



California State University, Sacramento
 Department of Communication Sciences and
 Disorders
 Doctor of Audiology (Au.D.)
SYLLABUS & COURSE OUTLINE

Semester/Year: Summer 2026	Course: CSAD 630C: Audiology Clinic III	Section: 01
Meeting Days: Tuesdays, Thursdays	Meeting Times: 8:00 am -11:00 am 1:30 pm – 2:30 pm	Location: MJRLSHC- Audiology clinic
Instructor: Soumya Venkitakrishnan, Au.D., Ph.D., CCC-A	Email: s.venkitakrishnan@csus.edu	
Office Hours/Appointments: Wednesdays: 9-11 am; Fridays: 10-11 am (By appointment)	Location: Folsom Hall 2404G	

Catalogue Course Description:

1 Unit

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

Corequisite(s): [CSAD 630](#).

Supervised clinical practice in audiology with an emphasis on developing clinical skills for audiologic evaluations, amplification, and aural rehabilitation.

Sacramento State Graduate Learning Goals (GLG)

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
Disciplinary knowledge: Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.	Y
Communication: Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.	Y
Critical thinking/analysis: Demonstrate the ability to be creative, analytical, and critical thinkers.	Y
Information literacy: Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.	Y

Professionalism: <i>Demonstrate an understanding of professional integrity.</i>	Y
Intercultural/Global Perspectives: <i>Demonstrate relevant knowledge and application of intercultural and/ or global perspectives.</i>	Y
Research: <i>Conduct independent research resulting in an original contribution to knowledge in the focused areas of their graduate program</i>	N

Expected Learning Outcomes (ELO)

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

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

Supervised clinical practice in audiology with an emphasis on developing second-semester clinical skills for the basics of the audiologic evaluation (otoscopy, immittance, pure-tone air- and bone-conduction audiometry, speech audiometry), amplification, aural rehabilitation (group sessions, orientation, counseling) and possibly specialized testing and services such as tinnitus assessment and management, cerumen management, aural rehabilitation & cochlear implant evaluations. This class corresponds with CSAD620.

The student clinician will be responsible for:

- a. Reviewing, familiarizing, and signing the clinic handbook at the beginning of the semester.
- b. Reading and having knowledge of this syllabus and corresponding assignments.
- c. Assessing patient's auditory and/or vestibular systems in terms of structure and function.
- d. Arriving on time to clinic (i.e. 30 minutes before scheduled patient appointment).
- e. Prescribing appropriate management and/or treatment methodologies for hearing and/or balance disorders.
- f. Interpreting results of case history, previous evaluations and/or referrals.
- g. Writing pertinent HIPAA compliant information to prepare for appointments. Outline measurable outcomes/clinic goals for every appointment.
- h. Timely and well written reports for every appointment submitted through CounselEar.
- i. CPT billing codes and a superbill must be attached to each professional report/appointment.
- j. Meeting with all assigned patients. Once the student clinician has begun the practicum, dropping clinical practicum classes by the student clinician is prohibited except for medical reasons or extraordinary circumstances as approved by the Department.
- k. Evaluating performance midterm and final. Written self-reflections (identifying clinical strengths and areas for improvement) are to be submitted to the assigned clinical instructor.
- l. Meeting with the assigned Clinical Instructor on a weekly basis is mandatory. The clinical instructor will be available to at other times also, but the weekly meeting should center on specific questions/concerns you have about assigned patients. Prepare for these weekly meetings: Have specific questions written and ready to discuss. If you are unable to keep your appointment, you must cancel prior to meeting time and reschedule with your Clinical Instructor.
- m. No-show appointments, students will be responsible for (but not limited to) performing lab/sim-lab assignments, reviewing pathologies, practicing basic and specialized test batteries, taking clinic inventory, and administrative tasks.

WHY IS THIS COURSE IMPORTANT?

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

GRADUATE UNIVERSITY LEARNING GOALS

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

GRADUATE LEARNER OUTCOMES

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

1. Communicate effectively, orally and in written form, with patients, families, caregivers, and other health care providers.
2. Develop written reports for diagnosis, evaluation, and recommendations.
3. Diagnose, triage, treat, and manage auditory and vestibular conditions and diseases for patients across the lifespan
4. Discuss findings, diagnosis, and treatment options with the patient, family, and other health care providers.
5. Adhere to professional ethics as they relate to the practice of audiology.
6. Describe and discuss clinical experiences in a professional manner.
7. Identify relationships between clinical experiences and didactic learning.

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

Textbooks, Materials, and Online Resources:

No specific textbooks for this clinical rotation. However, student may be required to review articles related to specific patients seen in the appointment/ scheduled. This might include reading articles posted on Canvas or doing literature review by themselves to prepare for patients. The instructor will help with this as required.

Course Requirements/Components:

Course Format

Clinical

GRADING/DUE DATES:

This course is graded as Pass or Fail. A pass grade of B (83%) is required. The following components will be evaluated by your supervisor to determine your final grade:

Final Evaluation in Calipso	70%- August 4 th , 2026
Attendance, Communication & Professionalism	10% - weekly
Practice Sessions, Report Writing & CPT Codes	10% - weekly
Clinical Goals	5% - June 12th
Calipso Patient Clock Hours & Supervisor Feedback Form & Self-Reflections (Mid-term & Final)	5% - Clock hours (weekly) Self-reflections (June 30/ July 2; and August 4/6) Supervisor Feedback Form (August 4/6)

Final Evaluation in Calipso – (70%):

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

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

SCORE	LETTER GRADE	DESCRIPTION
4.65 - 5.00	A	<u>Exceeds Performance Expectations* (Pass)</u>
4.50 - 4.64	A-	(Minimum assistance required) • Clinical skill/behavior well-developed, consistently demonstrated, and effectively implemented. • Demonstrates creative problem solving. • Clinical Instructor consults and provides guidance on ideas initiated by student
4.35 – 4.49	B+	<u>Meets Performance Expectations* (Pass)</u>

4.25 – 4.34	B	(Minimum to moderate assistance required) - Clinical skill/behavior is developed/implemented most of the time but needs continued refinement or consistency. - Student can problem solve and self-evaluate adequately in-session. - Clinical Instructor acts as a collaborator to plan and suggest possible alternatives
4.00 – 4.24	B-	<u>Needs Improvement in Performance</u> (Moderate assistance required) - Inconsistently demonstrates clinical skill/behavior. - Student's efforts to modify performance result in varying degrees of success. - Moderate and ongoing direction and/or support from Clinical Instructor required to perform effectively
3.85 – 3.99	C+	
3.65 – 3.84	C	
3.50 – 3.64	C-	
3.35 – 3.49	D+	<u>Needs Significant Improvement in Performance</u> (Maximum assistance required) - Clinical skill/behavior is beginning to emerge but is inconsistent or inadequate. - Student is aware of need to modify behavior but is unsure of how to do so. - Maximum amount of direction and support from clinical Supervisor required to perform effectively.
3.15 – 3.34	D	
3.00 – 3.14	D-	
1.00 – 2.99	F	
		<u>Unacceptable Performance</u> (Maximum assistance is not effective) - Clinical skill/behavior is not evident most of the time. - Student is unaware of need to modify behavior and requires ongoing direct instruction from Clinical Instructor to do so - Specific direction from Clinical Instructor does not alter unsatisfactory performance

NOTE: Students who have a grade less than a B on any assessment listed must meet with the instructor for initiation of PIP.

Attendance, communication, and professionalism – 10%

Attendance

If a student is ill and cannot attend clinic, please contact your clinical supervisor. Students are expected to **meet all clinic appointments**. Students need to fill out an [Absence Form](#) when they are expecting to miss clinic for a pre-excused (approved by your supervisor) absence. Makeup day(s) must be arranged.

Given the full-time, intensive nature of this doctoral program, it is important that students contact instructors if they are anticipating an absence, especially over an extended period. 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.

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

Communication

Students must maintain timely, respectful, and professional communication with their clinical supervisor. Students and supervisors should meet on a weekly basis to prepare for patient appointments, discuss cases, etc.

For email correspondence (your instructors preferred method of contact), students should be:

1. Using the CSUS email (____@csus.edu)
2. Checking emails daily.
3. Responding within 48 hours of receipt of email.

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

Professionalism

- Students must be dressed in CSUS Clinic scrubs and present well-groomed and professional in appearance. Inappropriate clinical attire could result in a student being asked to leave clinic and return when appropriately dressed.
- Students should adhere to the standards set forth in the clinic handbook regarding patient confidentiality. Any violation of these policies will result in the student receiving a failing grade in the clinic.
- Students should be engaged throughout all appointments, even when they are not taking the lead. Cellphone use during clinic will not be tolerated.

Preparation

This grade involves preparation for appointments each week.

Students should be prepared for appointments every week in the following way:

- Review ALL appointments for the day- including previous reports, case history and other forms filled by the patient.
- Prepare a short summary for the instructor about the patient's previous history, test findings, in case of follow up appointments- patient concerns, and actions taken in the previous appointments. The instructor will ask about this in the de-brief meeting each week. Be prepared to discuss this.
- Prepare a list of actions to be undertaken at the particular appointment- based on the previous reports, e.g., case history → otoscopy → pure tone testing (Right ear first) → speech testing (including QuickSIN) → counseling (note any points to emphasize). This can be as detailed as you want.
- In case the patient has filled in a case history form/ has come to our clinic before, note their case history, and ask them if any changes to the symptoms are present.
- **Review briefly the patients for the following week:**
 - **To see if in-person interpretation is required.**
 - **If it is a specialty appointment you haven't observed, bring it up with the instructor to save time to review procedures for the patient, and to let you know what to review for the appointment**

Any violation of the above may result in a 2% grade reduction per occurrence up to a maximum of a 10% grade reduction.

Practice Sessions, Report Writing and Billing and Coding– 10%

Practice Sessions

Students are required to complete a minimum of nine (9) practice sessions resulting in full audiograms and corresponding comprehensive reports by the end of the semester. These practice sessions are designed to foster independent clinical skills, technical accuracy, and professional confidence. Students may select their own practice participants (e.g., classmates, friends, or family members), provided the individual has no active ear infection or medical contraindications, and verbal consent is obtained prior to testing.

Each practice session must include, at minimum, a complete case history, otoscopy and other clinical test battery deemed appropriate to achieve effective results for the session.

Session 1- Comprehensive Audiometric Evaluation

Session 2- Bilateral Ear Mold Impressions

Session 3- Eustachian Tube Dysfunction testing

Session 4- RECD + Real Ear Measures

Session 5- Hearing Aid Programming+ BTE retubing

Session 6- Tinnitus Evaluation

Session 7- Specialty Evaluation (based on preceptor) – CAPD evaluation

Session 8- Questionnaire + HINT

Session 9- Choose you own activity

When clinically appropriate, students are encouraged to incorporate specialized testing (e.g., Stenger, rollover, reflex decay, tone decay, or Eustachian tube function testing) to further develop clinical reasoning skills.

Students are expected to conduct all practice sessions independently and professionally, adhering to proper infection control procedures, equipment checks, patient-centered communication and HIPAA.

All practice time must be accurately logged on the designated log sheet located at the clinic front desk on the same day the session occurs and is subject to review. For each practice session, students must submit a comprehensive audiological report that includes the completed audiogram or proof of the activity and a brief reflective component addressing clinical challenges, decision-making, and areas for growth. Submissions should be in electronic format on Canvas and must be submitted by the deadlines indicated on Canvas.

Report Writing

Students are required to submit timely and well written reports. First drafts of written reports must be completed in Counsel Ear **within two business days**. Please print a copy of the professional report and check the following: student clinician, supervisor, calibration date, patient reliability, transducer, tympanometry type and case history information. Please give the copy of the report to your supervisor once the first draft is completed. Revisions will be discussed at the following meeting. Edits will be given back and changes should be made to the report in CounselEar. Please check each change on the printed report to indicate the changes have been made and re-submit to the supervisor. To save paper (and the environment) no need of re-printing reports after changes have been made.

Two late submissions or excessive corrections after two attempts will automatically drop your final writing area clinical competency grade by one letter grade through reduction of points.

Billing and Coding

Each student is responsible for attaching the appropriate CPT billing code(s) that corresponds with their appointment(s). A superbill should be generated and attached to the report when given. This is a mock superbill and will not be sent to the patient directly.

Clinic Goals -5%

- Students are required to submit at least three goals by the end of the first week in clinic. These goals must be submitted in Canvas by the due date (end of week 1 of clinic)
- Using the **SMART** goal-setting method- **S**pecific, **M**easurable, **A**ttainable, **R**ealistic and **T**imely.
 - Appropriate SMART goal: “I want to successfully complete an audiometric evaluation within the allotted time frame 3 out of 5 times with no more than two interjections from my clinical supervisor”
 - Inappropriate SMART goal: “I want to improve my skills with audiometric evaluation this semester”.
 - Format for SMART Goals should be similar to the following example:

Short Term Goal: “I will complete all parts of a comprehensive audiologic evaluation with no more than two interjections from my supervisor by June 1st, 2026.”

SMART Objectives: To achieve this goal, I will:

- Utilize my weekly clinic practice time.
- Discuss and ask for feedback from my supervisor on ways I can improve my testing.
- Practice the test batteries on my peers during spare moments in clinic or in my free time.
- Utilize virtual simulation to familiarize myself with clinical concepts and understanding such as case history presentation level, masking and counseling.

Your goals may include fewer or more objectives than the example shown above. Ultimately, this is your professional goal, so the more you put into it, the more experience you get out.

Goals that are not specific/measurable will be returned to you to rewrite. A 2% reduction (per occurrence) will be applied for all late submissions or goals that must be re-written more than twice. It is highly recommended that you consult your supervisor and schedule a time during that first week of clinic to establish your identified goals prior to the assignment due date, to ensure they are realistic, attainable, and appropriate.

Calipso Patient Clock Hours, Supervisor Feedback Form & Self-Evaluations – 5%

Patient contact hours- clock hours must be submitted to your supervisor weekly in Calipso.

It is your responsibility to periodically remind your clinical supervisor to sign off on your Calipso hours. Please include the date and nature of the appointment for every clock hour submission in the “Comments” section. Failure to submit clock hours weekly will result in 2% reduction of your grade per occurrence up to a maximum of 5% grade reduction.

Supervisor Feedback Forms (Due August 4th / 6th):

1. Login to Calipso

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

Self-Evaluations (Due June 30th / July 2nd & August 4th / 6th)

- At the completion of each clinical course or as directed by your Clinical Coordinator, complete a self-evaluation.
- From the lobby page, click on the “Self-evaluations” link.
- Click on “New self-evaluation.”
- Complete required fields designated with an asterisk and press “save.”
- Continue completing self-evaluation by scoring all applicable skills across the Big 9 using the provided scoring method and saving frequently to avoid loss of data.
- Once the evaluation is complete, check the “final submission” box and click “save.”
- Receive message stating, “evaluation recorded.”
- Please note you may edit and save the evaluation as often as you wish until the final submission box is checked. Once the final submission box is checked and the evaluation saved, the status will change from “in progress” to “final”.
- To view the evaluation, click “Evaluations list” located within the blue stripe.

Grading Policy:

CSUS Grading Policy

The CSUS Grading Policy (Policy# 11476953) can be found at: <https://sacramentostate.policystat.com/policy/11476953/latest>

Letter grades are assigned according to the following scores

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

TENTATIVE Course Schedule/Outline:

Date	Topic/Class Content	Assignment	Notes
Week 1: June 9 th / June 11 th	Course and syllabus overview, expectations and HIPAA guidelines Regular Clinic	Practice Session 1	Session 1- Comprehensive Audiometric Evaluation
Week 2: June 16 th / June 18 th	Regular Clinic	Practice Session 2	Session 2- Bilateral Ear Mold Impressions
Week 3: June 23 rd / June 25 th	Regular Clinic	Practice Session 3	Session 3- Eustachian Tube Dysfunction testing
June 26th- June 28th	Option 1 for Clinic week 7/ week 9: NORCAL Special Olympics	At Santa Clara University; Hearing Screenings for athletes' adults and pediatrics.	Supervised by Dr. Mary Kate Donegan of Gold Country Hearing and Balance
Week 4: June 30 th / July 2 nd	Regular Clinic 1:30-2:30 pm: Mid-term Evaluation	Practice Session 4 Self-Evaluation (Mid-term)	Session 4- RECD + Real Ear Measures
Week 5 July 7 th / July 9 th	Regular Clinic	Practice Session 5	Session 5- Hearing Aid Programming+ BTE retubing
Week 6 July 14 th / July 16 th	Regular Clinic	Practice Session 6	Session 6- Tinnitus Evaluation
Week 7 July 21 st / July 23 rd	Participate in One of the two Outreach events: 1. Hearing Screening at Special Olympics 2. Hearing Screening at Marshall Clinic	Practice Session 7	Session 7- Specialty Evaluation (based on preceptor) – CAPD evaluation

	See more information above and below		
July 25th	Marshall Medical pediatric event Objective measures (OAE's, tymps) on newborns and other children & conventional hearing screenings.	Georgetown CA	Supervised by Dr. Ariel Cassar
Week 8 July 28 th / July 30 th	Conduct a CAPD evaluation on a mock patient- Create a report and submit it on Canvas (remove identifiable information)	Practice Session 8	Session 8- Questionnaire + HINT
Week 9 August 4 th & August 6 th	Option 1: Participate in Second of the two Outreach events: 1. Hearing Screening at Special Olympics 2. Hearing Screening at Marshall Clinic See more information above Option 2: 1. Tinnitus evaluation on mock patient with NH Submit – Formal report (no PHI) a video on how you would counsel a patient with normal hearing + bothersome tinnitus 2. HA fitting on mock patient Submit – Formal report + a with video on counseling a first time hearing aid patient	Practice Session 9 Self-Evaluation (Final) Supervisor evaluation	Session 9- Choose your own activity

Attendance Policy

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.

Attendance for clinic this semester:

If a student is ill and cannot attend clinic, please contact your clinical supervisor. Students are expected to **meet all clinic appointments**. Students need to fill out an [Absence Form](#) when they are expecting to miss clinic for a pre-excused (approved by your supervisor) absence. Makeup day(s) must be arranged. Given the full-time, intensive nature of this doctoral program, it is important that students contact instructors if they are anticipating an absence, especially over an extended period. 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. Failure to notify your supervisor of any absences via email and the absence form, as well as excessive tardiness, will result in 2% reduction per occurrence up to a maximum of a 10% grade reduction.

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.

Students must maintain timely, respectful, and professional communication with their clinical supervisor. Students and supervisors should meet on a weekly basis to prepare for patient appointments, discuss cases, etc.

For email correspondence (your instructors preferred method of contact), students should be:

1. Using the CSUS email ([____@csus.edu](#))
2. Checking emails daily.
3. Responding within 48 hours of receipt of email.

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

Course Policies/Procedures:

Professionalism

- Students must be dressed in CSUS Clinic scrubs and present well-groomed and professional in appearance. Inappropriate clinical attire could result in a student being asked to leave clinic and return when appropriately dressed.
- Students should adhere to the standards set forth in the clinic handbook regarding patient confidentiality. Any violation of these policies will result in the student receiving a failing grade in the clinic.
- Students should be engaged throughout all appointments, even when they are not taking the lead. Cellphone use during clinic will not be tolerated.

Any violation of the above may result in a 2% grade reduction per occurrence up to a maximum of a 10% grade reduction.

Hornet Honor Code

<https://www.csus.edu/student-affairs/internal/documents/hornet-honor-code.pdf>

As proud members and representatives of the Sacramento State Hornet community, we commit ourselves to actively promoting honesty, integrity, respect, and care for every person, ensuring a welcoming campus environment, and striving to help every member of our Hornet family feel a strong sense of belonging.

As Hornets, we will:

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

Academic conduct

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

Ethics: Students must uphold the ethical standards set forth by professional bodies in the field (see Appendices C and D).

Respect: Students should demonstrate respect to their peers, instructors, and staff.

Feedback: Students are expected to self-reflect and modify their work in response to feedback, while displaying non-defensive behavior to suggestions.

Health: Students should maintain their personal wellness and health, attending to any needs in a timely fashion in order to support their academic and professional growth.

Attire: Students should dress appropriately for class. Classes may be held in clinic space, so students are expected to observe the clinic dress code.

Accountability: Students are expected to be accountable, honest, and professional for their activities and communications. The general principles of ethical behavior should be applied to their coursework, evaluations, and examinations.

Language: Students should demonstrate professional oral and written communication, including emails. Discretion and professional language should be used in all modalities, emphasizing constructive rather than reactive use.

Scholarship: Students should take an active role in their learning, recognizing their deficiencies and seeking to correct them, as part of their commitment to lifelong learning.

Effort: Students should collaborate and work to complete tasks and assignments on time or by the set deadline. Students are expected to follow through on all activities while maintaining professionalism and intellectual curiosity.

Commitment to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and 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://sacramentostate.policystat.com/policy/11300038/latest>

Definitions: At Sac State, "cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means." **Plagiarism** is a form of cheating. At Sac State, "plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution."

Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

Department Policy on Use of APA format

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual (7th edition.) All assignments are to be composed using APA format and style unless otherwise noted.

Understand When You May Drop This Course

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

Equal Access

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Disability Access Center (DAC), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to DAC and meet with a DAC counselor to request special accommodation before classes start. **Sacramento State Disability Access Center (DAC)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff

and administrators, DAC provides consultation and serves as the information resource on disability related issues to the campus community. DAC is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at dac@csus.edu Additional information can be found on the DAC website: <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

Crisis Assistance & Resource Education Support (CARES) Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Crisis Assistance & Resource Education Support (CARES) website to learn more about your options and resources available. <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>

Title IX

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

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

Student Health & Counseling Services at The WELL On Campus

Phone Number: 916-278-6461

Website: <https://www.csus.edu/student-life/health-counseling/counseling/>

Campus Confidential Advocate Email: weave@csus.edu

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

WEAVE 24/7 Hotline: 916-920-2952

Other Resources

The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>

Testing Center: <https://www.csus.edu/testing/>

Library: <https://library.csus.edu/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Sacramento State Disability Access Center (DAC): <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>
CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>

Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>

SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>

Knowledge And Skills Acquisition (KASA) For Certification in Audiology

ASHA Knowledge And Skills Acquisition (KASA) tracking for courses and clinics in the AuD program can be found online in the student's CALIPSO account.

This class will fulfill in whole or in part, the following KASA outcomes as required by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA):

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

Standard II-B: B1, B2, B5, B6, B8, B9

Standard II-C: C1, C2, C3, C4, C5, C7, C8, C9, C10, C11, C12.

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

Standard II-E: E1, E2, E3, E4, E5, E6, E15, E20, E21, E22, E23, E24, E25

Standard II-F: F1, F2, F3, F4, F6, F7, F11, F13,

Accreditation Commission for Audiology Education (ACAE) Competencies

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

Foundation: F1, F2, F3, F5, F6, F7, F9, F10,

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

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

Professional Responsibilities and Values: P2, P3, P4, P5, P6, P10, P11, P13, P12, P13, P14, P15, P16, P17