



# SACRAMENTO STATE

## Doctor of Audiology Student Handbook

Department of Communication Sciences and Disorders

2023-2024

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## Welcome Message

Dear student,

Welcome to the Doctor of Audiology (Au.D.) program at California State University, Sacramento! We are pleased that you have chosen to join our new program and growing community. Our faculty and staff are committed to helping you achieve your goal of becoming an audiologist, and we are happy to answer any questions that you may have.

This handbook outlines all major components, policies and procedures, and requirements for the Au.D. program. Au.D. students and faculty should refer to this handbook, but must note that this handbook does not reflect all policies for the California State University system or for Sacramento State. Students should also refer to the Audiology Clinic Handbook regarding policies specific to the Maryjane Rees Language, Speech, and Hearing Clinic, as well as any off-campus practicum site policies. Updates to the handbook are made annually, and students are sent a copy to sign every late fall semester.

For up-to-date information about the program, please see our website at <https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.html> Students are responsible for following the requirements outlined in this handbook, but additional information will be provided by the Au.D. Program Director, Department Chair, and/or Director of Graduate Studies. Any questions can be directed to the Au.D. Program Director. Lastly, students should consult with their advisors, Au.D. Program Director, Au.D. Clinical Education Coordinator, the Department Chair of Communication Sciences and Disorders, and/or any other faculty or staff for questions regarding the information in this handbook.

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## University and Department Mission, Vision, and Values

### *University*

Mission: As California's capital university, we transform lives by preparing students for leadership, service, and success.

Vision: Sacramento State will be a recognized leader in education, innovation, and engagement.

Values:

- Student success
- Scholarship, research, and creative activity
- Diversity and inclusion
- Community engagement
- Innovation
- Integrity
- Accountability

### *Department*

Mission: The Department of Communication Sciences and Disorders trains highly competent professionals in the fields of speech-language pathology and audiology by providing a rigorous scientific background and diverse clinical experiences while fostering a dedication to lifelong learning and community service.

Vision: The Department of Communication Sciences and Disorders will be widely recognized as a leader in the innovative education of speech-language pathologists and audiologists.

Values:

- Student success
- Community engagement and service
- Well-being
- Diversity
- Inclusion and access
- Leadership
- Professional ethics
- Excellence in teaching, service, and scholarship
- Social responsibility
- Collaboration and interprofessional education
- Innovation
- Global engagement

## Diversity

Sacramento State is dedicated to access, academic excellence, and inclusion. Diversity among our students and employees enriches intellectual discussion inside and outside the classroom, promotes understanding across differences, and better enables the University community to respond to the needs of an increasingly diverse workforce and society. Sacramento State is committed to fostering in all its members a sense of inclusiveness by providing equal access to educational opportunities and a welcoming environment. We embrace each other's strengths and differences through building campus unity. Sacramento's exceptional cultural, artistic, and leisure opportunities help to enrich the city's quality of life, contributing to a vibrant metropolitan region.

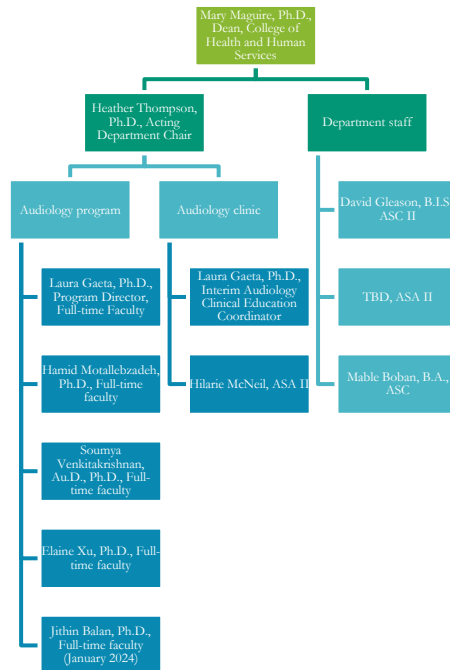
## Hornet Honor Code

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:

1. Promote an inclusive campus and community.
2. Listen and respect each other's thoughts, interests, and views.
3. Value diversity and learn from one another.
4. Engage daily with mutual trust, care, and integrity.
5. Support a culture of honor and adhere to campus policies for honesty, ethics, and conduct.
6. Be proud to be Sac State Hornets

## Au.D. Program Organization

The Department of Communication Sciences and Disorders is part of the College of Health and Human Services. The Department offers four degrees: the Bachelor of Science in CSAD, the Master's in CSAD, the Doctor of Audiology, and the Second Bachelor's of Science in CSAD (through the College of Continuing Education).



College of Health and Human Services website: <https://www.csus.edu/college/health-human-services/>

Department of Communication Sciences and Disorders website: <https://www.csus.edu/college/health-human-services/communication-sciences-disorders/>

Canvas website: <https://csus.instructure.com/>

## History of Audiology at Sacramento State

The Audiology program at Sacramento State began in 1970 to educate and train students in audiology. The Department of Speech Pathology and Audiology offered the Master's in Audiology. However, in 2007, the Doctor of Audiology (Au.D.) replaced the Master's degree in Audiology, and additional clinical clock hours of supervised practicum were added. Due to restrictions within the State of California, the California State University system was not able to offer the Au.D., so the program at Sacramento State was forced to close. In 2016, however, Governor

Brown signed AB 2317, which authorized the California State University system to grant the Au.D., and the Sacramento campus was one of four campuses selected to propose a program. In 2018, the proposed Au.D. program was approved by the Sacramento State campus, the California State University Chancellor's Office, and the Western Association for Schools and Colleges Senior College and University Commission. The program was also awarded "Developing Status" by the Accreditation Commission for Audiology Education. In early 2019, an application for Candidacy was submitted and accepted by the Council on Academic Accreditation (CAA), and a site visit was scheduled in Spring 2020. In July 2020, the program received a Candidacy award from CAA and enrolled its inaugural cohort in August 2020.

## Accreditation

The Doctor of Audiology program has received approval from the CSU Chancellor's Office and the Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC). In addition, the Accreditation Commission for Audiology Education (ACAE) has granted the program "Developing Status," and the Doctor of Audiology (Au.D.) education program in audiology at California State University, Sacramento is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700. Candidacy is a "pre-accreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of five years.

## Degree overview

The Au.D. program is the entry-level degree designed to prepare students for clinical practice as audiologists. The four-year post-baccalaureate degree includes the coursework and clinical practica to address the necessary foundational knowledge areas and clinical skills needed for contemporary practice in audiology. Enrollment in the Au.D. program requires four years of full-time academic and clinical work. The Au.D. program requires 118 units of didactic and clinical coursework, comprehensive examinations, and a doctoral research project.

## Admissions

### Pre-requisite coursework

An undergraduate degree (i.e., a baccalaureate) is required to apply to the Au.D. program. Students do not have a baccalaureate degree in Communication Sciences and Disorders are required to complete the following courses, or their equivalents, prior to admission to the Au.D. program:

- CSAD 110 Physics of Sound and Phonetics
- CSAD 111 Anatomy & Physiology of the Speech Mechanism
- CSAD 112 Language Science and Development
- CSAD 125 Developmental and Acquired Neurogenic Language Disorders Across the Lifespan
- CSAD 130 Introduction to Audiology
- CSAD 133 Introduction to Aural Rehabilitation

Completion of these pre-requisite courses does not guarantee admission into the program.

### Other requirements

- Students must have an undergraduate degree from an accredited institution.
- Students must have a GPA of 3.00 overall and a GPA of 3.00 for the above pre-requisite courses.
  - Domestic applicants with foreign documents and international students (F-1 or J-1 visa applicants) must consult the Office of Graduate Studies and Global Education/International Admissions Department for specific application instructions. These students must also submit TOEFL scores. Consult the Department website for department-specific TOEFL scores.
- GRE scores obtained in the last 5 years. Applicants are recommended to have a minimum combined score of 291 on the verbal and quantitative portions of the test and a minimum score of 3.5 on the analytical writing portion of the test.

- Three letters of recommendation, two of which must come from university faculty who can speak to the student’s academic potential and one must come from a professional reference in the field of audiology.
- Personal statement and essay.
- Resume of education, related work and/or volunteer experience, other recognitions and/or skills, etc.
- Documentation of 25 completed documented observation hours in communication sciences and disorders, of which at least 50% must be in audiology.
- Students must consult the Department website for additional current admission requirements and procedures.

## Immunization Requirements

See Au. D Clinic Handbook for updated immunization requirements.

## Location

The Au.D. program is a residential program. All coursework in the first three years will be offered on campus. Clinical rotations in the first and second years are in the on-campus Maryjane Rees Language, Speech, and Hearing Center. Classes are typically offered in Folsom Hall.

YEAR	LOCATION
1	Academic: on-campus Clinical: on-campus
2	Academic on-campus Clinical: on-campus; off-campus
3	Academic: on-campus Clinical: off-campus
4	Academic: on-/off-campus for Methods course Clinical: off-campus

## Time Limits

The Au.D. program requires 11 semesters of full-time study. Students must complete all degree requirements within five years (including summers) of achieving classified standing in the program.

The time to degree may be extended up to two years under the following circumstances:

- The student is in good standing;
- The extension is warranted by compelling individual circumstances; and
- The student demonstrates current knowledge of research and practice in audiology as required by the campus.

If the student’s extended plan of study is approved, the Au.D. program faculty will determine whether the enrolled student has made satisfactory progress, at the conclusion of each term.

## Au. D. Program Advising and Mentoring

Upon admission to the program, each student will be assigned an advisor with whom he/she is required to meet with every semester prior to the next semester’s enrollment. Meetings may address: scholarly discussion and dialogue that fosters critical inquiry; supervision of Au. D candidates in the conduct of a doctoral project; guidance and information that foster professional development; and advising students in their academic development.

All students will have end-of-semester meetings with the Au.D. Program Director regarding their performance in class and clinic, plan of study, and overall program discussion and feedback. Additional meetings with the student’s advisor and/or Program Director can be arranged as needed. Students will work closely with the Audiology Clinical Education Coordinator for clinical assignments and experiences; information about clinical experiences can be found in the Au. D. Clinic Handbook.



Au. D. program faculty will mentor students to support the development of expertise in research, theory, clinical education, and practice; support and enhance professional experiences that foster clinical knowledge and skills; provide guidance and model professionalism to apply what is learned in coursework toward audiology practice, policy, and client outcomes; and foster informal assessment and feedback to enhance the student's student reflection on his/her own audiology skills, knowledge, and practice to become an entry-level practitioner.

## Coursework and Plan of Study

The program is organized in a way that allows students to develop foundational-level skills and knowledge in earlier semesters, and then build upon that knowledge in later semesters. Coursework in the Au. D. program is lockstep and begins in the fall semester. Students are admitted on a yearly basis.

At the time of matriculation, each student will be given a plan of study. The plan of study outlines the requirements necessary to receive the Au. D. from Sacramento State in 11 semesters. The Au. D. curriculum and course sequence is below. Any changes to this prescribed plan of study may result in a revised plan of study, which will likely change the sequence and time-to-degree path.

Sem 1	Fall	Sem 2	Spring	Sem 3	Summer
(3) CSAD 611	<i>Anatomy and physiology of the auditory and vestibular systems</i>	(3) CSAD 621	<i>Research methods in audiology</i>	(3) CSAD 631	<i>Amplification II</i>
(3) CSAD 612	<i>Acoustics and psychoacoustics</i>	(3) CSAD 622	<i>Amplification I</i>	(3) CSAD 632	<i>Pediatric and educational audiology</i>
(3) CSAD 613	<i>Instrumentation</i>	(1) CSAD 622L	<i>Amplification I lab</i>	(1) CSAD 630	<i>Clinical methods: Report writing</i>
(3) CSAD 614	<i>Audiologic evaluation</i>	(3) CSAD 623	<i>Disorders of the auditory system</i>	(2) CSAD 630C	<i>Audiology clinic III</i>
(1) CSAD 610	<i>Introduction to clinic</i>	(1) CSAD 624	<i>Genetics for audiology</i>	(1) CSAD 510	<i>Audiology progress exam</i>
		(1) CSAD 620	<i>Clinical methods: Communicating with patients</i>		
		(1) CSAD 620C	<i>Audiology clinic II</i>		
<b>TOTAL UNITS: 13</b>		<b>TOTAL UNITS: 13</b>		<b>TOTAL UNITS: 10</b>	

Sem 4 Fall	Sem 5 Spring	Sem 6 Summer
(3) CSAD 641 <i>Auditory evoked potentials</i>	(3) CSAD 651 <i>Objective measures</i>	(3) CSAD 661 <i>Aural rehabilitation</i>
(1) CSAD 641L <i>Auditory evoked potentials lab</i>	(3) CSAD 652 <i>Pediatric habilitation</i>	(2) CSAD 662 <i>Implantable devices and technology</i>
(3) CSAD 642 <i>Industrial audiology and hearing conservation</i>	(3) CSAD 653 <i>Diagnosis and management of vestibular disorders</i>	(1) CSAD 650 <i>Clinical methods: Legal/ethical issues</i>
(3) CSAD 643 <i>Tinnitus</i>	(3) CSAD 650 <i>Clinical methods: Billing and coding</i>	(2) CSAD 630C <i>Audiology clinic IV</i>
(1) CSAD 640 <i>Clinical methods: Current topics in audiology</i>	(1) CSAD 650C <i>Audiology clinic V</i>	(1) CSAD 503 <i>Audiology doctoral project II</i>
(1) CSAD 640C <i>Audiology clinic IV</i>	(1) CSAD 502 <i>Audiology doctoral project II</i>	
(1) CSAD 501 <i>Audiology doctoral project I</i>		
<b>TOTAL UNITS: 13</b>	<b>TOTAL UNITS: 12</b>	<b>TOTAL UNITS: 9</b>

Sem 7 Fall	Sem 8 Spring	Sem 9 Summer
(3) CSAD 671 <i>Counseling</i>	(2) CSAD 681 <i>Practice management</i>	(7) CSAD 710E <i>Audiology externship I</i>
(3) CSAD 672 <i>Central auditory processing disorders</i>	(2) CSAD 682 <i>Aging and the auditory system</i>	(2) CSAD 710 <i>Clinical methods: Externship I</i>
(1) CSAD 673 <i>Pharmacology and ototoxicity</i>	(3) CSAD 683 <i>Speech-language pathology for audiologists</i>	
(1) CSAD 670 <i>Professional issues</i>	(3) CSAD 650 <i>Clinical methods: Differential diagnosis</i>	
(1) CSAD 670C <i>Audiology clinic VII</i>	(1) CSAD 680C <i>Audiology clinic VIII</i>	
(1) CSAD 504 <i>Audiology doctoral project IV</i>	(1) CSAD 505 <i>Audiology doctoral project V</i>	
	(1) CSAD 520 <i>Audiology comprehensive exam</i>	
<b>TOTAL UNITS: 11</b>	<b>TOTAL UNITS: 10</b>	<b>TOTAL UNITS: 9</b>

Sem 10	Fall	Sem 11	Spring
(7) CSAD 720E		(7) CSAD 730E	
<i>Audiology externship I</i>		<i>Audiology externship I</i>	
(2) CSAD 720		(2) CSAD 730	
<i>Clinical methods: Externship I</i>		<i>Clinical methods: Externship I</i>	
<b>TOTAL UNITS: 9</b>		<b>TOTAL UNITS: 9</b>	

\*Note: Students must have completed a minimum of 11 units in “Audiology Clinic” and 21 units of “Externship” for the degree.

\*Students must pass CSAD510: Audiology Progress Exam (offered in the summer of the first year) in order to enroll in CSAD501 Audiology Doctoral Project. Students must enroll in CSAD Audiology Doctoral Project for five consecutive semesters (CSAD501, 502, 503, 504, 505), culminating in the presentation of the doctoral project at the end of the third year.

### *Licensure and certification*

The Au.D. program at CSUS is designed to provide courses and opportunities for students to meet requirements for eligibility to apply for the following

- State of California Audiology and Hearing Aid Dispensing License from the Department of Consumer Affairs Speech-Language Pathology and Audiology and Hearing Aid Dispensers Board
- ABA Board Certification in Audiology from the American Academy of Audiology (ABA) Note: Additional requirements must be met for ABA Board Certification – see Appendix A.
- ASHA Certificate of Clinical Competence from the American Speech-Language-Hearing Association. Appendix A provides a link to the ASHA CCC-A standards. It is the student’s responsibility to research requirements for certification.
- Audiology licensure issued by other States and Territories. Note: Additional requirements must be met to qualify for licensure, and those requirements vary considerably across States and Territories. It is the student’s responsibility to research requirements for licensure in other states and territories.

### Required Professional Experience Temporary License

All Au. D students completing externships in the state of California will need to obtain a RPE temporary license before the start of their externships. If students wish to apply for audiology licensure in California post-graduation, they will need to apply for permanent licensure after ASHA CCC-A **or** ABA certification is awarded.

[https://www.speechandhearing.ca.gov/applicants/app\\_pack\\_au.shtml](https://www.speechandhearing.ca.gov/applicants/app_pack_au.shtml)

Each student is responsible to investigate the licensure requirements for the state they wish to complete their externship.

### **Good Standing**

The Chancellor’s Office of the California State University system and the Office of Graduate Studies at Sacramento State require a 3.0 GPA or above to be considered in good academic standing. No grade below a B for any didactic, clinical, or research course will count toward the degree requirement. If a student’s GPA falls below 3.0, the student will be placed on academic probation. Students on probation will be placed on Continued

Probation if they earn a 3.00 GPA in the current semester, but have a cumulative GPA below 3.00. If a student is on academic probation and the cumulative GPA is below 3.0 for the active term, the student will be academically disqualified. Students not on probation will be disqualified if the GPA is 2.000 or less. Disqualified students will not be allowed to register unless they are formally reinstated and/or readmitted to the University. For the full policy, see The Office of Graduate Studies page: <https://www.csus.edu/graduate-studies/current-students/graduate-student-guide.html> .

### Academic Performance Improvement Plan (APIP)

The University Catalog states the following:

*A student must have, at minimum, a 3.0 GPA in the graduate coursework in order to graduate with a Doctor of Audiology degree. Students may not earn a grade of less than a B in any major didactic course or clinical practicum. The Au.D. Program Director will review each student's grade reports at the end of each semester to identify students who receive less than a B in any graduate level course or clinical practicum or students who have less than a 3.0 GPA for the semester. The course instructor (for didactic courses) or clinical supervisor (for practicum sites) will meet with the Au.D. Program Director and student to discuss steps for the student to remediate the coursework, address areas of weakness in clinical performance, etc. Students falling to maintain a GPA of 3.00 are automatically placed on academic probation. Students on academic probation must independently remediate the coursework or address the deficiencies identified by the course instructor and Au.D. Program Director or s/he will not be allowed to continue the graduate program and will be dismissed. Any student who has less than B in any two didactic or B in any clinical practicum courses will not be allowed to continue in the graduate program and will be dismissed.*

All department non-clinical course syllabi are required to include the formative Learning Outcomes Competencies (LOC) where each learning outcome for the course is explicitly connected to assessment measures for the course. Students and faculty are instructed to track these learning outcomes as they are measured by the specified learning assessments. The Au.D. Program Director and the Department Chair will also review the student's academic progress.

Academic Performance Improvement Plan (APIP) strategies are initiated by faculty if a student falls below a B grade on any of the specified assessment measures. Weekly faculty meetings are held following an agenda that includes a specific line item regarding student academic progress and concerns. The faculty will discuss any student whose grade falls below a B on any of the specified measures of the course(s) LOC(s) and/or any student who is at risk for falling below a 3.0 GPA. Weekly faculty meetings are held following an agenda that includes a specific line item regarding student academic progress and concerns. The faculty will discuss any student whose grade falls below a B on any of the specified measures of the course(s) LOC(s) and/or any student whose is at risk for falling below a 3.0 GPA. Faculty will suggest academic strategies designed to support student success. Supports may include the following:

- Individual support from the instructor
- Referral to a department- and/or program-specific tutor
- Meeting with CSAD Department Representative to the College of Health and Human Services' Student Success Center
- Referral to the University Writing Center
- Referral to other University-sponsored tutoring supports such as SmartThinking and/or the Peer and Academic Resource Center (PARC)

The course instructor(s) will then meet with the student to develop structured, learning outcome-centered APIP(s). The form includes student and instructor responsibilities and timelines in the process and requires specification of specific supports and benchmarks to be provided to the student. The instructor of the course and the Au.D. Program Director are available to provide additional support as part of the APIP. Satisfactory performance on the APIP will equate to a learning outcome grade of at least B. Non-satisfactory performance on the APIP will equate to a learning outcome grade of B- or lower. Completed, signed APIPs will be placed in departmental student files.

If an APIP is required in more than one class in a given semester or if a student has not passed a previous class, and an APIP is required in a subsequent class, a department-level APIP is required, and will be drafted by the Au.D. Program Director and Department Chair. If a student receives a grade of less than a B in a second course, the student's degree program will be terminated. The Au.D. Program Director will notify the student of this termination. The student will have the opportunity to appeal the decision (for the process, see <https://www.csus.edu/academic-affairs/internal/grade-appeals.html>). A student who has been disqualified from the Au.D. program will not be allowed to enroll in doctoral-level courses in the same program or otherwise continue in the Au.D. program on campus without formal re-application and re-admission.

## Comprehensive Examinations

### CSAD 510: Audiology Progress Exam

Consists of written and clinical portions. Both portions must be passed according to the criteria below:

- Formative written exam: Based on coursework taken in the first year of the Au.D. program (anatomy and physiology, acoustics and psychoacoustics, instrumentation, audiologic evaluation, amplification, disorders of the auditory system, genetics, research methods, and pediatric and educational audiology). The exam is administered during the summer of the first year. The exam period is over two days, and students will write for up to four hours each day.
  1. Faculty will develop questions and scoring rubrics for each of the nine subject areas assessed based on expertise and subject areas taught.
  2. Each response will be blindly scored by two faculty members. If two faculty members award different scores (e.g., pass and no-pass), a third faculty member will serve as a tie-breaker. Faculty scores are confidential.
  3. Upon completion and review by the examiners, each question is given a grade of "Pass," "Conditional Pass," or "No-Pass"
    - "Pass" indicates a satisfactory completion of the question.
    - "Conditional Pass" indicates a pass, but the examiners require additional work or remediation. Examiners are required to provide written feedback of the student's responses. Deficiencies can be addressed through an oral exam for further clarification or coursework remediation (reading, independent study, etc.), which is determined by the faculty examiner and Au.D. Program Director. A timeline for this remediation plan and a method for verifying completion of the work must be determined by the faculty examiners, Au.D. Program Director, and the student.
    - "No-Pass" indicates an unsatisfactory answer. Students are required to meet with the examiners and Au.D. Program Director to review their performance. Students who receive "No-Pass" results on less than or equal to 25% of the questions will meet with the examiners to address deficiencies.
  4. Students must receive a "Pass" on all areas of the exam to proceed to the second year.
  5. Students receiving "Conditional Pass" results on more than 50% of the questions may be placed on academic probation and given the opportunity to retake the exam by the end of the summer semester after completing remediation work. Failure to receive a "Pass" on the second administration of the exam will result in dismissal from the program
  6. Students receiving "No-Pass" results on more than 25% of the questions will be dismissed from the program.
- Clinical exam: Includes a practical portion and a case study. Students will perform clinical procedures related to the topics presented in CSAD614: Audiologic evaluation, CSAD622: Amplification I, CSAD622L: Amplification I lab and CSAD631: Amplification II, and CSAD632: Pediatric and

Educational Audiology. Students will perform the evaluation in the presence of an Au.D. faculty member. The second part of the clinical exam will involve the presentation of a case study in which students will discuss their preparation for the appointment, possible diagnostic results, clinical interpretation of findings, and recommendations.

1. Grading

- i. Students must pass the clinical portion of the exam at 80% or higher in order to enroll in CSAD504.
- ii. Students receiving less than 80% will have one opportunity to re-take the clinical portion of the exam and receive a “pass” result
- iii. Students who fail to receive a “pass” result on the second attempt will be removed from the program

CSAD 520: Audiology Comprehensive Exam

Definition: Summative written and oral exam that assesses knowledge and skills gained through coursework and/or clinical practica, and evaluates problem-solving and critical thinking skills for clinical cases. The written exam will be completed within the first week of the testing period during the spring semester, and the oral exam will be scheduled during the second week of testing.

- b. The written portion consists of 200 questions that evaluate students’ knowledge of the first two years of didactic and clinical coursework. Students must score 80% or better on this section to pass. The exam period is up to four hours on one day.
  - i. Students who receive less than 80% on the exam must develop a plan for remediation with the Au.D. program faculty. Students may retake the written portion of the exam once. Failure to achieve a passing score on the second attempt will result in dismissal from the program.
- c. The oral exam includes three cases (e.g., pediatric, adult, vestibular, etc.). The student will discuss the case history information, diagnostic results, and management plan with the examining committee. Questions pertaining to interpretation of the test results, site-of-lesion determination, recommendations or referrals, and rehabilitation of cases will be asked. Students will be expected to reference research and/or evidence-based practice guidelines in their responses. Students will also be asked additional questions to respond to during this examination period.
  - i. Each response to the oral exam will be evaluated by three Au.D. faculty members. Faculty will evaluate responses using a rubric for thorough discussion, appropriate assessments and recommendations, and correct responses to questions.
  - ii. Upon completion and review by the examiners, each question is given a grade of “Pass” or “No-Pass”
    1. “Pass” indicates a satisfactory completion of the question.
    2. “No-Pass” indicates an unsatisfactory answer to any of the discussion questions of the oral exam. Students who receive a “No-Pass” result are not permitted to begin the third-year externship. Students will be given the opportunity to develop a remediation plan with Au.D. program faculty before retaking the exam at the end of the summer semester. Failure to receive a “Pass” result on the second attempt will result in dismissal from the program.

Students are expected to review didactic coursework and clinical practica in preparation for the comprehensive exams.

## General Clinical Procedures and Clinical Attendance

Attendance is mandatory all scheduled clinic appointments, particularly during internship and externship placements. You must call or email your supervisor or preceptor if you plan to be absent from clinic. All missed clinic days will need to be reported on the clinic [Absence form](#). You also need to call if you will be late.

If a patient “No shows” their appointment, you are still expected to be in clinic. Assigned or self-assigned clinical responsibilities and tasks should be completed such as (but not limited to), assessing and repairing hearing aids, report writing, organizing or ordering clinic equipment etc.

Students will need to attend clinical internships and externships regardless of holidays or breaks within the university. Students must adhere to the opening days and times of their respective clinic sites.

## Doctoral Research Project

The Au.D. doctoral project is an independent research study conducted by the student under the supervision of members of the faculty. The project must include a testable research question and hypothesis, review of pertinent literature, and the collection and analysis of data. It is the student's responsibility to locate and recruit subjects and to collect the data, as well as to write the paper. Papers that are based on original data are preferred; however, those based on secondary data sources will also be considered.

1. Students must complete a doctoral project in order to graduate.
2. To enroll in CSAD 501, students must have passed the first-year progress exam, CSAD510.
3. Students must enroll in CSAD 501, 502, 503, 504, and 505 for five consecutive semesters after passing CSAD 510.
4. A student may not register for CSAD 501 unless the following conditions have been met:
  - The readers judge that the proposal, which includes a comprehensive review of the literature and proposed methodology, is sufficiently well-developed.
  - Her/his proposal has been approved by the Doctoral Project Committee no later than the 6th week of the third semester. The proposal must include the introduction (including literature review) and methodology.
  - Written approval of the first reader has been accepted by the Department Chair.
5. No subjects may be recruited until the study has received Institutional Review Board (IRB) approval. Institutional Review Board (IRB) approval should be obtained by the eighth week of the fall semester (year 2). *It is possible for this process to take up to a full academic year.*
  - Supervision: The doctoral project is supervised by a committee of three faculty members in the Department of Communication Sciences and Disorders. The "first reader" is the chair of the committee and the student's primary advisor and editor. The "second reader" and “third reader” evaluate the proposal at the beginning, consult on the development of the paper as necessary, and must approve the final paper.
  - Credit: A student enrolls in one unit of Audiology Doctoral Project each semester he/she works on the project for a total of five units. Students must complete the project before the end of the third year in order to complete degree requirements.



### Selection of a doctoral project advisor

Students must complete the doctoral research project under the direction of a full-time faculty member (tenured or tenure-track) who will serve as the Doctoral Research Project Chair. This agreement is based on the mutual consent of the full-time faculty member and the student in the first year of the program. The doctoral project advisor is not necessarily the student's academic advisor; students are assigned an academic advisor in the first year of the program, but the academic advisor will change to the doctoral project advisor in semester 4. Other full-time faculty members may serve as committee members and as second and third readers. At least two members must be Sacramento State faculty, and at least one member must be tenured or tenure-track in the program. The Au.D. Program Director may approve the replacement of one or more of the committee members based on an evaluation of the rationale provided by the student or a committee member. The Doctoral Research Project Committee Form must be completed in the fourth semester in CSAD 501. (see Appendix B).

### Selection of a topic

Students may choose to develop an original question, assist faculty with their studies, analyze secondary data, or complete a review (e.g., chart review, systematic review, etc.). The scope of the question must be narrow enough to be completed within the five-semester sequence.

### Completion of the project

Projects will be presented at the end of the fifth semester (CSAD505) during the Au.D. program symposium. In CSAD 505, students will attend the OGS workshop on the thesis/project/dissertation, as well as an individual appointment at the end of the semester on formatting. Throughout the course, students will submit periodic writing updates to their committee and are required to respond to feedback throughout the writing process. The PowerPoint presented at the symposium must also be approved by the faculty prior to the symposium date.

### Presentation of the project

Students will present their doctoral research projects in a symposium. The first part of the symposium will be 20-minute presentations (15-17 minutes of presentation, 3-5 minutes of questions from the committee). Students in the first and second years are required to attend these presentations. Fourth-year students may attend if they are able to.

### White coat ceremony

The white coat ceremony marks the students' milestone towards becoming independent practitioners as they prepare to begin their externships. The ceremony is open to all students, family, friends, and colleagues. The event is held at the end of the third year.

### Graduation

Students in the fourth year of the program are invited to participate in commencement. In 2024, the College of Health and Human Services will be hosting a ceremony for graduate students, including Au.D. students, in May. More information will be shared closer to this time.

### Certification

It is expected that students take the Praxis before beginning the externship year (i.e., in the eighth semester of the third year of the program), but passing the PRAXIS is not required for graduation. Score Recipient Information should include California State University, Sacramento. Students should also send scores to the California Speech-Language Pathology and Audiology and Hearing Aid Dispensers Board (SLPAHADB) at R8544.

## Timeline

<b>Year 1 (Fall)</b>	<ul style="list-style-type: none"> <li>• Complete required trainings</li> <li>• Submit proof of immunizations</li> <li>• Meet with Program Advisor</li> <li>• Complete and sign Plan of Study form with Au.D. Program Director every semester</li> <li>• Meet faculty and discuss Doctoral Research Project ideas and complete Doctoral Research Project Committee form</li> <li>• Meet with assigned Clinical Instructors throughout the semester</li> <li>• Take and pass CSAD 510 exam (remediate CSAD 510, if applicable)</li> <li>• Submit literature review and proposed methodology for Audiology Doctoral Project</li> <li>• Enter hours into CALIPSO</li> <li>• Discuss clinical interests and placement experiences with Audiology Clinical Education Coordinator</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Submit IRB for approval (if necessary) and revise proposal based on feedback from committee</li> <li>• Complete required trainings</li> <li>• Meet with Doctoral Research Project Committee chair</li> <li>• Meet with Au.D. Program Director every semester</li> <li>• Begin data collection</li> <li>• Discuss third-year clinical rotations with I Audiology Clinical Education Coordinator</li> <li>• Enter hours into CALIPSO</li> <li>• Explore fourth-year externship options with Audiology Clinical Education Coordinator</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Meet with Doctoral Research Project Committee chair</li> <li>• Meet with Au.D. Program Director every semester</li> <li>• Complete data collection and analysis</li> <li>• Complete required trainings</li> <li>• Take and pass CSAD 520 exam</li> <li>• Take PRAXIS and submit results to CSUS</li> <li>• Present doctoral project at symposium</li> <li>• Submit final Doctoral Research Project paper</li> <li>• Enter hours into CALIPSO</li> <li>• Complete RPE temporary license if applicable</li> <li>• Meet with Audiology Clinical Education Coordinator to discuss fourth-year externship</li> <li>• Schedule interviews for externship</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Complete externship year</li> <li>• Enter all hours into CALIPSO</li> <li>• Submit paperwork for graduation</li> <li>• Apply for state licensure for future employment</li> <li>• Complete program evaluation forms</li> </ul>

## 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. 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. Failure to meet attendance requirements may result in the initiation of an APIP or Performance Improvement Plan (PIP), depending on the course (didactic or clinic, respectively). 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.

## Faculty

### Full-time faculty and research areas

The core Au.D. program faculty include audiology and other faculty members who have disciplinary expertise and a scholarly record relevant to audiology and/or hearing science. Students in the Au.D. program must complete a doctoral research project under the direction of faculty in the Department of Communication Sciences and Disorders. Our full-time faculty represent and have demonstrated expertise in a wide range of research areas.

<b>Name</b>	<b>Rank</b>	<b>Research areas</b>
Kathleen Abendroth, Ph.D.	Clinic Coordinator, full-time lecturer	Developmental language disorders, autism spectrum disorders, adolescent language development
Ariel Cassar, Au.D	Audiology Clinical Education Coordinator, full-time lecturer	Diagnostic hearing assessments, cerumen management, tinnitus management, hearing screening programs, cochlear implants
Lisa D'Angelo, Ph.D.	Associate Professor	Neurological development and disorders (adults and pediatrics), medical speech-language pathology, dysphagia, speech and language disorders in the school population
Tonia Davis, Ph.D.	Associate Professor	Intellectual and developmental disabilities, medical fragility
Laura Gaeta, Ph.D.	Associate Professor	Aural rehabilitation with older adults, cognition and aging, bilingual speech recognition, open science and research methods, cultural and linguistic diversity in audiology
Darla Hagge, Ph.D.	Professor	Adult neurogenic disorders, adult language disorders, cognitive-linguistic disorders, dysphagia, interprofessional education and practice, counseling in communication sciences and disorders, supervision
Hamid Motallebzadeh, Ph.D.	Assistant Professor	Computational methods in audiology, data analysis, clinical data acquisition of the middle-ear pathologies
Aishah Patterson, Ph.D.	Associate Professor	Fluency, assessment, physiological stress response, accent modification and multicultural/multilingual issues
Robert Pieretti, Ph.D. Associate Dean, College of Health and Human Services	Professor	Language disorders, language-based reading disorders, response to instruction and intervention models, multi-tiered system of supports, English learners
Celeste Roseberry-McKibbin, Ph.D.	Professor	Communication disorders in culturally and linguistically diverse populations, service delivery to at-risk children in poverty with potential and actual language impairment, generational

		theory: working with Millennials and Generation Z in the university setting
Heather Thompson, Ph.D.	Associate Professor, Department Chair	Speech sound disorders, assessment, research methods, cleft palate, neurofibromatosis/RASopathies
Soumya Venkitakrishnan, Au.D., Ph.D.	Assistant Professor	Improving outcomes of hearing aid users, measures of listening effort, emotional responses and role of emotions, improving the diagnostic test battery, CI outcomes, vestibular research
Elaine Xu, Ph.D.	Assistant Professor	Bimodal speech perception or simulated bimodal hearing in listeners who use cochlear implants and hearing aids using behavioral and neurophysiological methods, aging effect on speech perception in adverse listening conditions in older adults

The individuals listed below are available to meet with students to discuss concerns.

- Laura Gaeta, Ph.D., Associate Professor, Au.D. Program Director  
Phone: 916-278-4701      Email: [l.gaeta@csus.edu](mailto:l.gaeta@csus.edu)
- Heather Thompson Ph.D., CCC-SLP, Associate Professor and Department Chair  
Phone: 916-278-4867      Email: [heather.thompson@csus.edu](mailto:heather.thompson@csus.edu)
- Ariel Cassar Au.D., CCC-A, Clinical Education Coordinator  
Phone: 916-278-4675      Email: [ariel.cassar@csus.edu](mailto:ariel.cassar@csus.edu)

### Part-time faculty

Part-time faculty in the Department are involved with didactic course instruction and/or clinical supervision. The following individuals are currently active didactic course instructors in the Department as of August 2022:

Name	Primary employment	Specialty areas
Stephanie Cate, Au.D.	VA of Northern California	Patient-focused clinical audiologist with passion for aiding patient and their families through diagnostics and treatment of hearing and balance disorders.
Kisal Joseph, Au.D.	The Hearing Solution	Not provided
Kelly Miller, Au.D.	Sutter	Pediatric audiology
Charles Sanders, Au.D.	VA of Northern California	Audiometrics testing, amplification, phonetics and hearing science, practice development, CAPD
Mary Lo Thomas, Pharm.D.	Safeway Pharmacy	Not provided

## Equitable treatment and other campus policies: Resources for students, staff, faculty, and clinic clients

### Equal Opportunity

<https://www.csus.edu/hr/departments/equal-opportunity/>

The program adheres to Sacramento State's Policy for ensuring that appropriate corrective action is taken when violations of compliance with non-discrimination laws and regulations occur. Any violations of compliance are referred directly to the Equal Opportunity Office. Sacramento State is committed to creating a diverse and inclusive university for all members of our campus community. As part of our commitment, Sacramento State and its programs comply with all applicable laws, regulations, and executive orders prohibiting discrimination towards students, faculty, staff, and persons served in the program's clinics. This includes prohibitions on discrimination based on any category prohibited by applicable law including, but not limited to, age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status. California State University Executive Orders 1096 (employee and third parties) and 1097 (students) outline the policy prohibiting, and procedures for addressing complaints of, Discrimination, Harassment and Retaliation. William Bishop, CSU, Sacramento Director of Equal Opportunity, is the University's DHR Administrator/Title IX Coordinator. Mr. Bishop's office is responsible for monitoring, supervising, and overseeing overall Campus-wide implementation of and compliance with the Executive Orders and state/federal civil rights laws – including coordination of training, education, communications, and administration of complaint procedures for employees, students, and third parties in the areas of discrimination (including sex discrimination), harassment (including sexual harassment), sexual misconduct, dating and domestic violence, and stalking.

### Equal Access

<https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

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](mailto:dac@csus.edu).

### Process and mechanism required to file a complaint against the program within the institution

- a. Should a condition exist that a student believes is in violation of the rules, procedures, policies, or the standards of the university, it is important that he/she bring it to the attention of the appropriate individual or office. An attempt at an informal resolution should be the first action taken by the aggrieved party.
- b. If an informal resolution is not possible, then the aggrieved party should meet with the Department chair for resolution of the issue. The Department chair shall allow the student an opportunity to present their case and any documentation relevant to the issue. If the chair finds that the issue is in fact a specified

academic right and that the student has asserted a reasonable claim of a violation of these rights, the chair shall make whatever additional inquiry is appropriate. If the subsequent inquiry substantiates the assertion, the chair shall meet with the faculty or staff member alleged to have engaged in the action aggrieved. The chair may then attempt an informal resolution or refer the action to higher authority for action. This policy shall not apply to any allegation related to discrimination on the basis of race, ethnicity, national origin, gender, sexual orientation, marital status, pregnancy, age, disability or veteran status. Complaints of discrimination against students based on these grounds shall be immediately referred to the University Affirmative Action/Equal Opportunity Officer.

- c. Students shall have a right to appeal the action of the chair to the College of Health and Human Services Dean.
- d. In matters involving all other grievances contact the office of the Vice President for Student Affairs for appropriate referral, 3008 Lassen Hall.

## Student Grievance Procedures

The Department of Communication Sciences and Disorders follows campus guidelines regarding student grievance procedures. Please refer to the University Policy Manual for policy details:

### CSAD Student Feedback Form

[https://surveys.csus.edu/jfe/form/SV\\_8oykZMtZKVvpggK](https://surveys.csus.edu/jfe/form/SV_8oykZMtZKVvpggK)

### Complaint Hearing Policy and Procedures for Students

<https://www.csus.edu/umannual/student/stu-0110.htm>

### Discrimination Complaint Procedure for Current Students or Applicants for Admission

<https://www.csus.edu/umannual/hr/UMS16310.htm>

### Grade Appeal Policy

[https://www.csus.edu/umannual/acad%20affairs/grade\\_appeal\\_policy.htm](https://www.csus.edu/umannual/acad%20affairs/grade_appeal_policy.htm)

For more information, consult the Grade Appeal Webpage: It is located at the following website:

<https://www.csus.edu/acaf/academic%20resources/studentgradeappeals.html>

[www.csus.edu/acaf/academic%20resources/grade-appeal-policy-jun-2017-revised.pdf](http://www.csus.edu/acaf/academic%20resources/grade-appeal-policy-jun-2017-revised.pdf)

### The California State University's System wide Procedure for Handling Discrimination, Harassment and Retaliation Complaints by Students and Applicants for Admission against the CSU and/or CSU Employees - Executive Order No. 1045

[www.calstate.edu/eo/EO-1045.html](http://www.calstate.edu/eo/EO-1045.html)

## Steps to Follow

A student grievance exists where a student claims that a violation, misapplication, or misinterpretation of a University policy, procedure, or practice has occurred.

A student filing a grievance should follow the following procedures:

- Should a condition exist that a student believes is in violation of the rules, procedures, policies, or the standards of the university, it is important that he/she bring it to the attention of the appropriate individual or office. An attempt at an informal resolution should be the first action taken by the aggrieved party.



- If an informal resolution is not possible, then the aggrieved party should meet with the Department chair for resolution of the issue. The Department chair shall allow the student an opportunity to present their case and any documentation relevant to the issue. If the chair finds that the issue is in fact a specified academic right and that the student has asserted a reasonable claim of a violation of these rights, the chair shall make whatever additional inquiry is appropriate. If the subsequent inquiry substantiates the assertion, the chair shall meet with the faculty or staff member alleged to have engaged in the action aggrieved. The chair may then attempt an informal resolution or refer the action to higher authority for action. This policy shall not apply to any allegation related to discrimination on the basis of race, ethnicity, national origin, gender, sexual orientation, marital status, pregnancy, age, disability or veteran status. Complaints of discrimination against students based on these grounds shall be immediately referred to the University Affirmative Action/Equal Opportunity Officer.
- Students shall have a right to appeal the action of the chair to the College of Health and Human Services Dean.
- In matters involving all other grievances contact the office of the Vice President for Student Affairs for appropriate referral, 3008 Lassen Hall.

CSU Academic Honesty, Policy & Procedures  
<https://www.csus.edu/umannual/student/STU-0100.htm>



## Resources

The nature of the concern may warrant additional services beyond the Department. Students may also contact the following:

### Writing Center

Students can receive assistance in writing and editing their own work.  
Calaveras Hall 128

### Peer and Academic Resource Center

Promotes scholastic achievements of students through enriched and supportive peer-learning opportunities that aid students along the pathway to degree attainment.  
Lassen Hall 2200

### Smarthinking

Online tutorial system that enables students to become stronger writers through the Online Writing Lab.  
Lassen Hall 2302

### Health and Human Services Student Success Center

Provides academic planning, basic career exploration, faculty mentoring, major program exploration, and referrals to campus resources.  
Solano Hall 3000

### Career Center

Can assist with resume preparation, interviewing and professionalism, internship/job search strategies, and major/career exploration.  
Lassen Hall 1013

### Women's Resource Center

Provides a safe space where students can be empowered and affirmed.  
University Union 2250

### Students Promoting Education Awareness and Knowledge

Engages the larger campus community in conversations around sexual violence prevention and bystander intervention through a feminist lens.  
University Union 2250

### Multicultural Center

Provides a sense of belonging for members of the campus community and advocates for an inclusive and respectful space for students from all backgrounds.  
University Library 1010

### PRIDE Center

Provides students looking for a connection to campus with programs and events, access to resources on campus and in the community, a welcoming hangout space, and opportunities for education about LGBTQIA communities and the intersections of many identities and experiences.

University Union, first floor

### Queer Connect

Create an accessible, affirming and empowering space for students of all intersecting identities to come together in community and support one another.

University Union, first floor

### Dreamer Resource Center

Helps students overcome the unique challenges that get in the way of achieving academic, personal and professional excellence.

River Front Center 1022

### Martin Luther King Jr. Center

Fosters an ethos of success that permeates the scholarly experience, the community and the world by setting a tone of change and lifelong improvement that inspires and fulfills the dream of Dr.

Martin Luther King, Jr. Students.

Lassen 2201

### Serna Center

Promotes, fosters, and enhances leadership, empowerment, self-advocacy, and civic engagement among Chicanxs/Latinxs students, but also, students from other under-represented backgrounds at Sacramento State.

River Front Center 1023

### Veterans Success Center

Aids students in accessing their VA Education benefits, the timely certifying of those benefits, and completing the admission application process.

Lassen Hall 3003

## Signature of receipt and reading of Student Handbook

I have read and understand this Student Handbook, and I agree to abide by the policies and procedures set forth.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Date

## Appendix A

<https://caa.asha.org/siteassets/files/accreditation-standards-for-graduate-programs.pdf>

Appendix B

Department of Communication Sciences and Disorders

Au.D. Program

Doctoral Research Project Committee Form

Student: \_\_\_\_\_

Committee chair: \_\_\_\_\_

Committee member #2: \_\_\_\_\_

Committee member #3: \_\_\_\_\_

Description of project: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The undersigned have examined the thesis proposal titled:

\_\_\_\_\_

and hereby approve the proposed Doctoral Research Project.

\_\_\_\_\_ (signature) \_\_\_\_\_ (mm/dd/yy)

CHAIR

Department/University: \_\_\_\_\_

\_\_\_\_\_ (signature) \_\_\_\_\_ (mm/dd/yy)

COMMITTEE MEMBER #2

Department/University: \_\_\_\_\_

\_\_\_\_\_ (signature) \_\_\_\_\_ (mm/dd/yy)

COMMITTEE MEMBER #3

Department/University: \_\_\_\_\_

CSAD 501 goals and expected timeline:

Student:	Committee chair:
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CSAD 502 goals and expected timeline:

Student:	Committee chair:
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CSAD 503 goals and expected timeline:

Student:	Committee chair:
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CSAD 504 goals and expected timeline:

Student:	Committee chair:
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CSAD 505 goals and expected timeline:

Student:	Committee chair:
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## Appendix C

<https://www.asha.org/Code-of-Ethics/>

<https://www.asha.org/policy/SP2018-00353/>



## Appendix D

<https://www.audiology.org/clinical-resources/code-of-ethics/>