



California State University, Sacramento
Department of Communication Sciences and
Disorders

Doctor of Audiology (Au.D.)

SYLLABUS & COURSE OUTLINE

Semester/Year: Summer 2026	Course: CSAD660C: Audiology Clinic VI	Section: 01
Meeting Days: M, W, F	Meeting Times: TBD by site	Location: Various
Instructor: Soumya Venkitakrishnan, Au.D., Ph.D., CCC-A	Email: s.venkitakrishnan@csus.edu	
Office Location: FLS2404G	Office Hours/Appointments: Wednesdays: 9-11 am; Fridays: 10-11 am (By appointment)	

Catalogue Course Description:

1 Unit

Prerequisite(s): Admission to Doctor of Audiology program; [CSAD 610](#), [CSAD 620C](#), [CSAD 630C](#), [CSAD 640C](#), [CSAD 650C](#).

Corequisite(s): [CSAD 660](#)

Supervised clinical practice in audiology with an emphasis on refining advanced clinical skills and working independently.

Sacramento State Graduate Learning Goals (GLG)

<u>Sacramento State Graduate Learning Goals (GLG)</u>	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>	N

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.

WHY IS THIS COURSE IMPORTANT?

This rotation is important for gaining experience in various settings in audiology.

GRADUATE UNIVERSITY LEARNING GOALS

	1 Disciplinary knowledge	2 Communication	3 Critical thinking/ analysis	4 Information literacy	5 Professionalism	6 Intercultural/global perspectives	7 Research
Addressed by this course	X	X	X	X	X	X	

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

1. Communicate effectively, orally and in written form, with patients, families, caregivers, and other health care providers.
2. Develop written reports for diagnosis, evaluation, and recommendations.
3. Diagnose, triage, treat, and manage auditory and vestibular conditions and diseases for patients across the lifespan.

4. Discuss findings, diagnosis, and treatment options with the patient, family, and other health care providers.
5. Adhere to professional ethics as they relate to the practice of audiology.
6. Describe and discuss clinical experiences in a professional manner.
7. Identify relationships between clinical experiences and didactic learning.
8. Analyze experiences from the perspective of evidence-based practice.

Graduate Learner Outcome	Component Indicating Competence
Assessment: 3, 8	Audiological Evaluation Documentation
Treatment: 1, 4, 8	Clinical Instructor session notes
Writing: 1, 2	Student Clinician Written Reports; Timely submission of reports
Professional Behavior: 5, 6, 7, 8	Clinical Instructor session notes; Required student self-reflections; Attendance at weekly meetings

Course Requirements/Components:

Students can expect to start out this semester primarily with observation or with moderate assistance as the Clinical preceptor gauges your level of knowledge and skills. As students' clinical skills progress, active participating in patient care should increase while the requisite amount of supervisory (re)direction and intervention should decrease significantly. The pace at which this progression occurs is entirely at the discretion of the preceptor.

Students should take all opportunities to demonstrate knowledge, skills and commitment to the preceptor, clinical site and patient care by:

- a. Integrating supervisor and liaison feedback, suggestions, comments, direction and correction into clinical practice.
- b. Preparing for upcoming appointments by thoroughly reviewing patient charts, electronic medical records and all other sources of case information.
- c. Anticipating the supervisors and/or patient's needs during an appointment and preparing accordingly (e.g., gathering and organizing materials that will be used during a hearing aid fitting.)
- d. Engaging in insightful and relevant dialogue with the supervisor about specific observations or situations during a patient encounter (e.g., I noticed you chose to test this first, was that because of...?)
- e. Developing one's own rationale for an evidence-based approach to all areas of clinical practice, including but not limited to diagnostics and treatment.
- f. Practicing relevant skills, independently, and/or with supervisor, as time permits (e.g., role playing behavioral testing of a 2-year-old, re-familiarizing oneself with clinical equipment and software.)
- g. Volunteering for specific tasks during a patient encounter (e.g., "I would like to conduct audiometric evaluation"

Liaison role

This internship experience is assigned a liaison, Dr. Soumya Venkitakrishnan. The faculty liaison will complete one site visit per semester. Other site visits will be arranged as needed. During the site visit, the liaison will observe an appointment, providing feedback to the student and supervisor. The liaison will also be responsible for ensuring midterm and final competencies are recorded in CALIPSO. The need for a Performance Improvement Plan (PIP) will also be initiated by the liaison/clinical education coordinator. Please communicate with your liaison throughout the internship experience. Liaison will enter final grades for the university.

REQUIREMENTS:

- h. Attendance, communication and professionalism with supervisors, patients, clinical staff and internship liaison.

- i. Submit Weekly Calipso Clock Hours. Liaison will be checking this periodically.
- j. Reflect on actions reports- weekly.
- k. Completing a [Shift Hour Worksheet](#). This form will track student's weekly completed hours. Students are required to obtain a minimum of 10 hours of internship per week. This work sheet must be downloaded and signed by your supervisors at the end of the semester.
- l. Clear and timely communication with clinical supervisor and liaison. Email correspondence must be addressed within 48 hours of receipt using CSUS email.
- m. Complete an [Absence form](#) for all pre-approved absences communicated via email between supervisor and liaison and outlining an arrangement to make up missed hours.
- n. Outline clinic goals for every appointment.
- e. Submit written reports based on your site and clinical supervisors' requirements.
- f. Meet with all assigned patients. Once the student clinician has begun the practicum, dropping clinical practicum classes by the student clinician is prohibited except for medical reasons or extraordinary circumstances as approved by the Department.
- g. Meeting with the assigned clinic supervisor on a once weekly basis is mandatory. Clinic supervisors will be available to at other times also, but the weekly meeting should center on specific questions/concerns you have about assigned patients. Prepare for these weekly meetings: Have specific questions written and ready to discuss. If you are unable to keep your appointment, you must cancel prior to meeting time and reschedule with your Clinical Instructor.

Grading Policy:

This course is graded as Credit/No Credit, so a Pass grade is required, meaning students need to get a B or better. Student clinical skills and professionalism will be evaluated by the clinical supervisor. The following components will be evaluated by the liaison to determine your final grade:

CSUS Grading Policy

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

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

Final Evaluation in Calipso	70% - Due by August 7th
Calipso Patient Clock hours & Shift Hour Worksheet Form	10% - Due weekly/Total due by August 7th
Attendance, Communication & Professionalism	10% - Daily/Weekly
Weekly Reflection Reports	5%- every Sunday no later than 5pm.
Self-evaluations/Midterm Evaluations, Supervisor Feedback Form & Student Eval of Off-Campus Placement	5% - Due by July 10th (self/midterm) & August 7th (final evals)

Letter grades are assigned according to the following scores:

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%

Final Evaluation in Calipso – (70%):

You should review this form BEFORE clinic starts so that you are aware of all items that will become part of your formative and summative assessment. The Clinical Competency form will be completed by your clinical supervisor at midterm and at final, but it is the final Clinical Competency Report on which your final evaluation grade is based. The Clinical Competency Form is separated into seven (7) general competency categories: Prevention, Screening, and Identification; Assessment; Audiologic (Re)habilitation; Pediatric Audiology (Re)habilitation; Counseling; Communication; and Professional Practice. Each general competency area consists of numerous individual line items.

Your grade for clinic performance is based on an average of all of the clinical competencies that your clinical supervisor completes.

Each general competency area consists of numerous individual items. A passing grade is obtained by achieving a rating of 4.25 or better on the average combined score of the seven general competency categories, provided that the student achieves a minimum score of 4.25 on **all** individual competency line items at the end of the rotation. Therefore, any student receiving (a) a rating of 4.24 or less on one (or more) specific line item on the final session or (b) an average rating of 4.24 or less across all sessions for a competency category will not pass the clinic, even if their average combined score of the seven general competency categories is a B or higher. In such cases, a grade of B- will be given for the clinic. A student may receive a passing grade in the clinic after receiving 4.24 or lower on one (or more) specific line item on any Clinical Competency form IF the student successfully completes a Performance Improvement Plan directed by their assigned Clinical Instructor.

Some skills may be site-dependent and may be considered acceptable at a lower skill level at the supervisors and/or liaison's discretion.

SCORE	LETTER GRADE	DESCRIPTION
4.65 - 5.00	A	<u>Exceeds Performance Expectations* (Pass)</u> (Minimum assistance required) - Clinical skill/behavior well-developed, consistently demonstrated, and effectively implemented - Demonstrates creative problem solving - Clinical Instructor consults and provides guidance on ideas initiated by student
4.50 - 4.64	A-	
4.35 - 4.49	B+	<u>Meets Performance Expectations* (Pass)</u> (Minimum to moderate assistance required) - Clinical skill/behavior is developed/implemented most of the time, but needs continued refinement or consistency - Student can problem solve and self-evaluate adequately in-session - Clinical Instructor acts as a collaborator to plan and suggest possible alternatives
4.25 - 4.34	B	
4.00 - 4.24	B-	<u>Needs Improvement in Performance</u> (Moderate assistance required) - Inconsistently demonstrates clinical skill/behavior - Student's efforts to modify performance result in varying degrees of success - Moderate and ongoing direction and/or support from Clinical Instructor required to perform effectively
3.85 - 3.99	C+	
3.65 - 3.84	C	
3.50 - 3.64	C-	
3.35 - 3.49	D+	<u>Needs Significant Improvement in Performance</u> (Maximum assistance required) - Clinical skill/behavior is beginning to emerge, but is inconsistent or inadequate - Student is aware of need to modify behavior, but is unsure of how to do so - Maximum amount of direction and support from clinical - Supervisor required to perform effectively.
3.15 - 3.34	D	
3.00 - 3.14	D-	
1.00 - 2.99	F	
		<u>Unacceptable Performance</u> (Maximum assistance is not effective) - Clinical skill/behavior is not evident most of the time - Student is unaware of need to modify behavior and requires ongoing direct instruction from Clinical Instructor to do so - Specific direction from Clinical Instructor does not alter unsatisfactory performance

Calipso Patient Clock hours & Shift Hour Form – 10%

Patient contact hours (clock hours must be submitted to your supervisor weekly in Calipso. It is your responsibility to periodically remind your clinical supervisor to sign off on your Calipso hours. Failure to submit clock hours weekly will result in 2% reduction of your grade per occurrence up to a maximum of 5% grade reduction.

Shift Hour Tracking Worksheet should be completed weekly, indicating the number of hours obtained per week. A minimum of 10 hours should be obtained weekly or at least 150 hours obtained by the end of the placement. If you anticipate that you will be short, please arrange with your supervisor and liaison to make up days missed. Shift Hour Forms must be signed by your clinical supervisor and uploaded on Canvas by the due date.

Attendance, communication and professionalism – 10%

Attendance

Attendance at clinic is mandatory and a record of attendance should be kept by you on your Shift Hour Sheets weekly. Additionally, students must fill out an Absence Form if they have planned an absence with their clinical supervisors and clinical liaison. An Absence Form needs to be completed for each clinic day missed no more than 24 hours after the missed day. Students are expected to arrive in clinic on time, prepared to participate and engage. These records can be requested at any time for review by your clinical instructors. Given the full-time, intensive nature of this doctoral program, it is important that students contact instructors if they are anticipating an absence(s), especially over an extended period. In the case of the latter, the Au.D. Program Director must also be notified.

Failure to notify your supervisor or liaison of all absences via email and the absence form, as well as excessive tardiness, will result in ~2% reduction per occurrence up to a maximum of a 10% grade reduction.

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.

Communication

Students must maintain timely communication with internship supervisor and liaison. For ALL email correspondence with you supervisor, clinical site and liaison, you are required to:

1. Always use the CSUS email (____@csus.edu)
2. Check emails daily.
3. Respond within 48 hours of receipt of email.

Failure to do so may result in a ~2% grade reduction per occurrence up to a maximum of a 10% grade reduction.

Professionalism

Students must be dressed in CSUS Clinic scrubs or business casual as indicated in your internship letters/by your site. Students must present well-groomed and professional in appearance and demeanor. Inappropriate clinical attire could result in a student being asked to leave clinic and return when appropriately dressed. Inappropriate and disrespectful behavior will not be tolerated, and students may also be asked to leave clinic.

Students are expected to conduct themselves according to a high professional ethical standard. They should become well-acquainted with the code of ethics of the profession so that the judgements and decisions made as a Au. D students form a solid ethical foundation for future practice as audiologists. The complete code of ethics can be found at either the [ASHA Code of Ethics](#) and/or [AAA Code of Ethics](#) .

As student clinicians you will interact with a diverse community of individuals in a manner that is safe, ethical, and supportive. It is recognized that personal interaction styles may vary by individuals and cultures and that good clinical practice honors such diversity while meeting this obligation. Students are expected to:

- Display compassion, respect, and concern for others during all academic and clinical interactions
- Adhere to all aspects of relevant professional codes of ethics, privacy, and information management policies.
- Take personal responsibility for maintaining physical and mental health at a level that ensures safe, respectful, and successful participation in didactic and clinical activities. ([CAPCSD, 2023](#))

A violation of professionalism could result in a ~2% grade reduction per occurrence up to a maximum of a 10% grade reduction.

Weekly Reflection Reports

The purpose of weekly internship reflections is to provide an opportunity to document and reflect on your experiences, observations, and learning moments during your internships. This process will help you track your progress, identify areas for improvement, and set goals for continuous growth. Additionally, it allows the Internship Liaison to monitor your experiences, performance, and clinic contributions. These reports will also be a safe zone for you to express any concerns that arise.

Assignment Components:

1. Internship Week's Details:
 - Internship Week's Dates
 - Internship Location
2. Observation and Contribution:
 - Number of patients observed, or hours dedicated to the internship that week
 - Summary of audiological assessments observed or performed.
3. Feedback Received:
 - Document any feedback received from your supervisor or colleagues.
4. Reflection on the Week:
 - Share your overall thoughts on how the week went.
 - Discuss any challenges encountered and how you plan to address them.
5. Learning Moment:
 - Highlight a specific learning moment or experience that stood out to you.
 - Reflect on the significance of this learning moment for your professional development.
6. Goals for the Next Week:
 - Set SMART (specific, measurable, attainable, realistic, and timely) goals for the upcoming week.
 - Outline the steps you plan to take to achieve these goals.

Submission Instructions:

Submit your report every Sunday through the CSAD660C Canvas assignment page. A template of the report will be posted on Canvas.

Late submissions will receive 0 points for that week.

Self-Evaluations, Supervisor Feedback Form & Student Eval of Off-Campus Placement – 5%

Calipso Self- Evaluation:

1. At the completion of each clinical course or as directed by your Clinical Coordinator, complete a self-evaluation.
2. From the lobby page, click on the “Self-evaluations” link.
3. Click on “New self-evaluation.”
4. Complete required fields designated with an asterisk and press “save.”

5. Continue completing self-evaluation by scoring all applicable skills across the Big 9 using the provided scoring method and saving frequently to avoid loss of data.
6. Once the evaluation is complete, check the “final submission” box and click “save.”
7. Receive message stating “evaluation recorded.”
8. Please note you may edit and save the evaluation as often as you wish until the final submission box is checked. Once the final submission box is checked and the evaluation is saved, the status will change from “in progress” to “final.”
9. To view the evaluation, click “Evaluation list” located within the blue stripe.

Supervisor Feedback Forms:

1. Login to Calipso
2. From the Lobby page, click “Supervisor Feedback forms”
3. Clinic “New Supervisor feedback”
4. Complete form and click “Submit Feedback”
5. Your completed feedback will be posted for Clinical Education Coordinator approval. Once approved, feedback will be posted for the clinical supervisor to view. Until approved, the feedback may be edited by clicking on “View/edit”.

Student Evaluation of Off-Campus Placement in Calipso:

1. Login to Calipso
2. From the lobby page, click “Student Evaluation of Clinical Placement.”
3. Click “New Off-Campus placement evaluation.”
4. Complete form and click save.

Clinic handbook

All students are required to adhere to the policies (e.g., use of clinical space, dress code, attendance, professional behavior, etc.) outlined in the clinic handbook and those required by the internship site. The clinic handbook can be found on the department website. Failure to do so may lead to the initiation of a PIP.

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 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 (2020) Requirements met in whole or in part by this course:

Standard II A: A3, A5, A6, A7, A8, A11, A12, A13, A15, A16, A17, A18, A21, A22, A23

Standard II B: Prevention and Screening – B1, B2, B5, B6, B8, B9

Standard III C: Audiologic Evaluation: C1, C2, C3, C4, C5, C7, C8, C9, C10, C11, C12

Standard II D: Counseling: D1, D2, D3, D4, D5, D6, D7, D8, D9

Standard II E: Audiologic Rehabilitation Across the Lifespan- E1, E2, E3, E4, E5, E6, E15, E20, E21, E22, E23, E24, E25

Standard II-F: Pediatric Audiologic (Re) Habilitation – F1, F2, F3, F4, F6, F7, F11, F13

Accreditation Commission for Audiology Education (ACAE) Competencies

This class will fulfill in whole or in part, the following methods of evaluation required by the Accreditation Commission for Audiology Education (ACAE):

Foundation: F1, F2, F3, F4, F5, F6, F7, F10, F12,

Diagnosis and Management: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12, D13, D14

Communication: C1, C2, C3, C4, C5, C6, C7, C8

Professional Responsibilities and Values: P1, P2, P3, P4, P5, P6, P8, P9, P10, P12, P13, P12, P13, P16, P17