz will be informed to the students during the class. Quizzes may be composed of multiple choice, true/false, matching, labeling, case-based questions, and/or short answer questions. In the case of a documented medical emergency prior to the exam, the student will be required to notify the instructor in advance of the exam and provide documentation of the illness/injury or emergency. A make-up examination may be scheduled once the student is back or during finals examination week. Different questions when compared to the original will be asked and could be in a full essay format. It is the student's responsibility to ensure this is scheduled. If students do not complete one or more of the exams by the last day of the final exam period, they may receive a "0" on your exam(s) as per instructor discretion. Please note that the student remains individually responsible for being aware of exam dates and times posted in the course syllabus.

Examinations (mid-term, and final): Mid-term and final exam (closed book/note) will be given in-person. The mid-term will be given during class time on the date indicated on the schedule. The final exam will be on a date and time decided by the College. Exams will be on Canvas and will utilize the lockdown browser. *In case a student has accommodations, and wants to give the exam in the testing center, it is the student's duty to do the following: schedule the mid-term/ final exam at the test center on the same day as close to the test time as possible. The student should ensure the test center is booked in advance so that the exam can be taken at the chosen day/ time.* The mid-term will cover information covered until the day of the mid-term, and the final exam will be comprehensive (covering all topics covered in the class/ labs/ readings). Exams will be the same format as the quizzes, but longer, and may be multiple choice, true/false, matching, labeling, case-based questions, and/or short answer questions. In the case of a documented medical emergency prior to the exam, the student will be required to notify the instructor in advance of the exam and provide documentation of the illness/injury or emergency. A make-up examination may be scheduled once the student is back or during finals examination week. Different questions when compared to the original will be asked and could be in a full essay format. It is the student's responsibility to ensure this is scheduled. If students do not complete one or more of the exams by the last day of the final exam period, they may receive a "0" on your exam(s) as per instructor discretion. Please note that the student remains individually responsible for being aware of exam dates and times posted in the course syllabus.

Attendance and professionalism: Classroom participation includes asking/ answering questions and engaging in 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.

Wellness activity contains completing assigned wellness tasks. Mental and physical wellness are incredibly important but are often neglected by graduate students in times of stress. Students are provided extra points for each wellness activity completed. The student will complete these tasks for the month of September, October, and November. This is an extra-credit activity, and students are not required to do this. This activity is meant to improve students' wellness.

For more information on the assignments/ exam, please refer to Canvas.

Grading Policy:

Table 2: Course Requirements and Grade Distribution

Source	% of Grade
Attendance and professionalism	5%
Labeling Assignments [Pinna, CANS]	10%
3D Model project	15%
Quizzes [5 quizzes]	20%
Mid-term Exam	20%
Final Exam	30%
Total	100%
<i>Extra-credit</i>	<i>5%</i>

Letter grades are assigned according to the following scores:

Table 3: Points, Percentages and Letter Grades

%	Letter
93-100%	A
90-92.99%	A-
87-89.99%	B+
83-86.99%	B
80-82.99%	B-
77-79.99%	C+
73-76.99%	C
70-72.99%	C-
67-69.99%	D+
63-66.99%	D
60-62.99%	D-
< 60%	F

CSUS Grading Policy

The CSUS Grading Policy (Policy# 11476953) can be found at:

<https://sacramentostate.policystat.com/policy/11476953/latest>

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>

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. Late submission will result in reduction of 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 connect with the Disability Access Center.

Tentative Course Schedule/Outline:

Date	Topic/Class Content	Readings	Assignment
Week 1 Sept. 1 & Sept. 3	Sept. 1: Course introduction Sept. 3: Anatomical terminology, planes, skull and CNs	Chapter 4: Overview of the Temporal Bone	—
Week 2 Sept. 8 & Sept. 10	Skull and CNs External Ear: Anatomy and Physiology	Chapter 1: Overview of the Anatomy and Physiology of the Auditory System Chapter 2: The External Ear: Its Structure and Function	—
Week 3 Sept. 15 & Sept. 17	External Ear: Anatomy and Physiology Sept. 17: Quiz #1	Chapter 2: The External Ear: Its Structure and Function Relevant developmental/aging material from Chapter 16	Quiz #1 — Sept. 17
Week 4 Sept. 22 & Sept. 24	Middle Ear: Anatomy and Physiology	Chapter 3: Anatomy and Physiology of the Middle Ear Chapter 9: Acoustic Reflex section	Labeled Pinna Due — Sept. 24
Week 5 Sept. 29 & Oct. 1	Middle Ear: Anatomy and Physiology Oct. 1: Quiz #2	Chapter 3: Anatomy and Physiology of the Middle Ear	Quiz #2 — Oct. 1
Week 6 Oct. 6 & Oct. 8	Middle Ear Physiology Cochlear Anatomy	Chapter 3: Functions of the Middle Ear	—
Week 7 Oct. 13 & Oct. 15	Oct. 13: Review/application activities Oct. 15: Midterm exam	Review Chapters 1–3 and assigned portions of Chapters 4, 9, and 16	Midterm Exam — Oct. 15
Week 8 Oct. 20 & Oct. 22	Cochlear Anatomy, Organ of Corti, Fluids, Blood Supply, and Development Cochlear Physiology	Chapter 4: Functional Anatomy of the Cochlea Relevant material from Chapter 14: Vascular Anatomy of the Auditory System Relevant developmental material from Chapter 16	—
Week 9 Oct. 27 & Oct. 29	Cochlear Physiology: Mechanics and Electrophysiology	Chapter 5: Cochlear Physiology I — Mostly Mechanics Chapter 6: Cochlear Physiology II — Mostly Electrophysiology	
Week 10 Nov. 3 & Nov. 5	Auditory Nerve: Anatomy, Physiology, and Neural Coding Nov. 5: Quiz #3	Chapter 7: Structure and Function of the Auditory Nerve	Quiz #3 — Nov. 5
Week 11 Nov. 10 & Nov. 12	Central Auditory Nervous System: Cochlear Nucleus and Superior Olivary Complex	Chapter 8: The First Central Auditory Structure — The Cochlear Nucleus Chapter 9: Superior Olivary Complex	—
Week 12 Nov. 17 & Nov. 19	Central Auditory Nervous System: Lateral Lemniscus, Inferior Colliculus, Auditory Thalamus, and Auditory Cortex Nov. 19: Quiz #4	Chapter 10: The Lateral Lemniscus and Inferior Colliculus Chapter 11: The Medial Geniculate Body and Auditory Thalamus Chapter 12: The Auditory Cortex and Subcortex	Quiz #4 — Nov. 19

Week 13 Nov. 24 <i>Nov. 26 - Thanksgiving, No Class</i>	Vestibular System: Peripheral Anatomy and Basic Physiology	Vestibular reading on Canvas	CANS Labeling Assignment Due — Nov. 19
Week 14 Dec. 1 Dec. 3	Vestibular Pathways, Reflexes, and Balance Integration Catch-Up Dec. 3: Quiz #5	Supplemental vestibular/balance reading	Quiz #5 — Dec. 3
Week 15 Dec. 8 Dec. 10	3D Model Presentations Final Review	—	3D Model Presentations
Finals Week — TBD	Final Exam	Comprehensive	Final Exam

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

For additional information, please review the CSAD Handbooks website:

<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.html>

Additional Information:

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.

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.
-

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.

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 (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>

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.

Knowledge And Skills Acquisition (KASA) For Certification in Audiology

CSAD 611: Anatomy and Physiology of the Auditory and Vestibular Systems

Scientific and Research Foundations

- _The basic sciences

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

Standard II-C: Audiologic Evaluation

- _C4. Identifying, describing, and differentiating among disorders of the peripheral and central auditory systems and the vestibular system

ACAE Competencies

Foundation:

- 1. Explain basic cell, organ, and body systems, with special emphasis on the auditory and vestibular/ balance systems and their interrelationships to the body as a whole over the lifespan, including newborns, infants, children, adolescents, adults, elderly and individuals with special needs.*
 - 2. Describe the development of normal auditory and communication processes, including the embryology and development of the auditory/ vestibular, central nervous and related systems.*
 - 3. Describe the structures and processes contributing to the development of auditory, vestibular and communication disorders and abnormalities.*
-

CAA Competencies

3.1.2A FOUNDATIONS OF AUDIOLOGY PRACTICE

Embryology, anatomy, and physiology of the auditory, vestibular, and related body systems

Normal aspects of auditory and vestibular function across the lifespan

Effects and role of genetics in auditory function, diagnosis, and management of hearing loss

Effects and role of genetics in vestibular function, diagnosis, and management of vestibular disorders

Effects of pathophysiology on the auditory, vestibular, and related body systems

Medical and surgical interventions that may be used to treat the results of pathophysiology in these systems

3.1.3A IDENTIFICATION AND PREVENTION OF HEARING LOSS, TINNITUS, AND VESTIBULAR DISORDERS

The prevention of the onset of loss of auditory system function, loss of vestibular system function, development of tinnitus, and development of communication disorders

3.1.4A ASSESSMENT OF THE STRUCTURE AND FUNCTION OF THE AUDITORY AND VESTIBULAR SYSTEMS AS WELL AS THE IMPACT OF ANY CHANGES TO SUCH SYSTEMS

Perform an otoscopic examination