



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE (AuD) SYLLABUS

Table 1: Class Information

Semester/Year: Fall/2026	Course: CSAD 642: Industrial audiology and hearing conservation	Section: 01
Meeting Days: Tuesday and Thursday	Meeting Times: 10:30 AM-11:45 AM	Location: Folsom Hall 1051
Instructor: Hamid Motallebzadeh, Ph.D.	Email: h.motallebzadeh@csus.edu	Phone: 916-278-3589
Office Location: 2404E	Office Hours/Appointments (by appointment only): Tuesday 12:00-1:00; Wednesday 12:00-1:00 & 5:15-6:15.	

Catalogue Course Description

CSAD 642: Industrial audiology and hearing conservation 3 Units

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

Term Typically Offered: Fall only.

Description: Study of the effects of noise on the auditory system and measurement of noise levels. Theories and resources for the implementation of hearing conservation programs for recreational/leisure noise exposure, industrial settings, and schools.

Place of Course in Program

This course provides content in the areas of hearing conservation, industrial audiology, and noise control. Students will learn the procedures for measuring noise, implementing hearing conservation programs, and making recommendations for the management and prevention of noise-induced hearing loss. Through the course, students will also develop a hearing conservation program that includes use of hearing protection. Students will also be introduced to the effects of pharmaceutical and chemical agents on the auditory system, legal aspects of noise-induced hearing loss, and the regulations pertaining to national standards and worker's compensation.

Table 2: 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>	N
Research: <i>Conduct independent research resulting in an original contribution to knowledge in the focused areas of their graduate program.</i>	Y

Course Learning Outcomes

GRADUATE LEARNING OUTCOMES

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

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

CSAD 642 specific student learning outcomes

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

1. State the historical milestones in the efforts for hearing conservation.
2. Describe the impact of noise on the peripheral and central auditory systems and speech understanding.
3. Describe mechanism of noise-induced damages to the auditory system.
4. Evaluate environments for noise measurement.
5. Measure noise levels.
6. Calculate noise dosages based on environments and level measurements.
7. State national regulations for the monitoring of noise levels.
8. State criteria for evaluating hearing sensitivity for employees in vocational/occupational settings.
9. Describe characteristics, risks, and management of various types of noise exposure.
10. Explain the synergistic effects of noise exposure and various pharmaceuticals and industrial solvents.
11. Develop a hearing conservation program that includes measures of its effectiveness.
12. Differentiate between types of hearing protection.
13. Outline key components of hearing conservation programs, including those used for occupational settings and in the schools.
14. Evaluate a case study for auditory fitness for duty.

Graduate Learner Outcome	Component Indicating Competence	Grade(s) Received
1-3,6-10,12-14	Exams and quizzes	
4-6	Noise measurement activity	
9,11,13,14	Course assignments, hearing conservation project and presentation	

Textbooks and Materials

Required Textbooks and Materials

Rawool, V.W. (2011). *Hearing conservation in occupational, recreational, educational, and home settings*. Thieme.

Meinke, D. K., Berger, E. H., Driscoll, D. P., Neitzel, R. L., & Bright, K. (Eds.). (2022). *The noise manual* (6th ed.). American Industrial Hygiene Association.

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th Ed.). Washington, DC: American Psychological Association.

Recommended Textbooks and Materials

Le Prell, C.G., Henderson, D., Fay, R.R., & Popper, A.N. (2012). *Noise-induced hearing loss: Scientific advances*. Springer.

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.

Class Attendance

Classroom attendance is necessary for this course. No more than three unexcused absences are allowed. Students are expected to arrive on time. Students must email the instructor if they are not able to attend the class and are responsible to learn the material that was covered during their absence. AP/IP will be initiated for students who do not meet the attendance policies.

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). Make-up exams must be completed at the Testing Center 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 and composed of True/False, multiple choice, short answer, and descriptive questions. 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.

Course projects

Research is an important part of every class in the Au.D. program. Students are required to follow the APA format and use peer-reviewed research in all papers and written 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.

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>

TENTATIVE Course Schedule/Outline

Table 3: Course schedule and outline

Date	Topic/Lecture	Reference	Assignment/activity
9/1	Course overview Expectation Overview of hearing conservation	Syllabus Rawool (Ch.1) Noise Manual (Ch.1)	
9/3	Ototoxins and hearing conservation	Rawool (Ch.1) Le Prell et al. (Ch.11) Noise Manual (Ch.7)	
9/8	Occupational health and safety	Rawool (Ch.2)	
9/10	Noise-induced structural damage to the cochlea	Le Prell et al. (Ch.5) Noise Manual (Ch.4)	Quiz 1 (occupational health)

9/15	Noise-induced neural damage	Le Prell et al. (Ch.6)	
9/17	Noise-induced tinnitus Brief high-level sounds	Le Prell et al. (Ch.3) Noise Manual (Ch.5, 6)	Quiz 2 (NIHL)
9/22	Documenting noise levels	Rawool (Ch.2) Noise Manual (Ch.3)	
9/24	Noise control	Rawool (Ch.3) Noise Manual (Ch.10)	Quiz 3 (noise level)
9/29	Hearing loss prevention programs 1	Rawool (Ch.8) Noise Manual (Ch.8)	
10/1	Hearing loss prevention programs 2	Rawool (Ch.8)	
10/6	Monitoring of auditory sensitivity	Rawool (Ch.4) Noise Manual (Ch.13)	Quiz 4 (prevention programs) Assignment 1
10/8	Exam 1		
10/13	Standards and regulations for occupational settings	Noise Manual (Ch.19; Appendix I)	
10/15	Workers' compensation and legal aspects	Noise Manual (Ch.20, 21)	
10/20	Community noise	Noise Manual (Ch.18)	
10/22	Speech communication and situation awareness in noise	Noise Manual (Ch.17)	
10/27	Review: Standards and Regulations	Noise Manual (Ch.17–21)	Quiz 5 (standards, regulations and compensation)
10/29	Comprehensive evaluations 1	Rawool (Ch.5)	
11/3	Comprehensive evaluations 2	Rawool (Ch.5) Noise Manual (Appendices IV, V)	
11/5	Hearing protection devices 1	Rawool (Ch.6) Noise Manual (Ch.11)	
11/10	Hearing protection devices 2: fit-testing and attenuation	Rawool (Ch.6) Noise Manual (Ch.12)	Quiz 6 (evaluations and protection)
11/12	Exam 2		
11/17	Training workers	Rawool (Ch.7) Noise Manual (Ch.14)	Assignment 2
11/19	Evaluating prevention programs	Rawool (Ch.8) Noise Manual (Ch.15)	

11/24	Music- and military-related hearing loss	Rawool (Ch.11-12)	Quiz 7 (training and program evaluation)
11/26	No class (Thanksgiving)		
12/1	Hearing conservation in nonoccupational settings	Noise Manual (Ch.16)	
12/3	Forensic audiology (guest lecturer)*		Quiz 8 (music, military and nonoccupational)
12/8	Journal club		Assignment 3 (journal report)
12/10	Course project presentations		
12/17	Final exam (10:15 AM – 12:15 PM)		

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	Grades Received
Quizzes	8x2	
Exams	3x20	
Assignments	3x4	
Course project (report and presentation)	(5+5)	
Class attendance and activities	2	
Total	100	

Table 5: Course Grade Scheme

%	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

Knowledge And Skills Acquisition (KASA) For Certification in Audiology

CSAD 642 Industrial Audiology and Hearing Conservation

Standard II-A: Foundations of Practice

- A2. Effects of pathogens, and pharmacologic and teratogenic agents, on the auditory and vestibular systems
- 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
- A10. Effects of hearing impairment on educational, vocational, social, and psychological function throughout the life span
- A19. Health care, private practice, and educational service delivery systems
- A21. Advocacy for individual patient needs and for legislation beneficial to the profession and the individuals served
- A22. Legal and ethical practices, including standards for professional conduct, patient rights, confidentiality, credentialing, and legislative and regulatory mandates

Standard II-B: Prevention and Screening

- B1. Educating the public and those at risk on prevention, potential causes, effects, and treatment of congenital and acquired auditory and vestibular disorders
- B3. Participating in programs designed to reduce the effects of noise exposure and agents that are toxic to the auditory and vestibular systems
- B4. Utilizing instrument(s) (i.e. sound-level meter, dosimeter, etc.) to determine ambient noise levels and providing strategies for reducing noise and reverberation time in educational, occupational, and other settings
- B6. Conducting hearing screenings in accordance with established federal and state legislative and regulatory requirements
- B7. Participating in occupational hearing conservation programs
- B14. Evaluating the success of screening and prevention programs through the use of performance measures (i.e., test sensitivity, specificity, and positive predictive value)

Standard II-C: Audiologic Evaluation

- C13. Selecting, performing, and interpreting tests for nonorganic hearing loss

Standard II-D: Counseling

- D5. Addressing the specific interpersonal, psychosocial, educational, and vocational implications of hearing impairment for the client/patient, family members, and/or caregivers to enhance their well-being and quality of life

Standard II-E: Audiologic Rehabilitation Across the Life Span

- 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
- E22. Counseling clients/patients regarding the audiologic significance of tinnitus and factors that cause or exacerbate tinnitus to resolve misconceptions and alleviate anxiety related to this auditory disorder.

Standard II-F: Pediatric Audiologic (Re)habilitation

F12. Evaluating acoustics of classroom settings and providing recommendations for modifications

ACAE Competencies

Foundation:

- Explain theoretical and applied principles of acoustics, psychoacoustics, non-acoustic stimuli, and electronics as applied to the normal and disordered auditory and vestibular systems.
- Identify the various localized and systemic processes that lead to dysfunction and disease.
- Describe the structures and processes contributing to the development of auditory, vestibular and communication disorders and abnormalities.
- Describe the science and methods employed, e.g., acoustical and pharmacological, for the preservation of hearing and balance disorders.

Diagnosis and Management:

- Apply audiologic diagnosis, treatment and management principles in diverse settings including, for example, private practice-based, educational and occupational/industrial environments.

Communication:

- Produce professional written reports on the diagnoses, evaluations and consultations encountered during clinical experiences.
- Safeguard the privacy and confidentiality of a patient's medical record information.

Professional Responsibilities and Values:

1. Describe social, cultural, psychological, and economic forces affecting diverse patient populations.
2. List professional, legal, public health, and public policy issues as they pertain to the various practice settings and community needs.
3. Discuss the business, personnel management, financial and reimbursement considerations necessary for operating an audiology practice.
4. Create and explain a business plan and be able to read and understand a profit and loss statement and implement an annual budget and marketing plan.
5. Demonstrate how to utilize contemporary business and technology processes in order to improve access to audiologic care, including the areas listed in P.7.
6. Respect the unique cultures, values, roles/responsibilities, and expertise of other health professions, including the value of inter-professional education and collaboration for patient care.
7. Develop and apply effective leadership, writing and verbal presentation skills to advocate for one's own profession and for patients served.

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. All submissions must be in WORD or PDF format.

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.

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.

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/um anual/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

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

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

Student Health & Counseling Services at The WELL On Campus

Phone Number: 916-278-6461

Website: www.csus.edu/shcs

Campus Confidential Advocate – Laura Swartzen

Email: weave@csus.edu

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

WEAVE 24/7 Hotline: 916-920-2952

CSUS Grading Policy

Information for students regarding grading is provided here:

<https://www.csus.edu/umanual/acad/umg05150.htm>

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. In this class, sexual topics may emerge in readings, assignments, and class discussions. Making a personal connection with the topics addressed in this class can be meaningful. However, please be advised that 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 the following confidential resources:

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>