



California State University, Sacramento
Department of Communication Sciences and Disorders

GRADUATE (AuD) SYLLABUS

Semester/Year: Summer 2026	Course: CSAD 660 Methods: Legal Ethical	Section: 01
Meeting Days: Thursdays	Meeting Times: 4:30 – 6:00 PM	Location: Folsom 2604
Instructor: Hamid Motallebzadeh, Ph.D.	Email: h.motallebzadeh@csus.edu	Phone: 916-278-3589
Office Location: 2404E	Office Hours/Appointments: Tuesday 4:30–6:00 PM, Wednesday and Thursday 1:15–2:00 PM, Friday 10:00–11:00 AM, by appointment only.	

Catalogue Course Description

CSAD 660 Methods: Legal Ethical. 1 Unit

Prerequisite(s): Admission to Doctor of Audiology program; CSAD 611, CSAD 612, CSAD 613, CSAD 614, CSAD 621, CSAD 622, CSAD 622L, CSAD 623, CSAD 624, CSAD 631, CSAD 632, CSAD 641, CSAD 641L, CSAD 642, CSAD 643, CSAD 650, CSAD 651.

Term Typically Offered: Summer.

Description: This methods course focuses on the standards of integrity and ethics in clinical practice and research in audiology. Students will review scenarios and discuss the ethical dilemmas that audiologists may face in different settings.

Course description from CSUS catalog: Ethics for clinical practice and research and legal issues for audiologists. Focuses on local and national issues that influence service delivery.

Place of Course in Program

This one-unit seminar is taken by Doctor of Audiology students and addresses the standards of integrity, ethics, and legal responsibility that govern clinical practice and research in audiology. Students review real-world scenarios and discuss the ethical and legal dilemmas that audiologists encounter across professional, academic, clinical, and research settings.

Table 1: 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

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.

Note: Students who have a grade less than a B (i.e., B- or lower) on the assignments or exams, the instructor will initiate an APIP.

CSAD 660 Specific Student Learning Outcomes

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

1. Summarize legal and ethical issues encountered by audiologists in professional, academic, clinical, and research settings.
2. Identify resources for national associations' codes of ethics and guidelines.
3. Describe reporting procedures for abuse and neglect.
4. Discuss ethical dilemmas for various scenarios.

Table 2: Course Learning Outcomes and Components

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Quiz #1; Quiz #2; case presentation	
2	Quiz #1; case presentation; assignment	
3	Quiz #2; case presentation; article discussion	
4	Case presentation; class discussion	

Textbooks and Materials

Required Text: American Academy of Audiology. Ethics in Audiology (2nd ed.).

Optional: American Psychological Association. (2020). Publication Manual of the American Psychological Association (7th ed.).

Online Resources

Course materials are found on Canvas. Quizzes are accessible via Canvas in the Modules for the class. Reading assignments outside of the required reading materials are accessible on Canvas.

Course Requirements/Components

Format

90-minute in-person/online seminar.

Preparation

All students are expected to have performed the required readings in the syllabus at the start of that class meeting and to be prepared for discussion. It is the student's responsibility to know the reading material whether or not it is discussed in the class meeting.

Attendance

Classroom attendance is necessary to be successful in this course. No more than one unexcused absence is allowed; should more than one occur, there will be a 10-point deduction to the attendance grade. Students are expected to arrive on time, as class begins at 4:30 PM. If a student is tardy more than twice without prior notice, it will result in a 5-point attendance reduction for each occurrence. Should either of the above occur more than allowable, the student will be required to complete an audiology online/CEU course related to the course and write a one-page paper summarizing the presentation and how to clinically apply what has been learned, to be performed outside of scheduled class time. The instructor will provide full assignment details at the time of the third tardy or unexcused absence via Canvas or Outlook.

Conference excused absence form: [CSAD student travel policy](#)

Assignments

The course will be graded upon attendance, two quizzes, group discussion, a licensure-related assignment, a reflection on a reading, and one case presentation. Grades and the grading policy are outlined in greater detail below. Late assignments will be deducted 20% for every day they are late, applied when the assignment is received by the instructor.

Examinations/Quizzes

Quizzes (closed book/note) will be given in person as half of the meeting time, either at the start of class or after a meeting break. All students will be informed of the time of each quiz two weeks prior to the date it will be given. Students will have 30 minutes to complete each quiz. Quizzes will be based on class lectures, assigned readings, class activities/homework, and discussions, and may be composed of multiple choice, true/false, matching, and/or short-answer questions. In the case of a documented medical emergency prior to a quiz, you must notify the instructor in advance and provide documentation. A make-up may be scheduled during the finals examination week, with different questions and possibly in essay format. If you do not complete one or more of the quizzes by the last day of the final exam period, you may receive a 0 at instructor discretion. You remain individually responsible for being aware of the dates and times posted in the syllabus.

Recording

Gain permission from the instructor and/or presenter prior to the start of each class meeting to perform any recording.

COVID-19 Information

If you are sick, stay home and do not attend class. Notify your instructor. 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>

Grading Policy

The final grade will be based on a percentage of total points (120) and will be assigned as follows. Percentages are derived from the point values.

Table 3: Course Requirements and Grade Distribution

Source	Points	% of Grade
Attendance	10	8%
Assignment on CV and cover letter	20	17%
Reflection on article	20	17%
Quizzes (20 points × 2 quizzes)	40	33%
Case presentation	30	25%
Total	120	100%

Table 4: Points, Percentages, and Letter Grades

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

Tentative Course Schedule/Outline

Please note that dates, topics, and assignments are subject to change. In the event of a change, you will be given ample notification.

Date	Topic/Class Content	Readings	Assignment
Thu, Jun 11	Introduction and syllabus review; overview of legal and ethical practice in audiology	Syllabus	—
Thu, Jun 18	Code of Ethics: American Academy of Audiology (AAA)	AAA Code of Ethics	—
Thu, Jun 25	Code of Ethics: ASHA	ASHA Code of Ethics	CV and cover-letter assignment given
Thu, Jul 2	Licensure in audiology: ASHA and ABA licensing procedures	ASHA and ABA licensing materials	CV and cover-letter assignment due
Thu, Jul 9	Ethical issues in practice management; Quiz #1	Ch. 7, AAA Ethics in Audiology (2nd ed.)	Quiz #1
Thu, Jul 16	Legal issues and mandatory reporting: abuse and neglect, patient rights, confidentiality (HIPAA)	Posted readings on Canvas	—
Thu, Jul 23	Mock case presentations on ethical violations	—	Case presentation due
Thu, Jul 30	Audiology–industry interface and research ethics: article discussion	Ng et al. (2019), Int. J. Audiology, 58(9), 576–586	Article reflection due
Thu, Aug 6	Final class; Quiz #2	—	Quiz #2

Knowledge and Skills Acquisition (KASA) for Certification in Audiology

Standard II-A: Foundations of Practice

- A18. The role, scope of practice, and responsibilities of audiologists and other related professionals.
- A19. Health care, private practice, and educational service delivery systems.

- A20. Management and business practices, including but not limited to cost analysis, budgeting, coding, billing and reimbursement, and patient management.
- 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-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.

Standard II-F: Pediatric Audiologic (Re)habilitation

- F4. Educating parents regarding optional and optimal modes of communication; educational laws and rights, including 504s, individualized education programs (IEPs), individual family service plans (IFSPs), individual health plans; and so forth.

Academic Conduct

Students enrolled in the Au.D. program must adhere to the Department and University policies on academic misconduct (see the department's "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.
- **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, following 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, and students are expected to regularly check their CSUS emails. The instructor will respond to emails within 24 hours on a weekday (not between 8:00 PM and 7:00 AM) and up to 48 hours on a weekend, and will not respond during University-recognized holidays. Emails should pose questions that can be answered in no more than three sentences; for detailed questions or to discuss graded materials, please come to office hours or make an appointment.

Additional Information

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 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 at <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: “the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution.” The use of artificial intelligence (e.g., ChatGPT) without attribution is considered plagiarism. 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 they need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines. After this period, a serious and compelling reason is required to drop the course. Serious and compelling reasons include: (a) documented and significant change in work hours leaving the student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or the student’s family. Under emergency/special circumstances, students may petition for an incomplete grade, which 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. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. People of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their 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.

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. 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 available. 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.

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 the instructor or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services. Sac State’s Title IX Coordinator is Mary Lee Vance: equalopportunity@csus.edu or (916) 278-5770. Confidential resources include Student Health & Counseling Services at The WELL (916-278-6461) and the Campus Confidential Advocate (weave@csus.edu; on-campus 916-278-5850; WEAVE 24/7 hotline 916-920-2952).

CSUS Grading Policy

Information for students regarding grading is provided here: <https://www.csus.edu/um anual/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 (consultation: Rachel Stark, MS, AHIP, stark@csus.edu): <https://library.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/>

- 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/>