



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE (AuD) SYLLABUS

Table 1: Class Information

Semester/Year: Fall/2026	Course: CSAD 672: Auditory Processing Disorders	Section: 01
Meeting Days: Tuesdays, Thursdays	Meeting Times: 4:30 – 5:45 pm	Location: Folsom 1051
Instructor: Soumya Venkitakrishnan, Au.D., Ph.D.	Email: s.venkitakrishnan@csus.edu	Phone: 916-278-4899
Office Location: 2404G, Folsom Hall	Office Hours/Appointments: Tuesdays/ Thursdays 9:00-10:30 am (make appointment)	

Catalogue Course Description:

<https://catalog.csus.edu/courses-a-z/csad/csad.pdf>

CSAD 672. Central Auditory Processing Disorders 3 Units Prerequisite(s): Admission to Doctor of Audiology program; CSAD 311, CSAD

312, CSAD 613, CSAD 614, CSAD 621, CSAD 622, CSAD 622L, CSAD 623, CSAD 624, CSAD 331, CSAD

S32, CSAD 641, CSAD 641L, CSAD 642, CSAD 643, CSAD 651, CSAD 652, CSAD 653, CSAD 661, CSAD 362.

Term Typically Offered: Fall only

Definition and role of Description: This course is designed to provide third-year Doctor of Audiology students with an understanding of the role of audiologists in the assessment, diagnosis, and management of individuals with auditory processing disorder. This course will review the concepts related to acoustics, psychoacoustics, anatomy and physiology, and speech perception as they relate to the central auditory system. Topics covered will include current issues in the definition, diagnosis, assessment, and management of APD based on literature and clinical guidelines. The use of technology and the importance of a multidisciplinary team will also be discussed.

Table 2: Sacramento State Graduate Learning Goals for the 21st Century (GLG)

This methods course is important as third-year Au.D. students prepare to take the Praxis and leave for the externship. This course will be a grands-round style course in which students will discuss cases with each other and faculty.

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.

CSAD 672 SPECIFIC STUDENT LEARNING OUTCOMES:

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

1. Define auditory processing
2. Differentiate between peripheral and central auditory system functions in the perception of speech
3. Describe theories of speech perception
4. Explain the theories and current literature related to the processing of auditory information
5. List the components of an APD test battery
6. Perform testing procedures within the APD test battery
7. Describe approaches to treat and manage APD
8. Explain how hearing aids and hearing assistive technology can be used to manage APD
9. Identify key members of the interprofessional team for managing APD in children
10. Identify resources available for patients with APD

Table 2: Course Learning Outcomes, Components, and Grades Received

Course Learning Outcome	Components Indicating Competence	Grades Received
1-5, 7-10	Q & A, Mid-term, and final exam.	
6,7	Q & A, Lab	

Textbooks and Materials:

Required textbook:

Bellis, Teri James. (2011). Assessment and Management of Central Auditory Processing Disorders in the Educational Setting: From Science to Practice. (2nd Ed.) Plural Publishing.

Musiek, F.E., & Chermak, G.D. (2013). Handbook of central auditory processing disorder, volume I: Auditory neuroscience and diagnosis. Plural Publishing.

Therapy for Auditory Processing Disorders: Simple Effective Procedures: by Jack Katz, Julie Teefey, Angela Loucks Alexander, Fatima Abbas, ISBN-13 979-8378769964

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.

Recommended:

Katz, J. (2011). Handbook of clinical audiology (7th ed.). Plural Publishing.



Bookstore Link for CSAD 672

https://www.bkstr.com/csusacramentostore/course-materials-results?shopBy=course&divisionDisplayName=&departmentDisplayName=CSAD&courseDisplayName=672§ionDisplayName=01&programId=1346&termId=100092864&utm_medium=email&utm_source=follett&utm_campaign=rush_fall-2026-syllabus

Online Resources:

Canvas site

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.

Class Attendance:

Classroom attendance is necessary for this course. Students are expected to arrive on time as class begins. A modified Socratic method will be employed, whereby students will be called upon randomly to contribute to classroom discussions. 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. **Greater than two absences will cause the initiation of an academic performance improvement plan (APIP).** Excused absences will be granted for documented emergencies where I am given a paper copy confirming the emergency. All other absences will be considered unexcused. After the one allowed unexcused absence, the second unexcused absence will result in your final grade dropping ½ letter grade (e.g., A- to B+). Your grade will drop ½ letter grade for every unexcused absence after the first one. Working as an audiologist requires being present, on time, and prepared. Practicing those skills now will prepare you for what this career will be like.

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.

Class Assignments

Course grades will be based on the different assignments:

Q & A: For most topics covered in class, students will be provided with a series of questions related to the material. Depending on the length and complexity of the topic, students will be required to answer 1-3 questions using information from the textbook, articles, and class presentations. Students will then write and submit their answers to the discussion post on Canvas. If a question has already been answered by another student, they must choose a different question to address. The number of questions each student is required to answer will vary based on the topic, and instructions will be given accordingly. This process is designed to help students prepare for the mid-term and final exams, as similar or identical questions may appear on those assessments. Students must ensure that their answers are evidence-based but should express the concepts in their own words, providing clear explanations. A rubric for scoring will be available on Canvas, which will evaluate the completeness and comprehensiveness of the answers, as well as the student's understanding of the concepts.

Team-Based Learning Preparation and Application Activities: Selected topics will use a flipped/team-based learning format. Students are expected to complete assigned videos, readings, and/or guided notes before the application class session. Preparation will be assessed through brief readiness/Q&A checks due before the in-class activity. During class, students will work in teams to apply course concepts to clinical scenarios and submit a team worksheet or activity response. Credit for in-class TBL activities requires attendance and active participation. These activities are intended to support clinical reasoning and preparation for later assessment and management assignments.

Lab assignments: Since this course includes practical clinical components, students will be provided with lab activities that relate to assessment and management concepts. For the lab, students will be required to test each other or other mock patients, score the tests, and interpret the results. Detailed instructions for each lab activity will be provided in the assignments on Canvas. For the management portion, students will be asked questions about various management strategies and will also be required to practice certain techniques. These activities are designed to reinforce the clinical skills necessary for effective assessment and management in audiology practice.

Midterm Assessment Assignment: Students will submit an individual APD assessment battery assignment. This assignment will require students to develop an APD assessment plan for an adult or pediatric patient with normal peripheral hearing who is at risk for CAPD. Students will identify targeted case history questions, select appropriate questionnaires, design and justify a CAPD test battery, connect tests to auditory processes and possible sites of dysfunction, integrate Bellis-Ferre and Buffalo Model concepts, and discuss alternatives and limitations. After submitting the written assignment, students will prepare a 5–7 minute clinical reasoning presentation. In this presentation, students will briefly explain the major decisions behind their assessment plan, including patient-specific factors, test selection, auditory processes assessed, alternatives considered, and how their battery supports clinical interpretation.

Final Clinical Management Assignment: Students will complete an individual take-home final focused on APD management. Students will select or be assigned a patient profile with specific auditory processing concerns and relevant patient factors. The written final management plan will be due in the finals week. In addition, students will submit a brief video summary, in which they explain the main clinical reasoning behind their management plan. Students will also provide substantive comments on selected classmates' videos.

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.

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. In the case that life events or other reasons prevent the student from submitting the assignment on time, contact the instructor to request for an extension. This request should be made one week in advance, or as early as possible. This extension will not be provided more than once during the semester and will not be provided for the final assignment. Late submission will result in reduction in 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.

Grading Policy:

Table 3: Course Requirements and Grade Distribution

Source	% of Grade
Classroom participation + professionalism	5%
Q & A	15%
Team-Based Learning Preparation and Application Activities	5%
Lab assignments	20%
Mid-term	25%
Final Exam	30%
<i>Extra-credit (wellness)</i>	5%
Total	100%

Letter grades are assigned according to the following scores:

Table 4: 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

Course Policies/Procedures:

Academic conduct

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

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

Attendance

Students are expected to arrive in class on time, prepared to participate and engage in classroom activities for both in-person and synchronous/virtual interactions. Students 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.

Given the full-time, intensive nature this doctoral program, it is important that students contact instructors if they are absent or are anticipating absence, especially over an extended period of time. In the case of the latter, the Au.D. Program Director must also be notified. Attendance for clinical practica is outlined in the clinic handbook.

Email

Students in the Au.D. program are required to maintain an active CSUS email address, which is linked to the student ID number. Official emails will be sent through CSUS email. Students are expected to regularly check their CSUS emails.

TENTATIVE Course Schedule/Outline:

Date	Topic/Class Content	Readings	Assignment
Week 1 Sept. 1 & Sept. 3	Syllabus review Sept. 3: Team-Based Learning Preparation: Auditory neuroscience and introduction to CAPD	Chermak & Museik 4- Neurological substrate of central auditory processing disorder https://www.youtube.com/watch?v=J-iBE5cPhN4 https://www.youtube.com/watch?v=DxKLTZIft08	
Week 2 Sept. 8 & Sept. 10	Sept. 8: Team- Based Learning Preparation: Maturation and neuroplasticity Theories of Speech perception Sept. 10: Team-Based Learning Application/ Activities Day: Auditory neuroscience, introduction to CAPD, neuroplasticity, theories of speech perception	Bellis 3- Neuromaturation and neuroplasticity of the auditory system	Q&A 1 due: Sept. 9
Week 3 Sept. 15 & Sept. 17	Sept. 15: Team – Based Learning Preparation: Current literature on auditory processing APD: screening Sept. 17: Team-Based Learning Application/ Activities Day: Current literature, APD screening	Chermak & Museik 8- The nature of CAPD Chermak & Museik 9- Clinical and Research Issues in CAPD Bellis 4- Screening a multidisciplinary approach Chermak & Museik 10- Screening for Central Auditory Processing Disorder Keith, R.W. (2000). Development and standardization of SCAN-C test for auditory processing disorders in children. <i>Journal of the American Academy of Audiology</i> , 11(8), 438-445. O'Hara, B., & Mealings, K. (2018). Developing the auditory processing domains questionnaire (APDQ): A differential screening tool for auditory processing disorder. <i>International Journal of Audiology</i> , 57(10), 764–775. https://doi.org/10.1080/14992027.2018.1487087	Q&A 2 due: Sept. 16
Week 4 Sept. 22 & Sept. 24	CAP assessment Dichotic listening: Processes, tests, interpretation	Bellis chapters- only topic of dichotic listening Bellis 2- mechanisms of selected auditory and related processes Bellis 5- Overview of central tests Bellis 6- Comprehensive central auditory assessment Bellis 7- Interpretation of central auditory assessment results	Q&A 3 due: Sep 27

		Chermak & Museik 14- Dichotic tests Schow, R. L., Whitaker, M. M., Seikel, J. A., Brockett, J. E., & Vieira, D. M. D. (2020). Validity of the Multiple Auditory Processing Assessment–2: A test of auditory processing disorder. <i>Language, Speech, and Hearing Services in Schools</i> , 51(4), 993–1006. https://doi.org/10.1044/2020_LS_HSS-20-00001	
Week 5 Sept. 29 & Oct. 1	Temporal Processing: Processes, tests, interpretation APD lab: Dichotic listening and Temporal processing lab	Bellis chapters- only topic of temporal processing Bellis 2- mechanisms of selected auditory and related processes Bellis 5- Overview of central tests Bellis 6- Comprehensive central auditory assessment Bellis 7- Interpretation of central auditory assessment results Chermak & Museik 15- Temporal processing tests	Q&A 4 due: Oct 4
Week 6 Oct. 6 & Oct. 8	APD lab: Dichotic listening and Temporal processing lab Monaural low redundancy: Processes, tests, interpretation	Bellis chapters- only topic of monaural low redundancy Bellis 2- mechanisms of selected auditory and related processes Bellis 5- Overview of central tests Bellis 6- Comprehensive central auditory assessment Bellis 7- Interpretation of central auditory assessment results Chermak & Museik 13- Monaural low redundancy tests	Q&A 5 due: Oct 11 Dichotic listening lab due: October 11 th
Week 7 Oct. 13 & Oct. 15	Binaural Interaction: Processes, tests, interpretation Buffalo model assessment	Bellis chapters- only topic of binaural interaction Bellis 2- mechanisms of selected auditory and related processes Bellis 5- Overview of central tests Bellis 6- Comprehensive central auditory assessment Bellis 7- Interpretation of central auditory assessment results Chermak & Museik 16- Measures of binaural interaction The Buffalo model: https://www.youtube.com/watch?v=MSQuzl8o404 Katz, J. (2007, May 14). <i>APD evaluation to therapy: The Buffalo Model</i> . AudiologyOnline. https://www.audiologyonline.com/	Q&A 6 due: Oct 18

		articles/apd-evaluation-to-therapy-buffalo-945	
Week 8 Oct. 20 & Oct. 22	Buffalo model assessment APD labs – all		Mid-term due: October 28 th
Week 9 Oct. 27 & Oct. 29	Oct. 27 th : APD Labs – all Oct. 29th: Midterm Presentation		Temporal Processing Lab due: Nov 1 st
Week 10 Nov. 3 & Nov. 5	<i>November 3rd: Guest Lecture: Dr. Tracy Volkman: Assessment Battery and Business Practice in CAPD</i> <i>Nov. 5: Guest Lecture: Dr. Rupa Balachandran: Assessment battery</i>		
Week 11 Nov. 10 & Nov. 12	CAPD Management – sub-profiles <i>Nov. 12: Guest Lecture: Dr. Lisa D'Angelo: CAPD in the schools (Interprofessional team in CAPD)</i>	Bellis 8- General principles of CAPD management Bellis 9- Deficit-specific intervention for APD Bigras, J., Lagacé, J., El Mawazini, A., & Lessard-Dostie, H. (2024). Interventions for school-aged children with auditory processing disorder: A scoping review. <i>Healthcare</i> , 12(12), 1161. https://doi.org/10.3390/healthcare12121161	Auditory closure lab due: Nov 15 th
Week 12 Nov. 17 & Nov. 19	CAPD Management- Deficit-specific Nov. 19: Self-review: Angela Alexander: video	Bellis 8- General principles of CAPD management Bellis 9- Deficit-specific intervention for APD Chermak & Museik Treatment 7- Auditory training Chermak, G. D., & Musiek, F. E. (2002). Auditory training: principles and approaches for remediating and managing auditory processing disorders. In <i>Seminars in Hearing</i> (Vol. 23, No. 04, pp.297-308). https://apd.thinkific.com/courses/take/universitylecture/lessons/30895231-introduction-to-apd-evaluations-and-therapy-this-version-is-captioned	Binaural Interaction lab due: Nov 22 nd
Week 13 Nov. 24 Nov. 26	Buffalo Model Management <i>Nov. 26 - Thanksgiving, No Class (Campus closed)</i>		
Week 14 Dec. 1 Dec. 3	CAPD Management- devices	Chermak & Museik Treatment 12- Signal Enhancement- Sound field and FM technology	Sub-profiles for Final Exam due: Dec 1 st .

	Differential Diagnosis of CAPD Explore CAPD management software/ websites (self-study)	Davidson, A. J., Ellis, G. M., Jenkins, K., Kokx-Ryan, M., & Brungart, D. S. (2024). Examining the use and benefits of low-/mild-gain hearing aids in service members with normal hearing thresholds and self-reported hearing difficulties. <i>Healthcare</i>, 12(5), 578. https://doi.org/10.3390/healthcare12050578 Roup, C. M., Post, E., & Lewis, J. (2018). Mild-gain hearing aids as a treatment for adults with self-reported hearing difficulties. <i>Journal of the American Academy of Audiology</i>, 29(6), 477–494. https://doi.org/10.3766/jaaa.16111 Kuk, F., Jackson, A., Keenan, D. & Lau, C.C. (2008). Personal amplification for school- age children with auditory processing disorders. <i>Journal of the American Academy of Audiology</i>, 19(6), 465-480. ARIA, CAPDOTS, Acoustic Pioneer, safe and Sound Protocol, Interactive Metronome	Buffalo model assessment lab: Due Dec 6th
Week 15	Catch-up		
Dec. 8			
Dec. 10	Finals review		
Finals Week			Final + video summary due: Dec 15th Peer comments due Dec 18th

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

Additional Information

For additional information, please review the CSAD Handbooks website:

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

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.

Sac State Policies and Resources

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/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. 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 Office of Services to Students with Disabilities (SSWD), 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 SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** 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, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD 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 sswd@csus.edu.

Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please immediately contact Services for Students with Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. SSWD is located on the first floor of Lassen Hall 1008. Phone is 916-278-6955 and e-mail is sswd@csus.edu. For a complete listing of services and current business hours visit <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>

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/umannual/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:

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

WEAVE 24/7 Hotline: 916-920-2952

Students who wish to report sexual misconduct or violence that occurred while the student or the perpetrator were at Sacramento State may do so by contacting Sacramento State's Title IX Coordinator:

Skip Bishop

Director of Equal Opportunity

Del Norte Hall 2005

william.bishop@csus.edu

916-278-5770

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
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- Student Health and Counseling Services: Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost.
- 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): 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. <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>

Knowledge And Skills Acquisition (KASA) For Certification in Audiology

Standard II-A: Foundations of Practice

A3. Language and speech characteristics and their development for individuals with normal and impaired hearing across the life span

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

A7. Applications and limitations of specific audiologic assessments and interventions in the context of overall client/patient management

A10. Effects of hearing impairment on educational, vocational, social, and psychological function throughout the life span

A13. Principles of research and the application of evidence-based practice (i.e., scientific evidence, clinical expertise, and client/patient perspectives) for accurate and effective clinical decision making

A14. Assessment of diagnostic efficiency and treatment efficacy through the use of quantitative data (e.g., number of tests, standardized test results) and qualitative data (e.g., standardized outcome measures, client/patient-reported measures)

A16. Principles and practices of client/patient/person/family-centered care, including the role and value of clients'/patients' narratives, clinician empathy, and shared decision making regarding treatment options and goals

A17. Importance, value, and role of interprofessional communication and practice in patient care

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

Standard II-C: Audiologic Evaluation

C1. Gathering, reviewing, and evaluating information from referral sources to facilitate assessment, planning, and identification of potential etiologic factors

C3. Obtaining client/patient-reported and/or caregiver-reported measures to assess function

C4. Identifying, describing, and differentiating among disorders of the peripheral and central auditory systems and the vestibular system

C10. Evaluating basic audiologic findings and client/patient needs to determine differential diagnosis and additional procedures to be used

C11. Selecting, performing, and interpreting physiologic and electrophysiologic test procedures, including electrocochleography, auditory brainstem response with frequency-specific air and bone conduction threshold testing, and click stimuli for neural diagnostic purposes

C15. Selecting, performing, and interpreting tests to evaluate central auditory processing disorder

C16. Electrophysiologic testing, including but not limited to auditory steady-state response, auditory middle latency response, auditory late (long latency) response, and cognitive potentials (e.g., P300 response, mismatch negativity response)

Standard II-D: Counseling

- D1. Identifying the counseling needs of individuals with hearing impairment based on their narratives and results of client/patient and/or caregiver responses to questionnaires and validation measures
- D3. Facilitating and enhancing clients'/patients' and their families' understanding of, acceptance of, and adjustment to auditory and vestibular disorders
- 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
- D6. Facilitating patients' acquisition of effective communication and coping skills
- D7. Promoting clients'/patients' self-efficacy beliefs and promoting self-management of communication and related adjustment problems
- D8. Enhancing adherence to treatment plans and optimizing treatment outcomes
- D9. Monitoring and evaluating client/patient progress and modifying counseling goals and approaches, as needed

Standard II-E: Audiologic Rehabilitation Across the Life Span

- E1. Engaging clients/patients in the identification of their specific communication and adjustment difficulties by eliciting client/patient narratives and interpreting their and/or caregiver-reported measures
- E2. Identifying the need for, and providing for assessment of, concomitant cognitive/developmental concerns, sensory-perceptual and motor skills, and other health/medical conditions, as well as participating in interprofessional collaboration to provide comprehensive management and monitoring of all relevant issues
- E3. Responding empathically to clients'/patients' and their families' concerns regarding communication and adjustment difficulties to establish a trusting therapeutic relationship with sensitivity to culture, identity, and language
- E5. Identifying the effects of hearing problems and subsequent communication difficulties on marital dyads, family dynamics, and other interpersonal communication functioning
- E6. Engaging clients/patients (including, as appropriate, school-aged children/adolescents) and family members in shared decision making regarding treatment goals and options
- E7. Developing and implementing individualized intervention plans based on clients'/patients' preferences, abilities, communication needs and problems, and related adjustment difficulties
- E8. Selecting and fitting appropriate amplification devices and assistive technologies
- 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
- E19. Ensuring compatibility of HATS when used in conjunction with hearing aids, cochlear implants, or other devices and in different use environments
- E20. Providing or referring for consulting services in the installation and operation of multi-user systems in a variety of environments (e.g., theaters, churches, schools)
- E21. Providing auditory, visual, and auditory-visual communication training (e.g., speechreading, auditory training, listening skills) to enhance receptive communication
- E28. Ensuring treatment benefit and satisfaction by monitoring progress and assessing treatment outcome

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

F5. Selecting age/developmentally appropriate amplification devices and HATS to minimize auditory deprivation and maximize auditory stimulation

F7. Planning and implementing parent education/support programs concerning the management of hearing impairment and subsequent communication and adjustment difficulties

F8. Providing for intervention to ensure age/developmentally appropriate speech and language development

F9. Administering self-assessment, parental, and educational assessments to monitor treatment benefit and outcome

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

F13. Providing interprofessional consultation and/or team management with speech-language pathologists, educators, and other related professionals

ACAE Competencies

Foundations

The student will be able to:

8. Explain the impact of hearing disorders on communication for newborns, infants, children, adolescents, adults, elderly and individuals with special needs.

Diagnosis and Management

The student will be able to:

2. Apply audiologic diagnosis, treatment and management principles in diverse settings including, for example, private practice-based, educational and occupational/industrial environments.
6. Formulate a treatment plan and understand the implications of various treatment options.
7. Explain any relevant limitations for diagnosis and treatment and formulate a plan for consultation or referral, as appropriate.
10. Plan and implement treatment and rehabilitation methods used for the management of auditory and vestibular disorders, including all forms of personal amplification and hearing assistance technology.

Communication

The student will be able to:

1. Communicate effectively, both orally and in written form, with patients, families, caregivers, and other healthcare and service providers.
2. Produce professional written reports on the diagnoses, evaluations and consultations encountered during clinical experiences.
3. Demonstrate empathy and active listening behaviors for patients and families.
4. Demonstrate understanding and respect for all individuals encountered in audiologic practice, regardless of disability, income, gender, sexual orientation, race, religion, culture or national origin.
5. Safeguard the privacy and confidentiality of a patient's medical record information.
6. Maintain accurate and complete upto-date patient records, with clear and appropriate documentation of each patient encounter.
7. Advocate for patient-centered care and shared decision-making by teaching self-advocacy skills to patients and family members.

Professional responsibilities and values

The student will be able to:

1. Adhere to professional ethics as they relate to the practice of audiology.

2. Demonstrate sensitivity to the psychosocial dynamics of the doctor/ patient relationship.
4. List professional, legal, public health, and public policy issues as they pertain to the various practice settings and community needs.
5. Describe and apply practice management strategies and principles that are relevant to audiology.
6. Discuss the business, personnel management, financial and reimbursement considerations necessary for operating an audiology practice.
16. Describe and demonstrate understanding of the role and implications of tele-audiology on patient care.

Council on Academic Accreditation (CAA) Competencies

3.1.1A PROFESSIONAL PRACTICE COMPETENCIES

Evidence-Based Practice

Professional Duty

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

Normal aspects of speech perception across the lifespan

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

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

Interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders

Effects of hearing loss on the speech and language characteristics of individuals across the life span and the continuum of care

Effects of hearing impairment on educational, vocational, social, and psychological function and, consequently, on full and active participation in life activities

Principles of psychoacoustics as related to auditory perception in individuals with normal hearing and those with hearing loss

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

The use of screening protocols, including clinically appropriate and culturally sensitive screening measures, to assess individuals who may be at risk for hearing impairment and activity limitation or participation restriction

The use of screening tools for functional assessment

Applying psychometrics and principles of screening

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

Evaluate information from appropriate sources to facilitate assessment planning

Obtain a case history

Administer clinically appropriate and culturally sensitive assessment measures

Perform audiologic assessment using behavioral, physiological (e.g., immittance, wideband reflectance, evoked potentials), psychophysical, and self-assessment tools

Perform audiologic assessment using techniques that are representative of the challenges listeners may face in everyday communication situations

Perform assessment to plan for rehabilitation

Document evaluation procedures and results

Interpret results of the evaluation to establish type and severity of disorder

Generate recommendations and referrals resulting from the evaluation processes

Provide counseling in a culturally sensitive manner to facilitate understanding of the hearing loss, tinnitus, or balance disorder of the individual being served

Maintain records in a manner consistent with legal and professional standards

Communicate results and recommendations orally and in writing to the individual being served and other appropriate individual(s)

Engage in interprofessional practice to facilitate optimal assessment of the individual being served

Assign the correct Common Procedural Terminology (CPT) code(s) and the correct International Classification of Diseases (ICD) code(s)

Apply the principles of evidence-based practice

Select and use outcomes measures that are valid and reliable indicators of success in assessment protocols and in determining the impact of changes in structure and function of the auditory and vestibular systems

Administer clinically appropriate and culturally sensitive self-assessment measures of communication function and functional assessment tools for individuals across the lifespan and the continuum of care

Administer clinically appropriate and culturally sensitive scales of communication function to communication partners of the individual being served

3.1.5A INTERVENTION TO MINIMIZE THE EFFECTS OF CHANGES IN THE AUDITORY AND VESTIBULAR SYSTEMS ON AN INDIVIDUAL'S ABILITY TO PARTICIPATE IN HIS OR HER ENVIRONMENT

Develop and implement treatment plans using appropriate data

Counsel individuals served, families, and other appropriate individuals regarding prognosis and treatment options

Develop culturally sensitive and age-appropriate management strategies

Recommend, dispense, and service prosthetic and assistive devices

Serve as an advocate for individuals served, their families, and other appropriate individuals

Monitor and summarize treatment progress and outcomes

Document treatment procedures and results

Maintain records in a manner consistent with legal and professional standards

Communicate results, recommendations, and progress in a culturally sensitive and age-appropriate manner to appropriate individual(s)

3.1.6A GENERAL KNOWLEDGE AND SKILLS APPLICABLE TO PROFESSIONAL PRACTICE

Ethical conduct

Integration and application of the interdependence of speech, language, and hearing

Engagement in contemporary professional issues and advocacy

Clinical counseling skills appropriate to the individual, family members, caregivers, and others involved in care

Professionalism and professional behavior that is reflective of cultural and linguistic differences

Interaction skills and interpersonal qualities, including counseling and collaboration

Ability to work effectively as a member of an interprofessional team